Nursing competencies & capacity building in nursing education

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Formal Higher Nursing Education
Component 3 - Workshop,
October 17-18, 2013
Sarajevo & Banja Luka, Bosnia and Herzegovina
Overview

• Background

• Nursing competencies
  (Variables & measurements)

• Capacity building in nursing education
  (curriculum development, teaching the teachers)

• Next steps
Background

• In BiH the potential of its nursing workforce to address health care needs of the population is under scrutiny including gaps in nursing competencies in clinical practice and educational preparedness.

• The component 3 project purpose includes evaluation of higher nurse education in BiH to identify strengths and weaknesses of formal higher nursing education e.g. in terms of professional nurse competencies acquired, curricula harmonization with European standards and teaching capacity building.
**Framework**

**BiH – Public health**
Health care needs of the population demand various types of health services including nursing care.

**BiH – Health education**
Preparing nurse professionals to address health care needs of people individually and in cooperation.

**BiH – Health services**
Nurses provide competent quality care in collaborative practice to meet the needs of the population.
Nursing competencies (I)

• Competencies for professional nursing should reflect the multifaceted nature of nursing practice, the broad range of practice settings and its responsiveness to health care needs of the population.

• Competency standards recommend expected levels of knowledge, attitudes, skills and behaviors.

• Assessing the competence of practicing nurses is important in identifying areas for professional development, educational needs, and also in making sure that nurse competencies are put to the best possible use in patient care.

(EdCaN, 2008; Meretoja, 2004)
Nursing competencies (II)

• Self-assessment allows nurses to consider their practice within their own environments, and assists them to maintain and improve their practice.

• By using the process of reflection, nurses gain insight into their practice in order to identify strengths and areas that may need to be further developed.

• Reflective practice has a role to play at all stages of the ‘novice to expert’ continuum. Self-assessment provides a way to produce a professional profile of an experienced nurse’s competence.

(Campbell, 2001; Hannigan, 2001; Paget, 2001).
Nurse competence categories*

Helping role  (e.g. Planning patient care according to individual needs)

Managing situations  (e.g. Acting appropriately in life-threatening situations)

Diagnostic functions  (e.g. Arranging expert help for patient when needed)

Work role  (e.g. Providing expertise for the care team)

Teaching-coaching  (e.g. Mastering the content of patient education)

Therapeutic interventions  (e.g. Evaluating systematically patient care outcomes)

Ensuring quality  (e.g. Evaluating systematically patients’ satisfaction with care)

(Nurse Competence Scale, Meretoja, 2004)
Nurse competence scale

Content validity – Expert rating of relevance

For you as a practicing nurse, how relevant is the «statement» below?
«Adequate support services allow me to spend time with my patients» «Odgovarajuća služba podrške omogućava mi da provodim vrijeme sa mojim pacijentima»

☐ not relevant
☐ somewhat relevant
☐ quiet relevant
☐ very relevant
Framework

**BiH – Public health**
Health care needs of the population demand various types of health services including nursing care

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**BiH – Health services**
Nurses provide competent quality care in collaborative practice to meet the needs of the population
Formal Higher Education of Nurses in BiH

**Design:** Cross-sectional survey in 2013

**Sample and setting:** Faculty leaders/deans of the 8 faculties (nursing schools) in BiH.

**Measurements:** A self-developed 31-items questionnaire was applied to obtain information within five domains including: 1) Study programs, 2) Students and graduates, 3) Faculty – teaching staff, 4) Organisation, and 5) Regulation

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study duration fulltime in years</strong></td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>ECTS - credit points given</strong></td>
<td>240</td>
<td>240</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>240</td>
<td>240</td>
<td>180</td>
</tr>
<tr>
<td><strong>Theory/clinical training-internship (%/%)</strong></td>
<td>50/50</td>
<td>55/45</td>
<td>60/40</td>
<td>50/50</td>
<td>49/51</td>
<td>45/55</td>
<td>49/51</td>
<td>45/55</td>
</tr>
<tr>
<td><strong>European standard of BScN curriculum (yes/no)</strong></td>
<td>y</td>
<td>n</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>y</td>
</tr>
<tr>
<td><strong>Diploma supplement in English (yes/no)</strong></td>
<td>-</td>
<td>y</td>
<td>y</td>
<td>n</td>
<td>y**</td>
<td>n</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td><strong>BScN student graduations 2010-2013 (total)</strong></td>
<td>670</td>
<td>-</td>
<td>205</td>
<td>108</td>
<td>419</td>
<td>62</td>
<td>27</td>
<td>241</td>
</tr>
<tr>
<td><strong>Institution is accredited (yes/no)</strong></td>
<td>n</td>
<td>n</td>
<td>y</td>
<td>n</td>
<td>y</td>
<td>n</td>
<td>y</td>
<td>n</td>
</tr>
<tr>
<td>** Employments problems after graduation (yes/no)**</td>
<td>y</td>
<td>-</td>
<td>y</td>
<td>-</td>
<td>n</td>
<td>y</td>
<td>y</td>
<td>n</td>
</tr>
<tr>
<td><strong>MSc in Nursing study program (yes, ECTS/no)</strong></td>
<td>y,60</td>
<td>n</td>
<td>y,120</td>
<td>y,120</td>
<td>n</td>
<td>y,60</td>
<td>y,60</td>
<td>N</td>
</tr>
</tbody>
</table>

1= Faculty of Health Sciences, Sarajevo, 2= Medical faculty, department of health care, Tuzla, 3= Faculty of Health, Zenica, 4= Faculty of Health Sciences, Mostar, 5= High school of Health, Bihać, 6= Medical faculty, Banjaluka, 7= Medical faculty, Foča, 8= Medical faculty, Prijedor;

*) Proportion of classroom teaching to theory and clinical training with on-site internship; **) on student’s request
EU directive 2005/36/EC
Training program for nurses responsible for general care

A Theoretical instruction

<table>
<thead>
<tr>
<th>a) Nursing:</th>
<th>b) Basic sciences:</th>
<th>c) Social sciences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional ethics</td>
<td>Anatomy and physiology</td>
<td>Sociology</td>
</tr>
<tr>
<td>Principles of health &amp; nursing</td>
<td>Bacteriology, virology and parasitology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Nursing principles in relation to:</td>
<td>Biophysics, biochemistry and radiology</td>
<td>Principles of administration</td>
</tr>
<tr>
<td>general / specialist medicine</td>
<td>Dietetics</td>
<td>Principles of teaching</td>
</tr>
<tr>
<td>general / specialist surgery</td>
<td>Hygiene</td>
<td>Social and health legislation</td>
</tr>
<tr>
<td>child care and pediatrics</td>
<td>preventive medicine</td>
<td>Legal aspects of nursing</td>
</tr>
<tr>
<td>maternity care</td>
<td>health education</td>
<td></td>
</tr>
<tr>
<td>mental health and psychiatry</td>
<td>Pharmacology</td>
<td></td>
</tr>
<tr>
<td>care of the old and geriatrics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Clinical instruction

Nursing in relation to:
- general / specialist medicine
- general / specialist surgery
- child care and pediatrics
- maternity care
- mental health and psychiatry
- care of the old and geriatrics
- home / community nursing

One or more of these subjects may be taught in the context of the other disciplines or in conjunction therewith.

The theoretical instruction must be weighted and coordinated with the clinical instruction in such a way that the knowledge and skills can be acquired in an adequate fashion.
Examples of subjects in BiH nursing education
(includes theoretical and clinical instruction)

<table>
<thead>
<tr>
<th>Anatomy</th>
<th>Emergency medicine</th>
<th>Women’s health Midwifery</th>
<th>Informatics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Epidemiology Biostatistics</td>
<td>Health ecology Patient safety</td>
<td>Health economics Social medicine</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Histology</td>
<td>Health education Health promotion</td>
<td>Management Supervision</td>
</tr>
<tr>
<td>Clinical nursing propadeuticum</td>
<td>Family medicine</td>
<td>Health care principles, special</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Public health</td>
<td>Infectiologie Microbiology</td>
<td>Oncology Palliative care</td>
</tr>
<tr>
<td>Community intervention</td>
<td>Ethics, legal issues and Philosophy</td>
<td>Clinical practice Collaboration</td>
<td>Surgery</td>
</tr>
<tr>
<td>Dietetics Nutrition</td>
<td>Geriatrics Pediatrics Neurology Internal medicine Psychiatry</td>
<td>Psychology</td>
<td>«Electives»</td>
</tr>
</tbody>
</table>
Nurse Competency Standards

Recommended expected levels of...

Knowledge → Skills → Attitudes → Behaviors

Nurse Competency Standards

Evaluation of Achievements
Bologna und Learning outcomes

• (...) the Bologna process is the need to improve the traditional ways of describing qualifications and qualification structures. All modules and programs in third level institutions (e.g., Bachelor, Master, PhD), throughout the European Higher Education Area should be (re) written in terms of learning outcomes.

• Learning outcomes are used to express what learners are expected to achieve and how they are expected to demonstrate that achievement.

(Implementing Bologna in your institution, 2006)
From teachers to students perspective

• The traditional way of designing modules and programs was to start from the content of the course. This type of approach focused on the teacher’s input and on assessment in terms of how well the students absorbed the material taught.

• The alternative model focuses on what the students are expected to be able to do at the end of the module or program.

• Moving from a teacher centered approach to a student-centered approach
Learning outcomes?

• Learning outcomes focus on what the learner has achieved rather than the intentions of the teacher.

• Learning outcomes focus on what the learner can demonstrate at the end of a learning activity.

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.
General aims and specific objectives

• The **aim** of a module or program is a **broad general statement** of teaching intention, i.e. it indicates what the teacher intends to cover in a block of learning.

• Aims are usually written from the teacher’s point of view to indicate the general content and direction of the module.

• The **objective** of a module or program is usually a **specific statement** of teaching intention, i.e. it indicates one of the specific areas that the teacher intends to cover in a block of learning.
Example «Living with chronic illness»

• The course «Living with chronic illness» focuses on one of the major challenges for health care in the 21st century: the burden of chronic illness. The epidemiology & burden of chronic illness as well as implications for effective chronic illness care are addressed.
«Living with chronic illness» - Learning outcomes

After course completion the students...

• critically discuss the epidemiology of chronic illness and its implications for health care delivery
• analyse examples of chronic illness care in view of their conceptual underpinnings
• describe the state of the art of outcomes research in view of chronic illness management programs
• reflect critically the application of state of the art evidence in view of health behaviour management for various chronically ill populations
• argue the importance of integrating the illness experience of chronically ill patients in the planning of their care
• summarize the evidence in view epidemiology, self management priorities and illness experience for a specific chronically ill patient population
• work collaboratively on a joint project in view of developing a self management program for a specific chronically ill patient population
• comprehend the theory and relevance of motivational interviewing for chronic illness management
Course objectives, learning outcomes, course content, evaluation and achievement

- Objectives & aims
- Learning outcomes
- Course subject & content
- Evaluation of achievement
Capacity building in nurse education

- Formal higher education of nurses in BiH
- EU directive 2005/36/EC - Nursing education
- Course objectives and learning outcomes
- «Teaching the teachers» - Nurses as educators
- Integrating gender into the nursing curricula
- ...
Directions, activities and schedules

• Next steps...
Thank you