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Implementation Report Review

Barbara R. Kelley, EdD, RN, MS, MPH, CPNP

Hebrew University

EC curriculum recommendations	Evaluation of response
<p>BSN program</p> <p>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.</p>	<p>Hebrew University indicated that the Nursing Division of the MOH revamped the core curriculum in December 2011. Core curriculum requirements were reduced from 156 credits to 126 credits. The SON is revising their curriculum to reflect the changes and credit reductions, and reviewing electives in nursing and the humanities for inclusion into the nursing curriculum.</p>
<p>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.</p>	<p>The SON has conducted an extensive literature review regarding quality nursing education both nationally and internationally to reduce the curriculum content and improve the focus and depth of the content offered. They are in the process of evaluating and modifying the basic science courses including changes in credit allotment and focus in histology; changes in computer applications, credit reduction in physiology; and changes in interpersonal communications.</p> <p>Interdisciplinary teaching has been implemented. Physiology is now taught with occupational health students.</p> <p>The SON needs to continue to expand interdisciplinary modes of teaching.</p>
<p>Faculty should explore other teaching modalities [e.g., problem based (PBL) and computer assisted (CAI) learning] to achieve quality education. This includes infrastructure support and culturally/linguistically appropriate teaching modalities.</p>	<p>The SON addressed the subject of advanced teaching strategies and educational opportunities with the deans of the university nursing schools faculty forum, the directors of nursing schools forum, the MOH – nursing division and the higher education commission. To date, no financial</p>

	<p>commitment has been made to the SON. The Dean of Medicine’s future agenda includes soliciting funds for CAI and a simulation center for medical education in the different schools.</p> <p>The SON is moving ahead with faculty seminars and workshops to instruct educators in new and innovative strategies. PBL learning components have been refined and made more sophisticated including small group interactive learning, role playing, case presentations, and simulations. Clinical courses and pre- and post-clinical conferencing include PBL learning. Designated faculty have been assigned to lead the developmental process for PBL curriculum inclusion. The SON was involved in a national effort to develop CAI learning modules. Each school within the SON is continuing to develop CAI and simulation educational strategies and has access to the CAI packages of its’ affiliated hospital.</p>
<p>Develop a nursing simulation center staffed for small group teaching and available to students for self-directed supervised learning including infrastructure and human resources to develop simulation exercises.</p>	<p>Two of the schools are in the process of garnering resources to develop a simulation center for nursing. While obtaining resources and building the simulation center, the schools are using simulation in the classrooms. One school has a simulation center which is used for teaching including the use of case studies and role playing exercises.</p>
<p>Implement mechanisms to enhance student learning and interaction across sites (e.g., seminars, conferences.)</p>	<p>Students from all schools are integrated in their first and second year studies with the basic science/preclinical course. The HSON nursing instructors teach at all satellite schools. The SON is working toward distance learning and video conferencing. A successful pilot of distance learning which included video cameras and Skype was carried out.</p>
<p>Nursing courses should be taught by nurses with graduate preparation in the relevant content areas.</p>	<p>The SON did not include information regarding this recommendation in their implementation report.</p>
<p>While clinical preceptors have student responsibilities they should have exclusive clinical teaching roles without the additional responsibilities for patient care. Presently the</p>	<p>A general nursing shortage in Israel has precluded the dedicated use of hospital based nurses as clinical preceptors for nursing students. The Office of Higher Education has convened a committee of</p>

demands of patient care delivery often take precedence over the students' learning requirements.	nursing leaders in education and service to examine this issue. Recommendations are expected by April 2013. The SON has been actively involved in these efforts.
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.	The SON conducted an extensive literature review and met with both university and national experts in admissions and evaluations. These efforts resulted in a change in the admission committee and process. The SON is considering developing new criteria for admissions. They are also working with international colleagues to institute research regarding the admission process.
RN to BSN program: 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.	The SON will examine the newly promulgated recommendations of the higher education commission on the national curriculum for RN to BSN programs.
On-line 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.	The admissions process for RN to BSN program has been modified no longer requiring candidates to have one year of nursing practice for acceptance.
An accelerated program should be introduced to allow progression of qualified RN students to obtain a master's degree.	The SON has initiated discussion with the dean of the faculty of medicine regarding an RN to MSN program. The SON needs to continue to pursue this option for RN candidates including consideration of a pilot program through modification of the RN-BSN and graduate programs.
Second career program: 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.	The SON is looking toward the recommendations of the Office of higher Education regarding such a program.
Structures should be put in place to facilitate the progression of appropriate candidates to progress directly to masters' and doctoral programs.	The SON has been in discussion with the dean of the faculty of medicine and the rector of the Hebrew University regarding the institution of

	<p>such a track for appropriate candidates.</p> <p>The SON should have a curriculum plan in place to facilitate student progression in this track.</p>
<p>Post-graduate specialty courses</p> <p>Post-graduate specialty courses should be offered through the university nursing department either as a component of the masters' level program, or designated so that credits could be applied to graduate degrees in nursing.</p>	<p>The SON proposed a curriculum model to the Nursing division of the MOH that combines the MSN curriculum in nursing of complicated clinical situations with the curriculum of the advanced non-academic post basic certification course for intensive care nursing. This proposal was rejected by the MOH.</p> <p>Continue to work collaboratively with the other university nursing programs and the MOH to allow universities the necessary educational oversight of postgraduate specialty nursing courses.</p>
<p>MSc program:</p> <p>Implementation of an advance practice non-thesis track which would enable the SON to prepare the number of graduates needed for comprehensive health care in specialty areas and increase the number 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).</p>	<p>The non-thesis track option is now available for all MSc tracks of study. An additional track, advanced Practice Nursing in Women's Health, is in the process of approval. There has been an increase in the numbers of students in the non-thesis track options, limited mainly by the clinical component of the program.</p> <p>The SON should continue to review the clinical component of the MSc program for modifications that would meet course requirements and student needs.</p>
<p>All graduate theses should be written in English to facilitate publication in the international nursing and health literature and outside evaluation.</p>	<p>The SON offers this option to interested students.</p> <p>The faculty should continue to encourage all students to write in English and submit their research for publication.</p> <p>In addition to faculty encouragement, the SON needs to offer English writing workshops and on-line self-help English writing programs.</p>
<p>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 requires an increase in 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</p>	<p>There has been a small but steady increase in the number of students in the MSc thesis track program, from an average of 12 to 17 students. Three new faculty members received senior lecturer/academic appointments bringing the total to five. Two faculty members recently earned their doctoral degrees and a doctorally prepared nurse practitioner from the U.S. joined the staff.</p>

<p>collaborate in student mentoring/supervision together with clinical nursing experts. The EC recommends that a ratio of no more than 1 faculty member to 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 to 15 advisees should be achieved.</p>	<p>The ratio of academic advisers to advisees is approximately 1:8 and PhD prepared faculty are co-advising theses with academic nursing faculty and faculties from other disciplines.</p>
<p>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.</p>	<p>The Dean of the Faculty of Medicine and the university administrators has approved, in principal, an institutionally based PhD program at the SON. The proposal is in active stages of approval from various governing bodies within the university.</p> <p>The SON was part of a forum of representatives from each of the 4 university nursing programs to investigate the possibility of a national PhD program.</p> <p>The SON needs to continue to work with the other university nursing programs to design a national, collaborative model for a PhD program that would make use of nursing experts at all 4 universities and meet the needs of students across Israel.</p>
<p>Students:</p> <p>BSN students</p> <p>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).</p>	<p>The MOH has national funds for second career students, BSN students from the periphery and/or army veterans. The university's office of financial support has the ability to provide scholarships or loans to those in need. Only 25% of BSN students have been granted assistance. The SON and its satellites also offer small scholarship money to their students. The university does not have work-study programs. Individual researchers at the SON have research grants that could be used to offer work study positions.</p> <p>The SON needs to continue to advocate with the university for scholarships and loans for all BSN students.</p>
<p>Provide incentives for students with degrees in other areas to enter nursing education leading to an academic degree and thus improving both the image of nursing and the academic level of graduates.</p>	<p>The dean of the faculty of medicine does support the development of a second career BSN program.</p> <p>Continue to work on designing a second degree program for non-traditional students. The modification of the required core curriculum</p>

	<p>should facilitate the establishment of such a program.</p>
<p>Standardize the admission criteria across the three sites.</p>	<p>Standardization of admission criteria is being discussed.</p> <p>The SON needs to develop a standardized admission criteria model and pilot this across all sites.</p>
<p>MSc students</p> <p>Increase the numbers and opportunities for clinical advanced practice students within the Master’s program.</p>	<p>The SON did not include information regarding this recommendation in their implementation report.</p>
<p>Create models for students to participate in multi-disciplinary research and provide the support needed to turn MSc theses into scientific publications.</p>	<p>Students engaged in their thesis initiative have the opportunity to work with academic staff engaged in multidisciplinary research. The SON has guidelines for students in the dissemination of thesis findings including writing criteria similar to published research and the expectation that findings are published within one year of completion of the work. The faculty support and assist the students through this process which has resulted in thesis findings publication.</p>
<p>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.</p>	<p>There are no such grants available within the faculty of medicine or the university for such student support.</p> <p>The SON needs to advocate for mechanisms for student financial support while engaging them in career enhancing activities such as research and teaching.</p>
<p>Provide scholarships for students for full time study.</p>	<p>Prior to the 2012-13 academic year opportunities for nursing students to obtain grants and scholarships through the faculty of medicine. As of 2012-13 new criteria requires that student scholarships must be matched by the advisor which is not available in the SON.</p> <p>The SON needs to continue to advocate with the university and faculty of medicine for grants and scholarship money for graduate nursing students. The SON needs to reach out to partner with local and regional hospitals and businesses to provide student scholarships that benefit both students and patient care.</p>

<p>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.</p>	<p>The MOH has established a legal status for clinical specialization in palliative care and geriatric nursing including educational requirements. The SON held focus groups with alumni to identify career changes and growth. These forums were used to provide the alumni with further information on career development. The SON is considering a biannual follow-up program to update and support alumni in their career development and progression.</p>
<p>Research:</p> <p>Increase the awareness of faculty of the university opportunities; the faculty need to interface with other departments and resources available through the university.</p>	<p>The SON instituted a position of research facilitator to support the research process including grant writing. They are also in the process of writing a proposal for a research center based on a mutual research agenda. The SON is recruiting for a nursing leader to head this center and support staff to facilitate work of the center. The SON has held annual meeting of the research forum committee to assist faculty in the development and support of a research agenda. The new research center will incorporate this function as well as create a faculty research agenda with a wide research agenda enabling the faculty to apply for large grants. This initiative will include international grant proposals, epidemiological research as a basis for national intervention studies and interface with various departments in the university.</p>
<p>Create a center (office) for research within the nursing school to assist in faculty research development.</p>	<p>See above.</p>
<p>Increase awareness of nursing research; profile nursing research within the university through media publicity, etc.</p>	<p>The SON has engaged in efforts to create greater visibility of nursing research both within and outside of the university. The university website lists among its research scholars members of the SON faculty. A faculty member has been designated to be responsible for marketing and raising the media profile of the SON within and outside of the university.</p>
<p>In order to facilitate the school's mission, the faculty of medicine must recognize nursing</p>	<p>The faculty of medicine has started to include nursing leaders and relevant professionals in</p>

<p>research as broader than biomedical research and an essential component in addressing the population's health needs.</p>	<p>reviewing academic appointments and evaluation of nursing academic faculty. The SON needs to continue to advocate for recognition and support of nurse researchers and appropriate nursing research.</p>
<p>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.</p>	<p>The philosophy of the SON supports clinical expertise among faculty members with work in their clinical specialty area. This philosophy promotes networking and interdisciplinary connections. Current faculty are working with health professionals from other fields and are encouraged to apply as PI's or co-PI's on interdisciplinary grants. More than ten collaborative grants have been written in the past two years.</p>
<p>Provide RA and TA positions for full time graduate students and mentor graduate students into research careers.</p>	<p>The university and faculty of medicine requirement for student scholarships requires matching funds from the faculty advisor. The SON indicated that this is not possible at this time. Master's students work with faculty on their research agendas. Graduate students have been offered RA positions depending upon individual faculty grant allocation.</p>
<p>Faculty:</p> <p>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 Israeli nurses are available for such appointments, recruitment could occur 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.</p>	<p>The SON instituted a search process for short-time international nursing professors. Ten applicants submitted resumes of which five were considered potential candidates. No candidate was able to accept a position but the search process is continuing.</p>
<p>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,</p>	<p>A PhD program based in the SON has been approved by the university and Dean of the Faculty of Medicine and is in the process of gaining approval from various university governing bodies. The SON is working with the other university nursing programs to investigate the possibility of a national PhD program. The HSON has 10 doctorally prepared nursing</p>

<p>targeted research grants, faculty development (e.g., publication, grant writing).</p>	<p>faculty including two with university tenured senior posts and 3 recent senior non-tenured appointments. Three faculty members are pursuing doctoral studies and others doing post-doctoral work. A new position of research facilitator was created. In the past two years over 10 grants have been submitted and the faculty has received over \$50,000 USD in new grants and more than 15 new articles have been published in peer-reviewed international nursing and health related journals.</p>
<p>Collaborations with international partners such as the current partnership with the University of Pennsylvania, SON for research and program development should be expanded to position the HU SON for development of both PhD programs and expansion of the advanced practice clinical programs at the MSc.</p>	<p>The SON faculty are engaged in research presentations nationally and internationally. In addition, they collaborate with both national and international academic colleagues including Haifa University, Tel Aviv University, University of Pennsylvania, University of Virginia, UC Irvine, Dalhousie University, Halifax, CA, Bataam Peninsula State University, Phillipines.</p>
<p>The university and the SON should encourage PhD enrollment among current nursing staff and recent MSc graduates and expand financial support for scholarship support for these students to study full time.</p>	<p>Several junior faculty members are in or applying to doctoral programs. Some minimal funding is available through internal and service grants. The SON needs to continue to advocate for more funding for PhD studies among faculty and MSc graduates.</p>
<p>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.</p>	<p>The newly established research forum provides infrastructure for professional and research development.</p>
<p>Support should be allocated for collaborative research between nurse scientists and funded researchers in other disciplines, e.g., clinical medical specialties such as oncology or geriatrics, social sciences, public health and epidemiology.</p>	<p>Current faculty are working with health professionals from other fields and are encouraged to apply as PI's or co-PI's on interdisciplinary grants. More than ten collaborative grants have been written in the past two years.</p>
<p>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.</p>	<p>Discussions are underway regarding the feasibility of faculty appointment for hospital based clinical nursing faculty.</p>

<p>Provide faculty support for instruction in using new and varied teaching methodologies, e.g., CAI, simulation.</p>	<p>The SON is moving ahead with faculty seminars and workshops to instruct educators in new and innovative strategies. PBL learning components have been refined and made more sophisticated including small group interactive learning, role playing, case presentations, and simulations. Clinical courses and pre- and post-clinical conferencing include PBL learning. Designated faculty have been assigned to lead the developmental process for PBL curriculum inclusion. The SON was involved in a national effort to develop CAI learning modules. Each school within the SON is continuing to develop CAI and simulation educational strategies and has access to the CAI packages of its' affiliated hospital.</p>
<p>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.</p>	<p>The technical research facilitator, who reports directly to the dean, is active in the review of research goals of each academic faculty member. The SON needs to provide a system of senior faculty mentoring junior faculty to enhance junior/new faculty experience in the SON and facilitate their progression within the university ranks.</p>
<p>Evaluate the faculty evaluation and promotion system within the context of the discipline of nursing. This is especially needed as we view HU 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.</p>	<p>Faculty appointment is university based. The SON needs to continue to advocate for an SON departmental peer evaluation process that includes research, teaching and service for both appointment and progression of nursing faculty.</p>
<p>Create clinical track options for faculty appointments, promotion and advancement.</p>	<p>The faculty of medicine has special criteria for faculty involved in clinical activity. These criteria have been used for the development and promotion of nursing academics. The SON needs to continue to advocate for clinical track options for nursing faculty with criteria specific to the discipline of nursing.</p>
<p>The university should identify and implement a mechanism for the recognition of adjunct faculty</p>	<p>The SON needs to continue to advocate for formal university recognition of adjunct nursing faculty.</p>

within the university.	
<p>Resources:</p> <p>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; state of the art learning materials need to be upgraded and equal at all three teaching sites.</p>	<p>In the absence of committed funding from the Dean of Medicine, the SON has taken steps to implement new technologies and teaching methodologies including faculty seminars and workshops. Nursing faculty teach across the schools, problem based learning components have been refined and made more sophisticated, CAI learning and modules of study are being developed and each school uses CAI packages at their affiliated hospital. Nursing simulation centers at each of the sites has been budgeted or built.</p>

According to the implementation report of December, 2012, the Department of Nursing at Hebrew University has been able to successfully implement many of the November, 2010 recommendations of the EC.

While many of the recommendations require a response and support from the university and the school, the DON has sought such support. The EC recommendations also included changes to be made by the Nursing Division of the Ministry of Health. The MOH did comply with some of the recommendations and core curriculum requirements were modified.¹

The DON has modified its BA curriculum, increased its use of newer technologies in teaching and learning, has modified and is continuing to modify their admission process. The DON has increased the number of non-thesis options and increased the number of students in their graduate program. They have successfully advocated for an institutionally based PhD program at the SON, a major accomplishment. The DON has greatly increased its research capacity as evidenced by the faculty's productivity.

The implementation report evidenced a successful commitment and hard work on the part of the nursing leadership and faculty at HU DON. They are to be commended.

¹ The four nursing programs reported different changes in the MOH core curriculum for nursing programs.