

management taking into account their active role, their involvement at work and their commitment to the organization. This seems to enhance satisfaction at work and decrease of turnover. Nurses' mobilization at work seems to improve the quality of health care and the safety of the patients.

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Keywords

Mobilization behaviours, job satisfaction, turnover, nursing, human resources

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Entrepreneurial skills of students of polytechnic higher education in Portugal: Business influences

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Background

Most entrepreneurial ideas do not appear ready or finished. Any business opportunity needs to be developed and improved throughout the enterprise process. Educational institutions may facilitate the ability of the students in undertaking, identifying and building business opportunities, enhancing their knowledge and formative experiences along the learning process. Objective: Evaluate business influences on the entrepreneurial ability of students of the Polytechnic.

Methods

Correlational quantitative study, conducted with 1,604 students from 18 institutions of the Polytechnic of Portugal.

Data collection took place between July and November/2015, with a questionnaire to assess the entrepreneurial profile, the Carland Entrepreneurship Index (CEI) and sociodemographic variables of students.

Results

We found four business factors that influence entrepreneurship: "availability of funds" (4:13, SD = .67); "Having stable customers and incentives" (3:99, SD = .58); "Social and economic instability" (3:08, SD = 1.17) and "Opportunities in the sector and area of residence" (3:36, SD = 1.05). On a scale ranging between 1 and 5, we obtained an overall score of 3.86 (SD = .55), for the corporate influences on entrepreneurship.

Conclusions

For students, entrepreneurial influences are important, with a greater sense of fear with regard to economic instability, reinforcing the need for further training and academic investment in business.

Keywords

Entrepreneurship, capacity, students, influences

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Design and assessment of e-learning modules for Pharmacology

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Background

Teaching and Learning through web-based learning platforms is a complementary method of conventional teaching and learning approaches which has the potential to produce meaningful learning experiences. The study of Pharmacology in the Pharmacy Degree of the School of Allied Health Technologies is normally taught face-to-face. With this paper we aim to describe an online approach to the teaching of this subject. Objectives: To develop and assess two e-learning modules for the teaching of Pharmacology.

Methods

Using the MIPO Model for instructional design, Moodle as an LMS, and commercial software, we developed several learning objects that make part of two different modules of Pharmacology. The modules were offered as mandatory training for the third-year students. Knowledge retention was assessed 10 weeks later in a written exam.

Results

Two modules and five lessons were developed. Quality assurance was assessed by the Web-Based Learning Environment Questionnaire. Students enrolled in both modules and engaged thoroughly in learning activities and learning contents. All students had a good performance in online quizzes. After 10 weeks, knowledge retention was analysed via a written test. Students were grouped according to their final achievement in the discipline. Students with high and medium achievement grades showed greater knowledge retention than other groups. There was no difference between genders.

Conclusions

An online environment was successfully designed and implemented for complementing the teaching of Pharmacology. Knowledge retention does not seem to be associated with shifting the paradigm to online learning, but is probably related to student characteristics or motivations for learning.

Keywords

Distance Education, Educational Technology, Online Courses, Web Based Instruction, Instructional Design, Pharmacology

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Perspective of nurses involved in an action-research study on the changes observed in care provision: results from a focus group

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Background

According to the Nursing Role Effectiveness Model, the structural components (nurses, patients, organizational variables) may directly