Standards for Baccalaureate Nursing Programs

Palestine
Preface

The Accreditation and Quality Assurance Commission (AQAC) was founded in 2002 to enhance the quality of higher education in Palestine. Good practice in education and developing Palestinian Academic Standards for the various educational programs in higher education has been an AQAC priority for a long time. As a result, this will lead Palestinian higher education institutions (HEIs) to reform their courses and programs to face globalization in higher education.

However, due to certain limitations, AQAC has not been able to develop academic standards for different disciplines; including a set out of clear graduate attributes and academic characteristics expected to be achieved in the academic programs.

The AQAC and the Ministry of Health took the initiative to develop the Bachelor of Science in Nursing (BSN) academic standards in coordination with the BSN programs, service providers, and nursing syndicate in the country. The international and regional nursing standards were used as reference and foundation for the development of the national BSN academic standards.

Appreciating all spent efforts of all stakeholders (national consultants, nursing academics, and service providers) who participated in the preparation of this document for BSN standards, we look forward to developing all academic reference standards that cover all educational programs in the HEIs.

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## BSN-NURSING STANDARDS

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Introduction

Nursing education and practice must be based on set of essential standards and competencies. A competency is an expected level of performance that integrates knowledge, skills, abilities, and judgment. Professional competence is “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individuals and community being served.”

The program curriculum incorporate modified Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008 and 2009) with other references as an integrative learning strategy. These essentials are used as a framework for the expected competencies needed to be accomplished by Bachelor of Science in Nursing-BSN graduate. The time needed to accomplish each essential will vary, and each essential does not require a separate course for the achievements of the program outcomes.

The overall nursing education standards are set within the realm of the following core values and program outcomes:

Program Core Competencies

1. **Critical thinking and analysis**: relating to self-appraisal, professional development and the value of evidence and research for practice. A problem solve process that intuitively and creatively, analyze, synthesize, and apply evidence from research, and evaluate outcomes when dealing with complex and dynamic situations.

2. **Collaborative and therapeutic practice**: relating to establishing, sustaining and concluding professional relationships with individuals/groups and understanding their contribution to the interdisciplinary health care team through communication and sharing information.

3. **Provision and coordination of care**: relating to the coordination, organization and provision of nursing care that includes the assessment of individuals/groups, planning, implementation and evaluation and provision of care.

4. **Professional practice**: relating to the professional, legal and ethical responsibilities which require demonstration of a satisfactory knowledge base, accountability for practice and functioning in accordance with legislation.
**Program Outcome**

1. The BSN graduates integrate information from nursing and the liberal arts and sciences to make decisions in the delivery of quality and safe care.
2. The BSN graduates incorporate principles of effective communication using a variety of techniques to interact with and convey information to clients, peers, other health care providers and communities of interest to improve health outcomes.
3. The BSN graduates apply assessment skills to determine the health status and needs of the client for the prevention of disease, promotion of wellness, reduction of risk, and maintenance of optimal well-being.
4. The BSN graduates, in the multidimensional role of the generalist, demonstrate competencies associated with professional nursing practice.
5. The BSN graduates integrate ethical principles in the delivery of health services to clients.
6. The BSN graduates incorporate information management, use of evidence, application of technology, and recognition of policy, finance, and regulatory requirements based on theoretical and conceptual frameworks.
7. The BSN graduates incorporate principles of leadership to effectively and efficiently use resources for enhancing the practice environment and improving patient care outcomes.
8. The BSN graduates follow relevant available and updated national standards and policies.

The following standards for nursing education have been set through a consultative process amongst Palestinian nursing colleges and related institutions and based on pertinent literature review (see reference list).

**Standards**

**1: Nursing Philosophy, Vision, Mission, Goals and Objectives**

**1.1 Program philosophy:** based on beliefs of health promotion and quality of health care

The nursing college’s philosophy

- Is consistent with that of its parent institution
- Is written and communicated to the faculty, staff, students, the health care service providers and the community at large
- Expresses belief in competency based education with lifelong continuing education and reflective practice, client centered care of quality, safety and relevance, critical thinking, professional, ethical and collaborative practice
- Reflects the Palestinian health care current and emerging needs
• Promotes and upholds the nursing profession and reflects its development needs

1.2 Vision and Mission: Address the full scope of the educational program

The nursing college’s vision and mission

• Are documented and endorsed officially
• Cover and address the full scope of work of the college of Nursing in education (nursing program), research (academic and operational), and community service (outreach to improve health and social accountability).
• Are well known to Stakeholders
• Are well disseminated and displayed
• Are committed to by stakeholders in variable work places.
• Are operational and college is fully committed and involved in improving health systems services and the overall health of the population.

1.3 Program Goals and Objectives: based on knowledge and competence development for quality care. The nursing college Program's Goals and Objectives

• Reflect commitment to educate students to meet the health-care needs of the country.
• Are developed-modified collaboratively with stakeholders
• Clearly define the educational and clinical outcomes of the program.
• Reflect commitment to joint education and service health care work force planning
• Emphasize excellence in theoretic and clinical training within optimal use of available institutional and clinical facilities.
• Include elements of community orientation as related to courses in public health/community health/with field training and exposure of students to related community services and participation of the college in solving the population health problems and its determinants through education, academic research and routine disease-oriented services.
• Address new challenges to improve quality, equity, relevance and effectiveness in health care delivery aiming at reducing mismatch with societal priorities and redefining roles of health professionals and generating evidence of impact on population health status
• Are continually revisited to respond to needs, reorient its role, strengthen its governance and continuously assess its performance, outcomes and impact.
2: Accreditation of program and institution.

The nursing college

- Is recognized or accredited by credible, relevant professional and academic bodies and re-accredited as required.
- Runs a nursing education program accredited by the Ministry of Education
- Undergoes periodic accreditation reviews as per Ministry of Education guidelines
- Assigns a team to prepare for its self-appraisal as part of its accreditation-reaccreditation review
- Endorses and follows regional and international accreditation standards for its nursing programs
- Has a monitoring system in place for ensuring compliance with accreditation standards and overall college development

3: Governance, Regulation and Development

3.1 Governance: Structure and governance reflect program commitment to maintain quality nurse education and enhanced learning environment

The nursing college

- Has internal rules and regulations and governing requirements.
- Has Stakeholders represented in College-School governance.
- Is run by qualified leadership and management (majority nurses)
- Has a decentralized system empowered by established divisions and technical committees especially in educational development and quality assurance.

3.2 Regulation and Development: based on best management practices of educational settings

The nursing college

- Has a program director who is a nationally certified nurse preferably with the highest degree (DNS or PhD)
- Has clearly written academic and management policies and rules and regulations communicated to all stakeholders
- Mandates and Responsibilities are clearly stated with operational delegation of authority
- Has clear systems and rules and regulations for planning, monitoring and evaluation with satisfactory contribution from all stakeholders including students.
• Has defined role descriptions for theoretical and clinical educators and other support staff including, but not limited to: faculty, clinical supervisors, mentors, preceptors and teachers.
• Has established committees to support the nursing program including but not limited to: Student admission, curriculum-academic, fundraising and program development, administration and others.
• Has a documentation system in place related to: the education program (curriculum, syllabi, etc.), faculty, students, administration, clinical sites, research, partnerships and others.

3.3 Partnerships: for wide exposure, development and sharing of experiences

• The college demonstrates successful partnerships with
  o the academic institution where its program is located,
  o clinical practice sites,
  o clinical and professional organizations
  o local, regional and international partners and
  o Other healthcare disciplines.

4: Admission and progression

4.1 Admission policy and selection: for selecting and enrolling applicants with optimal potential as nursing-health care providers

The college

• Has written, endorsed and complied with student admission and selection policy and criteria
• Admits students without prejudice
• Has admission criteria specific to the program reflecting ongoing involvement by the faculty.
• Actively recruits potential nursing students through high school campaigns and fairs which promote nursing as a profession
• Has a transparent admission policy that specifies the process of student selection and acceptance-entry point criteria.
• Has a policy in place that takes into account different entry points of students with flexibility to accommodate nontraditional adult students-learners who wish to be upgraded, recognition of their prior learning, experience and progression options toward higher education goals.
• Has policy that includes entry requirements that meet national criteria for higher education institutions including, but not limited to, completion of secondary education.
• Has a student’s selection policy based on multi-factorial elements including: attitude, skills, passing well-structured interviews and written tests-essays in addition to academic scores.

4.2 Enrollment: ensuring best fit between applicants and needs of the nursing profession and health care

The nursing program:

• Decides on the number of student enrolled based on college-school capacities and takes into consideration responding to health systems demands with planned increase in resources and facilities to match any increase in enrollment.
• Admits students with basic requirements in science and mathematics who demonstrate skills in the language of instruction and in dealing with the clients.
• Enrolls students who demonstrate the will to serve in health care and have the ability to be independent learners
• Provides enrolled students with a structured orientation to the college, the nursing program, the profession and nursing ethics

4.3 Students Progression

The nursing program

• Has written policies available to students including but not limited to: admission, progression, finances, appeals, grievances, remediation classes and graduation requirements
• Has a statement of students rights and responsibilities available in writing and handed to all students
• Has students represented in Program committees
• Keeps confidential and well preserved student files
5: Physical resources

5.1 On campus facilities: Institutional resources, facilities, and services support the development of the nursing program and fulfilling the program outcomes.

The nursing program

- Has relevant physical facilities including, but not limited to, classrooms, clinical practice sites, information and communications technology and clinical simulation laboratories.
- Has a library is spacious and can accommodate 25% of students at any specific time with relevant, varied holdings in support of the nursing program
- Has adequate furnishings
- Has facilities that are accessible to people with special needs
- Has a system in place for student-support services including but not limited to: counseling, meeting rooms, cafeteria and recreation.
- Has multi-purpose teaching and learning facilities with specialized supporting technical units-tools: audio-visual, interactive and multimedia, clinical skills and simulated facilities to provide support to staff and students in self-directed learning
- Has its facilities available according to time table for the routinely implemented and scheduled teaching-learning activities with sufficient space for research and self-directed learning
- Has a system and policy in place that ensures the safety and welfare of students and faculty.

5.2 Clinical facilities: clinical structure and mechanisms support the operationalization of program goals and objectives through varied and quality clinical experiences which develop students practice competencies

The institution hosting the program

- Has accessibility to a variety of clinical sites and settings that are sufficient for students clinical practice and core curriculum guidelines including: teaching hospitals, primary care facilities and primary and community health care service and settings whether run by the university, health authorities and/or other health care providers
- Has formal contracting process and procedures with clinical-practice sites
6: Financing, Sponsorship and Funding:

The institution hosting the program

- Has diverse funding sources
- Plans for the allocated yearly budget.
- Has programmatic budget lines with clear allocation based on educational plans.
- Has a budget allocation and budget control that meets program, faculty and student needs.
- Engages in developing its fund raising strategies

7: Graduates

The nursing graduates:

- Graduate based on clearly written course progression and graduation criteria
- Demonstrate established competencies in nursing.
- Demonstrate sound understanding of the determinants of health.
- Meet regulatory body standards leading to professional licensure/registration as a nurse.
- Hold a professional degree.
- Are eligible for entry into advanced education programs in nursing or other fields.
- Are followed up by the institution administration to track their professional success and progression of education.
- Are knowledgeable practitioners who adhere to the code of ethics and standards of the profession
- Demonstrate:
  - Use of evidence in practice,
  - Cultural competence,
  - The ability to practice in the health-care system and meet population needs,
  - Critical and analytical thinking,
  - Ability to manage resources and practice safely and effectively,
  - Reflective practice
  - Communication and leadership skills
  - Ability to be effective client advocates and professional partners with other disciplines in health-care delivery,
  - Community service orientation,
  - Leadership ability and continual professional development.
8: Educational Program

The program is designed in accordance with the program’s mission, goals, and expected student outcomes to reflect professional nursing standards and guidelines through the set of core professional competencies. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

8.1 Curriculum design:

- Follows a curriculum that takes into account national and international; health-care policies, education criteria, and professional and regulatory requirements for practice
- Develops and implements a curriculum that reflects clear statements of expected student outcomes that are congruent with the program’s mission and goals, and with the roles of a professional nurse
- Follows a curriculum which reflects a balance between the theory and practice components of the curriculum whilst reflecting content, knowledge, and skills required by identified sets of standards incorporated into the curriculum
- Plans and designs a curriculum to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes.
- Plans and designs a curriculum to increase the quantity, quality and relevance of health professionals, and in so doing strengthen the country health systems and improve population health outcomes.

8.2 Curriculum essentials:

8.2.1 Liberal education throughout the nursing curriculum; aims at promoting ethical reasoning, advocacy, collaboration, and social justice.

Liberal education provides opportunities for students to:

- Promote activities and projects with students from the arts, humanities, and sciences to address community issues and to provide the foundation for understanding health as well as disease processes, and forms the basis for clinical reasoning. For example; Liberal education, including the study of a second language, facilitates the development of an appreciation for cultural and ethnic diversity. Another example, liberal education expands the learner’s capacity to engage in socially valued work and civic leadership in society.
- Provide students with opportunities to reflect on one’s own actions and values to promote ongoing self-assessment and commitment to excellence in practice.
- Provide guided exploration of diverse philosophies, ways of knowing, and intellectual approaches to problem solving.
• Use simulation exercises and case-based scenarios with students from other academic disciplines such as psychology, history and religion
• Request writing intensive assignments from students to promote reflection, insight, and integration of ideas across disciplines and courses.

8.2.2 Basic Organizational and Systems Leadership for Quality Care and Patient Safety: aims to provide knowledge and skills in leadership, quality improvement, and patient safety.

The nursing program provides knowledge opportunities/assignments for students to:

• Engage in practice settings to build communication and leadership skills. (e.g., the program clearly includes theory, behaviors, characteristics, contemporary approaches, leadership development, and styles of leadership, principles of interpersonal interactions/communication etc….
• Provide leadership experiences in a variety of organizations and communities
• Engage in communication that emphasize ethical and critical decision making, initiating and maintaining effective working relationships with professional teams and recognized leaders to solve healthcare practice problems.
• Develop quality improvement project that spans several courses (e.g., review literature about a practice problem in one course, propose a practice change based on an evidence-based model in a second course, and then present the practice change to appropriate stakeholders in a third course).
• Engage in quality improvement/patient safety activities to promote an understanding of the organizational process, unit application and evaluation process (e.g., Patient safety principles, including safety standards, organizational safety processes, reporting processes, departmental responsibilities, ownership, national initiatives, and financial implications)
• Propose an innovative solution to a system-related patient care problem identified in one’s clinical practice (e.g., Principles of nursing care delivery management and evaluation)
• Role-play with nursing and medical students using Situation, Background, Assessment, Recommendation (SBAR) communication
• Attend a professional nursing organization meeting and identify personal development opportunities.

8.2.3 Evidence-Based Practice: aims to provide students a basic understanding on how evidence is developed, including the research process, clinical judgment, inter-professional perspectives, and patient preference as applied to multidimensional, high quality, and cost effective care in a changing environment.

The nursing program provides knowledge opportunities/assignments for students to:
• Select a clinical topic, search for evidence, and identify the level of evidence for each sample of evidence.
• Function as a team member in facilitating research projects.
• Evaluate research reports, using current standards, to determine appropriateness for utilization in clinical practice.

The nursing program:

• Create journal clubs where students critique a primary nursing research article and its relevance to their clinical practice.
• Group students according to a clinical issue of interest, conduct a systematic review, and debate the rigor of selected research studies.
• Provides opportunities/assignments for student to:
  o Identify clinical questions in PICO (Patient problem, Intervention, Compare, Outcome) format and conduct searches for current evidence using the PubMed PICO search feature.
  o Collaborate with clinical partners to identify practice problems, formulate evidence-based conclusions and recommendations, and present findings in poster format to staff and class.
  o Apply evidence-based practice models to assess the applicability and feasibility of new findings to practice.
  o Cite sources of research and for evidence for planned interventions.
• Translate and integrate Evidence-Based Practice into clinical judgment and interprofessional perspectives

8.2.4 Information Management and Application of Patient Care Technology: aims to use information and patient care technology to communicate effectively with members of the healthcare team

The nursing program provides opportunities/assignments for students to:

• Use clinical evidence and research to base and validate practice decisions related to information management and patient care technology.
• Retrieve information systems, including access, evaluation of data, and application of relevant data to patient care
• Participate in quality improvement activities and required regulatory reporting through information systems
• Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients’ right to privacy (e.g., ethical and legal issues related to the use of information technology, including copyright, privacy, and confidentiality issues)
• Employ a range of technologies that support patient care, such as electronic health and medical records, patient monitoring systems, and medication administration systems.
• Use simulation and electronic medical records to access and analyze data relevant to the patient situation.
• Participate in evaluation of information systems in practice settings through policy and procedure development

8.2.5 Healthcare Policy, Finance, and Regulatory Environments: aims to ensure students with solid understanding of the broader context of health care, including how patient care services are organized and financed, and how reimbursement is structured

The nursing program provides opportunities/assignments for students to:
• Participate with national nursing associations in activities such as “lobby day”.
• Review national legislation affecting health care and encourage students to propose written comments to involve students in policy.
• Actively engage in policy processes defining healthcare delivery and systems of care in order to support the client’s participation in healthcare decisions.
• Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends
• Compare the costs of common diagnostic tests, procedures, and medications charged to insurance companies vs. self-pay patients.

8.2.6 Interprofessional Communication and Collaboration: aims to ensure that students enter the workplace with baseline competencies and confidence for interactions and communication that will improve their practice, thus yielding better patient outcomes

The nursing program provides opportunities/assignments for students to:
• Engage in case study discussions/dialogue with a variety of healthcare and other professionals.
• Engage in effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.
• Participate in inter-professional collaboration (e.g., grand rounds, community coalition meetings).
• Engage in inter-professional and intra-professional care in simulation labs
• Develop inter-professional community projects.
• Assess group dynamics of an inter-professional or intra-professional group
• After attending a professional meeting of another healthcare profession, compare and contrast professional perspectives.
• Participate in campus-wide student governance and committees.
Clinical Prevention and Population Health: aims to identify determinants of health, prioritize primary prevention when possible, actively identify and reach out those who might benefit from a service, and use available resources to assure best overall improvement in the health of the population

The nursing program provides opportunities/assignments for students to:

- Analyze health behavior(s) of self or others using models or theories.
- Participate in individually-focused clinical prevention activities such as:
  - teaching about and providing immunizations
  - providing health counseling regarding smoking cessation, stress management, exercise, and diet
  - teaching about and encouraging cancer screening
  - conducting basic environmental exposure history regarding pesticides
  - assessing a home environment and health counseling to prevent falls in older adults
  - identifying and intervening in elder abuse
  - identifying symptoms of chronic illnesses and focus on Non communicable diseases –NCD
- Use clinical practice guidelines for planning and/or evaluating clinical prevention interventions.
- Participate in community or population-focused assessment.
- Participate in development of plans and policies to effectively prepare a community for disasters or to protect vulnerable populations during disasters (Disasters applicable to Palestinian situation like tears gas, intifada, bullet shot, Drills on institutions evacuation etc…)
- Follow National policies related to Sexually Transmitted Infections including hepatitis and HIV/AIDS
- Help organizations and communities create healthy environments such as smoke-free workplaces.
- Teach vulnerable populations about avoiding environmental risks.
- Participate in a community disaster drill.
- Advocate for policy change regarding a health issue identified in the community (i.e., Palliative care, elderly care, child and women abuse, mental health etc…)
- Provide opportunities/assignments for students to demonstrate knowledge, understanding and application of core competences in palliative care such as;
  - Undertake a holistic assessment of the patient with palliative or end of life care needs, and those who matter to them, in collaboration with the interdisciplinary team
  - Develop, implement and evaluate a management plan to meet identified needs in palliative or end of life care
Use open sensitive and effective communication with patients and those who matter to them, to facilitate expression of needs including those of diverse cultural groups and those with special needs in palliative and end of life care.

Offers a support system and collaborate with others to help patients and families live as actively as possible until death.

8.2.8 Professionalism and Professional Values: aims that students and graduates demonstrate ethical behavior and understand Health and Human Rights in patient care and follow the following professional values/principles that epitomize the caring of the professional nurse.

The nursing program provides opportunities/assignments for students to:

- Participate in professional or community-based organizations that advocate for quality and access to care.
- Use simulated vignettes that address ethical, legal, moral patient care situations and human rights approaches such as:
  - provider abandonment of a patient
  - decision-making about reporting to work in the event of a disaster
  - reporting sexual assault or abuse
  - suspected drug use by a colleague
  - end-of-life decision-making
  - identification of a spiritual crisis
  - withdrawal of life support

- Participate in inter-professional service-learning projects (e.g., such as student visits to secondary schools, help in summer health camps, assist vulnerable populations in camps, awareness campaigns etc…)
- Analyze the media’s portrayal of nurses and other aspects of health care.
- Use reflective writing to discuss student use of moral agency and/or patient advocacy and recognizes the impact of his/her attitudes, values, and beliefs on practice.
- Create a student honor code and professional values to be adopted.
- Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
- Understand Health and Human Rights as an integral component of nursing and health care practice such as:
  - The Bill of Rights in the Constitution of Palestine and its implications within health care delivery,
  - The development and acceptance of Patients' Rights Charters
  - The recognition of the role that health professionals have in terms of human rights violations
- Demonstrate ethical behavior in patient care and follow the following professional values
  - **Altruism**: concern for the welfare and wellbeing of others reflected by the nurse’s concern and advocacy for the welfare of patients, nurses, and healthcare providers.
  - **Autonomy** is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients’ rights to make decisions about their health care.
  - **Human Dignity** is respect for the inherent worth and uniqueness of individuals and populations reflected when the nurse values and respects all patients and colleagues.
  - **Integrity** is acting in accordance with an appropriate code of ethics and accepted standards of practice, reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.
  - **Social Justice** is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation.

8.2.9 The Baccalaureate Generalist Nursing Practice: aims to prepare graduates to translate, integrate, and apply knowledge that leads to improvements in patient outcomes. With increasingly complex and rapidly evolving knowledge, baccalaureate graduates are expected to focus on continuous self-evaluation and lifelong learning theory and skills.

In this context the institution hosting the nursing program provides opportunities/experiences for students to:

- Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
- Implement holistic, patient centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health illness continuum, across the lifespan, and in all healthcare settings.
- Plan, provide and evaluate nursing care for a patient with multiple co-morbidities and symptoms in a simulated or patient care environment.
- Provide care that reflects patient preferences and values in a simulated or patient care environment.
- Provide evidence-based, patient-centered end-of-life care to a dying patient and their significant others.
• Explore patient preferences and values with complex problems, such as psychiatric conditions, substance abuse etc…

• Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.

• Administer and document administration of medications to groups of patients in a patient care or simulated environment.

• Implement evidence based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.

• Use unfolding case study analysis to correlate a patient’s medical condition and patho-physiology and design appropriate therapeutic interventions.

• Use simulation, case studies and patient assignments to make decisions about the organization, prioritization, and appropriate delegation of care.

• Consult with other professionals to improve transitions of elderly patients across care settings.
10: Student’s Assessment

The administration of the nursing program

- Has in place and uses a system of formative and summative assessment of its students and their achievements including policies, procedures and templates that are regularly updated.
- Ensures that its faculty are able to conduct meaningful formative and summative assessment of student performance.
- Ensures that assessment of its students in the classroom and clinical sites uses a variety of tools and methodologies including 360 degrees, portfolios, case discussions and others.
- Ensures that students assessments are carried out in a development context which supports the students development of knowledge, attitudes and skills.
- Ensures that the student has an active role in his/her own assessment (self assessment).
- Ensures that client/stakeholder feedback is part of the student performance-assessment.
- Have student retention systems in place.
- Ensures that students conduct a self-assessment in one or more of the following areas: physical, emotional, spiritual, cultural, relationships, communications, and learning style in order to develop an improvement plan that includes measurable outcomes.
- Include different type of assessment such as peer assessment, self assessment etc…

11: Faculty, Staff and Human Resources

Are sufficient in number, qualifications and specialties to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach.

11.1 Institutional: Sufficient human resources to meet program and student needs.

The institution hosting the nursing program

- Employs faculty with relevant expertise in the subject matter and the ability to develop and revise their programs.
- Has sufficient number of Faculty with specialties to support the teaching of the didactic components of the program.
- Ensures careful long term planning regarding staff to student ratios to adjust according to needs, facilities, resources so as to achieve the planned learning outcomes, optimum outputs and role and accountability of the college.
- Ensures a faculty/student ratio sufficient to ensure an adequate interactive educational encounter.
- Employs faculty who use inter-professional teamwork approaches in their classrooms and clinical learning experiences.
- Employs faculty who use a variety of teaching-learning methodologies
- Employs faculty who have taken and educating the educators course or college provides faculty with opportunity to take such a course
- Employs faculty who hold current licensure to practice nursing
- Provides for interaction between academic and clinical faculty

11.2 Academic faculty: Sufficient core nurse faculty who demonstrate knowledge as educators and clinical competence in their specialty area.

The institution hosting the nursing program

- Ensures the Dean/head of the nursing faculty is a nurse who holds a graduate degree, is educated and experienced in leadership and administration
- Ensures that other health professionals who teach in supportive courses in nursing program hold a graduate degree, possess clinical and educational expertise in their specialty and are familiar with the nurses’ educational needs (Psychology, Pharmacy, Nutrition etc…).
- Recruits staff with adequate clinical and scientific competencies and pedagogical preparation (communication, adult learning principles, use of new information technology, etc.) required functioning in a transformed environment.

11.3 Clinical faculty: Sufficient clinical practitioners-preceptors for the supervision and evaluation of students and for oversight of the clinical learning environment. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

The nursing institution hosting the nursing program

- Contracts a sufficient number of clinical practitioners-preceptors to ensure quality clinical experiences for students.
- Ensures sufficient clinical preceptors/student to ensure adequate clinical supervision and evaluation of students.
- Shares the clinical teaching of students with qualified preceptors.
- Advocates for the use of the competencies within their own specialty courses
- Contracts authorized -licensed preceptors to practice in his/her population-focused and/or specialty area.
- Contracts clinical preceptors who must have educational preparation appropriate to his/her area(s) of supervisory responsibility and at least five years of clinical experience.
• Orients preceptors to program requirements and expectations for oversight and evaluation of students.
• Ensures that preceptors are trained to fulfill their preceptorship role

11.4 Professional development; a policy and system in place for faculty aimed at developing individuals’ roles as teachers, clinicians, researchers and administrators with the purpose of enabling the institution to meet its goals, vision and mission, and its social and moral responsibilities to the communities it serves.

The nursing institution hosting the nursing program

• Provides opportunities for development in teaching, scholarship, practice and external professional activity.
• Facilitates the attraction and retention of educators’ in accordance with the incentive and reward systems.
• Attracts and develops teaching staff with competencies in primary care in order to provide future health professionals not only with knowledge in the field, but also with role models which can stimulate them to choose this career orientation.
• Provides time and resources for competency development for staff.
• Rewards and recognizes staff in accordance with the requirements for promotion and tenure of the institution.
• Adopts a faculty development program including:
  o understanding institutional-organizational culture
  o determining appropriate goals and priorities
  o conducting needs assessments to ensure relevant practice
  o developing different programs to accommodate diverse needs
  o incorporating principles of adult learning
  o updating teaching learning methods
  o offering a diversity of educational methods
  o promoting buy in and market effectively
  o working to overcome community encountered challenges
  o preparing staff developers
  o evaluating and demonstrating effectiveness
  o providing and offering peer program consultation to enhance faculty development
  o Providing opportunities for development in Evidence-Based Practice.
12: Research

The institution hosting the nursing program is committed to

- Play a role in research to solve health and health systems problems at the national and local level according to a strategy and long term plans to prioritize problems and seek resources
- Focus on operational research with active records of appraisal, monitoring and evaluation and periodic revision of system components to respond to evolving needs and update methods, outcomes and impact.
- Ensure that majority of produced research results lead to solve existing problems as research is of operational nature and usually published to improve performance.
- Ensure funding for research projects through its fiscal budget and fund raising through grants to specific projects

13-Monitoring, Evaluation and Reform

13.1 Curriculum

- Nursing program has in place and uses a system of formative and summative assessment of the program’s educational and clinical objectives and outcomes.
- Nursing program evaluation of the curriculum is based on the Essentials of Baccalaureate Education for Professional Nursing Practice as a guiding framework for evaluation outcomes. The graduate;
  - Applies a solid base liberal education in the practice of nursing.
  - Applies knowledge and skills in quality improvement and patient safety.
  - Translates current evidence for best practices in the provision of nursing care.
  - Applies knowledge and skills in information management and patient care technology in the delivery of nursing care.
  - Understands the interplay between health care policy, finance, and regulatory environments on the nursing care situation.
  - Collaborates with members of other disciplines to deliver effective patient centered care.
  - Demonstrates clinical prevention and population health skills.
  - Demonstrates professionalism and the values of altruism, autonomy, human dignity, and social justice.
o Practices nursing with individuals, families, groups, communities, and respecting the complexity of the care situation

13.2 Facilities

• The institution hosting the nursing program has in place and uses a system of formative and summative assessment of the program’s facilities.
• Assessment templates are revised periodically
• Assessment results are discussed with stakeholders for optimal use and readiness of facilities to best serve the education program

13.3 Faculty

• The institution hosting the nursing program has in place and uses a system of formative and summative assessment of the program’s faculty and support staff.
• Ensures that faculty assessment uses a variety of tools and methodologies
• Ensures that Faculty assessments are carried out in a development context which supports Faculty development
• Ensures that Faculty has an active role in their own assessment

13.4 Reform

• The institution hosting the nursing program has initiated or has accomplished comprehensive reform and is committed to continual renewal through systematic monitoring and evaluation with feedback and evidence generation for decision making towards continuing reform and renewal of curriculum and all other activities in the college life.
• Program stakeholders are actively engaged in the reform process
• Reform is initiated and developed in the context of the college vision and strategic directions
<table>
<thead>
<tr>
<th><strong>Glossary</strong></th>
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<tr>
<td><strong>Accreditation</strong></td>
<td>The process by which a statutory body, an agency or an organization scrutinizes, evaluates and recognizes an institution, program or curriculum as meeting the standards necessary for providing an educational service</td>
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<tr>
<td><strong>Admission</strong></td>
<td>The process, based on defined criteria, by which a student is allowed to enter the initial program of nursing or midwifery education</td>
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<td><strong>Assessment</strong></td>
<td>An evaluation method and process</td>
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<td><strong>Client</strong></td>
<td>A recipient of care. (Within the wide spectrum of nursing and midwifery practices in the multiple-care settings covered by these standards, “client” – rather than alternatives such as “user” or “patient” – has been chosen as the most appropriate term)</td>
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<tr>
<td><strong>Clinical learning</strong></td>
<td>Part of the educational process that takes place in any practice setting in a hospital or community</td>
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<td><strong>Competency</strong></td>
<td>A broad composite statement, derived from nursing and midwifery practice, which describes a framework of skills reflecting knowledge, attitudes, psychosocial and psychomotor elements.</td>
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<tr>
<td><strong>Curriculum</strong></td>
<td>The totality of the education program that is coherent in structure, processes and outcome and that links theory and practice in the professional education of a nurse or of a midwife.</td>
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<tr>
<td><strong>Faculty</strong></td>
<td>The academic or teaching staff in a college or university, or in a department of a college or university</td>
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<td><strong>Goals</strong></td>
<td>General aim of the program that is consistent with the institutional and program missions and reflect the values and priorities of the program</td>
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<td><strong>Governance</strong></td>
<td>The principles, policies and processes that allow for autonomous leadership and management of a school</td>
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<tr>
<td><strong>Institution</strong></td>
<td>The larger educational unit (university, polytechnic, college, etc.) that incorporates a school or department of nursing/midwifery education</td>
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<td><strong>Inter-professional Collaborative Practice:</strong></td>
<td>Is centered on the needs of clients enabling them to be partners in their care, with the most appropriate health professionals providing the services required to meet their healthcare needs</td>
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<tr>
<td><strong>Inter-professional collaboration.</strong></td>
<td>The provision of comprehensive health services to clients by professionals who may not share a common professional education, values, socialization, identity, and experience who work collaboratively to deliver quality care within and across settings.</td>
</tr>
<tr>
<td><strong>Intra-professional Collaboration:</strong></td>
<td>The provision of comprehensive health services to clients by colleagues who share a common professional education, values, socialization, identity, and experience who work collaboratively to deliver quality care within and across settings</td>
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<tr>
<td><strong>Mission</strong></td>
<td>A statement of purpose defining the unique nature and scope of the</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<td><strong>Outcome</strong></td>
<td>The result or effect of completion of the program</td>
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<td><strong>Partnership</strong></td>
<td>The relationship between people or groups working together for the same purpose</td>
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<td><strong>Preceptor</strong></td>
<td>An experienced practitioner who facilitates and guides students’ clinical learning experiences in the preceptor’s area of practice expertise.</td>
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<td><strong>Professional</strong></td>
<td><strong>competence</strong></td>
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<td><strong>Professional</strong></td>
<td><strong>development</strong></td>
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<tr>
<td><strong>Program</strong></td>
<td>The process of maintaining or expanding knowledge or skills for a specific career trajectory</td>
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<tr>
<td><strong>Registration</strong></td>
<td>The complete course of study leading to qualification as a nurse or as a midwife</td>
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<tr>
<td><strong>Registration</strong></td>
<td>A process by which the regulatory authority validates those who are bona fide nurses or midwives – that is, official recognition/documentation of successful completion of the initial nursing and/or midwifery education program.</td>
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<tr>
<td><strong>School</strong></td>
<td>An organizational unit within an educational institution such as a university or higher education system</td>
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<td><strong>Standard</strong></td>
<td>Statement of a defined level of quality that articulates the expectations of initial nursing and midwifery programs</td>
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