



The Committee for the Evaluation of Nursing Study-Programs

Hebrew University 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
- 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 to¹:

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.

¹ 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 degree².

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 School of Nursing at Hebrew University.

The Committee's visit to Hebrew University took place on April 28-29, 2010³.

The members of the committee thank the university administration and the Henrietta Szold Hadassah Hebrew University School of Nursing and its affiliate schools (Kaplan Hospital and Assaf Harofe Hospital Schools of Nursing) for the self-evaluation report and for their hospitality towards the Committee during its visit.

² 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

³The schedule of the on-site visit is attached as **Appendix 2**.

Chapter 3: Evaluation of the School of Nursing Hebrew University

Executive Summary

At Hadassah School of Nursing there is a high level of enthusiasm for future developments to enhance the academic nature of nursing. There also is a history of strong support for nursing education and the development of new knowledge in the field. The collaborations with global partners are commendable and should be expanded and encouraged.

The Committee's recommendations are focused on strengthening the research and knowledge generation mission and goals of the School of Nursing through strengthening and expansion of existing MSc graduate programs, development of a PhD program, expansion of current international partnerships, and the dedication of significant resources for new academic nursing positions, research development and enhancement of current and new faculty. The Committee was very impressed throughout the site visit meetings with the high level of clinical teaching and the commitment to research development among faculty. In the opinion of the EC, the future of the School will be significantly influenced by the level of support the University will provide to enable the expansion of the graduate programs in nursing and high level nursing research and collaborative interdisciplinary health research.

Background

Hebrew University was officially opened in 1925. The University was fully accredited by the Council of Higher Education in 1962. According to the University report, the enrollment of the total university is as follows: 11,540 first degree students, 6,598 second degree students, 2,615 PhD students for a total university student enrollment of 22,871. The Hebrew University

operates on five campuses; one of which is the Ein Kerem campus which is the site of the Faculty of Medicine. The School of Nursing resides within the Faculty of Medicine, a major international clinical and research medical center. The Faculty of Medicine is comprised of five schools and one research institute; the Hadassah School of Nursing is one of the five schools.

The Henrietta Szold Hadassah School of Nursing has a long history of preparing nurses at the post-secondary level. The School was begun in 1918 with support of the Hadassah Women's Organization of America, and was the first post-secondary school of nursing in the country. In 1975 Hadassah School of Nursing became part of Hebrew University. Under the leadership of Judith Steiner-Freud, then Director of the Hadassah School of Nursing, the first generic baccalaureate program (BSN) in the country was opened. In accordance with a national plan launched in the 1970s to move all basic entry into nursing practice to the baccalaureate level, Assaf Harofe and Kaplan Schools of Nursing became affiliated schools of nursing of the Hadassah School of Nursing in 1981 and 1984 respectively. Assaf Harofe School of Nursing was originally established in 1949; the Kaplan School of Nursing was established in 1953. As part of the merger of these schools with the University based Hadassah School there was agreement that the schools would implement the Hadassah curriculum and that the Director of the Hadassah School would have responsibility for all three units. The three Schools of Nursing that now comprise the Hadassah School of Nursing are located at three different sites. This complex structure has implications for all programmatic dimensions and for the future development of all academic and research programs.

Programs offered at the Hadassah School of Nursing (SON) include the generic BSN program, the BSN for RNs, the BSN for army paramedics, and the MSc program. The number of students enrolled in 2009 in each program was provided in the written self evaluation report provided to the evaluators and is as follows: BSN Hadassah (204 students); BSN Assaf Harofe (189 students); BSN Kaplan (179 students); BSN for RNs Hadassah (12 students); BSN for RNs Kaplan (3 students); BSN for army paramedics Assaf Harofe (8 students); BSN for army paramedics Kaplan (13 students); and MSc (39 students). It is noted by the evaluators that the number of students in the basic programs has been declining over the past 5 years, and the number of masters students declined from 60 to 39 from 2008 to 2009.

According to its mission and goals statements, the School is committed to excellence in all realms of evidence-based nursing, including research, education, and clinical practice. The goal is to provide state of the art educational experiences for the students, empowering them to become compassionate care givers, personally responsible for knowledge acquisition, educated consumers of professional resources, and change agents. Goals for each of the programs are provided. However, in order to facilitate the School's mission, the Faculty of Medicine and the University must recognize nursing research as an essential component in addressing the population's health needs and provide full support to the nursing faculty in research development. This will require significant investment in research development to achieve the highest academic levels in nursing regionally and globally. Such an investment by the university would position the School of Nursing on par with other units within Hebrew University which provides national and global leadership in education and research.

Programs of Study

BSN Program

The program is comprehensive with a strong basic science foundation. Both theoretical and clinical components are well developed and prepare high quality nurses for professional practice, as evidenced by observations, documentation, and interactions with faculty, students, alumni, and clinical staff. However, the nursing core curriculum mandated by the Ministry of Health constitutes a major proportion of the entire curriculum. It restricts opportunities for a broader academic experience and options for choosing electives. Furthermore, this core curriculum restricts faculty in developing courses to meet the changing health care needs of society and allows little flexibility in adjusting to new knowledge developments in nursing and health care.

Although the curriculum content has been standardized across the three School sites, once the students complete the basic science component of the program, there is little opportunity for interaction across the three sites. The faculty has taken steps to improve teaching across the sites and to try to incuse consistency in assessment and testing methods across sites, but variation still exists. In discussions with student groups, the committee found that the academic program improvements reported by the faculty were important and appreciated by students.

There is evidence of inter-professional collaboration in teaching basic science courses and in the clinical practice setting. The issues were raised, however, about the extent to which all of the basic science content that is currently included in the curriculum and the teaching modalities are relevant to the clinical nursing curriculum. The basic science classes in the first two years should be reviewed; the class size is too large and students have difficulty understanding the applications of the basic science knowledge to clinical nursing knowledge and practice. Also the

issue was raised by faculty that some of the nursing courses are taught by physicians rather than by clinical experts in nursing. In the Committee's opinion all nursing courses should be taught by nurses with expertise in the clinical area.

Currently, clinical preceptors are responsible for direct patient care in addition to student clinical supervision. In the Committee's opinion, the preceptors should have dedicated time for student supervision and should not have patient responsibilities when they are precepting students. There are appropriate evaluation processes in place and these appear to be working well.

There is a great deal of time and energy spent in the admission process for students without a comprehensive evaluation of the outcomes or benefits of the process.

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 Hebrew University should review the core curriculum and the curricula of their school 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. A curriculum evaluation of basic science courses in relation to content required for nursing should be implemented. Basic science content and courses should be developed to support knowledge development for excellence in nursing care and where relevant should be taught in an interdisciplinary manner.
3. Faculty should explore other teaching modalities [e.g., problem based (PBL) and computer assisted (CAI) learning] to achieve quality education; this would require

infrastructure support including support for translation into culturally appropriate teaching learning modalities. This support could take the form of instructional technology development and curriculum consultants; many of these new modalities are available commercially, but the Israeli nursing expertise would require they be adapted for the culture and language.

4. There is a need for development of a nursing simulation center staffed for small group teaching and available to students for self directed supervised learning and with the infrastructure and the human resources to develop the simulation exercises. Further, the simulation center needs to be continually upgraded with enhanced technologies and faculty needs the resources to acquire the expertise to further develop and upgrade simulation teaching scenarios.
5. Implement mechanisms to enhance student learning and interaction across sites (e.g., seminars, conferences).
6. Nursing courses should be taught by nurses with graduate preparation in the relevant content area.
7. While clinical preceptors have student responsibilities they should have exclusive clinical teaching roles without the additional responsibilities for patient care. Presently the demands of patient care delivery often take precedence over the students' learning requirements.
8. Explore the cost benefit of current process of recruitment and admission of students as presently it is uncertain that the large amount of time and energy that is devoted to the admission process leads to the best outcome. This is particularly important given the shortage of applicants to the nursing program.

RN to BN Program

The committee heard excellent feedback from nurses in the program, emphasizing how important it was for their professional development. It concludes that the RN to BN program is meeting an important societal need by bringing the existing nursing work force 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 also saw evidence of the high academic level of the program. The EC is aware that the CHE has provided guidelines for this RN-BN programs and that it is currently reevaluating these programs.

Recommendations:

1. As students come with different prior learning experiences, the department should institute challenge exams to reduce the possible repetition of material and shorten the program for students who successfully challenge selected topics.
2. Online and web-enhanced methodologies should be considered to increase the enrollment in the RN-BSN program to upgrade the knowledge and skills of nurses currently in the workforce. Many practicing nurses would find these modalities better suited to their demanding work schedules. Upgrading the nursing workforce is highly desirable as a society goal.
3. An accelerated program should be introduced to allow progression of qualified RN students to obtain a master's degree. This would facilitate more rapid progression of these students into graduate study; many of these students desire graduate education in nursing and their progression should be facilitated. Experience in the US has led to the design of

RN to MSN programs; many of the RN students are interested in pursuing advanced degrees beyond the BS degree once they reenter the educational arena.

Second Career Program

There is a current program for students with degrees in other disciplines to obtain nursing preparation (at present leading to a diploma and eligibility for licensure). This program is a major strength for the profession as high level students are recruited and the program is responsive to the nursing shortage. Yet, presently the program does not lead to an academic degree. The lack of an academic nursing degree for these second career students is a serious barrier for advancement in the field of nursing; students cannot progress to further nursing advanced programs without a degree in nursing and cannot assume leadership positions in nursing practice. Further, faculty resources are misdirected unless such a program leads to the strengthening of the academic mission as faculty are dedicating time and energy to non-academic programs.

Recommendations:

1. This program should be revised so that it leads to an academic nursing degree (either a BSN or graduate degree in nursing). Strong consideration should be given to the development of an accelerated graduate degree program for appropriate candidates.
2. Structures should be put in place to facilitate the progression of appropriate candidates to progress directly to masters' and doctoral programs. Experience in the US and elsewhere has indicated that the recruitment of such highly qualified persons to careers in nursing is most desirable. Because they choose nursing at a time of maturity in their career decision making they are more likely to invest in long term careers.

Post-graduate specialty courses

There are a number of post graduate clinical courses that are offered by the university with no credit given toward academic degrees. These courses should be integrated into an advanced practice master's degree program and credit given. These clinical options are strong and prepare nurses for specialty practice. They are an important resource for advancing clinical expertise in nursing in Israel.

Recommendation:

1. Post graduate specialty courses should be offered through the university nursing department either as a component of the master's level program, or designed so that credits could be applied to graduate degrees in nursing.

MSc Program:

There are major strengths in the current program which includes a clear delineation of three areas of specialization (gerontology, oncology, and complex patients: acute to chronic). The graduates are prepared to assume advanced practice roles and there is some support from academic medicine for development of the advanced practice role in nursing. Development of these advanced practice roles is vitally important for meeting the current and future health care needs of the Israeli population. As leaders in cutting edge medical research and the preparation of health care professionals, Hebrew University could assume a leadership role in development of this national initiative and thus addressing the wide range of health care needs of a multi-cultural Israeli population through the extended support of advance nursing practice and nursing research development.

At present all MSc students are required to complete a thesis, necessary for further PhD study. This mandatory thesis consumes a considerable amount of time for the limited number of PhD prepared faculty. It also limits the pool of applicants who desire advanced clinical preparation. In addition, the thesis is written in Hebrew which means that in order for the research to be submitted for publication in international journals a considerable amount of time and energy are expended in the preparation of the publication, by both graduates and faculty members.

Recommendations:

1. Implementation of an advanced practice non-thesis track which would enable the School to prepare the number of graduates needed for comprehensive health care in specialty areas and increase the numbers of students in this component of the MSc program. The advanced practice programs should be built on the core areas already developed: oncology, gerontology, and critical care (in addition to palliative care).
2. All graduate theses should be written in English to facilitate publication in the international nursing and health literature and outside evaluation.
3. Accept more students on the thesis track, as this research experience prepares graduates for PhD program admission and for knowledge development in the future. This would ensure that there are graduates ready to enter PhD programs and would provide an avenue for preparation of future faculty. This recommendation requires the necessary strengthening of faculty, i.e. numbers of appropriately prepared faculty in research methodologies, as well as in content areas. Until sufficient nursing faculty is developed and available, faculty from other disciplines might collaborate in student mentoring/supervision together with clinical nursing experts. The Committee

recommends that a ratio of no more than 1 faculty member to 8 research advisees 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 advisees should be achieved.

4. Work in cooperation with nursing faculty at Tel Aviv, Haifa, and Ben Gurion universities to design a national collaborative PhD program to be implemented within 3-4 years.

BSN Students

The School attracts committed and motivated students. In our site visits there was confirmatory testimony to the high quality of student performance and outcomes. Students are represented on many of the Departmental and School committees and are encouraged to give their feedback, which is taken in to account by faculty.

The department would be able to and interested in accepting more students, if there were more qualified applicants. In the past few years the number of applicants has declined and the faculty do not want to lower admission standards. There also are different standards for student admission across the three sites. In the Committee's opinion, having scholarships would enable recruitment of highly qualified students who might not now be attracted to the university nursing program. The views were expressed that this difficulty in recruitment is related to the poor societal image of nursing, the competition with other nursing schools, and the opportunities in other disciplines.

Recommendations:

1. Provide incentives, such as scholarships and university-based work study programs, for students (especially for the recruitment of students with degrees in other areas to enhance the overall profile of nurses who have basic and advanced preparation).
2. Provide incentives for students with degrees in other areas to enter nursing education leading to an academic degree and thus improve both the image of nursing and the academic level of graduates.
3. Standardize the admission criteria across the three sites.

MSc Program Students:

The students are highly qualified and committed to the development of scientific and clinical knowledge. They are prepared for leadership roles and assume these on completion of the program in nursing education, practice and administration. However, the options in the advanced clinical practice areas are very limited and only few students are accepted to this track; enrollment in this advanced practice option should be expanded. All graduates are encouraged to publish their thesis research in the international nursing and health literature (with faculty support) and few do so. There are no mechanisms for employment of graduate students as TAs, RAs or work-study students and there are no scholarships for student support.

Recommendations:

1. Increase the numbers and opportunities for clinical advanced practice students within the Master's program,

2. Create models for students to participate in multi-disciplinary research and provide the support needed to turn MSc theses into scientific publications
3. Create mechanisms for employment of graduate students as TAs, RAs or work study students to provide opportunities for graduate students to participate in activities that would advance their long term career prospects and also assist the faculty with the conduct of research and teaching.
4. Provide scholarships for students for full time study. Full time study is highly desirable at the graduate level so that students are immersed in their studies and understand the role transition from clinical nursing to a leadership role.
5. Provide graduate students with career mentoring, as there are no legally sanctioned advanced practice roles, to date, in Israel and career progression is not self-evident.
6. Work in cooperation with nursing faculty at Tel Aviv, Haifa 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.

Research

Faculty research is of high quality and meets criteria for international publication in peer reviewed nursing journals with high impact factors. The research is targeted to meeting the health needs of Israeli society, and has been supported by Hadassah. There also is evidence of collaborative research with colleagues from other disciplines. Although there is university

support for research development, the faculty of the School of Nursing very often do not take advantage of the infrastructure resources that are available for research development at the university, e.g., small grant funding, research consultation, etc.

Recommendations:

1. Increase the awareness of faculty of the university opportunities; faculty need to interface with other departments and resources available through the University.
2. Create a center (office) for research within the nursing school to assist in faculty research development. This could provide the infrastructure for research and opportunities for linkages to the HU research resources.
3. Increase awareness of nursing research; profile nursing research within the university through media publicity, etc.
4. In order to facilitate the School's mission, the Faculty of Medicine must recognize nursing research as broader than biomedical research and an essential component in addressing the population's health needs.
5. Provide incentives for interdisciplinary research; support collaborative research between nurse scientists and funded researchers in other disciplines, e.g., Public Health clinical medical specialties, social sciences and epidemiology.
6. Provide RA and TA positions for full time graduate students, and mentor graduate students into research careers.

Faculty

There is a highly committed, dedicated, and well qualified faculty. Further there is a strong commitment of the faculty to excellence in nursing and nursing's vital contribution to the health care needs of the society. Faculty ability to engage in research and scholarship has been facilitated by the head of the department, working strategically, with success in output (specifically in publications and with beginning success in research funding).

The Committee expressed grave concern that there are currently no faculty members with university appointments at professorial rank and only two faculty members with any academic appointments. The others are employed by the hospital schools of nursing. The expectation of the school is that the two faculty members with academic appointments will be advisers of all of the master's theses. There are further academic appointments currently in the pipeline and these appointments should be given priority review by appropriate university appointment review committees. The EC recognizes the contribution of the current administrative leader, Dr. Miri Rom, to the development of nursing knowledge for both education and practice and the enthusiasm of the faculty in achieving the goals for the future.

Currently the faculty has representation on university committees. However, the evaluation process for appointment and progression of faculty should be guided by those in the discipline rather than through the current processes by which progression is evaluated primarily by those outside the discipline.

Recommendations:

1. To meet the current and future health care needs of the Israeli population, and for HU to fulfill its leadership mission, the HU and SON need to recruit senior faculty for appointment at professorial ranks (until the time when there are Israeli nurses available for such appointments, the University could recruit from the international community). The university should actively seek international nursing faculty for two-year Sabbatical leaves, as well as, for example, senior Fulbright scholars to strengthen the department's research capacity.
2. The EC strongly recommends the PhD program in nursing as a most important next step to accomplish the research and teaching goals of the nursing unit and develop the academic faculty needed to position HU as the leader in nursing education and research. This would require close collaboration with the other universities, new positions, support for scholarships for post docs, targeted research grants, faculty development (e.g., publication, grant writing).
3. Collaborations with international partners such as the current partnership with the University of Pennsylvania, School of Nursing for research and program development should be expanded to position the HU School of Nursing for development of both PhD programs and expansion of the advanced practice clinical programs at the MSc level.
4. The University and the School should encourage PhD enrollment among current nursing staff and recent MSc graduates and expand the financial support for scholarship support for these students to study full time.

5. Resources should be allocated for infrastructure support for publication, grant writing, post docs, research methodology; and mentoring of faculty members in order to increase the number of academic appointments of faculty.
6. Support should be allocated for collaborative research between nurse scientists and funded researchers in other disciplines, e.g. clinical medical specialties, as oncology or geriatrics; social sciences, public health and epidemiology
7. Replace retiring teaching staff at the hospital sites with faculty appointed to the university faculty. There is a strong need for nursing faculty to have full access to the university through university appointments.
8. Provide faculty support for instruction in using new and varied teaching methodologies, e.g., CAI, simulation.
9. A system of faculty review and appraisal for career development and advancement should be implemented and a faculty mentoring process should be instituted. Such a system would serve to maintain the current faculty and enhance their progression within the university ranks.
10. Evaluate the faculty evaluation and promotion system within the context of the discipline of nursing. This is especially needed as we view Hebrew University as a leader in this region and globally. The evaluation process for appointment and progression of faculty should be guided by those in the discipline rather than through the current processes by which appointments lead to inbreeding and progression is evaluated primarily by those outside the discipline.
11. Create clinical track options for faculty appointments, promotion and advancement.

12. The university should identify and implement a mechanism for the recognition of adjunct faculty within the university.

Resources

As identified in the written report and communicated by the faculty, there are excellent clinical learning facilities in each of the hospital sites. In addition the campus facilities for teaching and learning are adequate for the current programs. Yet, there is a need to expand the use of new teaching and learning technologies, especially the use of web-enhanced teaching. This would be especially relevant to the RN-BSN program through which many of the courses could be offered through these modalities specifically tailored to adult learners and working professionals. The Committee concurs with the weaknesses in resources noted in the self-evaluation report. Computer assisted learning and simulation laboratories do not meet expected international standards; there are not sufficient simulation experiences available to students. In addition they are not available in the Hebrew language. There is not sufficient manpower support, library resources, and computer support, especially in the affiliated schools.

Recommendations:

1. Development of CAI and simulation programs for students at all levels; these should be developed in the Hebrew language and specific to the Israeli culture.
2. Resources and infrastructure such as simulation, computer and library access, and state of the art learning materials, need to be upgraded and equal at all three teaching sites.

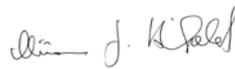
Signed by:



Prof. Erika Froelicher, Chair



Prof. Joyce Fitzpatrick



Prof. Miriam Hirschfeld



Prof. Barbara Kelley



Prof. Jane Robinson

Appendices

Appendix 1- Copy of Letter of Appointment



November 18th, 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 21st 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

Agenda for Site Visit to Henrietta Szold Hadassah-Hebrew University School of Nursing, Jerusalem

Wednesday, April 28, 2010

Main location of meetings: SON Conference Room, mezzanine floor, Hadassah Hospital main building

| Time | Subject | Participants | Comments / Location | Location |
|---------------|--|---|---------------------|---------------------|
| 08:30 – 09:15 | Opening session w\heads of Hebrew U & senior member appointed to deal with QA | Prof. Sarah Stroumsa , Rector Prof. Yaacov Schul , Vice Rector | | SON Conference Room |
| 09:15-10:00 | Meeting with academic leadership of the Faculty of Medicine | Prof. Eran Leitersdorf , Dean, Faculty of Medicine Prof. Avraham Fainsod , Chair, Preclinical BA Curriculum Committee Prof. Drorit Hochner-Celinikier , Chair, Committee for Collaboration with Affiliated Hospitals | | SON Conference Room |
| 10:00-11:00 | Meeting with academic & administrative Heads of the Henrietta Szold Hadassah-Hebrew University School of Nursing | Dr. Miri Rom , Director and Associate Dean Dr. Ruth Kaplan , Director Asaf Harofe SON Rachel Ophir , Deputy Director AH SON Dr. Rivka Hazan-Haztoref , Director, Kaplan SON Hani Ganz , Deputy Director Kaplan SON Hani Yalon – Head Students Office Daniela Kravitz – Administrator/quality assurance | | SON Conference Room |

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| 11:00-12:00 | Meeting with academic faculty and with representatives of relevant committees in the BA program,* | <p>Dr. Anna Woloski Wruble – Chair, <u>BA Curriculum Committee</u></p> <p>Dr. Haya Lorberbaum-Galski FOM representative in Curriculum Committee</p> <p>Shoshana Bialer - <u>Students Affairs/Ombudsmen</u></p> <p>Dr. Yaffa Zisk, Pediatric Nursing</p> <p>Rini Elgar– Coordinator, Adult Health Nursing</p> <p>Sarit Shimoni - Coordinator, Community Health Nurs.</p> <p>Lorraine Hameiri - Coordinator Emergency Nurs.</p> <p>Dr Michal Libergal – Coordinator, women's Health Nurs.</p> <p>Irit Sorek – Coordinator, Communication</p> <p>Yula Uliel – Geriatric Nursing</p> <p><u>ASH -</u></p> <p>Dr. Tamar Hoch</p> <p>Nira Avraham</p> <p>Reli Alon</p> <p><u>Kaplan</u> –</p> <p>Gaya Mor-Singer</p> <p>Lynn Kalouch-Yoram</p> <p>Shoshi Rubin</p> | <p>Reps of BA Curriculum Committee</p> <p>Students Ombudsman</p> <p>SON academic faculty</p> <p>Reps of Asaf Harofe Satellite</p> <p>Reps of Kaplan Satellite</p> | SON Conference Room |
| 12:00-13:00 | Meeting with academic faculty and with representatives of relevant committees in the MA program,* | <p>Dr. Freda Dekeyser Ganz – <u>Head, MA Program, Coordinator, Curriculum Committee</u></p> <p>Prof. Yechiel Friedlander <u>FOM representative in MA Curriculum Committee</u></p> <p>Dr. Kathy Musgrave, Coordinator, Oncology Track</p> <p>Dr. Efrat Adler – Coordinator, Geiratric</p> | <p>Reps of the MA Curriculum Committee</p> <p>SON academic faculty</p> | SON Conference Room |

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|---------------|--|--|---|---------------------|
| | | Track Dr Anna Woloski Wruble Tamar Shoshan Mali Israeli – Brodeski Julie Benbenishti | | |
| 13:00-14:00 | Meeting with adjunct lecturers and clinical preceptors* BA/MA | <u>BA</u> Dr. Keren Meir – Pathology Dr. Yoel Israeli - Anatomy Prof. Israel Ringel <u>Clinical Preceptors</u> Hila Mendelovich – Community Health Fuad Riyan – Psychiatry Ahuva Spitz – ICU, Hadassah Barbara Medoff Cooper <u>MA</u> Esterli Marcus Rey Melmed Barbara Medoff Cooper | Reps of Faculty of Medicine – adjunct lecturers Reps clinical preceptors International visiting Professor/Advisor, Chair of Research Center, University of Pennsylvania SON | SON Conference Room |
| 14:00-14:30 | Lunch (light lunch in meeting room) | | | SON Conference Room |
| 14:30-15:30 | Tour of Campus | Efrat Danino – Library Committee | Tour of SON, Medical Library, Magid Auditorium, Computers Lab | |
| 15:30 – 16:00 | Closed door working meeting of the evaluation committee | | | SON Conference Room |

Thursday, April 29, 2010

| Time | Subject | Participants | Comments | Location |
|------------------|--|--|--|---------------------------|
| 09:00-11:00 | Tour of clinical site | Dr. Ilana Kadmon – Sharet Institute of Oncology Rotem Benshlomo – Orthopedics Lilach Roimi – Neurosurgery Lissy Sherby – Mothe & Child Pavillion | Hadassah Hospital Delivery Rooms, Maternity | |
| 11:00-11:45 | Meeting with undergraduate and graduate students* | <u>BA</u> 3 students - Hadassah 3 students –Asaf Harofe 3 students – Kaplan <u>MA</u> 4 students | | SON Conference Room |
| 11:45-12:30 | Lunch with BA + MA alumni* (light lunch in meeting room) | <u>BA</u> 3 - Hadassah 1 – Asaf Harofe 1 – Kaplan <u>MA</u> - 3 | | SON Conference Room |
| 12:30 – 13:30 | Optional: Dr. Miri Rom will be available for any additional discussions questions | | | SON Conference Room |
| 13:30 – 14:00 | Closed door working session QA | | | SON Conference Room |
| 14:00-15:00 | Summation w\Heads of Hebrew U & Dept. | Prof. Sarah Stroumsa , Rector Prof. Yaacov Schul , Vice Rector | | SON Conference Room |

* The heads of the institution and academic unit or their representatives will not attend these meetings.