



7.4 Requirements for students attending clinical visits during exchanges 2023-2024

Medical Requirements Document

Because these guidelines may change at short notice, all home institutions should check with the proposed host institution on the most up-to date information on the requirements for clinical visits prior to making any exchange arrangements.

Institution name	Mandatory vaccinations/tests and time frame	Police/Criminal record	Are uniforms/ clothing provided?	Insurance liability
Karel de Grote University College, Antwerp, Belgium	Hepatitis B. A written declaration of good health (by GP). TBC free	No	Prefer that students bring their own uniform but can provide.	Medical Insurance and liability insurance
Artesis Plantijn University College, Antwerp, Belgium	A written declaration of good health (by GP). Recent status of immunization of Hepatitis A+B and that you are TBC free and this is no older than 3 months	No	Uniforms are provided	Medical and Liability insurance
Haute Ecole de Namur Liège, Namur Belgium	A written declaration of good health (by GP). Hepatitis A+B, recent proof of TBC.	Yes	Uniforms are NOT provided.	Yes and Health Insurance
Plovdiv College of Medicine, Plovdiv, Bulgaria	Hepatitis B.	No	Uniforms are NOT provided.	Medical Insurance is the student's responsibility
University College Absalon, Faculty of Health Education, Denmark	Negative MRSA no more than two weeks prior to the exchange. In case of positive result: treatment for 5 days prior to the exchange.	Yes if in Home care	Uniforms are provided	Medical insurance and liability – students' responsibility.
VIA University College,	Negative MRSA no more than 2 weeks old	Yes	Uniforms provided	Medical insurance and liability is the



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Silkeborg, Denmark	If the MRSA test is positive - treatment for 5 days. After 2 days the student can start in the ward if she/he has no signs of infection or wounds on hands or arms. Retest at the end of the treatment: after 48 hours, 1 week and again after 2 weeks.			student's responsibility
University College Lillebaelt, Vejle, Denmark	Negative MRSA no more than 2 weeks before the exchange	No	Uniforms are provided.	Medical insurance and liability are the student's responsibility
Lahti University of Applied Sciences, Lahti, Finland	Hepatitis, MRSA, Measles Mumps and Rubella (MMR), Tetanus, Diphtheria, Poliomyelitis, Varicella and Chest X-ray but this is not needed from Norway, Sweden and Denmark. All documents need to be in English and you need a negative Salmonella Stool test if working on the Paediatric wards			
IFSI/FAS, Virginie Olivier, Sainte Anne, Paris, France	Tuberculosis, Diphtheria, Tetanus, Polio, Whooping Cough, Hepatitis B	No	Uniforms are provided.	Medical insurance and liability are the student's responsibility



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	immunization evidence			
Università degli Studi de Modena e Reggio Emilia, Italy	<p>A recent proof (not older than 1 year) that they are TBC-free: Mantoux reaction test.</p> <p>A recent status of immunization for hepatitis B, plus recent test that can show the protective status of immunization.</p> <p>A proof of the immunization for measles, chickenpox and rubella.</p> <p>A certificate telling that they are fit for training from a health service doctor or general blood exams not older than 3 months.</p>	NO	Uniforms are NOT provided.	
Higher Medical School in Bitola, Macedonia	A written declaration of good health (by GP) and recent regular vaccinations.	No	Uniforms are NOT provided.	
Avans University of Applied Sciences, Breda, Netherlands	Hepatitis B, TBC free Negative MRSA 1 week prior to exchange	No	Uniforms are provided.	Medical insurance and liability are the student's responsibility
Hanze University of Applied Sciences,	Hepatitis B, TB results from the home country, MRSA prior	No	Uniforms are not provided	Student's responsibility



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Groningen, The Netherlands	to the exchange period			
University of Applied Sciences, Leiden, Department of Nursing, Leiden, Netherlands	MRSA test to be done first day of exchange in Leiden; hepatitis B+TB test results from home.	No	Uniforms are provided.	Insurance liability.
Østfold University College Faculty of Health & Welfare Sciences, Fredrikstad, Norway	Negative MRSA 1 week prior to exchange: TB 2 years	YES	Uniforms are provided.	Student's responsibility
Carol Davila Nursing College Bucharest, Romania.	A written declaration of good health (by GP).	-	Uniforms are provided, but bring own shoes.	
Scoala Sanitară Postliceala "Carol Davila" Galati, Romania	Mandatory and Vaccination and time frame MRSA (tests of the throat and nasal secretions). Hepatitis B	No	Uniforms are NOT provided.	
The Post Secondary Nursing School "Carol Davila", Pitesti, Romania	Mandatory vaccinations / tests and time frame - NO	No	-	Yes
Rostov Base Medical College, Rostov-na-Donu, Russian Federation	Hepatitis B (negative) vaccination	Visa for education. Immigration and Police control		



Institution name	Mandatory vaccinations/tests and time frame	Police/Criminal record	Are uniforms/clothing provided?	Insurance liability
Taganrog Medical College, Taganrog, Russian Federation	Hepatitis B (negative) vaccination	Visa for education. Immigration and Police control		
College of Health Education in Cuprija, Serbia	MRSA and Hepatitis B.	No	Uniforms are NOT provided.	
Milutin Milankovic High Medical College of Vocational Studies, Belgrade, Serbia	None	No	Uniforms are not provided	No
Sanitary Medical School of Applied Sciences "VISAN", Belgrade, Serbia	Hepatitis B. advisable	No	Uniforms are provided.	
Universidad Francisco de Vitoria, Madrid, Spain	Hepatitis B. advisable	Yes	Uniforms are NOT provided. Bring white or blue shoes.	Medical Insurance during exchange.
Universitat Rovira i Virgili Escola Universitària d'Infermeria, Tarragona, Spain	Hep. B and fulfillment of all the requirements of the home institution for ward visits.	Yes	Uniforms are NOT provided. Bring own white shoes. Also bring European health insurance card (EHIC).	Liability insurance
Escuela de Enfermeria de	Hepatitis B vaccination	No	Uniforms are NOT provided.	Medical and liability insurance



Institution name	Mandatory vaccinations/tests and time frame	Police/Criminal record	Are uniforms/ clothing provided?	Insurance liability
Vitoria, Vitoria, Spain			Bring own white shoes.	
Örebro University, School of Health and Medical Sciences, Örebro, Sweden	MRSA first day on arrival. TB testing. Polio, tetanus, mumps, rubella and measles vaccines.	No	Uniforms are provided. Bring shoes and a padlock.	
Sophiahemmet University, Stockholm, Sweden	MRSA first day on arrival (free of charge); TB recommended, but not compulsory. Polio, tetanus, mumps, rubella and measles vaccines	No	Uniforms are provided, bring shoes. That cover the whole foot.	
Berner Bildungszentrum Pflege, Bern, Switzerland	Tetanus, Polio, hepatitis B updated. MRSA (max one week old).	No	Uniforms are provided. We will inform each student what is needed	
Zurich University of Applied Sciences, Winterthur, Switzerland	Tetanus, Polio, hepatitis B updated.	No	Uniforms provided when required.	Health Insurance. Non EU countries: Adequate health insurance for Switzerland. EU countries: "European Health Insurance card" Liability Insurance recommended
University of Brighton, School of Health	Tetanus – within the last 5 years. Measles , Mumps, Rubella	YES, from your Government.	Uniforms are NOT provided.	Bring photo I.D. If your nationality is



Institution name	Mandatory vaccinations/tests and time frame	Police/Criminal record	Are uniforms/clothing provided?	Insurance liability
Sciences (Nursing), Brighton, England	(MMR) immunization Hepatitis B – advisable		Bring shoes that cover the whole foot.	not from within the EU or EEA you will need a short-term visa for entry to the UK.
University of Leeds, School of Healthcare, Leeds, England	Occupational health (OH) questionnaire and current immunization status for Hepatitis B, Tuberculosis, Measles, Mumps and Rubella, Varicella. May require blood titre levels checked prior to visit.	YES – with English translation. The Occupational Health questionnaire must meet both the National Department of Health (Government) and the local NHS Trust requirements, further information is available on the ENM website	Uniforms are NOT provided. Bring shoes that cover the whole foot.	Please send scanned documents individually (not as one file). Will need to see the original documents (Police, Passport) on 1 st day of exchange. If your nationality is not from within the EU or EEA you will need a short-term visa for entry to the UK. You are given an honorary contract for the local NHS Trust
University of Northampton / Milton Keynes Hospital, School of Health, Northampton, England	TB and Tetanus as Brighton.	YES. Police check	Uniforms are NOT provided. Bring shoes that cover the whole foot.	Photo I.D. If your nationality is not from within the EU or EEA you will need a short-term visa for entry to the UK.

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European nursing module - reflective diary

“I never travel without my diary. One should always have something sensational to read on the train”
(Oscar Wilde)

THE BROAD AIMS OF THE MODULE

- **To develop students’ understanding of the concept of culture.**
- **To develop the students’ understanding of European and professional cultural issues which will promote and enhance health care by individuals practising in a range of settings.**
- **To enable students to recognise the international dimension of professional nursing knowledge and health care.**
- **To develop the students’ awareness, understanding and acceptance of cultural differences.**
- **To develop the students’ awareness of and respect for clients’ individual cultures.**
- **To develop the students’ understanding of the influence of historical, philosophical, ethical, economic, political and professional factors on their own and others’ professional culture.**
- **To develop the students’ awareness of professional culture and role, and an increasing awareness of their own cultural identity.**

As a way of enabling you to achieve this, you are expected to keep a reflective diary.

If you are unsure about your ability or motivation to do this, the above quote by Oscar Wilde may inspire you to write.

You may not feel that you have anything sensational to write but you will be surprised how interesting you will find what you have written when you look back.

The diary is a vehicle for collecting information and responses to major elements of the exchange and to enable students to log and reflect on their experiences.



Reflection according to Johns (1993) is:

“..... the reflexive method of gaining access to an understanding of experience which enables practitioners to develop and increase the effectiveness of personal action within the context of their work”.

It is intended that the document is student centred. It is your document to complete and to retain. Material contained within the document may inform your assignment for this module.

Here are some points to consider when completing your diary: -

- (a) Write the diary in your native language.
- (b) The diary should be written daily, otherwise experiences might be lost, particularly as this is a short experience.
- (c) You should NOT use real names either in diaries or group discussions. It must be remembered that any written documentation of a professional nature could be requested by a Court of Law.
- (d) Confidentiality must be ensured at all times.
- (e) The diary is your property and you are responsible for its safe keeping and its contents.

The structures offered here are designed to help you to reflect. You may choose how you structure your diary but having some structure aids reflection.

Here are some suggestions: -

- 1. You could write your diary like a letter to a friend back in your own country who was unable to make the exchange but is very interested to hear all about it.
- 2. You might choose to record experiences under the following headings :-
 - (a) Personal
 - (b) Academic
 - (c) Clinical
 - (d) Professional

If you choose this structure, it might be helpful to consider the following points when recording specific instances

- (a) Record experiences as soon as possible after they happen.
- (b) Be sensitive to the situation and to people's feelings.
- (c) Describe the experience as fully as possible including the context in which it took place.
- (d) Describe how you feel about the experience, reactions of other people and attitudes.



3. You may structure your diary under the following headings: -
 - (a) General goals of the module.
 - (b) Student's individual learning aims and special interests.
 - (c) Pre-suppositions and mental images about:
 - the host country
 - the culture
 - the health care system
 - nursing

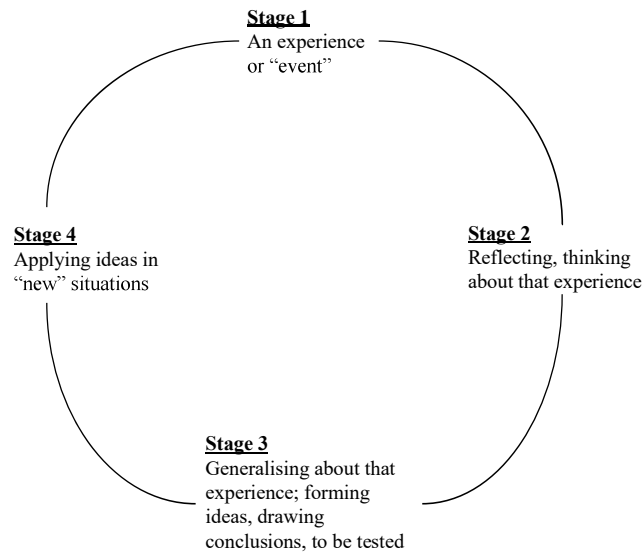
4. Describe your experiences about the differences of the following subjects:
 - self and national culture
 - self and care culture
 - self and the role of the nurse
 - self and the role of the student
 - self and the health care system
 - self and the health care educational system
 - meaningful events

5. Areas for further development

REFLECTION

We do not automatically learn from the experiences we undergo. In order to gain as much benefit as possible from an experience, we need to reflect, to think about it, to get beyond it as it were.

There are many theories concerning the way in which people learn. The following "learning cycle" may help you to understand more fully the benefits to be derived from the process of reflection in learning from our experiences.



The learning cycle

Stage 1

The learning cycle begins with an event - an experience. In a nursing context, it might be a conversation that you had with a client/patient or it might be the time when you gave your first injection or it might be someone's behaviour towards you. Whatever the event, you find yourself with something to think about.

Stage 2

Thinking and reflecting upon the experience constitutes Stage 2. You may like to question yourself as follows: -

- what happened?
- when did it happen?
- why did it happen?
- what were your thoughts?
- what were your feelings?

Stage 3

This stage is entered when you begin to draw conclusions from your reflections.

For example, you felt unhappy about the conversion referred to in Stage 1 above and in your reflection and thinking you see that you talked too much about cues in the patient's conversation and behaviour that became obvious to you upon reflection. You may realise that this is something that often happens to you and that you need to listen more.

Another example - you realise that all went well with injection referred to in Stage 1. The patient had little discomfort and you did everything correctly. You came to the conclusion that you acted competently.



Stage 4

In this stage, you will put your conclusions and ideas to the test. For example, in speaking with people, you become more active in your listening and realise that your time spent in speaking to certain clients/patients is of more value to them.

Following the conclusion reached in Stage 3 with regard to your ability to give an injection, you may now feel ready to approach this and other nursing tasks with a greater degree of confidence.

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