

Table 1 Participants

	Frequency (%) n=30	
Job role		
Academic	16	(53.3)
Research	1	(3.3)
Clinical	12	(40.0)
Management	1	(3.3)
Main (first/primary) language (native language)*		
English	10	(33.3)
European language	20	(66.7)
Country currently working in		
North America		
Canada	1	(3.1)
USA	3	(9.4)
Europe		
Austria	1	(3.3)
Belgium	1	(3.3)
Bosnia and Herzegovina	1	(3.3)
Croatia	1	(3.3)
Denmark	1	(3.3)
Germany	1	(3.3)
Iceland	1	(3.3)
Ireland	1	(3.3)
Italy	1	(3.3)
Montenegro	1	(3.3)
Netherlands	1	(3.3)
Portugal	1	(3.3)
Serbia	1	(3.3)
Spain	1	(3.3)
Sweden	1	(3.3)
Switzerland	1	(3.3)
Turkey	2	(6.7)
UK	3	(10.0)
Asia		
China	1	(3.3)
Lebanon	1	(3.3)

South America	1	(3.3)
Columbia		
Oceania		
Australia	1	(3.3)
New Zealand	1	(3.3)

Table 2 About the project

	Frequency (%), n=30	
What are your expectations from the project?		
To raise standards of respiratory knowledge and skills for patient	29	(96.7)
To enable standards to be implemented locally	18	(60.0)
To lobby local governments and professional bodies to endorse the minimum set of standards	15	(50.0)
Other*	2	(6.7)
* 2 participants also provided additional free text which related to raising the standards of respiratory knowledge for patients		
Most useful format to receive outline of knowledge/skills		
Curriculum (defines components of a programme of study course)	21	(70.0)
An Educational Framework (defines clear standards setting/ country to receive the final outline of knowledge and skills)	18	(60.0)
Competencies (an outline of knowledge and behaviours that can be assessed)	15	(50.0)
Other	0	(0.0)
Do you want separate paediatric and adult curricula		
Yes	21	(70.0)
No	5	(16.7)
Unsure	4	(13.3)
Should this be sequential or concurrent?		
Sequentially	14	(46.7)
Concurrently	14	(46.7)
Other – no preference	2	(6.7)
Which model should be used?		
Biomedical model (disease & treatment focus) skills and knowledge	1	(3.3)
Biopsychosocial model (interconnection between biological, psychological, and socio-environmental factors)	11	(36.7)
Competency and outcomes model (such as EPA entrustable professional activities)	9	(30.0)
A nursing process model	8	(26.7)
Other - Clinical decision-making model	1	(3.3)

Do you have any suggestions regarding how we should consult with patients and other members of the MDT during the process of developing this project?		
Including patients in the development	26	(86.7)
Yes, they should be included	20	(66.7)
No, they shouldn't be included	4	(13.3)
Unsure	2	(6.7)
Do you have any suggestions regarding sources of funding that would support international collaborations in nursing?		
EU funding	9	(30.0)
Professional society grants	7	(23.3)
Pharmaceutical funding should not be used	2	(6.67)
No suggestions	10	(33.3)

Table 3 Existing education

	Frequency (%) n=30	
General nursing educational program is performed		
High school	8	(25.0)
Undergraduate programme	23	(71.9)
Graduate studies	14	(43.8)
Post-graduate studies	11	(34.4)

Table 4 (n=30)

	At the basic nursing school level, content areas related to the respiratory field are within the framework of:	At the undergraduate nursing school level, content areas related to the respiratory field are within the framework of:	At the graduate nursing school level, content areas related to the respiratory field are within the framework of:	At the post-graduate nursing school level, content areas related to the respiratory field are within the framework of:
Respiratory nursing care	14 (46.7)	11 (36.7)	12 (40.0)	15 (50.0)
Internal/medical nursing care	24 (80.0)	25 (83.3)	21 (63.3)	13 (43.3)
Surgical nursing care	11 (36.7)	12 (40.0)	11 (34.4)	10 (33.3)
Oncological nursing care	6 (20.0)	8 (26.7)	7 (20.0)	7 (23.3)
Palliative nursing care	6 (20.0)	9 (30.0)	9 (30.0)	10 (33.3)
Other				
Clinical nursing	1 (3.33)	0 (0.00)	3 (9.99)	3 (9.99)
Community Health and Pharmacology	0 (0.00)	1 (3.33)	1 (3.33)	0 (0.00)
Depends about study and /or master thesis	0 (0.00)	0 (0.00)	2 (6.66)	3 (9.99)
Respiratory area not included in the program	0 (0.00)	0 (0.00)	1 (3.33)	4 (13.3)
Unknown	0 (0.00)	1 (3.33)	1 (3.33)	1 (3.33)

Table 5 Existing post-registration educational programmes in respiratory nursing

	Frequency (%) n=30	
RN1. Does your country have a post-registration educational program in respiratory nursing?		
No	18	(60)
Yes	12	(40.0)
	Frequency (%) n=12	
Organisations offering programmes		
University	10	(83.3)
Hospital	4	(33.3)
Technical college	0	(0.0)
Others such as district chambers	2	(16.7)
Institutes for advanced training	3	(25.0)
National centre for nursing and health professions	2	(16.7)
Educational level of the programme offered		
continuing education programme for post-registration nurses	8	(66.7)
masters level	8	(66.7)
certificates or diplomas offered by a variety of organisations	7	(58.3)
Part of an academic degree (undergraduate)	5	(41.7)
Entry requirements for available programmes		
Clinical experience (6 months to 2 years)	11	(91.7)
Clinical experience not needed	1	(8.3)
For programmes that offer the European Credit Transfer System (ECTS), how many ECTS acquired after completion		
N/A	8	(66.6)
60-90	2	(16.6)
Over 90	1	(8.3)
	Frequency (%) n=18	
If a post-registration respiratory nursing program is developed in your country, would you be interested in attending this program?		
Yes, under any circumstances	5	(27.8)
Yes, if you can apply for a scholarship	2	(11.1)
Yes, if the obtained diploma/degree is recognized under law/legal regulation in my country	2	(11.1)
Yes, if after finishing the educational program, I have documentation of the advanced level of competencies	8	(44.4)
Maybe	4	(22.2)
No	3	(16.7)

	Frequency (%) n=30
Does your country have post-graduate educational programmes for formal nursing respiratory specialization?	
Yes	11 (36.7)
No	19 (63.3)
	Frequency (%) n=11
What are the entry requirements for available programmes?	
required clinical experience ranging from at least six months to five years	10 (90.1)
does not require any clinical experience	1 (9.1)
	Frequency (%) n=19
If a post-graduate educational programmes for formal nursing respiratory specialisation is developed in your country, would you be interested in attending this program? (n=19)	
Yes, under any circumstances	5 (26.3)
Yes, if after finishing the educational program, I gain that level of competencies	6 (31.6)
Maybe	6 (31.5)
No	2 (10.5)
Yes, if you can apply for a scholarship	0 (0.0)
Yes, if the obtained diploma/degree is recognized under law/legal regulation in my country	0 (0.0)

**International Coalition of Respiratory Nurse Specialists – Developing an International Core Curriculum
for Respiratory Nurses**

Pre-study Consultancy Survey:

About You section

Name	
Country	
Job title	
Role of respondent in organisation (check all that apply)	
	Lecturer/teacher
	Senior lecturer
	Head nurse
	Project manager/director
	Administrator
	Professor/associate professor
	Clinical lecturer
	Other please specify
Role of respondent in organisation – other option	
Professional qualifications	
Educational qualifications	
First language	
Second language(s)	

About the project

The overall aim of the project is to develop an international consensus of what core and advanced knowledge and skills are required for nurses working with respiratory patients and/or in respiratory settings. Below are some questions that we would like you to consider and your answers will inform the way the project develops:

What are your expectations from the project (tick all that apply)	
	To raise standards of respiratory knowledge and skills for patients
	To enable standards to be implemented locally
	To lobby local governments and professional bodies to endorse the minimum set of standards
	If other, please expand:

Which will the most useful format for your clinical setting/country to receive the final outline of knowledge and skills	
	An Educational Framework (defines clear standards of knowledge and skills)
	Curriculum (defines components of a programme of study course)
	Competencies (an outline of knowledge and behaviours that can be assessed)
	If other, please expand:
Do we want separate paediatric and adult curricula?	
	Yes
	No
If separate should this be developed sequentially or concurrently?	
	Sequentially
	Concurrently
	If other, please expand:
Which model would best serve to organise the necessary skills and knowledge:	
	Biomedical model (disease and treatment focus)
	Biopsychosocial model (interconnection between biological, psychological, and socio-environmental factors)
	Competency and outcomes model (such as EPA (entrustable professional activities))
	A nursing process model
	If other, please expand:
Do you have any suggestions regarding how we should consult with patients and other members of the MDT during the process of developing this project?	
Do you have any suggestions regarding sources of funding that would support	

international collaborations in nursing?	

Existing education in your country

<u>General nursing educational program is performed on what level</u> [all that apply]	
	High school – lasts ____ years – awarded title _____
	Undergraduate programme – lasts ____ years – awarded title _____
	Graduate studies – lasts ____ years – awarded title _____
	Post-graduate studies – lasts ____ years – awarded title _____
At the basic nursing school level, content areas related to the respiratory field are within the framework of (check all that apply)	
	Respiratory nursing care
	Internal/medical nursing care
	Surgical nursing care
	Oncological nursing care
	Palliative nursing care
	Covers a total of about ____ hours of lecture and ____ hours of clinical practice
	If other, please expand:
At the undergraduate programme (general nursing), content areas related to the respiratory field are carried out within the framework of (check all that apply)	
	Respiratory nursing care
	Internal/medical nursing care
	Surgical nursing care
	Oncological nursing care
	Palliative nursing care
	Covers a total of about ____ hours of lecture and ____ hours of clinical practice

	If other, please expand:
At the graduate nursing programme level, content areas related to the respiratory field are carried out within the framework of (check all that apply)	
	Respiratory nursing care
	Internal/medical nursing care
	Surgical nursing care
	Oncological nursing care
	Palliative nursing care
	Covers a total of about ____ hours of lecture and ____ hours of clinical practice
	If other, please expand:
At the post-graduate programme (advanced nursing), content areas related to the respiratory field are carried out within the framework of (check all that apply)	
	Respiratory nursing care
	Internal/medical nursing care
	Surgical nursing care
	Oncological nursing care
	Palliative nursing care
	Covers a total of about ____ hours of lecture and ____ hours of clinical practice
	If other, please expand:

About existing post-registration educational programmes in respiratory nursing in your country

We would like to get input from your country on current educational programs for nurses working in respiratory settings:

Does your country have a post-registration educational program in respiratory nursing	
	Yes
	No
Which organisations offer programmes?	
	University
	Hospital
	Technical college
	Others such as district chambers
	Institutes for advanced training
	National centre for nursing and health professions
Program's level:	
	part of an academic degree
	masters level
	certificates or diplomas offered by a variety of organisations
	continuing education programme for post-registration nurses
Entry requirements for available programmes	
	required clinical experience
	does not require any clinical experience
Please specify the clinical experience needed	
For programmes that offer the European Credit Transfer System (ECTS), how many ECTS are acquired after completion?	
If a post-registration respiratory nursing program is developed in your country, would you be interested in attending this program	

	Yes, under any circumstances
	Yes, if I can apply for a scholarship
	Yes, if the obtained diploma/degree is recognized under law/legal regulation in my country
	Yes, if after finishing the educational program, I have documentation of the advanced level of competencies
	Maybe
	No

About existing post-graduate educational programmes for nursing respiratory specialization in your country:

We would like to get input from your country on current post-graduate educational programs for formal nursing respiratory specialization:

Does your country have post-graduate educational programs for formal nursing respiratory specialization?	
	Yes
	No
Entry requirements for available programmes	
	required clinical experience ranging from at least six months to five years
	does not require any clinical experience
	Other, please expand:
If a post-graduate educational programs for formal nursing respiratory specialization is developed in your country, would you be interested in attending this program?	
	Yes, under any circumstances
	Yes, if I can apply for a scholarship
	Yes, if the obtained diploma/degree is recognized under law/legal regulation in my country
	Yes, if after finishing the educational program, I have documentation of the advanced level of competencies

	Maybe
	No