



## **The Committee for the Evaluation of Nursing Study-Programs**

# **University of Haifa Evaluation Report**

**November 2010**

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## **Chapter 1 - Background**

At its meeting on October 7, 2008 the Council for Higher Education (CHE) decided to evaluate study programs in the field of Nursing.

Following the decision of the CHE, the Minister of Education who serves ex officio as a Chairperson of the CHE, appointed a committee consisting of:

- Prof. Erika Froelicher- School of Nursing and Department of Epidemiology & Biostatistics, University of California, USA- Committee Chair<sup>1</sup>
- Prof. Joyce Fitzpatrick- Frances Payne Bolton School of Nursing, Case Western Reserve University, USA
- Prof. Miriam Hirschfeld- Department of Nursing, Jezreel Valley College, Israel
- Prof. Barbara Kelley- College of Nursing, Northeastern University, USA
- Prof. Jane Robinson- University of Nottingham, United Kingdom

Ms. Alisa Elon, Coordinator of the committee on behalf of the CHE

Within the framework of its activity, the Committee was requested to<sup>2</sup>:

1. Examine the self-evaluation reports submitted by institutions that provide study programs in Nursing, and to conduct on-site visits at those institutions.
2. Submit to the CHE an individual report on each of the evaluated departments, including the Committee's findings and recommendations.
3. Submit to the CHE a general report on the state of the discipline in the Israeli system of higher education, including recommendations for standards in the evaluated field of study.

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<sup>1</sup> Prof. Erika Froelicher was unable to participate in the visit to the University of Haifa due to previous commitments. Therefore, the Committee was headed by Prof. Barbara Kelley during this visit.

<sup>2</sup> The Committee's letter of appointment is attached as **Appendix 1**.

## **Chapter 2 - Committee Procedures**

The Evaluation Committee (EC) held its first meeting on April 25, 2010, during which it discussed fundamental issues concerning higher education in Israel and the quality assessment activity, as well as Nursing study programs in Israel.

During April – May, 2010, the Committee members conducted a two-day visit to each of the Nursing departments at the four universities offering study programs leading to a Nursing degree<sup>3</sup>. During the visits, the Committee met various stakeholders at the Nursing departments, including management, faculty and students. The committee also conducted a tour of the campus and of clinical-sites.

### **This report deals with the Department of Nursing at the University of Haifa.**

The Committee's visit to the University of Haifa took place on May 2-3, 2010<sup>4</sup>. The members of the committee thank the management of the university and the Department of Nursing for the self-evaluation report and for their hospitality towards the Committee during its visit.

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<sup>3</sup> Nursing degrees are offered at Ben-Gurion University of the Negev, the University of Haifa, the Hebrew University of Jerusalem and Tel Aviv University.

At the time of the evaluation there were three colleges that offered study programs providing Nursing degrees (the Jerusalem College of Technology, the Academic College of Emek Yezreel and the Zefat Academic College). However, the programs at these colleges did not receive accreditation from the CHE at that time and, therefore, were not included in the evaluation process

<sup>4</sup> The schedule of the on-site visit is attached as **Appendix 2**.

## **Chapter 3 - Evaluation of the Department of Nursing at the University of Haifa**

### **Executive Summary**

The self- evaluation report was well prepared, thoughtful and insightful. Faculty members in the Department of Nursing (DON) are proud of their accomplishments and aware of the challenges they face in providing quality nursing education to their students and in developing programs of research. Information presented in the self-evaluation report and validated in discussions with academic and clinical faculty and students, indicate the department's ongoing efforts at continuous quality improvement in the curriculum and in teaching-learning methods as well as developing high quality nursing research.

The Department of nursing is an integral part of the university. Members of the nursing faculty have academic appointments, have high research productivity and are evaluated for tenure and promotion on a level with other departments in the university. Nursing faculty are part of faculty governance and respected by colleagues. One member of the nursing faculty represents the university on the Board of Governors. Other faculty members are on university and department committees.

The self-stated goals of the Cheryl Spencer Department of Nursing are:

- The enhancement of nursing as an academic discipline;
- Excellence in professional nursing education.

Our visit indicated that the DON is meeting their goals with their focus on multidisciplinary research, the development of an innovative curriculum, their cutting edge teaching methods, and their community involvement. The EC was able to validate through discussion with students,

graduates, faculty and community members that graduates from UH nursing program are sought after because of their knowledge and skills in nursing, their demonstrated concern for patients and families, their critical thinking and clinical decision making abilities and their embrace of nursing research as a foundation for nursing practice.

## **Background**

The University of Haifa was established in 1963. In 1972 it gained accreditation from the Council for Higher Education. According to the University's self-evaluation report, the overall number of students at the institution is 17,224 as follows: 9,871 BA students, 5,363 MA students and 984 PhD students.

The Cheryl Spencer Department of Nursing at the University of Haifa is part of the Faculty of Social Welfare and Health Sciences. It was established in 1995 as a joint venture of the University of Haifa and the Technion, Israel's Institute of Technology. Classes are therefore taught in two locations: basic sciences and medical courses are taught one-two days a week at the Bruce Rappaport Medical Campus under the auspices of the Technion Institute of Technology, whereas the remaining courses are taught at the main campus of the University of Haifa.

The department also opened a BA Completion Program for RNs in 2003, to enable practicing registered nurses to further their professional education towards an academic degree in Nursing.

Moreover, a new master's program in nursing was opened in the department in 2009<sup>5</sup>.

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<sup>5</sup> At the time of the evaluation process, the University of Haifa's master's degree program was new, having only been opened during the 2009 academic year, and therefore was not included in the review.

According to the university's self-evaluation report, the number of students in the Department of Nursing during the academic year 2008/9 was as follows: 420 students studying in the generic B.A, 3 students were studying towards a BA in Nursing and Law, 228 students studying in the RN to BA program, 120 students studying in the RN to BA program for the ultra-orthodox sector and 24 students studying for an MA (with thesis).

The mission of the University of Haifa (UH) is to: provide higher education opportunities for diverse and talented students in the Galilee and throughout the country; promote advanced and interdisciplinary research to benefit Israeli society and contribute to the world; cultivate social responsibility through applied research and community leadership.

There is congruence between the university's mission and the DON's unique twofold mission; to engage in cutting edge interdisciplinary research to bridge the gap between research and practice, and to ensure nursing excellence and the education of nurses in professional safe care. The DON aspires to be recognized globally for their contributions to nursing. To this end, senior nursing faculty have engaged in collaborative research and exchange programs with some of the world's leading university departments in nursing. The DON began a master's program in 2009 and is planning on opening a PhD program within the next 5 years. Spencer Foundation PhD scholars are continuing to forge new links with additional international universities.

The program has an outcome evaluation process that includes satisfaction surveys from different constituencies: employers, clinical instructors, students and alumni. These surveys are focused on evaluation of seven categories: core vision milestones, program goals including clinical knowledge, clinical reasoning, personal and interpersonal skills, research reasoning, organizational reasoning and health promotion. Findings revealed moderate to high levels of

satisfaction across all categories. Quality improvement is achieved through ongoing assessments with program modification based on feedback from the program constituents.

## **Programs of study**

### **BA Program**

The BA program is a thoughtful, well designed program that has strong, pre-clinical basic science courses taught by expert scientists from the Technion. Curricular threads, structured throughout the program, include interpersonal relations, critical thinking, management and research. Evidence based practice is the model for planning and implementing nursing care. Multidisciplinary teaching and a focus on multiculturalism add another dimension to the program. In response to the special academic needs of Israeli-Ethiopian students, the DON created a special track that includes admission standards, a trial first year and tutoring. The nursing department developed a unique joint program with the law school for outstanding candidates who meet the admission requirements of both programs. To date, of the 8 students enrolled in the program, three have graduated and are working in law firms.

A significant portion of the core curriculum for nursing is mandated by the Ministry of Health (MOH). This limits opportunities for a broader academic experience for students, including courses in the humanities as well as a choice of elective courses. As written in the self evaluation report and validated by the faculty, a large percentage of the curriculum is delivered using frontal lectures to very large groups of students. This methodology is necessary to meet both the heavy demands of the core curriculum and the inclusion of courses relevant to current nursing practice. The ability of the DON to provide a broad academic education with electives also in the

humanities and to modify the curriculum in response to new knowledge, technological advances and society's needs is also severely restrained by the mandated MOH nursing curriculum.

UH is a free-standing university not affiliated with an academic medical center. In order to provide excellence in clinical experiences, the DON has forged strong bonds with many hospitals and community clinics in the Haifa area and elsewhere in the country.

The joint venture with the Technion is both a strength and a weakness in the nursing curriculum. The students receive high quality basic science courses from the Technion faculty. However, one acknowledged weakness of the nursing program described in the self-evaluation report and validated by the students is the fact that medical faculty from the Technion teach the medical body of knowledge in the nursing curriculum. As the self-evaluation reports states, members of the medical faculty are not employed by UH nor are they compensated for this additional teaching load. This results in nursing students being taught 'mini medicine' courses by many different physicians who are often called out of class to meet other obligations. While the nursing students do bring to their clinical practice critical thinking, decision making and evidence based knowledge and skills, clinical nursing faculty are required to bridge the gap between medical information learned in the classroom to nursing knowledge and the clinical application of that knowledge to patient care. This bifurcated model of teaching often leaves gaps in the knowledge base presented to students as well as redundancy in other areas. In addition, a concern cited by many students and clinical preceptors was the lack of clinical laboratory simulation or practice opportunities to learn and apply basic nursing skills prior to their clinical experience. Students did indicate that they valued and profited from experiences

provided in the many and varied clinical sites. However, the students, many of whom have work and family obligations, were concerned with short-time notices of distant clinical assignments.

### **Recommendations:**

1. The EC strongly recommends that the Core curriculum mandated by the Ministry of Health should be reduced to assure minimum safety levels only. The nursing faculty of the University of Haifa should review the core curriculum and the curricula of their department to broaden the choice of electives and take into account the rapid changes in health care delivery and the roles for which nurses must be prepared.
2. Clinical nursing knowledge should be taught by expert nurses rather than by medical faculty.
3. The nursing and medical faculty should explore ways to strengthen their collaboration. For example, physicians could teach both medical and nursing students in areas of their expertise, e.g. new surgical procedures or new imaging diagnostics and nurses could teach both nursing and medical students in their areas of expertise, e.g. oncology, pain and symptom management, gerontology and care of geriatric patients, women's health, genetics and ethics.
4. Establish a simulation laboratory with up to date equipment and technologies, including faculty-generated simulation scenarios, which will enable students to acquire basic and advanced nursing skills and enable faculty to standardize learning and evaluation of students in clinical skills.
5. Implement a timely student notification process of clinical site assignments that will allow students to make provisions for family and work obligations.

6. Evaluate distance learning modalities for incorporation into the nursing curriculum to strengthen self-learning practices.

### **RN-BA Program:**

The RN-BA program has been designed utilizing adult learning principles. It is a 3 semester program consisting of 60 credits. It takes into account the unique nursing background and professional life experiences of these students. This program is housed on two campuses, one at the university and the other at the Orthodox campus in Bnei-Brak.

The EC concludes that the RN-BA program is meeting an important societal need by bringing the existing nursing workforce up to par. It also meets the needs of individual practicing nurses for new knowledge, while broadening their horizons and enabling them advancement in the health care system.

The EC is aware that the CHE has provided guidelines for the RN-BA program and that it is currently reevaluating these programs.

### **Recommendations:**

1. Online and web-enhanced methodologies should be considered to increase the enrollment in the RN-BA program to upgrade the knowledge and skills of nurses currently in the workforce.
2. Design an accelerated RN-MA program to facilitate the progression of appropriate candidates directly to masters' and doctoral programs.

## **Students**

UH attracts highly qualified students in all programs of nursing. Students who matriculate reflect the diversity of the society they serve. Currently the nursing department is able to accept all candidates who meet their high acceptance standards into the undergraduate program. Faculty members in the DON stated they would like to accept more students if there were more candidates who met their high standards. In keeping with the nursing profession in other developed countries, educational strategies and innovations are needed to increase and prepare a nursing workforce that meets nursing needs and delivers safe and effective patient care. One example of an innovative curriculum design is an accelerated second degree program (recruiting college graduates from other disciplines) that leads to a BA in nursing or an MA degree.

Students in all programs are appreciative of the flexibility of the faculty as well as the support and help they receive from their preceptors and clinical faculty. The students spoke highly of the nursing program, the faculty and the education they receive. They are proud to be members of the UH community. Many students are looking forward to continuing their nursing education on a graduate and doctoral level.

## **Recommendations:**

1. Expand the pool of qualified candidates with the institution of a second degree program designed for people with prior university degrees that leads to a BA and/or an MA in nursing.

## **Research**

The DON faculty has a strong research base that grounds their teaching across all programs. Their vision of research is both multidisciplinary and global and the members of the nursing faculty have strategized to achieve success in the research arena. Research skills are threaded throughout the undergraduate curriculum. The program provides for courses in scientific writing, computer skills, research methods, statistics and a requirement for English proficiency. Evidence based research is integrated throughout the program and the students have a culminating research seminar requiring a research project which they are encouraged to publish. The research portfolio of faculty is strong and on par with international and national standards. There is evidence of multidisciplinary research and international collaboration. The Dean of the Faculty of Social Welfare and Health Sciences is a strong supporter of research as evidenced by prizes for interdisciplinary research, an interdisciplinary clinical unit and support for new faculty research. Senior nursing faculty members are the recipients of two large interdisciplinary research grants. In addition, the DON actively collaborates with Technion faculty on research and supervision of graduate students' theses. Collaboration with top U.S. university schools of nursing occurs with the awarding of Spencer Foundation scholarships to promising nurses who aspire to become part of the nursing faculty. While the MA program is not included in this assessment it is important to point out that the DON, in keeping with its mission, has developed a graduate program that has a strong focus on preparing nurse researchers and educators. These students have the opportunity to function as TAs and RAs in the BA program and some are supported financially through grant funding. In addition, the faculty is engaged in supporting and encouraging student publications. Research continues to be a focus in the newly instituted graduate program where students are required to complete a thesis, are encouraged to continue with research and to obtain a PhD.

There are Spencer Foundation scholarships available for students to obtain their PhD education in nursing programs in the United States. Future plans to institute a PhD program in nursing will strengthen the DON's goal to enhance nursing as an academic discipline. A PhD program will position the DON on a par with other units within the university as nursing research will benefit Israeli society and contribute to the world. These graduate programs will require the addition of more academic faculty to supervise both the MA students and future PhD students.

The nursing faculty did voice their concern regarding the lack of opportunities for nurses to conduct research in areas directly related to their professional domain. They spoke to the difficulty of instituting and conducting research in some clinical areas. DON research productivity would profit from dedicated research grants for nursing research, advocacy in clinical settings for nursing research projects, academic and research mentoring for junior faculty and scholarship support for graduate students and their research.

**Recommendations:**

1. Provide academic and research mentoring for junior faculty.
2. Institute dedicated research grants for nursing faculty.
3. Offer full promotion and tenure recognition for participation in interdisciplinary research.
4. Advocate in clinical settings (hospitals, community health centers) for nursing faculty and students to conduct research projects.
5. Work in cooperation with nursing faculty at Tel Aviv, Hebrew and Ben Gurion universities to design a national collaborative PhD program to be implemented

within 3-4 years. The EC recommends that a ratio of 1 faculty member to 8 thesis and dissertation students (Masters and PhD) should be achieved within the next five years. In the short term, while working towards this target, a maximum ratio of 1 faculty member to 15 thesis and dissertation students should be achieved. These objectives would make the staffing for research advisement comparable to international norms.

6. All graduate theses and future dissertations should be written in English to facilitate publication in the international nursing and health literature and outside evaluation.

## **Faculty**

The current faculty is a major strength of the DON. Nine full-time faculty members are doctorally prepared and hold senior positions (lecturer to associate professor). One part-time faculty member in the expert track holds the rank of lecturer. The nursing department also has a full-time academic coordinator of the clinical studies division along with three part-time junior faculty members. Faculty governance is carried out through participation on university and departmental committees. In addition to their teaching and committee assignments, the academic faculty are engaged in research and publications. Many nursing faculty are active researchers, clinical experts and well known in their field of expertise. The quality of their research is attested to in their publications in high impact peer reviewed international journals in both nursing and related sciences. The quality and quantity of publications is comparable to international standards for tenure and promotion.

Faculty at all ranks are highly dedicated to the academic mission and provide a model for excellence and leadership in nursing through their innovative curricula, cutting-edge teaching

methods and community involvement. The faculty provides excellent role models to the students both in the academic and clinical areas. They are student oriented and support the students through their rigorous academic experience while encouraging responsibility for self-learning. They are considerate of students needs and are flexible in clinical placements without compromising academic integrity. The nursing faculty is mutually supportive and committed to collaborating with their colleagues in the Faculty of Social and Health Sciences and the Technion. They appreciate their role in interdisciplinary research and the University and the Technion faculties' support in supervising graduate theses. The nursing faculty believe interdisciplinary and team teaching would strengthen both the medical and nursing courses.

The nursing department has a cadre of adjunct lecturers who bring their own expertise in teaching that adds to the nursing curriculum's strength. Many of the adjunct faculty who teach in the foundational science courses and in their areas of expertise also hold doctoral degrees. One drawback in the program is the teaching load, including key courses that are taught by adjunct faculty. While adjunct faculty enhance the nursing program with their expertise, students attend UH for the excellence and commitment of the full time faculty. Additional full time academic faculty are necessary to meet the student's expectations as well as preparation for the graduate and future PhD program needs. In addition, more effort is needed to recognize and reward the superior clinical faculty engaged in teaching the students.

**Recommendations:**

1. Assign the control and teaching of undergraduate clinical courses to the nursing faculty.

2. Design and implement team teaching methodologies for nursing and medical courses.
3. Identify ways to recognize, reward and increase the involvement of both adjunct and clinical faculty.
4. Hire a minimum of three PhD prepared faculty within the next two years in preparation for a collaborative national PhD program development and implementation.
5. Institute a clinical track for nursing faculty with clinical expertise, comparable to the clinical track found in medicine.

### **Resources**

The university has an excellent library with up to date publications and access to data bases from both the university and distant locations. There is a dedicated librarian liaison to the DON. Discussions with faculty and students and validation through observation indicated a need for appropriate classroom space for both large and small groups. The lack of a nursing simulation laboratory is a clearly identified concern among the students. The workload of the faculty along with their research productivity is carried out with very little administrative help.

### **Recommendations:**

1. Assign appropriate classroom space taking into account both large and small groupings and the requirements of different teaching methodologies.
2. Add at least one new full-time administrative position within this academic year to meet the need for increased administrative support.

3. Establish a nursing simulation laboratory with up to date equipment and technologies for basic and advance nursing students.

The EC was impressed with the professionalism and dedication the nursing faculty has to educating nurses to address the health care needs of the Israeli population. The faculty members bring to the students both clinical and research expertise. They are forward looking in their approach to nursing education including global concerns and international collaboration.

**Signed by:**



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Prof. Barbara Kelley

Chair of visit



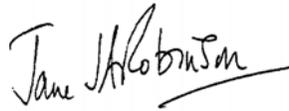
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Prof. Joyce Fitzpatrick



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Prof. Miriam Hirschfeld



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Prof. Jane Robinson

# Appendices

Appendix 1- Copy of Letter of Appointment



November 18<sup>th</sup>, 2009

Professor Erika Froelicher  
Schools of Nursing and Medicine  
University of California, San Francisco  
USA

שר החינוך  
Minister of Education  
وزير التربية والتعليم

Dear Professor Froelicher,

The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: to enhance and ensure the quality of academic studies; to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel; and to ensure the continued integration of the Israeli system of higher education in the international academic arena. Involvement of world-renowned academicians in this process is essential.

This most important initiative reaches out to scientists in the international arena in a national effort to meet the critical challenges that confront the Israeli higher educational system today. The formulation of international evaluation committees represents an opportunity to express our common sense of concern and to assess the current and future status of education in the 21<sup>st</sup> century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial endeavor.

It is with great pleasure that I hereby appoint you to serve as the chair of the Council for Higher Education's Committee for the Evaluation of Nursing studies.

The composition of the Committee will be as follows: Prof. Erika Froelicher - Chair, Prof. Joyce Fitzpatrick, Prof. Miriam Hirschfeld, Prof. Barbara Kelley, and Prof. Jane Robinson. Ms. Eti Colb-Uzana will coordinate the Committee's activities.

In your capacity as the chair of the Evaluation Committee, you will be requested to function in accordance with the enclosed appendix.

I wish you much success in your role as the chair of this most important committee.

Sincerely,

*Gideon Sadr*

Gideon Sa'ar  
Minister of Education,  
Chairperson, The Council for Higher Education

*Enclosures:* Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Riki Mendelzvaig, Secretary of the Council for Higher Education  
Ms. Michal Neumann, Head of the Quality Assessment Unit  
Ms. Eti Colb-Uzana, Committee Coordinator

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Appendix 2- Site Visit Schedule

Schedule of Site Visit

May 2-3, 2010

Sunday, May 2, 2010:

<b>Time</b>	<b>Subject</b>	<b>Participants</b>	<b>Room / Location</b>
09:00-09:30	Opening session with heads of University of Haifa & senior member appointed to deal with QA	<b>Prof. Yossi Ben-Artzi</b> , Rector <b>Prof. David Faraggi</b> , Vice Rector <b>Ms. Ruchama Elad-Yarum</b> , Assistant to the Vice-Rector <b>Ms. Michal Daloya</b> , Office of the Rector	Room 712 Floor 7 Eshkol Tower
09:30-10:00	Meeting with academic leadership of the Faculty of Social Welfare and Health Sciences	<b>Prof. Perla Werner</b> , Dean of Faculty of Social Welfare & Health Sciences <b>Ms. Tova Grimberg</b> , Head of Faculty Administration	Room 712 Floor 7 Eshkol Tower

Time	Subject	Participants	Room / Location
10:00-10:30	Meeting with academic & administrative Heads of the Department of Nursing	<p><b>Dr. Dorit Pud</b>, Head of the Department of Nursing</p> <p><b>Dr. Michal Granot</b> Former Head of the Department of Nursing (during the evaluation process).</p> <p><b>Ms. Tova Grimberg</b>, Head of Faculty Administration</p> <p><b>Ms. Michal Koufman</b>, Administrative Assistant to the Head of the Department</p>	Room 712 Floor 7 Eshkol Tower
10:30-11:00	Meeting with Technion representatives	<p><b>Prof. Zihad Abassi</b>, General instructor of basic sciences studies.</p> <p><b>Dr. Gidon Berger</b>, Internal Medicine instructor of the theoretical-clinical studies</p>	Room 712 Floor 7 Eshkol Tower
11:00-12:00	Meeting with senior academic faculty and with representatives of relevant committees*	Prof Daphna Carmeli-Birenbaum, Dr. Efrat Dagan, Dr. Anat Drach-Zahavy, Dr. Tamar Shochat, Dr. Anna Zisberg, Dr. Efrat Shadmi, Dr. Tova Band-Winterstein, Dr. Galia Shemy.	Room 712 Floor 7 Eshkol Tower
12:30-12:00	Meeting with junior faculty and graduate students *	Ms. Yael Golan, Mr. Nabil Marzuq, , Ms. Miri Katz, Ms. Orly Mizrachi, Ms. Ilana Dubovi, Mr. Maxim Topaz, Ms. Einav Srulovici.	Room 712 Floor 7 Eshkol Tower
13:00-12:30	Meeting with adjunct lecturers*	<p>Ms. Orly Eidelman, Dr. Galit Berenstok, Dr. Nurit Gur-Yais,</p> <p>Ms. Dalit Wilhelm, Mr. Nasim Nasim, Mr. Dan Friedlander, Dr. Hagit Friedman.</p>	Room 712 Floor 7 Eshkol Tower

Time	Subject	Participants	Room / Location
13:30-13:00	Lunch ( <b>light lunch in meeting room</b> )		Room 712 Floor 7 Eshkol Tower
14:15-13:30	Tour of Campus:  - Library  - Laboratory of Pain research.	<u>Library:</u> <b>Dr .Efrat Shadmi</b>  (Department staff member in charge of the University library and archives) and <b>Ms. Cecilia Harel</b> (Library staff) will accompany.  <u>Laboratory of Pain research:</u>  <b>Dr. Dorit Pud</b> (Head of the Laboratory) will accompany.	Room 612  Floor 6  Eshkol Tower
14:15-15:00	Meeting with undergraduate students*	Mr. Sergey Rolyov, Mr. Ali Abo -Ali, Ms. Rotem Levi, Ms. Orly Tonkikht, Ms. Merav Barr, Mr. Amit Shemesh, Ms. Avital Fuchs, Ms. Einav Keren, Ms. Vered Defrin Mr. Nabeel Mousa.	Room 712 Floor 7 Eshkol Tower
15:00-15:45	Meeting with nursing mentors*	Ms. Elana Krasik, Ms. Irena Kleiman, Ms. Irit Bialik, Ms. Irit Alisha, Mr. Albert Elkayam , Ms. Dina Merhavi, , Ms. Nuhad Assaf, Ms. Tamader Sabah,	Room 712 Floor 7 Eshkol Tower
15:30-16:15	Closed door working meeting of the evaluation committee		Room 712 Floor 7 Eshkol Tower

**Monday, May 3, 2010:**

<b>Time</b>	<b>Subject</b>	<b>Participants</b>	<b>Room / Location</b>
8:30-9:00	<i>Travel time from Hotel DAn-Carmel to clinical site-  Rambam Medical Center</i>	<b>Ms. Dailt Wilhelm</b> , Head of the clinical division and <b>Ms. Carol Ravid</b> , Coordinator in the clinical division	

Time	Subject	Participants	Room / Location
10:00-9:00	Tour in clinical site - Rambam Medical Center with <b>Ms. Dailt Wilhelm</b> , Head of the clinical division and <b>Ms. Carol Ravid</b> , Coordinator in the clinical division	<p>Meeting with <b>Ms. Hanna Adami</b> RN, PhD, Director of Nursing and <b>Ms. Nancy Black</b>, Administration Project Coordinator and Hospital mentoring coordinator and three groups of forth year nursing students, their mentors and heads of nursing departments:</p> <p>1. Department of Vascular Surgery &amp; Transplantation – Head Nurse, <b>Ms. Shoshi moshe</b>; Mentor, <b>Ms. Olga Shilman</b>.</p> <p>2. Department of Neurosurgery Head Nurse – <b>Ms. Efrat velblum</b>; Mentors, <b>Ms. Julia Glanz</b>, <b>Ms. Raida Subah</b>.</p> <p>3. Radiation Oncology Department – Head Nurse, <b>Ms. Marina Vorobeichik</b>, Mentors, <b>Ms. Sara Gafni</b>, <b>Mr. Shaher Daraushe</b>.</p>	Rambam Medical Center
10:00-10:30	<i>Travel time from clinical site- Rambam Medical Center to Carmel Medical Center</i>	<b>Ms. Dailt Wilhelm</b> , Head of the clinical division and <b>Ms. Carol Ravid</b> , Coordinator in the clinical division	

Time	Subject	Participants	Room / Location
10:30-11:30	Tour in clinical site- Carmel Medical Center, with <b>Ms. Dailt Wilhelm</b> , Head of the clinical division and <b>Ms. Carol Ravid</b> , Coordinator in the clinical division	Meeting with, <b>Ms. Haia Peker</b> , Director of Nursing and <b>Ms. Bruria Moshits</b> , deputy Director of Nursing, <b>Mr. Igal Zlatkin</b> , Hospital mentoring coordinator and two groups of second year nursing students, their mentors and heads of nursing departments:  1. Department of Surgery B - Head Nurse, <b>Ms. Daniela Ben-Nahum</b> ; Mentor <b>Ms. Elena Weinshtein</b> .  2. Department of internal medicine A2 - Head Nurse , <b>Ms. Ina Levin</b> ; Mentor, <b>Mr. Alexey Dvorkin</b> .  3. Department of internal medicine C - <b>Ms. Orly Hafling-Gatenu</b> , Head Nurse; <b>Mr. Nabel Abedelhadi</b> , Mentor	Carmel Medical Center
11:30-12:00	<i>Travel time from clinical site- Carmel Medical Center to campus <b>without Ms. Dalit Wilhelm and Carol Ravid.</b></i>		
12:00-12:45	Lunch with alumni ( <b>light lunch in meeting room</b> ) *	Mr. Gubair Tarabeh, Ms. Aamal Nasser, Ms. Shelly Rado, Mr. Matanes Bathish, Ms. Enaya Talhami, Ms. Liz Balelti, Ms. Hadar Yaron, Ms. Revital Trogan, Ms. Svetlana Afanasiev.	Room 712 Floor 7 Eshkol Tower

Time	Subject	Participants	Room / Location
12:45-13:15	Closed door working session QA		Room 712 Floor 7 Eshkol Tower
13:15-13:45	Summation with Heads of University of Haifa & Dept.	<p><b>Prof. Yossi Ben-Artzi</b>, Rector</p> <p><b>Prof. David Faraggi</b>, Vice Rector</p> <p><b>Prof. Perla Werner</b>, Dean of Faculty of Social Welfare &amp; Health Sciences</p> <p><b>Dr. Dorit Pud</b>, Head of the Department of Nursing</p> <p><b>Ms. Ruchama Elad-Yarum</b>, Assistant to the Vice-Rector</p> <p><b>Ms. Michal Daloya</b>, Office of the Rector</p>	

\* The heads of the institution and academic unit will not attend these meetings.