**American University of Beirut**
**Faculty of Medicine**

**SCHOOL OF NURSING**

# Self-Study Report

**Prepared for**

**Commission on Collegiate Nursing Education (CCNE)**

**March, 2007**

CCNE SELF-STUDY REPORT

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# PROGRAM INFORMATION FORM

Commission on Collegiate Nursing Education

*One Dupont Circle, NW, Suite 530*

Washington, DC 20036-1120

*GENERAL INFORMATION*

Official Name of Institution: American University of Beirut

Type of Institution**:** public( ) private, secular (**X**) private, religious( ) proprietary( )

Institution's Carnegie Classification: _____

Chief Executive Officer of Institution: Dr. John Waterbury; President

Official Name of Nursing Unit: School of Nursing

Chief Nurse Administrator: Dr. Huda Abu-Saad Huijer RN, PhD, FEANS Professor and Director

Address: P.O. Box 11-0236, Riad El-Solh, Beirut 1107 2020, Lebanon

City: Beirut State: Lebanon Zip Code: 1107 2020 Lebanon

Telephone Number: + 961-1-374374 extension 5952/3

Fax Number: + 961-1-744476

E-mail address: hh35@aub.edu.lb

Web site address of institution/program: http://staff.aub.edu.lb/~webson/

**Signature:**

_____ ____March 16, 2007____

Chief Nursing Administrator Date

## ACCREDITATION AND APPROVAL

**Institutional Accreditation:**

| **INSTITUTIONAL ACCREDITOR** *(identify agency name)* | **LAST REVIEW** *(year)* | **NEXT SCHEDULED REVIEW** (*year)* |
|---|---|---|
| Middle States Commission on Higher Education | 2004 | 2008-2009 |

**Specialized Accreditation: New Applicant**

| SPECIALIZED ACCREDITOR | **LAST REVIEW** *(year)* | **NEXT SCHEDULED REVIEW** (*year)* |
|---|---|---|
| American Association of Nurse Anesthetists | | |
| American College of Nurse Midwives | | |
| Commission on Collegiate Nursing Education | New 2007 | |
| National Association for Nurse Practitioners in Reproductive Health | | |
| National League for Nursing Accrediting Commission | BSN<br><br>MSN | BSN<br><br>MSN |

**State Board of Nursing Approval:**

Name of applicable state board of nursing: Department of Education New York State

| **NURSING PROGRAM APPROVED** | **LAST REVIEW** *(year)* | **NEXT SCHEDULED REVIEW** *(year)* |
|---|---|---|
| Baccalaureate program | 2003 Hegis code 1203.00 | Will coincide with institutional accreditation 2008-2009 |
| Master's program | 2004 Hegis Code 1203.10 | Will coincide with institutional accreditation 2008-2009 |

**Add any relevant comments regarding accreditation and approval:**
BSN and MSN programs are registered and approved by the Department of Education of the State of New York. All revisions and major program changes need to be approved by NY Department of Education before being implemented. Next scheduled review will be in 2008-2009 to coincide with Institutional Review by Middle States Commission on Higher Education.

NURSING PROGRAM INFORMATION

**Degree Programs Offered, Student Data:**

Identify all baccalaureate and master's degree tracks offered by the nursing unit. For each track, list current enrollment data, as well graduation data for the previous academic year. For the baccalaureate program, include only nursing students (not pre-nursing students).

| NURSING PROGRAM *(identify all tracks)* | **NUMBER OF STUDENTS ENROLLED 2006-2007** | **NUMBER OF GRADUATES 2005-2006** |
|---|---|---|
| Baccalaureate Program | | |
| Generic | 114 | 44 |
| RN | 14 | |
| Other *(specify)* | | |
| | | |
| Totals: | 128 | |
| | | |
| | | |
| Master's Program *(Identify tracks offered)* | 44 | 2 |
| MSN Advanced Practice Nursing – Clinical Track – Adult Care | | (8 since launching of program in 2003) |
| MSN – Nursing Administration | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Totals: | 172 | 46 |

Identify any post-master's certificates offered by the nursing unit:
None

Identify any doctoral degree programs offered by the nursing unit:
None

Identify any joint degree programs in nursing offered with any other unit at your institution (e.g., MSN/MPH with the School of Public Health):
None

**NCLEX-RN Pass Rates for the Last Three Academic Years: Does not apply. All BSN students take the Lebanese National Nursing Exam, Colloquium with 99-100% pass rate first time.**

| Academic Year | Number of Students Taking NCLEX-RN for First Time | NCLEX-RN Pass Rate for First Time Test Takers |
|---|---|---|
| | | |
| | | |
| | | |

| Academic Year | Certification Exam | Number of Students taking Exam for the First Time | Certification Pass Rate for First Time Test Takers |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**Certification Exams are not yet required for MSN graduates in Lebanon. One MSN graduate student sat for the certification exam in the USA and passed it in 2006.**

**Nursing Program Faculty:**

Identify the number (headcount) of faculty currently devoted to the nursing unit:

| # FULL-TIME | # PART-TIME | TOTAL # FACULTY |
|---|---|---|
| 15 | 10 – 14 preceptors/assistant clinical instructors per year | 25 - 29 |

Identify the faculty full-time-equivalent (FTE) currently devoted to the baccalaureate degree program:

| FULL-TIME FTE | PART-TIME FTE | TOTAL FACULTY FTE |
|---|---|---|
| 10 | 10 - 14 preceptors | 20 - 24 |

Identify the faculty full-time-equivalent (FTE) currently devoted to the master's degree program:

| FULL-TIME FTE | PART-TIME FTE | TOTAL FACULTY FTE |
|---|---|---|
| 5 | 2 - 3 visiting professors | 7 - 8 |

**PS:** Please note a number of courses in the Nursing Administration Track are offered by the School of Business and the Faculty of Health Sciences.

**Additional Campuses/Sites: NA**

Identify any additional campuses/sites where the nursing degree program is offered, the distance from the main campus, and the average number of nursing students currently enrolled at each location.

| **CAMPUS/SITE** *(City, State)* | **DISTANCE FROM MAIN CAMPUS** *(in miles)* | **# STUDENTS ENROLLED** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**Distance Education:**

Does your nursing unit currently offer curricula (or any part thereof) via distance education (i.e., alternative modalities, including distance-mediated modalities, other than traditional classroom style)?

baccalaureate program (circle one): yes **no** not applicable

- Please provide a brief (one paragraph) description of the distance learning offerings at the baccalaureate level:

  Some nursing courses are offered using WebCT / Moodle.

master's program (circle one): yes **no** not applicable

- Please provide a brief (one paragraph) description of the distance learning offerings at the master's level:

# INTRODUCTION

*The University*

The American University of Beirut (AUB) is a private, independent, non-sectarian institution of higher learning, founded in 1866. It functions under a charter from the State of New York and is administrated by a private, autonomous, international Board of Trustees. The University is registered with the Ministry of Higher Education in Lebanon and with the Board of Education in the State of New York. AUB was granted institutional accreditation in June 2004 by the Commission on Higher Education of the American Middle States Association of Colleges and Schools. The University has five faculties: Arts and Sciences; Medicine, which includes the School of Nursing; Engineering and Architecture; Agricultural and Food Sciences; and Health Sciences. In addition to these faculties, the University has a School of Business. At present, AUB offers programs leading to both the bachelor's and master's degrees, and is investigating the potential for initiating doctoral degrees. The University is co-educational and the language of instruction is English. The University maintains memberships in a multitude of American, International, and Arab education associations.

The University is situated in Beirut, Lebanon, the crossroads of the Middle East. The campus on the Beirut peninsula runs along the Mediterranean Sea shore and overlooks St. George's Bay with views toward northern Lebanon and the snow-capped mountains to the east. The campus of just over 70 acres has more than 50 buildings, including the academic buildings, two halls for student activities, two men's and four women's dormitories, faculty apartments and the Medical Center.

*Medical Center*

The Medical Center is the teaching hospital of the Faculty of Medicine (including the School of Nursing) of AUB. It provides undergraduate and graduate training for nursing students; postgraduate training in specialties and subspecialties with interns, residents, and fellows in medicine and is supported by state-of-the-art equipment. The hospital operates 325 beds out of a capacity of 420. Between the University and the hospital, clinical and basic science research is conducted, sustained by philanthropic research grants. The Saab Medical Library, part of AUB, serves as support for all medical and health sciences departments, including the SON and the Medical Center. In addition, AUB's Jafet Memorial Library has databases and collections that

support research needs of the SON and the Medical Center. The hospital, with its health care modeled after North American health care system standards, enjoys a reputation as a highly regarded referral center in the Middle East. The Medical Center, among other clinical sites, supports the School of Nursing mission by providing learning opportunities that enable students to develop into professional and competent nurses.

*School of Nursing*

The School of Nursing, founded in 1905 as a three year diploma program, was the first nursing school in the Middle East. In 1936, there was a five year Bachelor of Science in Nursing program which was replaced in 1964 by the current four-year program leading to the degree of Bachelor of Science in Nursing. Students entering the School as sophomores graduate in three calendar years. The BSN is a basic requirement for RN in Lebanon. The MSN program, initiated in 2003, grants a Master of Science in advanced nursing practice with two tracks: MSN in Adult Care (with optional minor in Education) and MSN in Nursing Administration. Full time students can complete the program in 4 semesters and one summer. Part time students must complete requirements within a maximum of 4 years. Until 1978, the School was one of the components of the Faculties of Medical Sciences. In 1978, it became a division of the Faculty of Health Sciences. In 1982, its status as a school was restored and it was placed within the Faculty of Medicine.

The School of Nursing offices are currently housed in Dale Home, One of the oldest buildings at AUB, it housed the original School of Nursing and nursing students' dormitory rooms. Classrooms, computer labs, basic science labs, and skills labs are located in different buildings on campus. AUB has designated a new building for the School of Nursing which is expected to be ready by 2007. The new building will house the School of Nursing administration, faculty offices, auditoria and classrooms, skills and simulation labs, computer lab, research center, and reference room, as well as lounges and other facilities for faculty and students.

The School of Nursing's mission of maintaining the highest education standards of excellence, integrity, and professionalism in nursing is supported in several ways. Graduate faculty are PhD prepared; faculty who teach in the baccalaureate program are Master's and/or PhD prepared. Professional nurses' practice is guided by the Code of Ethics of the International Council of Nurses (ICN). In addition, practice guidelines of the Lebanese Nurses' Practice Act (Decree #1655) and the American Nurses Association are followed.

The overall BSN program outcomes are to prepare a generalist who collaborates with clients to achieve optimal health on the health-illness continuum. The BSN and the MSN programs' structure and learning outcomes reflect the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (1998) and the AACN Essentials of Masters Education for Advanced Practice Nurses (1996), respectively.

*Characteristics of Students*

The School of Nursing student body is rich with students of many different backgrounds. Over the years the SON has attracted students from all over the world and there is a strategic initiative to increase student diversity. The total number of nursing students enrolled in all programs for the 2005/06 academic year is 176. There are 135 female students and 41 male students. Enrollment in the RN-BSN program is 12 students; the BSN program, 126 students; and the MSN program, 38 students. The total number for the academic year 2006-2007 is 172; 114 BSN, 14 RN-BSN, and 44 MSN with 139 females and 33 males. The diversity of students, which includes some Americans, reflects the multiple religious and ethnic groups within Lebanon and the Middle East and as such enhances transcultural education in the School.

*Accreditation Status*

The Bachelor of Science in Nursing Program (BSN) and the Master of Science in Nursing Program (MSN) are registered by the Department of Education of New York State (BSN registration number HEGIS code 1203.00; MSN registration number HEGIS code 1203.10; see Appendix Intro-A for acceptance letters; bound copies are available in the Executive Officer's office). AUB was granted institutional accreditation in June 2004 by the Commission on Higher Education of the Middle States Association of Colleges and Schools (bound copy available in the President's and Provost's offices). The Medical Center has undertaken initiatives to meet the standards of the Joint Commission on Accreditation of Health Care Organizations International.

## STANDARD I. PROGRAM QUALITY: MISSION AND GOVERNANCE

**The mission, goals, and expected outcomes of the program are congruent with those of the parent institution, should reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest – all in the pursuit of the continuing advancement and improvement of the program. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality**.

**Key Element I-A:** ***The mission, goals, and expected outcomes of the program are written, congruent with those of the parent institution, and consistent with the professional nursing standards and guidelines for the preparation of nursing professionals.***

The Mission of the School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice, with additions to meet Lebanese practice requirements. The School aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high quality, compassionate nursing care in Lebanon and the region. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles, and is based on the use and generation of research-based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech (Appendix I-A).

The School of Nursing mission is in line with the AUB mission (Appendix I-B) with shared emphasis on excellence, integrity, and professionalism; on inculcating a desire for lifelong learning; and on uniting research and practice (see Table I-A-1, p. 14). The learning outcomes of both the BSN and the MSN (Appendices I-C and I-D) programs reflect AUB's emphasis on producing graduates who become leaders in the Middle East in their respective professions,

reflecting responsibility, high principles of character, and professional competence based on up-to-date and evidence-based knowledge. All academic programs at the School of Nursing are based on the American model of nursing education, including the AACN Essentials for Baccalaureate and Master's Education (see Tables I-A-2 and I-A-3, pages 15 and 16, for congruence of the programs' outcomes and AACN Essentials).

**Key Element I-B:** ***The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect professional standards and guidelines.***

The mission, goals, and expected outcomes of the School of Nursing are reviewed and revised regularly according to the School's Comprehensive Evaluation Plan (see Appendix I-E). The School of Nursing mission and vision were recently revised as part of AUB's and the School of Nursing's strategic planning exercise, which started April 2005 and was completed February, 2006 (Appendix I-F). The School of Nursing's Comprehensive Evaluation Plan designates mission, vision, and strategic plan review every five years.

The School of Nursing is based on the American model of nursing education; therefore its mission, goals, and expected outcomes are primarily guided by the two AACN Essentials documents (Exhibits I-1 and I-2). The rationale for choosing these guidelines is that they are the most comprehensive and widely used in the U.S. Professional nurses' practice is guided by the ANA Practice Standards; the codes of ethics of the ANA and ICN; and the Lebanese Nurses' Practice Act (LPNA) (Exhibits I-3, I-4, and I-5). The rationale for including the ICN and LPNA guidelines is that, although the School of Nursing is based on the American education model, the school is located in Lebanon and, therefore, it should take into consideration national and international ideals and cultural context. This approach is used with the belief that it improves the quality of nursing education and practice in and near Lebanon. The School of Nursing is active locally, regionally, and globally, keeping up-to-date on nursing trends around the world, increasing awareness, nurturing connections, and providing expertise. These activities facilitate graduates' success in working in and outside of Lebanon.

**<u>Key Element I-C</u>:** ***The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community of interest.***

*Context*

The changes in population demographics together with continued advancements in medical science have resulted in shifts in the health care sector in Lebanon. The population has become older and more chronically ill. Although hospital care is more complex, hospital stays have become shorter. More emphasis is placed on providing cost effective, high quality care using efficient coordination and management skills. Interdisciplinary collaboration, bridging the gap between the hospital and home, and effective use of information systems are no longer luxuries in Lebanon, but are becoming necessities.

The interaction of School of Nursing faculty with Lebanese health care organizations provides a basis for influencing and gathering input from the community, which is reflected in the School of Nursing mission, goals, and outcomes. The School of Nursing plays a central role in the development of nursing knowledge and practice in Lebanon and the region. Some faculty members have been involved, at different levels, in developing nursing programs in Lebanon and the region; and in influencing public policy regarding nursing issues at the Ministry of Health, the Nursing Federation, and the Nursing Order. The AUB School of Nursing graduates are in high demand nationally, regionally, and internationally. Many Directors of nursing schools and health care organizations in Lebanon and the region are AUB School of Nursing graduates. Both AUB and AUB Medical Center are examples of high quality, up-to-date practice and education which the entire Middle East looks to for leading the way for the future. The School of Nursing embraces this regional responsibility by focusing its mission on excellence in education, research, and practice; along with nurturing personal attributes of the students, critical thinking, and lifelong learning. The goals and expected outcomes of both the BSN and MSN programs (Appendices I-C and I-D) at AUB emphasize the promotion of professional nursing in Lebanon and in the region while respecting cultural diversity.

*Community of Interest*

The School of Nursing has used several methods to determine the expectations of the Community of Interest (COI). The COI includes faculty, students, graduates, prospective employers, clients in the health care system, and the community at large.

*Faculty as a Whole*

The School of Nursing is active locally, regionally, and internationally, keeping updated on nursing trends around the world. Locally, the School of Nursing faculty members contributed to the establishment of the Order of Nurses in Lebanon and are currently active members. The Director of the School of Nursing serves on two national nursing committees of the Ministry of Health and is consultant to the Minister of Health on nursing issues. The School of Nursing is collaborating on a project with the Ministry of Education and the United Nations Population Fund (UNFDP), which will be explained in further detail later. Regionally, the School of Nursing has signed a Memorandum of Understanding with Dubai Health Care City and Saudi Institute for Health Services in Jeddah (Exhibit I-6). The School of Nursing is helping develop the Al Mana' College of Health Sciences in Al Khobar, Saudi Arabia (Exhibit I-7). In addition, the School of Nursing became an associate member of the Arab Nursing Faculties in 2004.

Internationally, the School of Nursing participates in the European Academy for Nursing Science through an intensive PhD summer program. In addition, in 2005 the AUB School of Nursing signed a Statement of Intent with Johns Hopkins University School of Nursing (Exhibit I-8). The University of Michigan invited AUB School of Nursing twice to participate in an International Research Collaboration Seminar. Dr. Samar Noureddine represented AUB School of Nursing in June 2004 and Dr. Laila Farhood in June 2006 (Exhibit I-9).

During summer 2004, the faculty went on a retreat to discuss student concerns, curricular changes, new teaching strategies, clinical evaluation, and the recommendations from visiting scholars, among other things concerning the COI (Exhibit I-10). The SON has recently initiated two options for faculty: an academic and clinical track (Appendix I-G, Appointment, Promotion and Merit Criteria). These tracks were created to help bridge the gap between clinical and academia to meet the needs of current faculty and students. The faculty also participated in a SWOT analysis and the strategic planning process of the SON in 2005 which led to a revision of the mission, vision, and expected outcomes reflecting the needs and expectations of the community of interest. Additionally, faculty were involved in various University strategic planning committees.

*Students*

Students are the most important members of the COI. Feedback from students is obtained in several ways. All students are requested to complete Instructor Course Evaluations (ICEs) for every course. School of Nursing student evaluations show the School of Nursing faculty are usually in first or second place compared to other AUB faculties in all areas of evaluation including learning outcomes, professor effectiveness, and overall course evaluation (ICE reports for 2004-2006 in Exhibit I-11). Students are also involved in the ongoing curriculum evaluation surveys which take place during and before completion of program of study. Students were also part of the SON strategic planning process and their input was solicited among others on mission, goals and expected outcomes.

Additionally, formal and informal meetings take place on a regular basis between students and faculty where students' academic and other concerns are taken into consideration and responded to (all SON meeting minutes are located in Exhibit I-0, in alphabetical order). Additionally "Town Meetings", are held with the Director where students are given the chance to discuss their views and concerns in general, financial and academic.

*Graduates/MSN program*

Alumni surveys. The School of Nursing began an MSN program in 2003 in response to expressed needs of the local and regional community. A feasibility and needs assessment study for an MSN program included surveys of AUB BSN graduates, undertaken in the 1990s, indicated that 92% of the AUB School of Nursing graduates supported the creation of a Master's program and 44% would enroll in the program (Exhibit I-12). In the early developmental stages of the proposed MSN program, Dr. Shake Ketefian, at the time Director of Doctoral and Postdoctoral Studies, University of Michigan School of Nursing and an AUB Nursing graduate, provided feedback on the proposed program and curriculum (Exhibit I-13). When the current Director of the SON, Dr. Huijer was appointed, the proposed MSN was reconsidered, especially in light of the recent establishment of several baccalaureate nursing programs in Lebanon, and the increased demand for English-speaking faculty, administrators, and clinicians educated at the Master's level in nursing throughout the Middle East. These COI needs are reflected in the emphasis on leadership, mentorship, and research based practice which constitute the mission and philosophy of the MSN program. The COI needs are also reflected in the expected outcomes of the MSN program that stress administrative, educational, and advanced nursing practice clinical skills. Dr. Jane Kelley, a

professor from the University of Mississippi at the time, was requested to evaluate the MSN program (Exhibit I-14). Her evaluation, which was based on CCNE accreditation requirements, concluded that the AUB MSN program was a well-planned program with sufficient resources for success.

*BSN/MSN program development*

The RN-BSN program, which was dormant for a long time, was reactivated in 2003, and a new curriculum was devised to fit the needs of a pool of students with the Baccalaureate Technique (BT) degree. The BT is a technical degree (approximately equal to United States AA) and BT holders who meet AUB admission criteria can enroll and earn a BSN based on the Ministry of Higher Education requirements.

Currently, the School of Nursing is preparing a proposal to develop a community-based health care program which will be done in close collaboration with the Faculty of Medicine and the Faculty of Health Sciences (Exhibit I-15). The proposal is based on a feasibility study undertaken by the School of Nursing administration involving a survey of major stakeholders, including the Ministry of Health, Ministry of Social Affairs, among others.

The School of Nursing and the Olayan School of Business at AUB are in the process of developing a combined MSN/MBA degree. The proposed curriculum has been developed utilizing United States programs, and a feasibility study is currently underway.

*Prospective employers/clients in health care system/community at large*

The Director of Nursing (DON) of AUBMC, Ms. Gladys Mouro, serves on the School of Nursing Strategic Planning committee, providing insight regarding healthcare needs of society, hospital needs for nurses with BSN and MSN degrees, and educational competencies of graduating nurses among many other helpful strategies. The DON precepts MSN students, contributes to courses, invites School of Nursing faculty to join AUBMC committees to increase communication and facilitate collaboration. The joint School of Nursing/Nursing Service committee established in 2004 discusses on a regular basis issues related to education and service and accordingly makes recommendations for further action. Another source for employers' input was a seminar held in 2003 by the School of Nursing Research and Continuing Education Committee entitled, "Advanced Nursing Practice: The Employers' Perspective" where prospective employers from several institutions were asked to express their needs, concerns, and views regarding advanced practice in nursing (Exhibit I-16). The School of Nursing held 5 public lectures given by prominent

speakers between January and June 2005 leading up to the School of Nursing Centennial celebration in July 2005. These lectures provided an opportunity for the COI to learn about the trends in nursing and also to voice their own concerns (Exhibit I-17).

The School of Nursing has made a strong effort to assess and integrate the interests of the community in their programs and in 2006 created a Comprehensive Evaluation Plan (Appendix I-E) for systematic evaluation, which includes collection and analysis of input from the COI. In addition, the School of Nursing plans to appoint a Student Services Recruitment and Career Planning Officer in 2006. The job description of this officer includes the charge to conduct surveys among graduates and their current employers to evaluate satisfaction with the School of Nursing programs (Exhibit I-18).

**Key Element I-D:** ***Roles of faculty and students in the governance of the program are clearly defined and enable meaningful participation.***

In the Criteria for Faculty Appointment, Promotion, and Merit the roles of faculty members are described very clearly (Appendix I-G). The role of the Director and a description of all committees are included in the School of Nursing By-Laws (Appendix I-H). The addendum to the By-Laws contains an organizational chart and role definitions for all coordinators. The program coordinators are fully responsible for overseeing their respective programs. The faculty and preceptors report to the Course Coordinators, who in turn report to the Program Coordinators. The Coordinator of Research (currently vacant) will be responsible for developing the research strategy and coordinating the research activities of the School of Nursing in collaboration with AUBMC. The Coordinator for the Center for Continuing Education (to be developed) will be responsible for all local, national, and regional CE activities such as courses, workshops, consultations and others, which the School of Nursing can market and offer to third parties. All coordinators report to the Director.

Each BSN II, BSN III, and BSN IV student cohort has a faculty class advisor who meets with the elected class representatives as well as with the whole class if needed. Minutes are taken and the student concerns are recognized and addressed accordingly by the respective School of Nursing committees. Students also have representatives on most School of Nursing Committees, such as Admissions and Recruitment, Curriculum, Graduate Studies and Student Affairs Committees (Appendix I-I, Committees list). See the Annual Report (Exhibit I-19) for the current

list of committees and memberships. Students also have a Nursing Student Society headed by a faculty advisor.

**Key Element I-E:** ***Documents and publications are accurate. Any references in promotional materials to the program's offerings, outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition and fees are accurate.***

The mission of the SCHOOL OF NURSING is accurately reflected in the AUB University Catalogue (Exhibit I-20)**.** The SON Graduate and Undergraduate Student Handbooks (Exhibits I-21 and I-22) reflect the missions, goals, and expected outcomes of the various programs. These documents and publications are shown on Table I-E-1, page 17**.** The SON program offerings, accreditation status, academic calendar, admission policies, and degree completion requirements are all found in the AUB Catalogue. Tuition and fees are accurately published on the AUB website and each student has access to their individual Statement of Fees. The SON website also has information regarding program offerings, admission, policies, degree completion requirements, tuition, scholarships, graduate assistantships, etc. and is at http://staff.aub.edu.lb/~webSchool of Nursing. An Ad Hoc Committee oversees and continuously revises the catalogue section about the School of Nursing, in consultation with faculty members. The BSN and MSN coordinators update and revise the undergraduate and graduate students' handbooks, respectively, on an annual basis. The accuracy of information is the responsibility of the SON and AUB Administration.

**Key Element I-F:** ***Policies of the parent institution and the nursing program are congruent with and support the mission, goals, and expected outcomes of the program; these policies are fair, equitable, and published and are reviewed and revised as necessary to reflect ongoing improvement. These policies include, but are not limited to, those relative to student recruitment, admission, and retention.***

All AUB and School of Nursing policies are on the AUB website (http://pnp.aub.edu.lb/files/alphabet.html), relevant ones in the AUB Catalogue, AUB Student Handbook, and nursing student handbooks. Recruitment to the School of Nursing includes sending brochures (Exhibit I-23) to local and regional high schools, hospital and nursing Directors,

employed nurses, colleges, universities and Ministries of Health. Annual open houses and career fairs are held where brochures are distributed, a film about the AUB programs including the School of Nursing is shown, and questions are answered. In accordance with its equal opportunity policy, the University recruits and admits students regardless of race, color, religion, gender, disability, or national origin. This practice is in line with the mission statements of AUB and the School of Nursing, which include respect for diversity of individuals.

Admission to the BSN program is processed through the University's Admissions Office. Admission decisions are made on completed applications based primarily on the student's academic record (school grades), English Entrance Exam or TOEFL exams, and SAT I results. Specific calculations for this "Composite Score" are used (Exhibit I-24). Factors such as geographic distribution, alumni relationships, and character may also be considered. The AUB Unified Admission Committee, with representatives from each Faculty and School, acts on all admissions to all AUB programs including the BSN program. The School of Nursing Admissions Committee acts on student transfers and Special Students applications.

Admission to the RN-BSN program requires applicants to meet the standards set by the University's Admissions Office, with the exception of the SAT. In addition, students must have a minimum of three years experience as a nurse.

Admission to the MSN program is processed through a review by the School of Nursing Graduate Studies Committee. The dean of the Faculty of Medicine and the chair of the Faculty of Medicine Graduate Studies Committee are copied on all admission decisions (see Appendix I-H for School of Nursing By-Laws). Criteria for admission to the MSN program are in School of Nursing brochures and the Graduate Student Handbook. They are as follows:

1. Meeting all the university admission requirements to graduate studies.
2. Having a BSN degree or its equivalence from an accredited/recognized institution.
3. Having a cumulative undergraduate average of at least 75, with an undergraduate average of at least 80 in Nursing.
4. Demonstrating evidence of knowledge and competence in physical assessment skills.
5. Satisfactory scores on the English Entrance Exam or Test of English as a Foreign Language, as per AUB requirements for graduate studies.
6. License to practice nursing from country of residence.
7. Preferably one year work experience in nursing.

Policies regarding probation, removal of probation, and promotion are found in the AUB Catalogue and website and in the student handbooks. A BSN student will be placed on probation for any of the following reasons:

- If the student fails in two or more courses at the end of a semester
- If the student does not attain the minimum required semester average of:
  -65 for BSN II, or
  - 70 for the following years
- Students in their freshman and sophomore years will be placed on probation at the end of their first semester only if they fail in one half or more of the credit hours carried. These regulations do not apply to part-time students until they have completed at least 12 credits. For part-time students, a semester is defined as the consecutive courses totaling 12 credits.

A BSN student may have the probation status removed when meeting specified criteria. Action to remove probation at the end of a semester or summer session will be taken provided the full-time student:

- passes all courses taken during the semester or summer session (if summer courses are taken);
- achieves the minimum required average for that semester; and
- achieves the minimum yearly average required if the semester or summer session in question is the last one of a student's year.

In order for students to be promoted, they must attain a minimum average of 65 in the sophomore year and 70 in the following years. For more details of BSN grading, probation and promotion and for MSN admission, probation, please see Key Element IV-A.

Retention rates (percentage of students enrolled who remain in the program) for the School of Nursing are as follows: 88%, 100%, and 76% for 2003, 2004, and 2005 respectively (Appendix I-J). These retention rates indicate that students are able to succeed; therefore policies are fair and are conducive to the School of Nursing goals and expected outcomes of success. The periodic lower retention rates reflect the AUB policy of admitting students to faculties with lower student demand and allowing them to transfer to other faculties upon success in initial courses (such as admission to the School of Nursing and later transfer to the School of Business, which has a very large applicant pool).

Students have the right to petition the Director if they think they have been unfairly treated in any way. The Director meets with the student and discusses the matter with the concerned faculty before taking the petition to the School of Nursing academic evaluation committee for further action. Additional policies are addressed in Standard IV.

Policy review is included in the School of Nursing Comprehensive Evaluation Plan (Appendix I-E) and is to be done every three years, or as needed. All policies are available on the AUB website, http://pnp.aub.edu.lb.

**Standard I Summary**

**Strengths**

The School of Nursing mission and expected outcomes reflect professional standards and guidelines.

The mission and expected outcomes are reviewed at least every five years and reflect the needs and expectations of the community of interest.

The School of Nursing has transparent, defined roles of students and faculty that allow for meaningful participation in governance.

Documents and publications are accurate and readily available in multiple sources.

**Areas for improvement**

Refine School of Nursing Mission statement commensurate with University's revision

Refine the system for evaluation of program and student outcomes.

Expand the mechanisms for gaining systematic input and feedback from communities of interest.

Clarify the graduate admissions process as it affects the SoN.

AUB policy to admit to faculties/schools is adversely affecting retention rates.

**Actions taken**

School of Nursing Mission Statement has been revised in relation to updated University Statement.

Implementation of the Comprehensive Evaluation Plan is anticipated to drive *systematic* review of mission, expected outcomes, and the needs and expectations of the community of interest.

Initiation of discussions concerning internal student transfer issues and policies.

TABLE I.A. – 1: CONGRUENCE BETWEEN MISSION STATEMENTS

| | AUB Mission Statement | SON Mission Statement |
|---|---|---|
| Education | "The … AUB is an institution of higher learning founded to provide excellence in education…"<br>"…the university bases its educational philosophy, standards, and practices on the American liberal arts model of higher education." | "…to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice."<br>"The undergraduate program, drawn primarily from the humanities, sciences, and caring disciplines,…" |
| Research | "… to participate in the advancement of knowledge through research…committed to …lifelong learning…" | "The undergraduate program …focuses on the use of nursing theory and research as a basis for practice."<br>"The master's program…is based on the generation and use of knowledge to guide practice." |
| Service | "…and to serve the peoples of the Middle East and beyond."<br><br>"The university believes deeply in and encourages freedom of thought and expression and seeks to foster tolerance and respect for diversity and dialogue."<br><br>"Graduates will be individuals committed to creative and critical thinking, life-long learning, personal integrity and civic responsibility, and leadership." | "…enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high quality, compassionate nursing care in Lebanon and the region, guided by ethical principals."<br><br>"Nursing students at AUB are encouraged to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech." |

TABLE I-A-2: ARTICULATION BETWEEN THE AUB SON BSN EXPECTED PROGRAM OBJECTIVES AND AACN ESSENTIALS FOR BACCALAUREATE EDUCATION

| AUB BSN EXPECTED PROGRAM OUTCOMES | AACN ESSENTIALS OF BACCALAUREATE EDUCATION | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Competencies | | | | Professional Role Development | | | Knowledge Areas | | | | | | |
| | Critical Thinking | Assessment/ Interventions | Technical Skills | Communications | Provider of Care | Designer/Manager/ Coordinator of Care | Member of Profession | Health Promotion Risk Reduction and Disease Prevention | Illnesses and Disease Management | Information & Health Care Technologies | Ethics | Human Diversity | Global Health Care | Health Care Systems & Policy |
| Integrate knowledge from the arts, humanities, fundamental and basic medical sciences, and nursing theory in professional practice. | X | X | X | X | X | | | X | X | X | X | X | | X |
| Demonstrate competency in clinical skills and critical thinking. | X | X | X | X | X | | | X | X | | | | | |
| Utilize current research knowledge related to health promotion and maintenance, illness prevention and restoration of health of individuals, families and groups with diverse cultural backgrounds. | X | X | | | | | X | X | X | | | X | | |
| Demonstrate leadership skills in the care management of clients in different health settings based on current health care policy. | X | | | X | X | X | X | X | X | X | | X | X | X |
| Collaborate with other health providers to promote the well being of individuals. | | X | | X | X | X | X | X | | | | | | X |
| Demonstrate responsibility, accountability, and continued professional development. | | | | | X | X | X | | | | X | | | |
| Participate in professional and community organizations for the promotion of the nursing profession in Lebanon and the region. | | | | X | | X | X | X | | | X | X | X | X |
| Demonstrate effective use of personal, interpersonal and group communication skills in practice. | | X | | X | X | X | X | X | X | X | | | | |
| Espouse principles of professional ethics and personal integrity in nursing practice. | X | X | X | X | X | X | X | | X | | X | | | X |

TABLE I-A-3: ARTICULATION BETWEEN THE AUB SON MSN PROGRAM OUTCOMES AND AACN ESSENTIALS FOR MASTERS EDUCATION

| AUB MSN EXPECTED PROGRAM OUTCOMES | AACN ESSENTIALS OF MASTERS EDUCATION | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Competencies | | | | Core | | | Advanced Practice | | | | | | |
| | Critical Thinking | Assessment/Interventions | Technical Skills | Communications | Ethical | Health Care Policy, Organization, &Financing | Research | Professional Role | Nursing Theoretical Foundation | Human Diversity Social Issues | Advanced Health & Physical Assessment | Health Promotion & Disease Prevention | Advanced Physiology & Pathophysiology | Advanced Pharmacology |
| Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development. | X | X | | X | X | | X | X | X | X | X | X | X | X |
| Initiate, participate in, utilize and disseminate nursing research. | X | | | X | X | | X | X | | | | | | |
| Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills in specialized areas of nursing. | X | X | X | X | X | | X | X | | | X | X | X | X |
| Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | X | | | | X | X | X | X | X | | X | X | X | X |
| Analyze the impact of socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | X | | | | X | X | | | X | X | | | | |
| Assume leadership roles in education and management to promote health care. | X | | | X | X | X | | X | | X | | | | |

**Table I-E-1 Documents and publications that reflect SON missions, goals/objectives.**

| Text | Document/Publication |
|---|---|
| School of Nursing-General Mission | AUB Catalogue 2006-7<br>All Student Handbooks |
| School of Nursing Vision | AUB Catalogue 2006/7 |
| School of Nursing-MSN Mission | AUB Catalogue 2006-7<br>MSN Graduate Student Handbook |
| School of Nursing Philosophy-BSN Program | BSN Student Handbook 2006-7 |
| School of Nursing Philosophy-MSN Program | MSN Graduate Student Handbook 2006-7 |
| BSN Program Outcomes | BSN Student Handbook |
| MSN Program Outcomes | MSN Graduate Student Handbook 2006-7 |
| Program's offerings, accreditation status, academic calendar, admission policies, and degree completion requirements | AUB Catalogue 2006-7 |

## STANDARD II. PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

**The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.**

**Key Element II-A:** ***The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected outcomes of the program.***

The School of Nursing at the American University of Beirut is an integral part of the Faculty of Medicine. However, subject to the provisions of the Corporate By-Laws, Rules and Regulations and the established general policies at the University, the School through its internal organization determines its own academic policy and has the authority to direct its own affairs (SON By-Laws, Appendix I-H). The School of Nursing receives support for all aspects of its operations in several key areas:

### Environmental/Program Support for Teaching

*Libraries*

The University Libraries include the Jafet Memorial Library as the central library and two branches: the Engineering/Architecture Library and the Science/Agriculture Library with its annex AREC (Farm) Library. The libraries have a long history in Lebanon and in the region, which is very much reflected in the rich collections that they own. The University Libraries serve a population of 7223 campus users (students, faculty and staff) and are open a total of 90 hours per week. Electronic data based and other resources that capture all the arts and sciences are provided, in addition to access to reference software (RefWorks) and training sessions on its use and searching the literature.

The Saab Memorial Medical Library (SML), dedicated to the memory of Dr. Nicholas Saab, qualifies as one of the best medical libraries in the Middle East. In 1978, SML was designated by the World Health Organization (WHO) as the National Focal Point for Lebanon. SML is a hybrid library that is constantly increasing its online resources while retaining its traditional services to all AUB users as well as non-AUB users. It opens 80 hours/week.

The Saab Medical Library consists of three floors with four tier stacks. It is ranked as a medium to large size medical library. The SML uses the National Library of Medicine (NLM) classification schedule and the NLM medical subject headings (MeSH). The collection consists of around 99,000 bound books and periodicals, a collection of around 1,000 books of historical value (e.g. Avicenna's Book of Canon published in 1593) and a growing audiovisual and computer software collection. The SML subscribes to 1200 printed periodical titles, and has a growing number of online journals (more than 1000 titles). The audiovisual collection includes slides, cassettes, videos, computer software and more covering the different fields of medicine, nursing, and allied health. The SML website http://staff.aub.edu.lb/~websml/ provides more specific information on the library and its holdings including nursing journals.

The School of Nursing library has a wide variety of books and journals. In 2003, the SML and the School of Nursing agreed to relocate almost all SON nursing journals to SML, a move which increases efficiency and centralization, and is cost-effective.

The AUB Saab Medical Library, acting now as a hybrid academic/medical library, and through its Reference Section, provides instructional programs and services to all its users. The main goal of such programs is to enhance information literacy education among students, staff and faculty, and to have a more efficient and effective use of the medical information available both inside SML and outside on the Internet. Emphasis is on life-long learning for problem solving and decision making, which now has become a must, especially for healthcare professionals. These instructional programs are delivered by live orientation lectures and Web-based tutorials. Examples of these programs include searching Medline, CINAHL, and searching for the best evidence using Cochrane.

*Technical support*

The faculty has a variety of services available which facilitate teaching. The University office of Computing and Network Services provides all AUB users with support in: acquiring, setting-up, deploying, and maintaining PC's, peripherals and Intel-based servers; using and creating world-wide web documents and application, electronic mail services, and network security; introducing integrated applications for administrative systems with institution-wide objectives; and supporting the university's administrative units by developing specific departmental applications. More specific details about these services, and most other services, can be found on the AUB homepage and clicking on Administration and Services (http://cns.aub.edu.lb/cns/).

The Academic Computing Center (ACC) of AUB is a space designed for collaborative and individual work. ACC Director reports to the Office of the Provost. The mission of the ACC is to promote the use of technology in teaching at AUB and to provide training and assistance to faculty members in integrating technology into their teaching. To this end, ACC provides resources, training, workshops, one-to-one or group consultation, access to software and hardware, and troubleshooting support to all AUB faculty members. ACC assists the School of Nursing in developing on-line courses; a pilot course has been developed and is currently being tested with NURS 404, Nursing Informatics. A number of courses at the School of Nursing now use WebCT /Moodle for their delivery. The ACC provides assistance to the faculty in this regard. ACC's activities and resources reflect AUB's commitment to a state-of-the-art education for all its students, an education which equips them to be lifelong learners and successful professionals in the current and future information technology society. For a list of standing course offerings consult the ACC website (staff.aub.edu.lb/acc/Workshops/workshops.htm).

*Faculty development in teaching*

AUB has always been known for excellence in teaching and for the high quality of education it has consistently offered its students throughout its long history. Two significant contributions to the uniqueness of AUB as an institution of higher education

serving Lebanon and the Middle East region have been its commitment to the ideal of liberal arts education and its ability to offer an American type of education.

In May, 1999 AUB applied for and received a grant from the Andrew W. Mellon Foundation to support its efforts to invigorate and enhance teaching and learning at the university. A University Task-Force on Undergraduate Teaching Excellence was established and received support from this grant. The AUB Web Page on Teaching Excellence was created by the Task Force for the purpose of reporting its activities and serving as a more inclusive (and, hopefully, permanent) medium and forum by means of which information and points of view pertaining to the enhancement of teaching and learning could be exchanged.

The establishment of the Center for Teaching and Learning at AUB was one of the recommendations that The Task Force on Teaching Excellence made in its report (July 2000). Prior to the official establishment of this Center, numerous activities which a center for teaching and learning normally organize, took place during the following academic years. The center was formally established in 2004. Activities for 2004/05 included seminars on developing learning outcomes, assessment at course and program levels, and teaching and learning methodologies. Success of these activities was evidenced by the high degree of satisfaction of the faculty members who participated in them. The presence of capable resource persons at AUB, among them SoN faculty, who were willing to be facilitators, contributed significantly to the success of these activities (Exhibit II-1 Center for Teaching and Learning Activities, 2005/6).

**Environmental Support for Faculty Service and Practice**

Nursing faculty service at AUB is defined as service to the School of Nursing, to AUB, to the nursing profession, and to the community at large. Faculty members at the School of Nursing have contributed to the establishment of the Order for Nurses in Lebanon and continue to be involved in the development of the nursing profession in Lebanon. In addition to serving on committees of the Ministry of Health, Nursing Order, community and health centers, faculty provide lectures and workshops on current issues impinging on health care in Lebanon. Within the university, in addition to School of Nursing service, faculty serve on university committees such as Faculty Senate,

Commencement, Admissions, Research, IRB, and Strategic Planning. More specific details can be found in SON Annual Reports and on individual faculty CVs (Exhibit II-2).

Service is an important part of the School of Nursing and AUB missions which the faculty takes very seriously. A percentage of faculty workload is allotted for faculty to provide service. If the service is far above and beyond that, the faculty will work on a contract basis. All School of Nursing faculty are encouraged and supported to present their scholarly work at international and national scientific meetings. A list of all recent lectures given, along with other services provided by faculty to the School of Nursing and to AUB can be found in School of Nursing Annual Reports (Exhibit I-19).

One example of the School of Nursing's support of faculty service is a joint collaborative project between the UNFPA (United Nations Population Fund) of Lebanon and the Armenian Relief Cross (Exhibit II-3). A faculty member (Mrs. Arevian) is a member of the Armenian Relief Cross and is overseeing the complete project. This is a pilot project aimed at preventing reproductive tract infections (especially sexually transmitted diseases) by the use of surveys and an intervention program, including pre-tests and post-tests. The pretest is now completed and an educational intervention is being developed to be implemented soon. Students will be involved in the project at the stage of awareness campaigns.

A second faculty member Mrs. Nuhad Dumit has been involved in a project between the UNFPA and the Center for "Educational Research" and Development (a Lebanese Governmental organization), (Exhibit II-4). The goal was to integrate population education in the schools in Lebanon. There were three components: 1) reproductive and sexual health; 2) gender equality; and 3) population studies. The School of Nursing faculty who were involved were responsible for performing school textbook content analysis on reproductive and sexual health. They found that the books lacked content or the content was limited. The School of Nursing made recommendations for changes in future textbooks.

Dr. Laila Farhood was appointed by WHO in 2006 as coordinator of the IDP (Internally Displaced Persons). This project aims to coordinate the Mental Health activities and propose a national Mental Health Plan for Lebanon.

Faculty practice is offered through the faculty option: clinical track, which gives faculty the opportunity to practice by allotting a percentage of their workload to practice. At present the School of Nursing has one faculty member who is engaging in faculty practice, Dr. Laila Farhood. A joint appointment for a new faculty member, Mrs. Juhayna Bejjani, is now being negotiated with the Faculty of Medicine in order to facilitate her practice. Facilitating faculty practice is an important part of the SON 2005 Strategic Plan. (Appendix I-F).

*School Of Nursing Centennial 1905-2005*

The AUB School of Nursing marked its 100th anniversary on July 2, 2005 with a year of public lectures, workshops, and a scientific conference. The lectures discussed how the nursing profession is influential in many areas of healthcare such as innovations, quality, and strategizing, and health as a bridge to peace in the Middle East.

Held under the patronage of President Emile Lahoud, the scientific conference culminated the School's centennial activities. The President of the International Council for Nurses gave the opening address and numerous Deans of Schools of Nursing from top nursing schools in the United States, including The University of Pennsylvania, University of California San Francisco, University of Michigan, Johns Hopkins University, and Villanova University, were keynote speakers. The three-day conference attracted around 400 participants from different countries of the world and addressed the latest advances in nursing, including informatics, interdisciplinary programs, clinical research and innovative strategies in nursing education. Moreover scientific papers were presented on a range of topics including creating a culture for nurse retention, a study of Lebanese Muslim immigrants in the United States, globalization and quality health care, and end-of-life health care issues. The scientific program included 58 papers, 26 posters, bench symposia, and an exhibit (Exhibit I-17).

**Environmental Support for Research**

*Administrative support*

The AUB Office of Grants and Contracts (OCG) strives to provide a high level of services to the AUB community in seeking, developing, submitting, and managing

sponsored research projects. The OGC is composed of two interrelated functional areas through which it accomplishes its mission. First, pre-award functions involve keeping faculty members aware of available grants and deadlines for proposal submission. Second, post-award functions of the Office include the preparation of subcontracts or sub-recipient agreements and the administration of grants including the preparation of renewals, cost and no cost extensions, and closing out of projects. (see Annual Reports, Exhibit I-19)

The Regional and External Programs Office is responsible for either drafting or signing institutional agreements such as Memoranda of Understanding, Collaborative Agreements, Partnership Agreements, Consultation Agreements, non-disclosure agreements, and material transfer. This office assists with formalizing the arrangements as well as with institutional contacts as needed.

The Medical Research Committee promotes research by the faculty in several ways including reviewing all applications for university funded research grants and keeping the faculty informed of all available sources of research support whether from the university or from granting agencies.

The Institutional Review Board (IRB)/ Animal Care Committee (ACC) ascertains, among other things, whether proposed research is acceptable related to the humane treatment of human subjects and animals, and whether it follows institutional regulations, laws and standards of professional conduct.

The SON Research and Continuing Education Committee reviews all proposals prepared by SON faculty members before submission for funding or IRB approval. Research mentorship takes place through the creation of support and research committees for new researchers and junior faculty. A workshop on proposal writing was organized and young researchers were encouraged to attend. A workshop on publishing was offered to support faculty and graduate students in their scientific publishing endeavors. Support is also provided by the University on budget calculations and expenditures.

*Funding resources*

Funding for research is provided by several sources. The Medical Practice Plan Research Fund is open to all members of the Faculty of Medicine including School of Nursing faculty and graduate students for research. The University Research Board

provides funding for full-time faculty members only. Occasionally other funds are available to support research activity within the Faculty of Medicine and are made known to the faculty as they become available. More specific information about these funds can be found on the AUB website at http://staff.aub.edu.lb/webmedic/UniSourses.htm. Current faculty research and source of funding is summarized in the following table:

## Current SON Faculty Research

| **Name of Investigator** | **Title of Study** | **Funding Sources** | **Status** | | |
|---|---|---|---|---|---|
| | | | **Starting** | **Ongoing,** | **Completed** |
| Mrs. Marina Adra | *Factors Associated with Pain & Depression in Institutionalized Elderly.* *Other researchers; Dr. H. Huijer, Dr. S. Noureddine, Dr. L. Farhood.* | submitted for funding to URB, MPP, & ANF | X | | |
| Mrs. Mary Arevian | *Reproductive Tract Infections (RTIs) among Young People: "A Social Franchising Approach to Prevention".* *Other researchers: Mrs. A.B. Chadarevian* | UNFPA | X | | |
| Mrs. Mary Arevian | *Levels of Knowledge, Attitudes, and Practices among Lebanese/Armenian Women following an Educational Program.* *Other researchers: Dr. Samar Noureddine, & Mrs. T. Kabakian* | | | X | |
| Mrs. Sossy Balian | *Nursing in Lebanon and the Middle East; A Historical Perspective.* *Other researchers: Dr. Huda Huijer* | | X | | |
| Dr. Hani Dimassi | *Evaluation of Medication for Mental Health Illness. Cross sectional Study.* *Other researchers: Dr. S. Nasser, and others* | | | X | |
| Dr. Hani Dimassi & Dr Laila Farhood | *CVD Risk Factors and PTSD Symptoms; Cross-sectional Observational Study.* | URB | | X | |
| Dr. Myrna Doumit | *The Lived Experience of Lebanese Oncology Patients Receiving Palliative Care. Phenomenological study.* *Other researchers; Dr. Huda Huije.,* | PhD | | | X |
| Dr. Myrna Doumit | *The Lived Experience of Caregivers of Cancer Patients.* *Other researchers: Dr. Huda Huijer, Dr. Jane Kelley, Ms Nada Nassar.* | | | X | |
| **Name of** | **Title of Study** | **Funding** | **Status** | | |

| | | | Starting | Ongoing, | Completed |
|---|---|---|---|---|---|
| Mrs. Nuhad Dumit | *Perceptions of Cardiac Self-Care among Lebanese Patients, Families, and Care Providers.* | PhD proposal | X | | |
| Dr. Fadi Jardali & Mrs. Nuhad Dumit | *Towards a Better Understanding of the Magnitude and Predictors of Nurse Migration out of Lebanon.* | WHO | | X | |
| Dr. Laila Farhood | *PTSD, Anxiety & Depression among Civilian Population in South Lebanon.*<br>*Other researchers: Dr. Hani Dimassi.* | *URB &USAMRAA N o W 81 X WH-05-1-0320* | | X | |
| Dr. Laila Farhood | *Prisoners of war Research*<br>*Other researchers: Dr. B. Saab, Dr. M. Chaaya.* | *MPP/URB* | | | X |
| Dr. Huda Huijer | *Palliative Care in Lebanon; Needs Assessment for Palliative Care Services for Children and Adults.*<br>*Other researchers: Dr. Hani Dimassi.* | *MPP and URB grant* | | X | |
| Dr. Huda Huijer | *Pain Assessment in the Elderly.*<br>*Other researchers: Mrs. Sandra Zwakhalen, Dr. Jan Hamers, Dr. Martijn Berger* | *Dutch Foundation for Scientific Research* | | X | |
| Dr. Huda Huijer | *Stress Prevention in Children.*<br>*Other researchers: Mrs. Gerda Kraag, Dr. Gerjo Kok.* | *Dutch Organization for Care Research* | | | X |
| Dr. Huda Huijer | *Pain Assessment in the Critically Ill Child.*<br>*Other researchers: Mrs. Anne-Sylvie Ramelet, Dr. Nancy Rees, Dr. Sue MacDonald.* | *University Funding.* | | | X |
| Dr. Huda Huijer | *Fatigue in Breast Cancer Patients.*<br>*Other researchers: Mrs. Nynke de Jong, Dr. Annemie Courtens, Dr. Harry Schouten* | *Dutch Cancer Foundation* | | X | |
| Dr. Huda Huijer | *The Role of Nurses in Euthanasia and Assisted Suicide in the Netherlands.*<br>*Other researchers: Mrs. Ada van der Bruchem, Dr. Arie van der Arend, Dr. Ruud ter Meulen.* | *Ministry of Health, Netherlands* | | X | |
| Dr. Huda Huijer | *Chronic Pain in Lebanon; a Population-Based Epidemiological Study among Adults and Children.*<br>*Other researchers: Dr. H. Dimassi, Dr. G. Kanazi (AUB-MC), Dr. G. Page (JHU USA), Dr. H. Breivik (University of Oslo, Norway), Dr. J. Passchier (Erasmus University, NL)* | *Submitted to NIH for funding* | X | | |
| Dr. Jane Kelley. | *End-of-life decision-making: An algorithm.* | | | X | |
| Mrs May Khoury | *Continuing education on palliative and end of life care; evaluation study. Proposal will be resubmitted for funding to MOH.* | *WHO* | X | | |

| | | | | | |
|---|---|---|---|---|---|
| Mrs. Sana Marini | *Impact of Bar Code Medication Administration System on Medication Error.* *Other researchers: Dr. H. Huijer, Dr. Arie Hasman, Dr. Jane Kelley, Dr. Hani Dimassi* | *PhD proposal* | | X | |
| Dr. Samar Noureddine | *Factors Associated with Delay in Seeking health Care among Persons Experiencing Symptoms of Acute Coronary Syndromes.* *Other SON faculty members involved: Mrs. N. Dumit, Mrs. M. Adra, Mrs. M. Arevian, & Mrs. D. Shehab* | URB, MPP | | | X |
| Dr. Samar Noureddine | *Illness Representations and Potential Responses to Acute Coronary Syndrome Symptoms in a Lebanese Community Sample.* *Other researchers: Dr. E. Froelicher; Dr. A. Sibai, Dr. H. Dakik, H. & Dr. H. Huijer.* | Funding will be sought from MPP or URB | X | | |
| Dr. Samar Noureddine | *In-hospital Cardiopulmonary Resuscitation at AUBMC: A retrospective review.* *Other researchers: Dr. Ghassan Jamaleddine & Mrs. Hera Tashjian* Approval secured from IRB | Code Committee, AUBMC | X | | |
| Mrs. Dina Shehab | *Pain in Children with Cancer.* *Other researchers: Dr. Huda Huijer* *Proposal writing* | | X | | |

**Environmental/Program Support for Faculty Development**

All issues related to faculty development, are discussed during faculty annual appraisals (evaluations) which are held in June/July and agreements are made accordingly. Faculty are encouraged and supported to present at international and national scientific meetings. A list of these services provided by the faculty can be found in the Annual Report (Exhibit I-19) and individual faculty CV's (Exhibit II-2). Following are some examples of AUB and SON support for faculty development taken from the 2004 annual report:

- Two faculty members, Mrs. Nuhad Dumit and Dr. Myrna Doumit, have been sponsored by AUB to complete on-line PhD study in the USA, respectively at the University of Colorado and Duquesne University. Dr. Doumit completed her PhD in May 2006.
- Mrs. Sana Marini is working towards her PhD in Health Informatics in the Netherlands.
- M. Doumit and S. Marini have participated in the European Academy for Nursing Science (EANS) Intensive Summer PhD course, attending the one week course held

respectively in 2003, 2004, 2005, & 2006 in Lund Sweden, Bergen, Norway, Manchester UK, & Maastricht the Netherlands..

- The University Research Board (URB) provides travel and per diem coverage for faculty members going to present at international scientific conferences. Every year at least 3 SON faculty members present papers at international meetings with support from URB.
- Faculty can also negotiate a teaching-free summer to work on their research and publications. A few faculty members have been supported to that effect.
- One faculty member, Mrs. Sana Marini, was awarded a Mellon Foundation fellowship summer 2005 to work on developing further her on-line course.
- A number of junior faculty members are encouraged and are supported to follow courses on research methodology and statistics offered by SON, AUB, or other universities.
- SON faculty retreats are organized on an annual basis to discuss academic issues facing faculty. Topics discussed in the last few years include, among others, curriculum evaluation and content progression, measurement of learning outcomes, and clinical evaluation.

**Key Element II-B:** ***Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are reviewed, revised, and improved as needed.***

The administrative offices of the School of Nursing are currently in Dale Home, one of the oldest buildings at AUB. Classrooms, computer labs, basic science labs, and skills labs are located in different buildings on campus. Clinical sites are available at AUB Medical Center and other hospitals, community centers, psychiatric and mental health institutions, and home care settings, in Beirut.

AUB administration and Board of Trustees have recognized the need for expanded state-of-the-art facilities for the SON and to this end, a modern building on campus has been designated for major renovation to house the SON. The new building is expected to be ready by 2007-2008. It will house the administrative and faculty offices,

auditoria and classrooms, skills labs, computer labs, a research center, a reference room, as well as other facilities for faculty and students (Exhibit II-5 SON New Building Plans).

Other physical resources which are shared by the university community include the University Bookstore, cafeterias, Center for Career Planning and Placement, Counseling Center, University Health Services, Writing Center, Office of Financial Aid, and Office of Student Affairs which includes student employment. Description of these services can be found in Key Element II-C. Additional essential services which are shared by the AUB community include university security, environmental health, safety, and risk management, and housekeeping.

Additional resources available to the School of Nursing faculty include secretarial, computer, and audiovisual staff who assist them in successfully carrying out their academic responsibilities. The support staff possesses a wide variety of skills that enable them to assist faculty members in word processing, scheduling, reference management, development of educational materials, correspondence, grant applications, and administration. Staff development education and training is encouraged to enhance the effectiveness of individuals in their positions as well as to increase their knowledge and skill levels. Staff attend short courses on a regular basis in areas relevant to their work.

The School of Nursing budget is tuition-driven and is sufficient to fulfill its mission, goals, and objectives. All School of Nursing resources are reviewed on an annual basis when the budget is prepared by the Director and submitted to the Dean for approval. Development and implementation of the School's budget is consistent with AUB policy. The School of Nursing budget is shown in the table below. Faculty salaries for 12 month contracts are available in the Director's office.

**School of Nursing Budget FY 2003-2007**

| | Salaries and Benefits | Operations | Other* |
|---|---|---|---|
| 2003-2004 | 866,953 | 63,122 | 36,236 |
| 2004-2005 | 974,599 | 145,127 | 29,343 |
| 2005-2006 | 962,219 | 146,012 | 27,326 |

| | | | |
|---|---|---|---|
| 2006-2007 (Budgeted) | 1,190,384 | 127,429 | 70,700 |

***** ***Memberships, consultations, honoraria and doctoral studies fees for faculty***

Guidelines concerning merit increases are set by the President and decisions are made by the Dean based on recommendations of the Director of the School of Nursing. Merit increases are influenced by faculty evaluations and annual appraisals. Faculty salaries are, in general, in line with those of other AUB faculty and are usually higher than faculty salaries at comparable institutions in the region.

**Key Element II-C:** ***Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.***

Academic support services are multiple and varied. In addition to the Jafet and Saab libraries, (described in Key Element II-A) and the Writing Center, the following services support students as well.

**Career and Placement Services**

The Career and Placement Services (CPS) office, which is part of the Student Affairs Office, provides guidance and resources to students and AUB graduates for their life-long career development by facilitating their exploration of career options and development of effective career life planning skills. CPS also assists organizations in meeting their hiring needs for the mutual benefit of students and AUB graduates, as well as employers. CPS strives to promote self-awareness regarding career planning, and help students know more about their abilities, skills, values and the world of work as well as to enhance mature decision-making.

The School of Nursing will be adding a Student Services Officer who will be responsible for issues related to student affairs, student recruitment and career planning (job description Exhibit I-18),

**International Student Services (ISS)**

The ISS provides orientation, advising, and referral services that are especially designed for international students attending AUB. ISS staff support students' adaptation to a new culture and provide information on Lebanese visa and residence permit details, and US government loans. They also serve all AUB students with advice and resources for opportunities to study abroad. On a broader scale, the ISS develops special cultural and educational programs and activities for the AUB community throughout the year.

**Counseling Services**

The Counseling Center for psychological services is also available to AUB faculty, students, and staff. This center provides services to students whose personal difficulties and problems interfere with their academic performance. It also assists students in formulating and achieving their educational goals. The Counseling Center's professionally trained counselors exert all possible efforts to assist and support students with emotional concerns in a sensitive, caring, and confidential manner.

Counseling involves one-on-one discussions with a trained professional counselor who will listen, ask questions, and help explore options about the problems or areas of concern to the student. It is a process of self-discovery and self-knowledge.

**Housing for Students**

As a general principle, subject to availability, all students at AUB are entitled to accommodation of their choice in the student housing on campus during the period of registration. However, competition for spaces means choice of buildings should be based on priority in the following order: seniors, who in their previous years at AUB did not reside in their preferred dorm; those wishing to remain in the dorm they were allocated the previous semester; freshman; all others, including medical and graduate students. Guarantee of preferred room for continuing students is conditional upon payment of a deposit fee prior to a deadline. The majority of nursing students commute from their homes; a few rent apartments in the vicinity of the university; and a very small number makes use of AUB student housing.

**Website**

The AUB School of Nursing website (http://staff.aub.edu.lb/~webSchool of Nursing/index.html) is also very helpful for students as it contains information about the programs offered, news and upcoming events, annual reports, faculty and their credentials, ongoing research projects, student services, alumni, and other links. Most of the information is updated annually and news and events are added as needed. One faculty member, Mrs. Sana Marini, is responsible for updating the website in close collaboration with the AUB Computing and Networking Services.

**Other services available at AUB to students and others**

*Registrar's Office*

The Registrar's Office strives to ensure that services for students are provided in a competent, friendly, and easily accessible manner. This office maintains all student records; is custodian and administrator for all University rules having to do with graduation, probation, promotion and transfer of credits; certifies degrees and issues transcripts; administers the government health insurance plan for Lebanese students; and coordinates the University Catalogue issuance.

*Office of Student Affairs*

The Office of Student Affairs oversees student activities, athletics and recreation, counseling, student housing, international programs, career placement, and work study. Through this office, activities and services are provided to enhance, support, and complement the student's personal and educational development.

*Office of Development*

The Office of Development at AUB serves as the liaison between the university and alumni/ae, friends and organizations. The Office of Development encourages and assists individuals and organizations interested in furthering the work of the University, and seeks to enhance support through outright gifts, pledges, gifts to endowments, gifts in kind, and other forms of financial contribution. Additional information can be found on the AUB website (http://staff.aub.edu.lb/~webdevpt/).

*Office of University Publications*

AUB Office of University Publications serves the entire University by producing timely, accurate, high quality institutional printed publications. Projects range from invitations for one-time events, to annual publications such as the academic catalog, to separate publications serving a long-term need such as the Campaign for Excellence.

*Office of Information and Public Relations*

The Office of Information and Public Relations has a mission which is four-fold:

- to disseminate information about AUB;
- to coordinate and cooperate with media agencies wishing to interview faculty members and to cover any AUB-related activity, and facilitate this coverage;
- to maintain good relations between the university and the community; and
- to monitor AUB coverage in the media.

*Office of Financial Aid*

AUB has a strong financial aid program to assist its many able and qualified students who could not otherwise meet the cost of tuition. The basic view of AUB is that families have an obligation to finance their student's education to the extent that they are able.

**Key Element II-D:** ***The chief nurse administrator is academically and experientially qualified and is vested with the authority required to accomplish the mission, goals and expected outcomes. The chief nurse administrator provides effective leadership to nursing unit in achieving its mission, goals, and expected outcomes.***

On January 7, 2003, Dr. Huda Abu-Saad Huijer RN, PhD, FEANS, became Director of the AUB School of Nursing. Dr. Huijer has had a rich and varied experience in nursing as researcher, educator, clinician, and administrator both in the USA and in Europe.

Dr. Abu-Saad Huijer received her BSN from AUB and her Masters and PhD from the University of Florida, Gainesville, USA. Her career spans professorial positions at the University of California San Francisco, University of Maastricht in the Netherlands, the University of Surrey in the UK, an honorary professorship at the University of Manchester UK, prior to her appointment as the Director of the SON at AUB. In addition, she has been a consultant to the Aga Khan Foundation in Kenya, Tanzania, India, and Pakistan.

During her academic tenure in the Netherlands, Dr. Huijer was instrumental in developing the Masters in Nursing Science program which was offered at three sites in the Netherlands (Maastricht, Utrecht, and Groningen), as well as at the Red Cross School of Nursing in Switzerland. She was also instrumental in developing the PhD program and in establishing the Centre for Nursing Research at the same university. Her consultancy with the Aga Khan Foundation led to the establishment of the Institute for Advanced Nursing Studies in East Africa. Since her appointment at AUB in 2003, she was instrumental in launching the Masters of Science in Nursing and the RN-BSN programs of study. Dr. Huijer has extensive experience teaching nursing at the baccalaureate, master's, and doctoral levels both in the US and in Europe.

In the 1980's and 1990's, Dr. Huijer conducted pioneering work in the field of pain in children leading to numerous scientific publications. Her current research endeavors focus on pain management and palliative care in children and adults and on integrated models of care for the chronically ill. She has supervised more than 40 PhD dissertations and is currently lead investigator on a large number of funded projects in the Netherlands and recently in Lebanon. She has published more than 300 articles including a recent book on 'Evidence-based Palliative Care across the Life Span' and has given a large number of keynote addresses.

Dr. Huijer has served on committees and posts of international organizations such as the International Association for the Study of Pain, the European Association for Palliative Care, the European Academy of Nursing Science, Ronald McDonald Children's Fund, Dutch Foundation for Scientific Research, and Lebanese Society for the Study of Pain. She serves on editorial boards of a number of scientific journals. She currently serves on a number of national committees in Lebanon among them the

Lebanese Society for the Study of Pain of which she is president elect and Chair of the Scientific Committee; the Lebanese Society for Pain Relief and Palliative Care; and the National Nursing Development Program (NNDP) Steering Committee of the Ministry of Health. She has organized two multidisciplinary national conferences on Pain Management in Lebanon; one held in February 2004 and the second in November 2006.

Dr. Huijer has responsibility for the School of Nursing administration and academic development. As the chief academic officer of the School of Nursing, she provides strategic leadership and direction, advances the school's research agenda, manages the school's financial resources, and represents the school at the local, national, and international levels. Among Dr. Huijer's activities at the university level are:

- Strategic Planning Committee; Graduate Education and Research
- Honorary Doctorates Committee
- Institutional Review Board 2003-2005
- Medical Research Committee 2003-2005
- Faculty of Medicine Strategic Planning Committee
- School of Nursing Strategic Planning Committee (Chair)

Dr. Huijer has a record of distinguished achievements in nursing education, nursing research, and nursing administration. She is well recognized nationally and internationally for her leadership skills and her commitment to interdisciplinary collaboration in research, education, and practice. She is well placed and has the vision to help the School of Nursing at AUB develop to its fullest potential. Further information can be found in her CV (Exhibit II-2).

Dr. Huijer reports directly to the Dean of the Faculty of Medicine**.**

**Key Element II-E:** ***Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals, and expected outcomes of the program.***

The School of Nursing employs adequate numbers of faculty with the academic preparation and experience needed to meet the BSN and MSN program requirements. See Appendix II-A for list of names, titles, and educational credentials of faculty and

preceptors; and Appendix II-B for teaching responsibilities of each faculty member, as well as the responsibilities of each administrative officer associated with the program (from Annual Report, Exhibit I-19). Faculty CVs are also on file in the School of Nursing Director's office (Exhibit II-2). Faculty workload is calculated by the Director to meet the needs of the School of Nursing and to distribute work equitably among the faculty based on academic preparation and approved plans for career development. (See Appendix II-C for the Faculty Workload and FTE Calculations document).

Faculty recruitment is currently an ongoing process at the SON. Due to the expansion of academic program offerings at the graduate and undergraduate levels, faculty with specific expertise and clinical specializations are being recruited. For the recruitment process, adverts are placed in international nursing journals, in the Chronicle for Higher Education, on websites of nursing academies and honor societies, and by word of mouth. Recruitment through personal contact is heavily emphasized. A SON search committee selects and short-lists candidates who are consequently invited for a first interview via video-conferencing and if successful a second interview is planned at AUB.

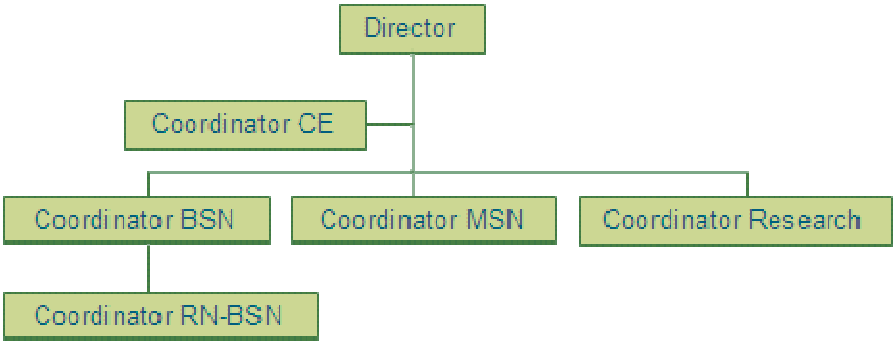
**Key Element II-F:** ***Faculty roles in teaching, scholarship, service, and practice are identified clearly and are congruent with the mission, goals, and expected outcomes of the program.***

**Organizational Structure**

The School of Nursing is currently an integral part of AUB and the Medical Center (AUBMC), which consists of the Faculty of Medicine, the School of Nursing, the Academic Teaching Hospital, and Saab Medical Library. The Director of the School of Nursing reports to the Vice President for Medical Affairs/Dean of the Faculty of Medicine. The School of Nursing has currently one Director, 14 full time faculty, 1-2 part-time visiting professors per year, and a pool of 22 part-time clinical preceptors who are contracted on an as needed basis to help faculty with clinical rotations. In addition, the School of Nursing has a number of research and graduate assistants who support the faculty in research, educational, and other administrative endeavors. Recruitment for new faculty positions is currently ongoing. An executive officer, three secretaries, and a

clerk/messenger provide non-academic administrative support. A student services officer is expected to be hired in academic year 2006-2007.

**Figure 1. AUBSON Organization Chart**




Faculty roles in teaching, scholarship, service, and practice are clearly identified in the School of Nursing document Criteria for Appointment, Promotion, and Merit (Appendix I-G). Additionally, the School of Nursing annual faculty appraisals address the above roles including allotting percentage of time for each role. The School of Nursing and AUB administration provides faculty with support to meet teaching, scholarship, practice and service needs as appropriate.

The organizational and administrative reporting structure of the SON is clear and uncomplicated which facilitates mission and goal attainment and easy access of faculty to administration and students to both groups. Faculty roles are transparent and simplified, which makes carrying out the mission and goals more efficient and effective. The preceptors and faculty report to the Course Coordinators, who in turn report to the Program Coordinators. Program Coordinators oversee their respective programs (RN-BSN, BSN, MSN). The Coordinator of Research (currently vacant) will be responsible for developing research strategy and coordinating the research activities of the School of Nursing in collaboration with AUBMC. The Coordinator for Continuing Education (CE) (to be developed) will be responsible for all local, national, and regional CE activities such as courses, workshops, consultations and others, which the School of Nursing can market and offer to third parties. All Coordinators report to the Director, whose role is clearly defined in the School of Nursing By-Laws and in Key Element II-D. The School

of Nursing is currently recruiting for faculty positions on the academic and clinical tracks. More specific role definitions can be found in School of Nursing By- Laws (Appendix I-H).

**Standard II Summary**

**Strengths**:

Effective leadership,

Faculty commitment to excellence,

Long and renowned history of the School,

Graduates occupying leadership positions in Lebanon and internationally, setting the standards for other schools, and

Sufficient campus facilities and resources.

**Areas for Improvement:**

Expansion of physical facilities to accommodate state of the art teaching and learning and faculty scholarship and research in nursing.

Vigorous recruitment of qualified faculty.

Development of strategies to support administrative and financial autonomy of the School within the university.

**Actions taken**:

The School of Nursing building will be ready by 2007-2008.

The School of Nursing has submitted a letter of inquiry to AUB administration and is working on strategies to support its potential to become a free-standing Faculty at AUB.

Faculty recruitment is intensified and will continue to be a priority in view of the faculty nursing shortage worldwide.

## STANDARD III. PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

**The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.**

**Key Element III-A:** ***The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program's mission, goals, and expected outcomes.***

There are three programs offered in the SON; the BSN, RN-BSN, and the MSN. The RN-BSN has the same program outcomes as the BSN program and the majority of courses are shared. Therefore, the presentation of the BSN program includes the RN-BSN program, unless otherwise indicated.

The University is currently encouraging all Faculties to begin or improve their use of specific, measurable student outcomes in all course syllabi, in accordance with AUB's annual review for Middle States Accreditation. The SON faculty currently state specific, measurable student outcomes on every syllabus, but the majority have labeled them as objectives. The BSN learning outcomes tackle the areas of knowledge, practice, and

research, in addition to communication and leadership skills, as well as professionalism, ethics and collaboration. The outcomes progress from simple to complex, in line with the nature of knowledge and skills addressed in the courses in the sophomore, junior and senior years. The MSN learning outcomes emphasize advanced nursing practice, synthesis of knowledge from theory and research, in addition to health policy, leadership, professional and ethical issues. Following is a list of the program outcomes for the BSN, RN-BSN, and MSN programs. The BSN program outcomes are further subcategorized into 3 level outcomes for the sophomore, junior and senior levels, which reflect the increasing complexity of learning and the incremental nature of learned material.

## BSN LEARNING OUTCOMES

### BSN Student Outcomes: Program

I. Integrate knowledge from the arts, humanities, fundamental and basic medical sciences, and nursing theory in professional practice.
II. Demonstrate competency in clinical skills and critical thinking.
III. Utilize current research knowledge related to health promotion and maintenance, illness prevention and restoration of health of individuals, families and groups with diverse cultural backgrounds.
IV. Demonstrate leadership skills in the care management of clients in different health settings based on current health care policy.
V. Collaborate with other health providers to promote the well being of individuals.
VI. Demonstrate responsibility, accountability, and continued professional development.
VII. Participate in professional and community organizations for the promotion of the nursing profession in Lebanon and the region.
VIII. Demonstrate effective use of personal, interpersonal and group communication skills in practice.
IX. Espouse principles of professional ethics and personal integrity in nursing practice.

### BSN Student Outcomes: Level I (Relative to Program Outcomes)

Upon completion of the sophomore year the student will be able to:

A. Demonstrate beginning skills in effective communication (I, VIII)
B. Identify healthcare needs of clients based on assessment of physical, psychological, and social parameters (I)
C. Identify developmental milestones in relation to the health-illness continuum (I)
D. Provide basic nursing care based on the nursing process (II)
E. Demonstrate skills in searching the nursing literature (III)
F. Identify ethical principles that govern the nursing profession (VI)

**BSN Student Outcomes: Level II (Relative to Program Outcomes)**

Upon completion of the junior year the student will be able to:

A. Utilize the nursing process in planning the care of the clients along the health-illness continuum (I)
B. Provide comprehensive/holistic care to individual clients across the life span (II)
C. Integrate theoretical knowledge from the social and basic sciences with that of nursing as a basis for practice (I)
D. Appreciate the use of research in nursing practice (assessment and intervention) (III)
E. Demonstrate therapeutic communication skills with clients (VIII)
F. Demonstrate ability to work in groups (VIII)
G. Identify ethical principles that govern nursing practice (VI)
H. Demonstrate responsibility and accountability for personal and professional growth (VI, VII)

**BSN Student Outcomes Level III (Relative to Program Outcomes)**

Upon completion of the senior year the student will be able to:

A. Utilize appropriate theories and research findings from nursing and related fields in nursing practice (I, II, III)
B. Evaluate systematically the outcomes of care in a variety of settings based on the nursing process (I, II, IV)
C. Apply knowledge of group dynamics while working with groups of clients, healthcare professionals and co-workers (I, V, VIII)
D. Demonstrate leadership skills in planning, managing, and evaluating care of clients (IV)
E. Demonstrate responsibility and accountability to individuals, families, society at large, and personal professional growth and development (VI, VII, IX)
F. Determine ethical, social, and political issues affecting the healthcare system in Lebanon (V, VI, VII, IX)

**MSN PROGRAM OUTCOMES**

1. Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.
2. Initiate, participate in, utilize and disseminate nursing research.
3. Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills in specialized area of nursing.
4. Demonstrate advanced decision-making across health care settings, using multidisciplinary approach.

5. Analyze the impact of socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery.
6. Assume leadership roles in education and management to promote health care.

The student learning outcomes are expressed as course objectives on each course syllabus (Exhibit III-1). The course objectives are congruent with program outcomes as outlined in Appendices III-A and III-B (course objectives/program outcomes grid). The program outcomes are consistent with the SON mission (Appendix I-A) in focusing on research as a basis for practice, consideration of cultural differences, professional competence, espousing ethical principles, critical thinking, lifelong learning, and the promotion of nursing in Lebanon and the region. Standard I-A discusses congruence between program outcomes and AACN Essentials (Tables I-A-2 and I-A-3). Congruence of curricula with ANA Standards and AACN Essentials documents are discussed in Key Element III-B. Student learning outcomes are also expressed as level outcomes for the BSN program, which are also consistent with the program outcomes; therefore they are in line with the mission, AACN Essentials, and ANA Standards.

**Key Element III-B:** ***The curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates.***

1. ***The baccalaureate curriculum incorporates knowledge and skills identified in The Essentials of Baccalaureate Education for Professional Nursing Practice.***
2. ***The master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing. Any specialty standards adopted for the master's program are incorporated into the curriculum.***

*Implementation/Revision of BSN and MSN programs*

The program outcomes for the BSN and MSN programs were revised during the Strategic Planning and CCNE self study exercises to reflect more specifically the AACN

Essentials as described in Standard I-A. The course objectives are in line with the program outcomes and, therefore, with the AACN Essentials. The Course Evaluation Summary Form (Appendix III-C) requires evaluation of courses in light of relevant ANA Standards of Practice (explained further in Key Element III-D). The teaching of all nursing courses at the SON is based on the nursing process, which is in line with the ANA Standards of Practice, i.e., assessment, diagnosis, outcome identification, planning, implementation, and evaluation. In addition, most nursing courses stress evidence-based practice and the value of knowledge derived from sound research. The ANA Standards of Professional Performance knowledge and skills are addressed in several courses in all programs of the SON, and are highlighted in introductory and leadership courses. The reader is referred to course syllabi which can be found in Exhibit III-1.

*Development of MSN program*

The MSN program was benchmarked against leading programs worldwide and was developed in accordance with AACN Essentials and ANA Standards (see Exhibit III-2 for MSN proposal to NY). (See Graduate Studies Committee Minutes for more detailed information in development of the MSN program.) The MSN program is organized around four essential interrelated components: nursing theory, research, clinical practice, and professional roles. The core courses focus on professional roles, theory, research, and healthcare policy.

The specialty courses in the Adult Care Track continue the focus on issues addressed in core courses, but add advanced level content in physiology, pathophysiology, assessment, health promotion, interventions, evaluation, and critical thinking. These courses also include clinical components in several areas of adult health care and a residency program in the specialty area of the students' choice. Some students do clinical with physicians in Lebanon, some with the two CNSs at AUBMC (one psychiatric and one cardiovascular), and some with advanced practice nurses in the United States. The advanced practice nurse is a new concept in Lebanon so there are very few Clinical Nurse Specialists to serve as mentors. The preparation for the advanced nursing practice role in the MSN program is akin to the clinical nurse specialist (CNS) and nurse administrator roles. The CNS orientation is congruent with the status of nursing

in the country, where there is a surplus of physicians that preclude hiring independent nurse practitioners and the law that governs nursing does not acknowledge yet the advanced practice role as is common in the US.

In line with the ANA Standards of Advanced Practice, the adult care specialty courses are organized around the nursing process, namely assessment, diagnosis, outcome identification, implementation and evaluation. Advanced clinical reasoning is fostered in clinical courses, along with advanced health assessment competencies. Courses are centered on nursing phenomena, with advanced implementation including case management, evidence based practice geared to the promotion and restoration of health, health teaching for clients, and referral to health resources as needed. Adult care nurses coordinate their activities with the health team members, provide staff teaching, and engage in research utilization projects.

The specialty courses in the Administration Track focus on the unique issues relevant to administration and management of health care settings. Emphasis is placed on organizational theory, health management and policy, organizational systems management, financial management, performance improvement and management of human resources, and information systems. The elements outlined in the ANA Standards for Nursing Administration are covered, and students are instructed in their use for guiding practice. Students in the Nursing Administration track complete projects and residencies that relate to administrative practice. Residencies cover a semester and are coordinated by the Faculty Advisor. An administrative preceptor at the residency site mentors and provides opportunities for the resident to participate in administrative projects and meetings, and to work with the mentor to analyze leadership and management aspects of the mentor's position or those of other organizational leaders, and to analyze the structure and function of the organization or organizational unit.

The Minor in Education provides a foundation of knowledge and skills for teaching and learning and enables students to apply instructional theory and research in a variety of educational positions.

**Key Element III-C:** ***The curriculum is logically structured to meet expected program outcomes.***

1. ***The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.***
2. ***The Master's curriculum builds on the baccalaureate level foundation.***

**BSN Program – Logical Structure**

*BSN Student outcomes: Level I, items A, B, & C (prerequisites)*

Prerequisites to the BSN program include Social Science and Humanities courses (Liberal Arts), which facilitate the development of cultural sensitivity and compassion in the students, as well as promoting critical thinking. Liberal Arts education exposes the student to a variety of perspectives and facilitates sound decision-making skills. Mathematics, Biology, Chemistry, and English are also prerequisite courses before entrance into the program. These courses prepare students for more advanced science courses in the sophomore year.

Each year, nursing students develop their knowledge and skills in several areas, including: theory, research, ethics, leadership, and in providing care.

*BSN Student learning outcomes, Level I, items A-F (sophomore)*

The students entering in the sophomore year complete introductory nursing courses (NURS 200/1/2), in which they learn about biomedical ethics, how to search the nursing literature, and how to complete and health assessment and provide basic nursing care to individuals using the nursing process. Courses in Academic English, Biostatistics, Biochemistry, Human Morphology, Physiology, and Pathophysiology in the sophomore year contribute to the students' understanding of themselves, of others, and of nursing and medical interventions. (See Exhibit III-1 for all course syllabi).

*BSN Student learning outcomes, Level II, items A-H (junior)*

In the junior year, students continue learning about ethics as applied to practice, about relating findings of nursing research to nursing practice, and about providing comprehensive/holistic care to individual clients across the life span (NURS 300/1/2/3-Adults, NURS 304/5-Expectant Family, NURS 306/7-Children) in inpatient and outpatient settings using the nursing process. The SOAN 201-Introduction to the Study of

Society prepares students for their senior year in which they broaden their scope of practice to community settings and learn to demonstrate responsibility and accountability to individuals, families, and society at large.

*BSN Student learning outcomes, Level III, items A-F (senior)*

The senior year broadens the students' array of nursing care by adding Psychiatric (NURS 402/3), Critical Care (NURS 400/1), Leadership (NURS 409/10), and Community Nursing (NURS 407/8) classes. After completing these courses, the students should demonstrate leadership skills in planning, managing, and evaluating the care of clients. The Research (NURS 406) course prepares students to appraise and use appropriate research findings from nursing and related fields in nursing practice. The Nursing Informatics course (NURS 404) focuses on basic informatics concepts and health information management applications. Ethical, social, and political issues affecting the healthcare system in Lebanon are integrated into the Leadership course.

Students can transfer from other universities to the BSN program provided they complete the required freshman courses (2005-2006 AUB catalogue, page 477). The BSN is also offered as a second degree to students holding a BS in another major; the curriculum in this case is individualized based on the student's field of study.

**RN-BSN Program – Logical structure**

The structure of the RN-BSN program is very similar to the BSN program, with the same program outcomes and the same level outcomes. Since these students are experienced nurses, they are exempted from taking the introductory nursing courses (NURS 200/1/2). They are given the opportunity to validate Adult Nursing classes (NURS 300/1/2/3) and Maternal and Pediatric Nursing classes (NURS 304/5/6/7). If the students meet the student learning outcomes and demonstrate the required competencies, they are exempted from these courses also. The SON faculty strives to maintain flexibility in the RN-BSN program in meeting the special needs of these students, most of whom work full-time, and often have family responsibilities. The students are respected for their experience and maturity. For example, students set many of their own learning objectives and strategies to achieve them. This provides for individualized learning

experiences and is an excellent motivational factor in learning. Delivery of the RN-BSN curriculum is individualized also because the students come with varying educational backgrounds. There are a number of professional basic educational programs in Lebanon that differ in the scope and type of courses offered. For example some of the RN-BSN applicants hold a diploma that used to be offered by AUB until 1980, or an Associate Degree, Baccalaureate Technique (BT), and Technique Superieur (TS) offered in various places in the country. These programs differ and course content is carefully evaluated before planning and deciding the course of study of applicants of these programs. For example, if a basic science course offered in the BT program is found to be equivalent to the course offered in the BSN program, the applicant sits for a validation exam and if passed, will earn the related credits.

**MSN Program – Logical Structure**

Graduate education denotes the critical appraisal of concepts and theories basic to the nursing discipline. The unifying focus in graduate education is specialized and research directed nursing practice. The program also incorporates managerial, administrative, and educational skills. The graduate is expected to be an expert clinician, an informed educator, a knowledgeable researcher, and a skilled manager.

*MSN program outcome #1 - Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.*

The Foundations of Advanced Practice course (NURS 501) provides students with knowledge about the advanced practice roles and the foundations and philosophy of care. Legal and ethical issues related to the roles are explored and the role of the APN in effecting health care system change is emphasized.

The Role Development courses (NURS 507/9) build on basic nursing leader/manager and educator roles learned in the baccalaureate program by providing a greater depth in the specialized areas of nursing administration and education. An overview of teaching/learning or management theories as major concepts are presented and case studies and student presentations are used as a means for applying the concepts.

The Nursing Theory course (NURS 500) expands on the idea of nursing theories introduced in undergraduate education. Students analyze and evaluate nursing theories and conceptual frameworks and their development, with implications for practice and research. The student gains critical thinking skills and a greater understanding of theories in general, whether used in management or clinical positions.

*MSN program outcome # 2 – Initiate, participate in, utilize and disseminate nursing research*

The Advanced Nursing Research class (NURS 502) builds on the basic research learned in the BSN program by analyzing research designs, theoretical frameworks, sample selection, data collection instruments, and data analysis. The students' skills are honed further by several research assignments throughout the program, plus a project or thesis, with consistent mentorship from faculty.

The clinical specialty courses of both the Nursing Administration track and the Adult Care track incorporate evidence based practice discussions and applications.

*MSN program outcome #3 – Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills in specialized areas of nursing.*

The concentration courses in the Adult Care Track review undergraduate assessment and pathophysiology and elaborate in greater detail to include full spectrum assessment skills, requiring critical thinking, refined pathophysiological, biobehavioral, and psychological aspects of advanced nursing practice. The clinical specialty courses are built around nursing phenomena commonly encountered in practice. Students' progress in developing their differential diagnosis skills, which are then examined and applied to select disorders learned in the BSN program. In the Nursing Administration Track, critical thinking is used to acquire and use organizational leadership skills. The adult care clinical and residency components of both tracks allow students to apply and practice new skills as well as deliver care or leadership at an advanced level.

*MSN program outcome #4– Demonstrate advanced decision-making across health care settings, using multidisciplinary approach; and #5 – Analyze the impact of socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery.*

The Foundations of Advanced Nursing Practice (NURS 501) focuses on the advanced nursing practice roles as compared to the BSN roles learned in undergraduate programs. Ethical, legal, multidisciplinary collaboration and healthcare policy issues are explored. In the Administration track, several lectures stress using a multidisciplinary approach and advanced decision-making across healthcare settings (NURS 507, NURS 508, NURS 520, MNGT 319, MNGT 332). In NURS 503/4/5/6, students in the Adult Care track learn to demonstrate advanced decision-making and multidisciplinary collaboration in the clinical arena as they learn to practice the APN role.

*MSN program outcome #6 – Assume leadership roles in education and management to promote health care.*

The concentration courses in education focus on teaching and learning theories, curriculum and test construction, and leadership in nursing education.

The concentration courses in administration focus on management theories, change management, human resource and strategic management, organizational quality, healthcare finance, collaboration, and ethics in preparing students for a leadership role in nursing and healthcare administration.

**Key Element III-D:** ***Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.***

All AUB students complete the standardized Instructor Course Evaluation (ICE) forms, which are used across campus on a semester basis. Results are sent to the instructor and to the Director of the SON and are used in faculty appraisals and promotions. In addition, ICEs are used by faculty to solicit more specific information on courses. As part of the CCNE self study, the Course Evaluation Summary Form (CESF; Appendix III-C) was created and has been implemented. It requires analyzing teaching-learning practices as reflected in the Instructor Course Evaluations (ICEs) or other forms submitted by students, along with instructor analysis of areas of strength and areas needing improvement. The course syllabus is then revised as necessary to maintain excellence in teaching-learning practices. Every semester and course is taught, improvements are incorporated into the next offering. (See Exhibit III-3 for completed

CESF forms and syllabi revisions). This is part of the SON Comprehensive Evaluation Plan in order to conduct systematic evaluation.

In addition to ICE's and CESFs, questionnaires have been sent to the Community of Interest (COI: students, graduating classes, alumni, the primary employer, and faculty) and have been utilized to evaluate the curriculum as explained in Key Element III-F. In order to achieve systematic evaluation of the curriculum, questionnaires regarding the curriculum will be administered on a regular basis to the COI as outlined in the Comprehensive Evaluation Plan (Appendix I-E). Current forms for the Graduate Exit Survey, Graduate Outcome Survey, and the Alumni Survey are being used, but the Comprehensive Evaluation Plan process will address review and improvement of all existing survey tools (see Exhibit III-4 for examples of existing survey tools).

The School of Nursing held its annual faculty retreat in August 2004 during which the curriculum was revisited. During the retreat all nursing courses were evaluated and compared. Issues related to duplication of content and progression were discussed and different evaluation strategies were compared. The retreat proved to be extremely helpful and beneficial to all faculty.

The SON Academic and Curriculum Committee is responsible for the BSN curriculum evaluation and revision and the SON Graduate Studies Committee (GSC) oversees the MSN program.

**Key Element III-E:** ***The didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes.***

*Didactic Teaching/Learning Practices*

Faculty members have attended several courses offered by AUB Office of the Provost on Teaching Excellence to improve and expand their methods of teaching. In addition to lectures, in some courses case studies are used to facilitate application of concepts taught and to break the monotony of lectures. Students have written assignments, group projects, and presentations in order to apply the information and increase their learning experience. The use of WebCT/Moodle has been incorporated into a number of School of Nursing courses and its effectiveness is being evaluated by faculty

and students. Most courses are team-taught which increases the robustness of methods by providing informal peer feedback. At present, AUB does not use a formal faculty peer feedback system, but the SON is contemplating introducing such a system along with education on providing growth- producing, actionable feedback. Course syllabi include course description, prerequisites, learning outcomes, teaching methods and evaluation methods, in addition to unit outlines and reading assignments.

*Didactic Learning Environment*

As AUB has grown, facilities have expanded. While program outcomes are certainly not in jeopardy, the SON is currently in transition using other classrooms and equipment while a new building is being renovated (see new SON building plans, Exhibit II-5). Most of the classrooms are equipped with the necessary technologies to facilitate learning, such as computer and LCD projector, and in some cases internet access.

*Clinical Teaching/Learning Practices*

In BSN clinical instruction, matching teaching strategies with the learning needs of the students is critical. Daily and weekly objectives are set, and each student is monitored and supported until s/he can meet the objectives. Objectives are clear and attainable by all students. Formative evaluation is done through weekly anecdotes, which update the student and the instructor on the students' progress. Strengths are reinforced to encourage self-confidence; and areas for improvement are also addressed to help the student meet the objectives. Great effort is put into helping the student adjust successfully to the clinical environment. For example, clinical faculty encounter at times students who get anxious or are slow in clinical learning and in the acquisition of psychomotor skills, compared to their student cohort. The student is usually offered extra supervised clinical time with a faculty member to gain experience and to facilitate a smoother transition to the upper level nursing courses. Students who do not speak Arabic are usually provided English speaking patients and assisted in finding Arabic classes to enable them to better communicate with patients.

Students in the RN-BSN program are expected to use their prior nursing and life experience as a basis for integrating the program theory, for applying this experience and theory in practice in order to achieve specified clinical outcomes. Students are given written and oral presentation projects, such as case studies and comprehensive nursing

care plans, on health problems related to the course in which the student is enrolled. The students write their own objectives and are given independence at clinical areas, but instructors visit them in the clinical sites to assure that the students are meeting their objectives.

Clinical instruction and evaluation have been continuously under scrutiny at SON. A faculty retreat was dedicated to the subject in August 2004 (Exhibit I-10). The faculty was convinced that using a generic clinical evaluation tool is needed. To that effect, to revisit the clinical teaching and evaluation at the SON a workshop was organized in May 2006 and offered by a consultant from the US. The scope of the workshop included creative clinical teaching methods and creating a clinical evaluation template that will allow for variation in patient age, complexity, and context. The Clinical Evaluation Tool (CET) is intended to enhance consistency in evaluating clinical performance relative to course and program outcomes and allow for supporting pass/fail clinical grading.

In the MSN program, a multidisciplinary approach is used in clinical teaching. In the Adult Care Track, students practice advanced health assessment with medical students in the outpatient department. In the Adult Care clinical courses, the faculty assists students in setting their own clinical objectives at the outset of the semester. Then clinical site placement is coordinated by the faculty and clinical preceptors are chosen and contacted to meet the students' needs. In Lebanon, the scarcity of advanced practice nurses is making us resort to medical preceptors and diabetes educators. Students communicate weekly their clinical experience through written clinical logs and meet regularly with the faculty member to follow up on their progress. Flexibility is maintained such as changing preceptor or site if needed in order to ensure meeting learning outcomes.

*Clinical Learning Environment*

The AUBMC is an excellent clinical facility for teaching nursing students. The hospital provides a large variety of cases, which exposes students to many different patient populations. AUBMC is a teaching hospital and most patients welcome the students. The students have access to the supplies and equipment they need to learn and provide care. The nurse managers, many of whom are AUB SON graduates, collaborate

well with faculty and students and MSN students are encouraged to become involved in research and attend medical rounds and participate in focused multidisciplinary case discussions and outside conferences. The AUBMC follows the American system in its standards of care, charting, and the use of the English language. Nursing practice at AUBMC follows the American Nursing Association's standards of care. The Nursing Staff Development department was accredited last summer as a provider of continuing education by ANCC. The medical center is currently undergoing major renovations, opening new specialty centers, and expanding the outpatient department and clinics. For example, in the coming year, a neuroscience center, a psychiatry center, a chronic wound center and an adult cancer center will be opened so that care of these patients will be more concentrated and streamlined.

In order to ensure that the learning environment at AUBMC continues to meet nursing student needs, a school-service joint committee oversees coordination of clinical placement of students, and provides a mechanism for communication between the two organizational units. For instance, SON curricular changes and AUBMC developments or policy changes are communicated between the two via the joint committee. Two faculty members were appointed to the committee by the Director of the SON, and the Director of AUBMC Nursing Services appointed members from nursing services. The current membership is as follows: Samar Noureddine (BSN coordinator), Nuhad Azoury, and Olena Awada (student representative) from the School of Nursing; Gladys Mouro (Nursing Director), Nada Ghaziri (staff development), Iman Kouatly (professional practice manager) and Josephine Abu Rjeily (nurse manager) from AUBMC Nursing Services.

In addition to AUBMC, students are placed in other hospitals, schools, nursing homes and community centers in both the undergraduate and graduate programs. This practice is becoming more common, as student numbers increase and new health care facilities and specialty centers open in Lebanon.

In the MSN program, students are encouraged to pursue their clinical residency at School of Nursing teaching hospitals in the USA. To that effect, a number of partner universities have agreed to supervise and mentor students in a range of specialty areas. So far clinical residencies for the Adult Care Track students have been done at AUBMC, the

Chronic Care Center in Lebanon, the Johns Hopkins University School Health Care System and the University of Michigan Ann Arbor Health Care System in the USA. For the Administration Track, residencies have taken place at AUBMC Nursing Services, Department of Human Resources AUB, Makassed Hospital, Ministry of Health, WHO and Johns Hopkins University USA.

**Key Element III-F:** ***The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest***

Teaching and learning practices are reviewed and revised according to responses from the student Instructor Course Evaluations (ICEs) (Exhibit I-11), and the Course Evaluation Summary forms (Exhibit III-C). The Course Evaluation Summary forms also take into consideration input from instructors, comparison to Standards/Essentials, and the community of interest when evaluating the course.

Periodic revisions of the curriculum are planned in the Academic Curriculum Committee meetings. In 2002, a curriculum survey was given to students, graduates, and AUB faculty (see Exhibit III-5 for results of surveys plus executive summary). The surveys addressed satisfaction with the curriculum and the SON as a whole. After analyzing the responses and presenting them to the faculty in January 2003, and reviewing current trends in nursing education, the mission of AUB, and suggestions of three scholars (Dr. Kissell, Professor and Chairperson, Kansas Wesleyan University division of Nursing; Dr. Ketefian, Director of PhD program, University of Michigan School of Nursing; and Dr. Malasanos, Distinguished Service Professor, University of Florida College of Nursing), several curricular changes took place in the academic year 2003-2004. (See Academic and Curriculum Ct. Minutes Nov/2002 – Feb/2003; Exhibit I-0).

Human Morphology was placed in the fall semester prior to Physiology, which is given in the spring, since the two courses together covered too much content for one semester. Also, Human Morphology serves well as a prerequisite to physiology. Epidemiology and Biostatistics 201 and 202 were placed in the fall and spring semester

respectively, of the sophomore year to serve as prerequisites for Nursing Research and Community Health Nursing.

A new Biochemistry course for nurses was created to replace Chemistry 208 and Organic Chemistry 209. The nursing students were struggling to complete these courses and it was determined that much of the content was not necessary as a prerequisite to pharmacology and physiology. Also, NURS 201/2 were separated into spring and summer courses as students stated that there was too much content to cover together in one semester. Now NURS 201 focuses on basic nursing skills and procedures; NURS 202 focuses on health assessment. One credit was dropped due to the deletion of overlapping material. This change was also in response to feedback from SON faculty, students, consultants and experts in the field.

An evaluation plan was developed in order to evaluate the changes made in the curriculum. In this plan, students evaluate the curriculum each semester (see Exhibit III-6 for plan and surveys used). Minor adjustments are then made, based on the student evaluations and faculty review/analysis. The SON is continuously evaluating and monitoring its course offerings using feedback from different sources. This is an ongoing process for the faculty and the school.

Several changes have been made in the programs in response to COI feedback (See Exhibit III-7 for documents pertaining to these changes). It was proposed by the RN-BSN Coordinator and the Director that the SON should offer the option to validate some of the nursing courses, since the RNs' experience enabled them to demonstrate the required competencies of the courses. Now these students may validate Maternity/Pediatrics and Adult Nursing courses. A validation is done through completing a specific paper, with or without a presentation, in addition to a written test. If the RN has passed the AUBMC critical care course, they may also be eligible for validation of the School of Nursing critical care course.

The SON receives feedback from patients indirectly through clinical preceptors, clinical faculty, AUBMC patient satisfaction surveys, and from other healthcare consumers.

A feasibility study is under way regarding initiating an MSN/MBA program.

Through the CCNE self study, the SON has begun revisiting and improving the questionnaires used for feedback from the COI. The Comprehensive Evaluation Plan (Appendix I-E) schedules formal curriculum evaluation every three years, plus strategies to systematically evaluate constituencies on a regular basis (every 1-3 years), which is also in line with the SON Strategic Plan (Appendix I-F).

**Standard III summary:**

**Strengths**

Thorough evaluations of curricula are being conducted and results are utilized promptly.
BSN and MSN are solid programs, registered in NY and benchmarked against leading schools in the USA.
Faculty attend a variety of courses on Teaching Excellence on a regular basis.
AUB Center on Teaching Excellence and Mellon Foundation facilitate achievement of goals.
Teaching Excellence portfolios included in promotion of all faculty

**Areas for improvement**

Ensure the application of Teaching Excellence strategies to courses and refine methods to evaluate them.
Introduce peer review as part of promotion process.
Provide a mechanism to facilitate the systematic evaluation of programs by COI at regular intervals.
Monitor continuously the status of classroom equipment.

**Actions taken**

A Comprehensive Evaluation Plan for the SON was created.
The SON building will be ready in 2007

## STANDARD IV: PROGRAM EFFECTIVENESS: STUDENT PERFORMANCE AND FACULTY ACCOMPLISHMENTS

**The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.**

**Key Element IV-A:** ***Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied.***

### Student Evaluation Policies and Procedures

The School of Nursing faculty strives to standardize student evaluation by using the SON syllabus template, which includes detailed, measurable objectives/outcomes for the courses (see Exhibit III-1) for all course syllabi that are in line with the program and level learning outcomes. The SON is in the process of improving the syllabus template to eliminate the word *objectives* and use the term *learning outcomes* to bring it in line with the new AUB initiatives (Exhibit IV-1 for AUB questionnaire and answers). The achievement of program learning outcomes for the BSN and MSN programs are evaluated through the course outcomes. These objectives/outcomes are used to evaluate student performance. Specific grading criteria are outlined on each course syllabus. Students who successfully pass all courses (therefore, achieve course outcomes) and

graduate from the program reflect having achieved expected outcomes of the program. Examples of students' work are available in Exhibit IV-2.

*Advising policy*

Students meet with their advisors periodically during the semester and during the advising period to discuss academic progress. Meetings are documented as needed in the student file for evaluation and follow up. Students whose performance is less than satisfactory are counseled individually to assist the student in developing a plan to improve their performance.

Guidelines for advising are available on the AUB website (http://staff.aub.edu.lb/~webteach/adv_gi.htm) and in Exhibit IV-3. These guidelines discuss the role of the Advisor, desired communication skills, important topics to be discussed in advising meetings with students, the students' role, and frequently asked questions. In September 2005 the AUB Academic Advising Process Improvement Team interviewed the Director of the School of Nursing regarding the SON current advising practices (also in Exhibit IV-3). This is part of AUB's initiative to continuously improve the academic advising practices. A report was generated and submitted to the Provost.

*AUB grading policy*

General grading policies are explained in the student handbooks, in the 2005-2006 AUB University Catalogue and on the AUB SON website. The grading system at AUB and the SON is described as follows:

Grading System

| Range | Performance Designation | Letter Grade | Grade Points |
|---|---|---|---|
| 90-100 | Outstanding | A | 4.0 |
| 85-89 | Excellent | B+ | 3.5 |
| 80-84 | Very Good | B | 3.0 |
| 75-79 | Good | C+ | 2.5 |

| | |
|---|---|
| I | Incomplete |
| P | Pass |
| PR | In Progress |
| W | Withdraw |

| | | | | | |
|---|---|---|---|---|---|
| 70-74 | Fair | C | 2.0 | X | No Grade Reported |
| 60-69 | Weak | D | 1.0 | F | Fail |
| Below 60 | Fail | F | 0.0 | | |

The manner in which grades are assigned at AUB is considered to be strict when compared to similar American institutions and as such, a letter entitled, "Supplementary Academic Information" is sent with all transcript requests and reads as follows:

"Grading at AUB tends to be criterion-based rather than norm-based. Hence, there is a concentration of grades around the 75 percent mark, with relatively few grades above 80 percent to 85 percent. Rather than the bell curve that norm-based grading produces, criterion-based grading produces a steeple curve. Graduate schools should therefore realize when assessing applicants from AUB and their academic records that an average of 80 percent is very good. Students who have an average of 85 or 80 and above who are also in the top 10 percent of their class, qualify for the Dean's Honor List. Seventy-five average in the major admits a student to graduate work on probation at AUB and eighty average in the major admits to regular graduate status at AUB. As a result of this criterion-based grading system, the grades of AUB students tend to be lower than that of students in American universities and colleges. For this reason, the university provides students applying to graduate programs in the US with this 'Supplementary Academic Information' as an aid in the evaluation of the student's performance in comparison with his/her peers at US universities. This supplementary academic information is given only to provide a contextual background basis of comparison and is not part of the student's official transcript."

*BSN program grading policy*

The grading system for the BSN program can be found on the AUB SON website http://staff.aub.edu.lb/~webson/rules.html, in the 05/06 AUB Catalogue pages 479-481, and in the Undergraduate Student Handbook, pages 14-15. Each course syllabus includes policies regarding evaluation and expectations of performance and is discussed fully in the first session of the course. Evaluation of the students' achievement includes their

work in theory and practice, as well as their professional demeanor. The passing grade in all nursing courses is 70. A description of grading policy follows:

1. Incomplete Grades
    - Incomplete course work will be reported as an "I" followed by a numerical grade reflecting the evaluation of the student available at the end of the semester. This evaluation is to be based on a grade of zero on all missed work and reported in units of five- thus a grade could be I 55 for example.
    - For securing permission to complete the work for a course, a student must submit a valid excuse to the instructor of the course within two weeks from the date of the scheduled final exam for the course. Decisions on incomplete grades are sometimes brought to the Academic Evaluation Committee
    - Students permitted to complete work for a course must do so within four weeks from the start of the next regular semester. After the incomplete work is done and evaluated by the faculty member, a grade change will be considered by the Director of the School and the new grade is reported to the Office of the Registrar.
    - If no valid excuse is presented and the work, if permitted, is not completed within the time limits specified above, the "I" will be dropped, and the numeric grade available becomes the final grade in the course.
    - For the purposes of averaging, the numeric grade will be used, until changed through the procedure set above.
2. Withdrawal from a Program

    To maintain student status, a student must register every semester, excluding the summer session (unless required by the program). Students who do not register can be readmitted provided they can complete the requirements within the time limit of the program.
3. Promotion

    BSN students are eligible to be promoted at the end of the summer session

after completion of 30 or more credits beyond the requirements from the previous level. However, students who register in October, lacking six or fewer credits for completion of a class, will be registered in the next higher class at the discretion of the Academic and Curriculum Committee. In order to be promoted, the student must attain a minimum average of 65 in the sophomore year and 70 in the following years. (Note non-nursing courses in sophomore year; and SON minimum is above AUB generally).

4. Placement on the Dean's Honor List

To be placed on the Dean's Honor List at the end of a semester a student must:

- Carry at least twelve credits of courses other than those repeated.
- Not be on probation.
- Have passed all the courses of the semester and attained in all courses an overall average of 80 and rank approximately in the top 15% of the class.
- Not have been subjected to any disciplinary action within the university.

5. Placement on Probation

A student will be placed on probation for any of the following reasons:

- If the student fails in two or more courses at the end of a semester
- If the student does not attain the minimum required semester average of:

  - 65 for BSN II, or
  - 70 for the following years

- Students in their freshman and sophomore years will be placed on probation at the end of their first semester only if they fail in one half or more of the credit hours carried. These regulations do not apply to part-time students until they have completed at least 12 credits. For part-time students, a semester is defined as the consecutive courses totaling 12 credits.

6. Removal from Probation

   Action to remove probation at the end of a semester or summer session will be taken provided the full-time student:

   - Passes all courses taken during the semester
   - Achieves the minimum required average for that semester; and
   - Achieves the minimum yearly average required if the semester or summer session in question is the last one of a student's year.

7. Repeating Courses

   - A student may repeat any course with the consent of the advisor and course coordinator to attempt to raise the grade for the course.
   - All required courses that a student fails must be repeated.
   - When a course is repeated, the highest grade obtained will be considered in the calculation of the cumulative average.
   - In exceptional cases a student may be allowed to take a make-up exam for a course failed, within four weeks from the start of the next regular semester. S/he must have the approval of the course coordinator and the Academic Evaluation Committee.

8. Repeating the Year

   The Academic Evaluation Committee may require a student to repeat the year if s/he:

   - Fails in one third or more of the credit load attempted during that year; or
   - Fails to remove probation within two semesters; or
   - Fails to attain the minimum yearly average.
   - A student repeating the year must register for a full load and repeat all courses in which s/he has scored below the minimum required for that year.

9. Dismissal from the School of Nursing

   A student may be dismissed by vote of the faculty upon the recommendation of the Academic Evaluation Committee if s/he:

   - Fails to remove probation within two semesters;

- Fails in one-third or more of the load attempted during that year and fails to attain the minimum yearly average;
- Fails to satisfy the requirements of a repeated year; or
- Is not making satisfactory academic progress, has not shown sufficient professional promise, or has behaved in a manner below the norms expected by the school.

**BSN Student Evaluation**

***Students are evaluated based on course objectives that derive from the program outcomes. Following are the RN-BSN and BSN program outcomes. For level outcomes, see Standard III Key Element III-A or Appendix I-C.***

*BSN student outcomes: program*

I. Integrate knowledge from the arts, humanities, fundamental and basic medical sciences, and nursing theory in professional practice.
II. Demonstrate competency in clinical skills and critical thinking.
III. Utilize current research knowledge related to health promotion and maintenance, illness prevention and restoration of health of individuals, families and groups with diverse cultural backgrounds.
IV. Demonstrate leadership skills in the care management of clients in different health settings based on current health care policy.
V. Collaborate with other health providers to promote the well being of individuals.
VI. Demonstrate responsibility, accountability, and continued professional development.
VII. Participate in professional and community organizations for the promotion of the nursing profession in Lebanon and the region.
VIII. Demonstrate effective use of personal, interpersonal and group communication skills in practice.
IX. Espouse principles of professional ethics and personal integrity in nursing practice.

*BSN student evaluation methods (didactic)*

Assessment measures used to evaluate students' achievement of objectives/outcomes in the theory courses include multiple choice and essay examinations, evaluation of presentations, group work, short assignments and term papers based on preset criteria. Criteria used for assessment include mastery of knowledge, critical thinking, writing and oral presentation skills, ability to work in groups, and ability to search and critique the literature.

*BSN student evaluation methods (practicum)*

Assessment measures used in the practicum courses include competency based evaluations of clinical skills, nursing care plans, case studies, client and staff teaching, auditing documentations, monitoring procedures, and problem solving exercises that include decision making and critical thinking. Competencies evaluated include dexterity, communication skills, organization and time management skills, teamwork or ability to work in teams, as well as ethical and professional conduct. The faculty has been seeking feedback from students and employers regarding their level of competency upon graduation. An area for improvement was identified related to some clinical practice skills. The curriculum and school-service committees suggested the use of a skills checklist for each student that will be carried on from the fundamental nursing course until the senior clinical courses and is shared with faculty in order to track students' learning and ensure their acquisition of the clinical competencies. The checklist will be further developed and piloted before adoption in the future.

In clinical instruction, matching teaching strategies with the learning needs of the students is critical. Daily and weekly expected learning outcomes are set, and each student is monitored and supported until s/he can meet the objectives. Outcomes are clear and obtainable by all students. Formative evaluation is done through weekly anecdotes or discussions, which update the student and the instructor on the students' progress. Strengths are addressed to encourage self-confidence; areas for improvement are also addressed to help the student meet the objectives. Great effort is put into helping the student adjust to the clinical environment. Regular faculty and preceptor meetings take place to discuss student progress in the clinical settings and measures are taken accordingly to help students meet objectives and achieve the level of competency required.

Independence is also fostered in the BSN students by adjusting the amount of supervision as the student becomes more proficient. In the sophomore year, students have constant, direct supervision as they learn skills for the first time. In the junior year, the students require less supervision, unless they are obtaining new skills for the first time. In the senior year, students are much more independent and are coupled with RNs on the

units, especially in the leadership course and practicum, with little direct supervision from faculty.

Students in the RN-BSN program are required to use their prior experience to achieve specific clinical outcomes. The students write their own expected learning outcomes and are given independence at clinical; but instructors follow them to assure that the students are meeting their objectives. If a previously taken course is found to be equivalent to a required course, the student may sit for a validation exam. In the courses to be validated, students are given written and oral presentation projects, such as case studies and comprehensive nursing care plans on health problems related to the course being taken, in addition to a written test. Clinical competence is evaluated using case studies and direct supervision by faculty in specialized clinical areas.

Clinical instruction and evaluation have been continuously under scrutiny at SON. A faculty retreat was dedicated to the subject in August 2004 (Exhibit I-10). The faculty was convinced that using a generic clinical evaluation tool is needed. To that effect, efforts are currently underway to revisit the clinical teaching and evaluation at the SON begun at a workshop in June 2006 (see Exhibit IV-4). The scope of the workshop included creative clinical teaching methods and creating a clinical evaluation template that will allow for variation in patient age, complexity, and context. The form is intended to enhance consistency in evaluating clinical performance relative to competencies reflected in course and program outcomes and allow for supporting pass/fail clinical grading. Discussion is underway to assess the benefit of using a pass/fail grading system as opposed to the numerical grading that is currently being used.

**Preceptors' and clinical instructors' evaluation of students/graduates**

SON preceptors and clinical instructors are a valuable source for providing evaluative feedback on students and graduates. There are two types of preceptors; those that precept students and are paid by the SON, and those that precept graduates at AUBMC and are paid by AUBMC. Both types are RNs who may or may not be currently working on a unit in AUBMC. Clinical instructors are faculty members of the SON who precept students. AUBMC preceptors who precept newly employed graduates are a valuable source for evaluation of SON graduates. In the past, feedback on graduates'

performance was passed on informally from preceptors and nurse managers to the AUBMC Director of Nursing, who in turn, related the summarized opinions to the SON (Exhibit IV-5). As identified in the SON Comprehensive Evaluation Plan, the SON plans to systematically collect formal feedback on graduates' performance annually by administering surveys to AUB-MC graduate nurse preceptors, as they function as employer representatives and are direct resources for knowing strengths and deficits in graduate RN performance. The survey is expected to be piloted by 2006/07.

Preceptors of nursing students and SON clinical instructors evaluate students, and students evaluate them using ICE forms. Objective and subjective feedback is provided. The coordinators of the courses also assess the preceptors and recommend whether they should be retained or not.

The SON is continuously developing its preceptor pool. Following are the specific requirements, policies, procedures, etc. for employment of preceptors. The following is from a working document (Exhibit IV-6):

Eligibility criteria for selecting potential preceptors are as follows:

1) Masters preferred
2) Knowledge of course content, AUB graduate preferred
3) Minimum of 2 years experience in clinical component of course
4) Preceptorship course/Orientation to SON Nursing Services
5) Approval of course coordinator and course faculty
6) Approval of BSN coordinator
7) Approval of Director of School

***The procedure for selecting preceptors is:***

- Recruitment for preceptors through AUB Web Bulletin and SON website.
- Course-coordinators provide Director of SON with names of potential candidates.
- The Director of AUBMC Nursing Services provides the Director of SON with names of potential preceptors from AUBMC.
- The SON chooses from the names proposed based on criteria and need.

- Once selection is finalized, the Director of the SON notifies the Director of NS of all names of AUBMC preceptors selected who will be precepting students doing clinical rotations at AUBMC.
- The same criteria apply when selecting preceptors not currently working at AUBMC. Preceptors are evaluated by students and faculty on a semester basis and decisions to continue using their services are made accordingly.

**Clinical rotations**

The preferred numbers of students on clinical units listed below are based on negotiations that took place between the Nursing Services at AUBMC and the SON faculty. Patient census and the number of personnel on the units and the number of faculty available:

Critical Care Units:
- Number of students is between 2-4
- 1-2 faculty (clinical instructors) to supervise students on combined units
- Faculty to student ratio 1:5-6

Pediatric Units
- Open units; number of students 5
- PICU and step down units; 2 students per unit
- Faculty to student ratio 1:5.
- NICU 4 students can only observe, no hands-on

Med-Surg. Units
- All open units, faculty to student ratio 1:5

OB-GYN
- Faculty to student ratio 1:5

Other Units:
- Faculty to student ratio 1:5
- OR 4-5 students
- PAU, 2 students
- Short Stay, 2 students
- Children Cancer Center (out-patient), 5 students

A joint School-Service Committee has been formed (2 members from SON and 3 members from Nursing Services) to address clinical rotations and preceptorship issues on an ongoing basis. Issues related to the clinical placement of students and coordination of their clinical learning with the nursing services are often discussed. In addition, any changes in the BSN curriculum or in the hospital setting or policies that may influence

the clinical rotations are communicated through this committee (see Exhibit I-0 for Nursing Services/SON Committee minutes and agendas).

Faculty are continuously sharpening their clinical knowledge and skills through certification and being updated on changes in AUBMC procedure manuals. Representatives from the SON serve on a number of AUBMC Nursing Services committees (Appendix I-I), which makes this continuous updating possible.

**MSN Student Evaluation**

Students are evaluated based on course objectives, which derive from program outcomes.

*MSN program outcomes*

I. Integrate theory and research in nursing and related disciplines as the basis for advanced nursing practice and role development.
II. Initiate, participate in, utilize and disseminate nursing research.
III. Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills in specialized area of nursing.
IV. Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach.
V. Analyze the impact of socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery.
VI. Assume leadership roles in education and management to promote health care.

*MSN student evaluation methods*

Assessment measures used in the theory courses include class and take home examinations, evaluation of student projects, presentations, group work participation based on specified criteria, short assignments and term papers. Outcomes evaluated include mastery of knowledge, critical thinking, synthesis of previous and current material, professionalism in written and oral presentations, and the ability to critique and use the literature to support evidence-based administrative and clinical practice.

Assessment measures used in the clinical and practicum adult care track courses include on site examination for the advanced assessment course, written and comprehensive health assessment reports, evaluation of clinical experiences by preceptors, client write ups that include evidence-based care plans, and reports of multidisciplinary clinical protocols. Evaluations of the residency portion of the

administrative track are done to assess the ability of the student to: assess and analyze organizational functions, demonstrate synthesis of didactic knowledge and apply it in professional roles, and assume roles of participant and leader in projects. Both tracks evaluate the students' abilities to demonstrate increasing initiative, independence, and professionalism in the specified professional role, and use research evidence as the basis for evaluating administrative and clinical practice.

*MSN program grading*

Grade information can be found in the 05/06 Graduate Student Handbook, pages 14-15, and in the 05/06 AUB Catalogue pages 490-491:

The minimum passing grade for a graduate course is 70. However, students are required to maintain a cumulative average of at least 80 in all courses taken for graduate credit. Students who are absent without excuse for more than one third of the number of sessions in any course, or who fail to sit for scheduled examinations, or fail to fulfill course requirements, will be given the minimum grade for graduate courses, which is 55. Results of tutorial courses and theses are reported as pass (P) or fail (F). (See Appendix IV-A for project and thesis grading criteria).

Students admitted with "deficiencies" may need to register for prerequisite courses that are baccalaureate courses; such courses do not carry any graduate credit. The minimum passing grade for a prerequisite course is 80.

A student working toward an MSN degree may be placed on probation by the SON Graduate Studies Committee if s/he is admitted to graduate study on probation and fails in any course taken for graduate credit and does not maintain the cumulative average of 80. The probation may be removed upon the recommendation of the Graduate Studies Committee of the school if the student has:

- completed a minimum of nine credits of graduate level courses within the two consecutive semesters after being placed on probation,
- passed all courses,
- and has obtained the cumulative average of 80.
- If the student fails to meet any of these conditions, s/he will be dropped from the program.

The Graduate Studies Committee may drop a student from graduate study if:

- probation is not removed within two semesters in which the courses that are taken are for credit;
- or in the opinion of the Graduate Studies Committee, and irrespective of the grades obtained, the work of the student is deemed unsatisfactory;
- or the student fails the comprehensive examination twice, or fails the thesis defense twice.

To complete requirements for the Master of Science in Nursing, students must pass a comprehensive examination. There are three examination questions that are based on content from the MSN core courses and at least one specialty course. Students are strongly advised to read the questions carefully and address them systematically as stated. Two faculty members read and grade each question. Comprehensive exams are given a pass/fail grade. A final grade of Satisfactory (Pass) is required to pass the exam. The grade of Satisfactory will be given if the student passes all three questions with a minimum grade of 70% per question. Criteria for grading are based on answering the questions asked. The exam questions address knowledge of content, as well as evidence of critical and analytical thinking. The desired learning outcome is the synthesis and application of knowledge of advanced nursing practice. Students who receive a grade of Unsatisfactory (Fail) are allowed to retake the examination a second time after at least three months.

In conclusion, the students' performance reflects achievement of expected outcomes. The SON evaluation policies are clear and applied consistently.

**Key Element IV-B:** ***Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, NCLEX-RN pass rates, certification examination pass rates, and job placements rates, as appropriate.***

*Comprehensive Evaluation Plan*

The SON has had a history of evaluation including student evaluation of courses and instructors, of faculty evaluation by the SON Director and of program evaluation. Faculty appraisals have been in place since 2003 and take place annually and as needed (Exhibit IV-7 for forms). The need for a more systematic evaluation process emerged as the SON addressed accreditation criteria and strategic planning exercises. By fall 2006 the new SON Comprehensive Evaluation Plan will provide a systematic framework for obtaining feedback on all elements of the SON, including alumni and potential employers (Appendix I-E). Community of interest satisfaction surveys will be administered annually to faculty, students, new graduates, alumni, and employers.

*Student, Alumni, and Employer Satisfaction*

As discussed in Standard III, all students complete the standardized Instructor Course Evaluation (ICE) form, which is used across campus on a semester basis. Results are sent to the instructor and to the Director of the SON and are used in faculty appraisals and promotions. In addition, ICEs are used by faculty to solicit more specific information about courses. As part of the CCNE self study, the Course Evaluation Summary Form (CESF) was created and has been implemented. It requires analyzing teaching-learning practices as reflected in the Instructor Course Evaluations (ICEs) submitted by students, along with instructor analysis of areas of strength and areas needing improvement. The course syllabus is then revised as necessary to maintain excellence in teaching-learning practices. These forms are to be filled out for each course every semester it is taught and improvements are incorporated into the next course offering. The course evaluation forms will be used in annual faculty appraisals, in developing teaching portfolios, and for faculty promotion. This is part of the SON Comprehensive Evaluation Plan in order to conduct systematic evaluation. (See Exhibit III-3 for completed CESF forms and syllabi revisions).

As outlined in the SON Comprehensive Evaluation Plan (Appendix I-E), all SON programs were evaluated in 2003 and will continue to be evaluated every 3 years, with minor adjustments in between. Following is a discussion of data received from senior students, graduates, and alumni regarding program effectiveness and demonstrated

achievements of graduates. In addition, anecdotal and aggregate data regarding job placement and certification examination pass rates will be covered.

*AUB Graduate Outcome Surveys and SON Graduate Exit Surveys*

Students fill out Graduate Outcome Surveys before they graduate. Previously the Office of Institutional Research and Assessment (OIRA) distributed these; however, the OIRA-generated surveys and distribution did not provide a comprehensive representation of the SON graduates. As outlined in the SON Comprehensive Evaluation Plan and the Strategic Plan (Appendix I-F), the SON is communicating with OIRA in order to increase nursing graduate representation. In addition, the SON is creating Graduate Exit surveys and will distribute them to all nursing students by 2007, and annually thereafter. Alumni surveys will also be created and distributed to graduates at one year and three years post graduation, beginning in 2007, as outlined in the Strategic and Evaluation Plans.

*Curriculum Evaluation Surveys – Senior BSN Students, Alumni, and Faculty*

Curriculum surveys were distributed in 2005 to seniors (during class), and in 2002 to seniors (by mail), and faculty (through department mailbox). Most items were converted to dichotomous scores (i.e. agree/disagree) and analyzed by frequencies. Input was requested on their satisfaction with the number of credits (load), perceived usefulness of courses in preparing for nursing practice, and adequacy of placement of courses in the curriculum. Open-ended questions focused on strengths and recommendations for improvement.

As delineated in the 2002 curriculum evaluation questionnaire results (Exhibit III-5), the majority of faculty, senior students in their last semester, and nursing graduates of AUB agreed that all nursing courses prepared them for practice (except for NURS 310, Pathophysiology, which students said was redundant since the content was repeated in other nursing classes).

See table below for percent of participants who agreed that nursing courses prepared students for practice (2002 Curriculum Survey, Exhibit III-5 and 6).

| **Course #** | **Students (N = 25)** | **AUB faculty (N = 11)** | **Graduates (N = 37)** | **Whole sample (N = 73)** |
|---|---|---|---|---|
| N 200 | 68% | 54.6% | 88.9% | 76.4% |

| | | | | |
|---|---|---|---|---|
| N 201 | 80% | 90.9% | 100% | 91.7% |
| N 202 | 84% | 90.9% | 100% | 92% |
| N 203 | 48% | ------- | 88.2% | 71.2% |
| N 204 | 80% | 70% | 93.1% | 84.3% |
| N310 | 32% | 81.9% | 71.4% | 59.2% |
| N 300 | 88% | 100% | 97.2% | 94.5% |
| N301 | 88% | 100% | 91.6% | 91.7% |
| N302 | 92% | 100% | 96.3% | 95.8% |
| N 303 | 96% | 100% | 94.5% | 95.8% |
| N 304 | 96% | 100% | 97.3% | 97.2% |
| N 305 | 96% | 100% | 97.2% | 97.2% |
| N 306 | 80% | 100% | 94.5% | 90.3% |
| N 307 | 88% | 90.9% | 94.5% | 91.7% |
| N 400 | 100% | 100% | 100% | 100% |
| N 401 | 100% | 100% | 94.3% | 97.2% |
| N 402 | 100% | 100% | 100% | 100% |
| N403 | 100% | 100% | 97.2% | 98.6% |
| N 406 | 64% | 100% | 88.9% | 81.7% |
| N 407 | 72% | 100% | 77.8% | 79.2% |
| N 408 | 72% | 100% | 66.7% | 73.6% |
| N 409 | 100% | 100% | 97.3% | 98.6% |
| N 410 | 100% | 100% | 83.3% | 91.6% |

This same report discusses additional feedback. The majority of the graduates (75%) agreed that the BSN program provides a satisfactory amount of theory-knowledge, but 37% identified insufficient clinical practice as a weakness. The majority of graduates (59%) recommended increasing clinical practice.

*Old Curriculum Evaluation - Senior BSN Students*

In 2005, the graduating senior class evaluated the modified curriculum (Exhibit III-5) as asked whether the nursing courses prepared them well for nursing practice. The majority answered yes for all nursing courses; 85% recommended more clinical experience.

See Key Element IV-C for discussion of how data were analyzed to foster program improvement.

*Job Placement Rates*

In the final semester of the BSN program, 100% of the graduating students are offered employment, the majority at AUBMC. Because of this, the significance of

recording job placement rates was not realized at the SON. With the new Graduate Exit and Alumni surveys, this information will be formally recorded as of 2007.

A large number of recruitment companies approach AUB SON on an annual basis and many SON graduates currently work in the Gulf, in the USA, Australia, Canada and in many other countries in the world.

The majority of MSN graduates have been offered a position in their respective specialties in Lebanon and/or the region. The SON is working on developing a system to monitor the placement of graduate students upon graduation as the numbers continue to grow.

*NCLEX Pass Rates*

NCLEX examinations is not offered in Lebanon. A colloquium examination by the Ministry of Education is required for being licensed to practice nursing in Lebanon, and the AUB SON graduate pass rate remains at or near 100%. The faculty is in close contact with graduates and they are frequently informed of the graduates' accomplishments. A point of interest is that the majority of graduates that have gone to the U.S. have passed the NCLEX exam on the first attempt, according to several faculty members.

*Graduate Progress Tracking*

The SON is planning to introduce a tracking system through the SON Office of Student Affairs to monitor all graduates of the SON regarding place of work, positions, and change of address. Also, the new Student Services Officer (to be hired in 2006-2007) will strive to keep formal records of graduates' activities through the use of the revised Alumni Surveys.

Retention rates (percentage of students enrolled who remain in the program and graduate) for the SON are as follows: 88%, 100%, and 76% (Appendix I-J). The School of Nursing retention rate is dependent on more than success or failure of students' performance. Due to University admission policies and the difficulty of entering to study in certain Faculties, some students apply to the SON with the intention of transferring to

other Faculties, for instance the School of Business, which has a very large applicant pool, making acceptance more competitive.

**Key Element IV-C:** ***Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.***

*Retention Rates Data Analysis*

Data on retention of students is currently being analyzed to follow student progression and improve the programs at the SON. The SON is tracking students per cohort who: transferred, were dropped by the SON, dropped out for other reasons, or graduated (Exhibit IV-8). The number of applicants, students accepted, and students enrolled are also tracked (Appendix I-J).

*Analysis of Data from Students' Evaluation of Programs*

Student evaluations of programs are summarized and presented to the Academic and Curriculum Committee for discussion and action. The committee recommends the changes to the Director, who in turn brings recommendations for final vote to the faculty. Meetings and follow up with students and committee members are scheduled to work on student concerns. Students with specific concerns about specific courses are asked to discuss concerns first with the coordinator/instructor of the course to find a solution. If a solution is not found, the student can discuss these issues in BSN Class meetings in the presence of the class advisor and come up with a plan of action. This plan of action can then be presented to the Director of the SON for further consideration and possible action. In most cases student concerns have been solved using the above procedure, and in other cases a town meeting was held in the presence of the Director, to discuss these issues.

The SON held a "Town Meeting" in 2004 (Exhibit I-0 for minutes) where the faculty and students discussed financial and academic concerns, in addition to the status of available facilities. To accommodate the students' requests, the Director of the SON convinced the AUB Financial Aid office to continue aid through the summer and to start a student loan program through HSBC bank, the first time in AUB history (Exhibit IV-9, student bank loans).

Senior student feedback during the senior year is also considered a part of program evaluation. For instance, upon the request of senior class advisor, the Director met with BSN IV students to discuss issues related to specific courses and progression (see March 16, 2006 minutes of BSN IV meeting). Students were encouraged to resolve any course-related problems with course coordinators first and, if not resolved, to petition the Director for specific actions. The students were also encouraged to develop an action plan to remedy some of the issues and present it to the Director for further action.

As mentioned in Key Element IV-B, senior students conveyed their dissatisfaction regarding insufficient number of hours of clinical experience. Also mentioned in Key Element IV-B, the Director of Nursing Services at AUBMC collects evaluations from preceptors and gives a summary to the SON. This year she relayed the issue of BSN graduates needing more clinical experience. Student and employer evaluations were discussed by the Academic and Curriculum Committee and faculty, which led to a recommendation to introduce two practica into the curriculum. This recommendation was put to a vote by faculty and passed in February 2006. The SON has introduced a practicum beginning fall of Academic Year 2006-2007 for BSN level IV students (see Exhibit IV-10 for tentative objectives). During the trial period this Practicum will be zero credits and when it is formally integrated into the BSN program it will be allotted two credits. The total credits of the program will be adjusted to keep the total number of credits the same. The Practicum will consist of 150 additional hours of clinical to better prepare graduates for practice. It will focus on health assessment and nursing care for adults and children. It is hoped by the SON faculty that this improvement in the program will increase the satisfaction of students and employers, in addition to increasing the success of its graduates. The practicum is in line with the faculty wishes to increase clinical experience before graduation.

Key Element III-F discusses how courses were rearranged in order to improve the balance in workload and number of credits for students.

**Key Element IV-D:** ***Faculty outcomes demonstrate achievement of the program's mission, goals, and expected outcomes and enhance program quality and effectiveness.***

A faculty appraisal form was developed and tested in 2003, then revised for ongoing use in the SON. All faculty members were informed about the appraisal form and procedure and their feedback on the different elements was solicited. The appraisals usually take place in June or July every year. All faculty members are requested to complete the appraisal forms ahead of time and submit evidence of their scholarly accomplishments accordingly. The forms are discussed on an individual basis with each faculty member during a 1-1.5 hour scheduled appraisal time. During the appraisal time, issues related to achievement in teaching, research, practice, and service are discussed, based on performance indicators. A plan is then discussed and agreed upon by both parties for the coming year, which can include improvement elements in specific areas as needed. The workload is also discussed and approved, taking into consideration productivity in the above areas. Special consideration is given to faculty working toward their PhDs in planning the workload. Specific criteria for evaluating faculty are written in detail in the Appointment, Promotion, and Merit: Criteria and Procedures SON document (Appendix I-G).

The following information on faculty achievements is from the last three annual reports:

Scholarly Publications: 02/03 – 19; 03/04 – 17; 04/05 – 31; 05/06 – 32

Scientific Presentations: 02/03 – 17; 03/04 – 22; 04/05 – 13; 05/06 – 28

Organizational affiliations/leadership positions (non-AUB): 02/03-51; 03/04-54; 04/05-60

The 2005-2006 data will be available, along with the last three annual reports, in Exhibit I-19.

Faculty members at the SON have contributed to the establishment of the Order of Nurses in Lebanon and continue to be involved in the development of the profession in Lebanon. In addition to serving on committees of the Ministry of Health, the Order of Nurses, community and health centers, they provide lectures and workshops on current issues impinging on health care in Lebanon. More specific details can be found on individual faculty CVs (Exhibit II-2).

Service is an important part of the SON and AUB missions, which the faculty takes very seriously. A percentage of faculty workload is allotted for service. If the

service is far above and beyond that, the faculty will work on a contract basis. All SON faculty are encouraged and supported to present at international and national scientific meetings. A list of all recent lectures given, along with other services provided by faculty to the SON and to AUB can be found in SON Annual Reports (Exhibit I-19).

*School of Nursing Activities with Regional External Programs*

In accordance with AUB's regional mission, the School of Nursing has served and is still serving the Middle East by producing successive generations of leaders and highly qualified professionals in nursing. The School of Nursing has worked with governmental and private organizations successfully to develop academic and vocational nursing programs for the region, in addition to offering workshops and consultancies.

Similarly, the Faculty of Medicine at AUB has been instrumental in developing programs and professionals of high stature for the Middle East and internationally. A summary of the activities of the School of Nursing and Faculty of Medicine follows:

1. Al Mana' General Hospitals – Saudi Arabia (Current)
   AUB has undertaken the development of the Almana' College of Health Sciences which includes Nursing, Pharmacy, and Medical Laboratory Technology. This includes among others:
   a. Completing feasibility study of technical aspects to ensure that all key variables have been covered, major assumptions reviewed and parameters established. AUB reviewed student numbers, growth projections, financial forecasts and long-term viability of the prospective programs.
   b. Formulating Student Admission and Faculty Recruitment Criteria
   c. Orientation Program Design, covering English, Mathematics, Information Technology and Study Skills
   d. Four-year Curriculum Design in Nursing, Medical Laboratory Technology and Pharmacy
   e. Defining specifications for Educational facilities covering classroom configurations, smart learning technology and the overall creation of a vibrant learning environment
   f. Screening of Applicants in English, Mathematics and Information Technology
   g. Development of Systems and Procedures for both academic and non-academic aspects
   h. Training the Trainers
2. Ministry of Health – State of Bahrain (Completed); 1978-1995
   i. Management of the College of Health Sciences
3. Federal Ministry of Health – Abu Dhabi, United Arab Emirates (Completed); 1982-1996

The Establishment and Management of the College of Health Sciences in Abu Dhabi and School of Nursing in Sharjah:

a. Assisted the Ministry of Health in the Establishment and Management of the College of Health Sciences by giving advice and direction
b. Assisted the College of Health Sciences in the design, implementation and evaluation of educational programs designed to improve the quality of education
c. Assisted the Ministry of Health in the Development and Management of the School of Nursing in Sharjah

4. Saudi Medical Services – partial involvement 1982-1984
    i. Training in Selected Paramedical Programs including Nursing
5. Ministry of Health – State of Qatar; 1981-1984
    i. Feasibility Study for the Education and Training of Nursing and Allied Health Professionals
6. Hariri Foundation, Kfarfalous Lebanon; 1980
    i. Development and administration of a training program for nurses
7. Saudi Arabia; 1981
    i. Whitaker, Training Program for Nurses' Aids
8. School Health Projects, Lebanon ;
    i. Ajialuna 1995-1998
    ii. INMA 1995-1996
    iii. Ministry of Health 2006

**Key Element IV-E:** ***The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.***

Student satisfaction surveys distributed in 2003 and again every semester, include data on student grievances. These results and their use in program improvement are described fully in Key Elements IV-B and IV-C. The SON Comprehensive Evaluation Plan outlines systematic student, graduates, and alumni satisfaction evaluation. In addition, students have representatives on the following Committees: Academic and Curriculum, Admission and Recruitment, Student Affairs, and Graduate Studies. This is an important avenue for relaying student grievances and concerns.

The 05/06 Undergraduate Student Handbook (p. 18) states, "Students are encouraged to communicate any concerns they might have to the appropriate persons.

Issues related to a particular course are best discussed with the course coordinator. Problems with a student's academic progress should be followed up with the assigned advisor. Students may discuss issues related to a particular class with their class advisors. There is one class advisor for each of the three years: BSN II, BSN III, and BSN IV. If the student cannot resolve problems with the course coordinator, advisor, or class advisor, he/she should talk to the BSN coordinator. If necessary, issues are referred to the Director of the school" (Exhibit I-21).

The SON Undergraduate and Graduate Handbooks state that, "As members of the academic community, students are free, individually or collectively, to voice constructive criticism through identified channels on issues of institutional policy, curriculum, and matters of general interest to the student body without fear of reprisal" (Exhibit I-21, I-22). In addition, both handbooks discuss students' rights against harassment and discrimination. Through the CCNE self study, it was discovered that the Graduate Handbook did not identify the specific channels a student should go through when submitting a formal complaint. The Graduate Student Handbook is presently being revised by the Graduate Studies Committee to include specific grievance procedures. In general, it will state to the effect that the student presents the issue to the course instructor and if no results are achieved, a petition is sent to the Director, who in turn verifies information by contacting the course coordinators and students. The Academic Evaluation Committee usually makes the final decision.

**Standard IV summary:**

**Strengths:**

Excellent faculty to student ratios

Student performance is evaluated by the faculty and reflects achievement of expected outcomes.

Grading policies are defined and consistently applied.

Systematic evaluation of courses, teaching practices, and curriculum by students.

**Areas for Improvement:**

Include specific grievance policy/procedure in Graduate Student Handbook.

Provide a mechanism to facilitate systematic evaluation feedback from graduate nurse preceptors (employer satisfaction), graduates, and alumni.

Introduce a tracking mechanism of students, and graduate progress.

Incorporate a systematic evaluation of courses by faculty.

**Actions taken:**

06/07 Graduate Student Handbook revised by fall 2006.

Develop and pilot satisfaction surveys for employers, graduates and alumni (by 2006/07).

Student Services Officer and Student Affairs office planned for 2006/07 to monitor student progression.

Two-day workshop (summer 2006) to address new clinical evaluation tool with follow up faculty groups to develop tools with consistent content.

SON Comprehensive Evaluation Plan developed.

Course Evaluation Summary Form developed.

# American University of Beirut
# Faculty of Medicine

# SCHOOL OF NURSING

# Self-Study Appendices

**Prepared for**

## Commission on Collegiate Nursing Education (CCNE)

**March, 2007**

# CCNE SELF-STUDY REPORT

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## Appendix I-A

# SCHOOL OF NURSING MISSION

The Mission of the School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The School aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high quality, compassionate nursing care in Lebanon and the region, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles, and is based on the use and generation of research based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech.

# SCHOOL OF NURSING VISION

The School of Nursing aspires to become the leading school of nursing in Lebanon and the region; nationally and internationally recognized for excellence in education, research, and service.

The school is committed to offering cutting-edge culturally-relevant and internationally recognized graduate and undergraduate education, fostering life-long learning and scholarship, developing the leaders in nursing and health care, and attracting a competent and culturally-diverse student body.

## Appendix I-B

# AUB MISSION

The American University of Beirut (AUB) is an institution of higher learning founded to provide excellence in education, to participate in the advancement of knowledge through research, and to serve the peoples of the Middle East and beyond. Chartered in New York State in 1863, the university bases its educational philosophy, standards, and practices on the American liberal arts model of higher education. The university believes deeply in and encourages freedom of thought and expression and seeks to foster tolerance and respect for diversity and dialogue. Graduates will be individuals committed to creative and critical thinking, life-long learning, personal integrity and civic responsibility, and leadership.

# Appendix I-C

## BSN LEARNING OUTCOMES

**A. What knowledge, skills, and competencies students are expected to learn**
**BSN Student Outcomes: Program**

1. Integrate knowledge from the arts, humanities, fundamental and basic medical sciences, and nursing theory in professional practice.
2. Demonstrate competency in clinical skills and critical thinking.
3. Utilize current research knowledge related to health promotion and maintenance, illness prevention and restoration of health of individuals, families and groups with diverse cultural backgrounds.
4. Demonstrate leadership skills in the care management of clients in different health settings based on current health care policy.
5. Collaborate with other health providers to promote the well being of individuals.
6. Demonstrate responsibility, accountability, and continued professional development.
7. Participate in professional and community organizations for the promotion of the nursing profession in Lebanon and the region.
8. Demonstrate effective use of personal, interpersonal and group communication skills in practice.
9. Espouse principles of professional ethics and personal integrity in nursing practice.

**BSN Student Outcomes: Level I**

Upon completion of the sophomore year the student will be able to: (# Program Outcomes)

a) Demonstrate beginning skills in effective communication. (1,8)
b) Identify healthcare needs of clients based on assessment of physical, psychological and social parameters. (1,2)
c) Identify developmental milestones in relation to the health-illness continuum. (1,2)
d) Provide basic nursing care based on the nursing process. (2,8)
e) Demonstrate skills in searching the nursing literature. (3)
f) Identify ethical principles that govern the nursing profession. (6,9)

**BSN Student Outcomes: Level II**

Upon completion of the junior year the student will be able to:

a) Utilize the nursing process in planning the care of the clients along the health- illness continuum. (1,2)
b) Provide comprehensive/holistic care to individual clients across the life span. (2)
c) Integrate theoretical knowledge from the social and basic sciences with that of nursing as a basis for practice. (1)

d) Appreciate the use of research in nursing practice (assessment and intervention) (3)
e) Demonstrate therapeutic communication skills with clients. (8)
f) Demonstrate ability to work in groups. (5,8)
g) Identify ethical principles that govern nursing practice. (6,9)
h) Demonstrate responsibility and accountability for personal and professional growth. (6)

**BSN Student Outcomes Level III**

Upon completion of the senior year the student will be able to:

a) Utilize appropriate theories and research findings from nursing and related fields in nursing practice. (1,2,3)
b) Evaluate systematically the outcomes of care in a variety of settings based on the nursing process. (2,4)
c) Apply knowledge of group dynamics while working with groups of clients, healthcare professionals and co-workers. (1,5,8)
d) Demonstrate leadership skills in planning, managing, and evaluating care of clients. (4)
e) Demonstrate responsibility and accountability to individuals, families, society at large, and personal professional growth and development. (6,7)
f) Determine ethical, social, and political issues affecting the healthcare system in Lebanon. (5,6,7,9)

**B. How students learn:**

The undergraduate nursing courses include theory and practicum courses. The theory courses utilize the following teaching methods: lectures with PowerPoint, classroom discussions, student presentations and seminars, group work/projects, short assignments and term papers. Short assignments include literature searches, reflective writings, summaries of clinical reviews and research articles, and statistical analyses home works.

The practicum teaching strategies include class labs and clinical experiences. In class labs, students are provided with simulated practice experiences of nursing skills. In the clinical practica, students are taught patient care in real clinical settings under the supervision of clinical faculty or preceptors. Teaching experiences are provided in various settings such as adult care, pediatrics, maternity, critical care, community and psychiatry/mental health units. Students plan and implement care activities based on the nursing process, guided by the school's conceptual framework. Students also are exposed to clinical experiences in homes and outpatient settings. Essential components of clinical practice that are emphasized include effective communication, client teaching, collaboration of care with other health care providers, and team work.

**C. What measurements exist that testify that students are meeting learning expectations?**

Assessment measures used in the theory courses include examinations, evaluation of presentations, group work, short assignments and term papers based on preset criteria. Criteria include mastery of knowledge, critical thinking, writing and oral presentation skills, ability to work with others, and ability to search and critique the literature.

Assessment measures used in the practicum courses include competency based evaluations of clinical skills, nursing care plans, case studies, client and staff teaching, auditing documentations, monitoring procedures, and problem solving exercises that include decision making and critical thinking. Competencies evaluated include dexterity, communication skills, organization and time management skills, effective teams, self and other evaluation, as well as ethical and professional conduct.

# Appendix I-D

## MSN LEARNING OUTCOMES

### A. What knowledge, skills, and competencies students are expected to learn?

### MSN Students Outcomes: Program

7. Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.
8. Initiate, participate in, utilize and disseminate nursing research.
9. Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills in specialized area of nursing.
10. Demonstrate advanced decision-making across health care settings, using multidisciplinary approach.
11. Analyze the impact of socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery.
12. Assume leadership roles in education and management to promote health care.

### B. How students learn:

The graduate nursing courses include theory, clinical, and practicum courses. Teaching methods used in the Master's program are focused on eliciting critical thinking and conceptualization as a foundation for evidence-based clinical and administrative practice. The teaching methods in theory courses include:

- Lecture with PowerPoint, discussions, case study exercises, gaming, video conferences, student presentations (individual and group), video conferences, student teaching sessions, proposal writing, advanced literature searches and statistical data analysis, concept analyses, research critiques.

The teaching methods in clinical and practicum courses include:

- Hands-on advanced clinical experiences for patient care with a preceptor, experience in developing own clinical objectives in line with course objectives, patient care involving assessing client needs and developing care plans and clinical pathways in collaboration with other health care professionals, following clients through the health care system, developing and testing evidence-based protocols and client assessment tools, giving staff education sessions.
- Practicum residency experiences include assessment and analysis of organizational functions, applying program didactic knowledge in professional roles, assuming the role of participant and leader in projects, and using evidence as the basis for evaluating administrative and clinical practice.

**C. What measurements exist that testify that students are meeting learning expectations?**

Assessment measures used in the theory courses include:

- Class and take home examinations, evaluation of student projects, presentations, group work participation based on specified criteria, short assignments and term papers.
- Outcomes evaluated include mastery of knowledge, critical thinking, synthesis of previous and current material, and professionalism in written and oral presentations, ability to critique and use the literature to support evidence-based administrative and clinical practice.

Assessment measures used in the clinical and practicum courses include:

- On site examination for the advanced assessment course, written and comprehensive health assessment reports, evaluation of clinical experiences by preceptors, and client write ups that include evidence-based care plans, and reports of multidisciplinary clinical protocols.
- Evaluations of the ability to: assess and analyze organizational functions, demonstrate synthesis of didactic knowledge and apply it in professional roles, assume roles of participant and leader in projects, demonstrate increasing initiative, independence, and professionalism in the specified professional role, and use evidence as the basis for evaluating administrative and clinical practice.

## Appendix I.E

# Comprehensive Evaluation Plan

| Category | Variable | Date/ Status of last Review | Review schedule | Review by Committees/ Responsible Party | Performance Indicators | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Administrative Documents** | Mission | 2005 | Every 5 years | CCNE/Accreditation Cte & Strategic Planning Cte | 1) Aligned with AUB mission<br>2) Aligned with AACN Essentials<br>3) Aligned with SON Vision<br>4) Drives program outcomes | | | | Aug. 2010 | | |
| | Vision | 2005 | Every 5 years | CCNE/Accreditation Cte & Strategic Planning Cte | 1) Aligned with AUB mission/vision<br>2) Aligned with recent developments in practice education | | | | Aug. 2010 | | |
| | Strategic Plan/ Balanced scorecard | 2005 | Review status every 6 months commencing August 2006<br><br>Review Plan every 5 years | CCNE/Accreditation Cte & Strategic Planning Cte | 1) Aligned with AUB mission and Strategic Plan<br><br>2) Meets strategic needs of changing environment<br><br>3) Key performance indicators on strategic plan | Feb. 2007<br><br>Aug. 2007 | Feb. 2008<br><br>Aug. 2008 | Feb. 2009<br><br>Aug. 2009 | Feb. 2010<br><br>Aug. 2010 | | |
| | CCNE | 2007 | Yearly | CCNE/Accreditation Cte & Strategic Planning Cte | Receive and maintain CCNE accreditation | May 2007 | May 2008 | May 2009 | May 2010 | May 2011 | May 2012 |
| | Comprehensive SON evaluation | 2006 | Yearly | CCNE/Accreditation Cte & Strategic Planning Cte | 1) Evaluate progress of SON toward meeting strategic goals | Dec. 2007 | Dec. 2008 | Dec 2009 | Dec. 2010 | Dec. 2011 | Dec. 2012 |

| Category | Variable | Date/ Status of last Review | Review schedule | Review by Committees/ Responsible Party | Performance Indicators | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | plan | | | | 2) Includes all measures needed for CCNE reports | | | | | | |

| Category | Variable | Date/ Status of last Review | Review schedule | Review by Committees/ Responsible Party | Performance Indicators | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Administrative Structure, Policies , Procedures** | **Structure:**<br>-AUB org. structure relative to SON placement | 2006 | Yearly | Advisory Cte. | Free Standing Faculty Status | April 2007 | April 2008 | April 2009 | April 2010 | April 2011 | April 2012 |
| | -Internal Structure and governance:<br>-By-laws<br>-Org. chart | 2006 | Every 3 years | Advisory Cte. | Efficient and effective to meet org. mission | | | Sept. 2009 | | | |
| | **Resources:** | | | | | | | | | | |
| | 1) Financial:<br>-acquisition & expenditure processes | 2006 | Ongoing | Director | Balanced fiscal budget<br>Annual ASHA report<br>SON new building operational August 2007 | Feb. 2007 | Feb. 2008 | Feb. 2009 | Feb. 2010 | Feb. 2011 | Feb. 2012 |
| | -Annual Budget | | Yearly | | | Mar. 2007 | Mar. 2008 | Mar. 2009 | Mar. 2010 | Mar. 2011 | Mar. 2012 |
| | 2) Physical:<br>-School building and equipment | 2006 | Yearly & ongoing | Director | Number of clinical sites/ student numbers | June 2007 | June 2008 | June 2009 | June 2010 | June 2011 | June 2012 |
| | -clinical sites | 2006 | Semester | Program coordinators | | May July Nov. 2007 | May July Nov. 2008 | May July Nov. 2009 | May July Nov. 2010 | May July Nov. 2011 | May July Nov. 2012 |
| | **Student policies:** | | | | | | | | | | |
| | 1) Student recruitment/ | 2006 | Every 3 years | Recruitment/ admission Cte., Director | Adequate & sufficient numbers based on | | | May 2009 | | | May 2012 |

| Category | Variable | Date/ Status of last Review | Review schedule | Review by Committees/ Responsible Party | Performance Indicators | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Curricula** | Conceptual Framework | 2003 | Every 5 years | Director, Program coordinators, SON Curriculum Cte., & Faculty | Alignment of SON mission and Conceptual Frame work with leading SONs in U.S. | Nov. 2008 | | | | | |
| | BSN Program | 2003/ 2006 | Every 3 years with ongoing minor adjustments | Academic & Curriculum Cte. | BSN program outcomes (Colloquium pass rates/ job placement rates)<br>BSN curriculum evaluation survey | July 2007 | | | July 2010 | | |
| | RN-BSN Program | 2003/ 2006 | Every 3 years with ongoing minor adjustments | Academic & Curriculum Cte. | RN-BSN program outcomes<br>RN-BSN curriculum evaluation survey | July 2007 | | | July 2010 | | |
| | MSN Program | 2003/ 2006 | Every 3 years with ongoing minor adjustments | Graduate Studies Cte. | MSN program outcomes<br>MSN curriculum evaluation survey | July 2007 | | | July 2010 | | |

| Category | Variable | Date/ Status of last Review | Review schedule | Review by Committees/ Responsible Party | Performance Indicators | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Teaching Learning Processes (Didactic and clinical)** | Courses | 2006 | End of each semester taught | Course Coordinator and all faculty teaching course | ICEs (once revised for SON) Syllabi updated and changes made based on identified strength and areas for improvement per Course Evaluation Summary Form | April July 2007 | April July 2008 | April July 2009 | April July 2010 | April July 2011 | April July 2012 |
| | Teaching Methods | 2006 | Yearly | Director | Course Evaluation Summary Forms Annual Faculty Appraisals ICE student evaluation of teaching | July 2007 | July 2008 | July 2009 | July 2010 | July 2011 | July 2012 |

| Category | Variable | Date/ Status of last Review | Review schedule | Review by Committees/ Responsible Party | Performance Indicators | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Performance Appraisals** | Faculty | 2006 | Yearly | SON Director | Faculty Annual Appraisal form | July 2007 | July 2008 | July 2009 | July 2010 | July 2011 | July 2012 |
| | Preceptors | 2006 | Every semester | Course coordinator in consultation with Director | **Preceptor Evaluation form | April July 2007 | April July 2008 | April July 2009 | April July 2010 | April July 2011 | April July 2012 |
| | Students | 2006 | Every semester | Academic Evaluation Committee (faculty and Director) | Student Progression review per Academic Evaluation | Feb. June 2007 | Feb. June 2008 | Feb. June 2009 | Feb. June 2010 | Feb. June 2011 | Feb. June 2012 |
| | New Graduates | 2005 | Yearly (Spring – 6-8 months post grad for employers) | CCNE/ Accreditation & Strategic Planning Cte. | **BSN Grad. Exit survey, part II<br>**MSN Grad Exist survey, part II<br>**Employer/New Grad. Survey | Feb. Oct. 2007 | Feb. Oct. 2008 | Feb. Oct. 2009 | Feb. Oct. 2010 | Feb. Oct. 2011 | Feb. Oct. 2012 |
| | Alumni (1 and 3 years post graduation) | 2006 (1 year post) | 1 and 3 years post graduation | CCNE/ Accreditation & Strategic Planning Cte. | **Alumni 1-year Survey, Part II<br>**Alumni 3-year Survey, Part II | June 2007 | June 2008 | June 2009 | June 2010 | June 2011 | June 2012 |
| | Administrative Team: Director Coordinators | 2005 | Yearly + Every 5 years | 1- Dean<br>2- Director | Formal Review Process at AUB | July 2007 | July 2008 | July 2009 | July 2010 | July 2011 | July 2012 |

| Category | Variable | Date/ Status of last Review | Review schedule | Review by Committees/ Responsible Party | Performance Indicators | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **COI Satisfaction** | Faculty | Est. July 2007 | Yearly | CCNE/ Accreditation Cte. | **Faculty satisfaction survey | July 2007 | July 2008 | July 2009 | July 2010 | July 2011 | July 2012 |
| | Administrative Team | Est. July 2007 | Yearly | CCNE/ Accreditation Cte. | **Administrative team satisfaction survey | July 2007 | July 2008 | July 2009 | July 2010 | July 2011 | July 2012 |
| | Students | Est. June 2007 | Yearly | CCNE/ Accreditation Cte. | **ICEs, Student satisfaction survey | June 2007 | June 2008 | June 2009 | June 2010 | June 2011 | June 2012 |
| | New Graduates | Est. Oct. 2007 | Yearly | CCNE/ Accreditation Cte. | OIRA College Outcome Survey<br>**BSN Graduate Exit Survey, part I<br>**MSN Graduate Exit Survey, part I | Oct. 2007 | Oct. 2008 | Oct. 2009 | Oct. 2010 | Oct. 2011 | Oct. 2012 |
| | Alumni (1 and 3 years) | Est. June 2007 | 1 and 3 years post graduation | CCNE/Accreditation & Strategic Planning Cte. | **Alumni 1 year Survey, part I<br>**Alumni 3-year Survey, part I | June 2007 | June 2008 | June 2009 | June 2010 | June 2011 | June 2012 |
| | Employers | Est. Feb. 2007 | Yearly | CCNE/Accreditation Cte. | **Employer Satisfaction survey<br>MSN employer satisfaction survey | Feb. 2007 | Feb. 2008 | Feb. 2009 | Feb. 2010 | Feb. 2011 | Feb. 2012 |

*Optimal Survey Outcomes: improvements trends upward and actionable feedback suggestions elicited

** Graduate exit, alumni, and employers' surveys to be developed/refined and piloted in February 2007, in use by July 2007.

**Appendix I-F**

# STRATEGIC PLANNING REPORT

# PREFACE

President Waterbury in his letter of January 19, 2005 requested that the Director of the School of Nursing forms a team that will help in developing the School's strategic plans. The team will have the task of:

- Developing a vision for the School of Nursing and setting corresponding objectives;
- Identifying and quantifying the initiatives that will lead to achieving the set objectives; and
- Articulating the School's plans according to a "common planning outline".

The president further stipulates in his letter the following:

- The director should chair the team;
- Members of the team should have a good knowledge about the School's operation and can devote the time necessary to contribute effectively to its planning efforts; and
- That the number of members in the team is small (5-10 persons max).

Accordingly The School of Nursing Strategic Planning Committee was formed and work commenced April 2005.

This document reports on the efforts of the team in developing the School of Nursing Strategic Plans according to a "common planning outline". Additional documents are included in the appendices for further clarification of some of the issues presented.

As chair of the SONSP Committee, it has been a pleasure for me to work with all the committee members on this report. The discussions and deliberations on the future of the School of Nursing were at all times insightful and thought provoking. They are a good reflection of the dedication of the faculty to the mission of the School as a leader in Nursing Education in Lebanon and the region.

Dr. Huda Huijer
Director School of Nursing
Chair, SONSP Committee

## AUB MISSION

The American University of Beirut (AUB) is an institution of higher learning founded to provide excellence in education, to participate in the advancement of knowledge through research, and to serve the peoples of the Middle East and beyond. Chartered in New York State in 1863, the university bases its educational philosophy, standards, and practices on the American liberal arts model of higher education. The university believes deeply in and encourages freedom of thought and expression and seeks to foster tolerance and respect for diversity and dialogue. Graduates will be individuals committed to creative and critical thinking, life-long learning, personal integrity and civic responsibility, and leadership.

## AUB SCHOOL OF NURSING MISSION

The Mission of the School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The School aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high quality, compassionate nursing care in Lebanon and the region, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles, and is based on the use and generation of research based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech.

## MAJOR ACCOMPLISHMENTS DURING THE LAST THREE YEARS

### Education

- The RN-BSN curriculum was revised and reactivated fall 2003-2004.
- BSN curriculum was revised and approved within the SON in 2003.
- MSN program was launched fall 2003-2004 with two tracks; adult care & nursing administration
- Application for registration of revised BSN & new MSN programs at State Department of Education in NY was approved respectively in 2003 and 2004.
- Application for accreditation of BSN and MSN programs by CCNE was approved September 2004. Self-study in preparation of accreditation is ongoing.

### Administration

- Revision of SON organizational structure to include coordinators of BSN, RN-BSN, MSN, CE, & Research.
- SON By-laws were revised & approved; committees were clustered for efficiency.
- Criteria for Appointment, Promotion & Merit were developed and approved 2004-2005. Two tracks, academic & clinical, are currently being used. .
- New brochures for SON and all programs were developed and are used for recruitment and fundraising purposes.
- SON website was launched in 2004.
- Faculty appraisal forms developed and are being used annually.
- New site for SON building designated by AUB in 2003. Partial funding was received from ASHA. Building is expected to be completed early 2007.
- Library books and journals were consolidated in SML library.
- SON budgeting control system introduced.
- Summer fees were instituted 2003-2004 resulting in additional income for SON.
- SON Fundraising strategy in Lebanon and internationally started in 2005.
- SON marketing strategy, congruent with the Centennial, started 2004-2005.
- SON became associate member of the Association of Arab Nursing Faculties in 2004.
- Administrative staff of SON expanded with executive officer in 2004.

### Faculty Issues

- Active recruitment for PhD prepared faculty; four visiting professors in 2003-2005.
- Two faculty members are working on their PhDs in USA and three are in the process of starting in Europe.
- SON participates in the European Academy for Nursing Science (EANS) through intensive PhD summer program.
- Three programs of research are currently active and received funding; intra and extramural
- Number of scholarly activities on the increase
- Workshops offered by visiting professors from USA 2003-2005.

**Centennial Celebrations**

- Centennial international scientific conference, public lectures, workshops, and commemoration ceremony took place in 2005.
- Centennial publications and production of a SON Film

**REP/Gulf Activities**

- SON is helping develop the ALMANA College of Health Sciences in Al-Khobar Saudi Arabia
- Memorandum of Understanding (MOU) signed with Dubai Health Care City (DHCC).

**National Contribution**

- Faculty members contributed to the establishment of the Order of Nurses in Lebanon (January 2003) and are currently active members.
- Project with Ministry of Education and UNFDP

**International Collaboration**

- Statement of intent with Johns Hopkins University SON signed 2005.

## EXTERNAL TRENDS AND INFLUENCES

1. The regional and international demand for nurses at BSN, MSN, and PhD levels is very high and is expected to continue in the future.
2. There is an international trend of delivering innovative nursing program at undergraduate level, e.g. second degree, bridging degree, accelerated degree.
3. There is an international trend to expand graduate nursing education in innovative and cutting-edge ways, e.g. MSN/MBA, BSN to PhD.
4. There is an international trend to maximize the use of technology for teaching methods and program delivery, both within university settings and for distance learning.
5. There is an international, regional, and local increase in interest in collaborative education, research, and practice among nursing, medicine, public health, and other disciplines for interdisciplinary graduate programs.
6. There is a proliferation of private and considerably less expensive competing schools of nursing in Lebanon.
7. The establishment of the Order of Nurses in Lebanon is providing a platform for increasing the professionalism and image of nursing in Lebanon (developing scope of practice, professional standards, and accreditation process for nursing programs, licensure, and certification of Advanced Practice Nurses, and for informing other professionals, the public, and legislators of the professionalism of nursing).
8. The Arab region has become very attractive for US universities to establish partnerships (including nursing) with sister universities in the region.
9. An international trend toward the autonomous role of the nurse in a variety of settings, e.g. nurse-led clinics, nurse consultants, clinical leaders, etc.

# SCHOOL OF NURSING
# SWOT ANALYSIS

**Strengths**

**Academic program:**

1. School of Nursing has a long standing history in academic nursing education with national, regional, and international reputation.
2. Academic programs, BSN, RN-BSN, & MSN, are sound, research based, and rigorous; they are benchmarked against leading programs in the USA.
3. All academic programs are registered in the Department of Education, State of New York, and follow the American Model of nursing education.
4. SON has been accepted by the Commission on Collegiate Nursing Education and will undergo accreditation in 2006.

**Faculty:**

5. Nursing faculty is dedicated and open to new developments and change. Excellent clinical teaching with direct supervision.
6. In addition to the academic track, a clinical track with emphasis on clinical scholarship was recently introduced to strengthen the link between academia and practice.

**Leadership:**

7. Leadership has vision and is supportive of faculty development, research, and new academic programs.

**Regional resource center:**

8. National prominence as evidenced by contribution to nursing development at the policy making, professional, and educational levels.
9. High regional profile as evidenced by increasing number of requests from the region to establish off-shore programs.
10. AUB provides excellent academic resources and clinical training facilities and is perceived as a reference center and market leader in the Middle East.
11. Partnerships initiated with Schools of Nursing in the USA to facilitate student and faculty exchange and collaborative research.
12. Regional prominence through membership in the Association of Arab Nursing Faculties.

**Weaknesses/Problems**

**SON status non-autonomous:**

1. The SON does not have an autonomous status and lags behind when compared to sister institutions in the USA, Lebanon and the region; the majority enjoys an autonomous status and has a dean.

**Limited physical resources:**

2. The SON current location is too small and scattered to accommodate for the growth in students, faculty, and new academic programs. This hampers recruitment of students & faculty.
3. The SON physical resources are not optimal; lack of simulation labs and interactive classroom facilities.

**Tuition:**

4. High tuition fees when compared to sister institutions in Lebanon, together with absence of bursaries, inadequate scholarships and Financial Aid leads to low enrollment.

**Faculty preparation and productivity:**

5. Insufficient numbers of qualified faculty resulting in high teaching workload and limited research productivity.

**Curriculum delivery:**

6. The curriculum is inflexible, highly demanding and lacks clinical internship.

**Textbook acquisition:**

7. Bookstore very bureaucratic, extremely inefficient, and relatively costly.

**Collaboration not maximized:**

8. Collaboration between SON and AUBMC Nursing Services can be better maximized

**Opportunities**

1. The demand for nurses at BSN and MSN levels is very high and this demand is expected to continue in the future.
2. Good potential for attracting an internationally diverse student body.
3. Strong potential to become Centre of Excellence in nursing education, nursing science, and clinical practice in Lebanon & the Middle East.
4. Strong potential for developing new and innovative nursing programs to meet the growing needs for graduate nursing education in Lebanon and the region.
5. The emphasis in health care on collaborative education, research, and practice gives SON an opportunity to develop partnerships with nursing services, medicine, and public health.
6. The creation of joint appointments with nursing service will help bridge the gap between nursing education and practice.
7. There is a tremendous demand for continuing education for nurses at all levels in Lebanon and the region.

**Threats**

**Student and faculty recruitment: competition, regional turmoil, nursing image**

1. Proliferation of schools of nursing in Lebanon and the region.
2. AUB SON is helping to establish nursing schools in the region which may affect BSN student enrollment.
3. Tuition fees are high and unaffordable for local students.
4. A large array of majors is currently competing for female high school students, e.g. Business, engineering, computer science.
5. The turmoil in the Middle East as well as the high demand for nursing faculty internationally deters the recruitment of PhD-prepared faculty to AUB.
6. The turmoil in the country deters international students from enrolling.
7. The current image of nursing nationally and regionally and the lack of knowledge on career possibilities affect student recruitment

## SON STRATEGIES

1. To achieve an autonomous status and become a Faculty. **S1, S8, S9, S11, S12, O3, O4, W1**

2. To become fully accredited by CCNE in 2006. **S2, S3, S4, O2, O3, T5**

3. To establish strong partnerships with Medicine, Health Sciences, and Nursing Services. **O5, O6**

4. To continue our consultancy role in the region. **S9, S10, S12, O7**

5. To develop a SON research strategy with emphasis on programs of research. **S7, S11, O3, W2, W5, T5**

6. To increase potential for extramural funding. **S10, S11, O3, O5, W5**

7. To develop a PhD program within 5-10 years. **S7, O3, O4, O5, W5, T5**

8. To develop a common strategy for effective collaboration with AUBMC NS. **O6, W8**

9. To introduce innovations in curricular offerings such as new MSN tracks, accelerated and bridging programs, clinical internships, electives, and on-line courses. **S2, W6, O1, O2, O4, T1, T2**

10. To review regularly nursing curricula and bring them in line with national and international developments in health care. **S1, S2, O4, T1, T5**

11. To recruit highly qualified national and international students.**S1, S2, S3, S4, S11, O2, T3, T4, T6, T7**

12. To develop effective partnerships with US and European institutions. **S2, S3, S4, S11, T5**

13. To recruit PhD prepared and research-active faculty. **S5, S6, W5, T5**

14. To raise funds among others for student scholarships and endowments. **O1, O7, W3 W4, T7**

## SWOT Matrix

| INTERNAL FACTORS | Strengths (S) | Weaknesses (W) |
|---|---|---|
| | **Academic program:**<br>1. School of Nursing has a long standing history in academic nursing education with national, regional, and international reputation.<br>2. Academic programs, BSN, RN-BSN, & MSN, are sound, research based, and rigorous; they are benchmarked against leading programs in the USA.<br>3. All academic programs are registered in the Department of Education, State of New York, and follow the American Model of nursing education.<br>4. SON has been accepted by Commission on Collegiate Nursing Education and will undergo accreditation in 2006.<br>**Faculty:**<br>5. Nursing faculty is dedicated and open to new developments and change. Excellent clinical teaching with direct supervision.<br>6. In addition to the academic track, a clinical track with emphasis on clinical scholarship was recently introduced to strengthen the link between academia and practice.<br>**Leadership:**<br>7. Leadership has vision and is supportive of faculty development, research, and new academic programs.<br>**Regional resource center:**<br>8. National prominence as evidenced by contribution to nursing development at the policy making, professional, and educational levels.<br>9. High regional profile as evidenced by increasing number of requests from the region to establish off-shore programs. | **SON status non-autonomous:**<br>1. The SON does not have an autonomous status and lags behind when compared to sister institutions in the USA, Lebanon and the region; the majority enjoys an autonomous status and has a dean.<br>**Limited physical resources:**<br>2. The SON current location is too small and scattered to accommodate for the growth in students, faculty, and new academic programs. This hampers recruitment of students & faculty.<br>3. The SON physical resources are not optimal; lack of simulation labs and interactive classroom facilities.<br>**Tuition:**<br>4. High tuition fees when compared to sister institutions in Lebanon, together with absence of bursaries, inadequate scholarships and Financial Aid leads to low enrollment.<br>**Faculty preparation and productivity:**<br>5. Insufficient numbers of qualified faculty resulting in high teaching workload and limited research productivity.<br>**Curriculum delivery:**<br>6. The curriculum is inflexible, highly demanding and lacks clinical internship.<br>**Textbook acquisition:**<br>7. Bookstore very bureaucratic, extremely inefficient, and relatively costly. |

| | | |
|---|---|---|
| *EXTERNAL*<br>**FACTORS** | 10. AUB provides excellent academic resources and clinical training facilities and is perceived as a reference center and market leader in the Middle East.<br>11. Partnerships initiated with Schools of Nursing in the USA to facilitate student and faculty exchange and collaborative research.<br>12. Regional prominence through membership in the Association of Arab Nursing Faculties. | **Collaboration not maximized:**<br>8. Collaboration between SON and AUBMC Nursing Services can be better maximized. |
| **Opportunities (O)**<br>1. The demand for nurses at BSN and MSN levels is very high and this demand is expected to continue in the future.<br>2. Good potential for attracting an internationally diverse student body.<br>3. Strong potential to become Centre of Excellence in nursing education, nursing science, and clinical practice in Lebanon & the Middle East.<br>4. Strong potential for developing new and innovative nursing programs to meet the growing needs for graduate nursing education in Lebanon and the region.<br>5. The emphasis in health care on collaborative education, research, and practice gives SON an opportunity to develop partnerships with nursing services, medicine, and public health.<br>6. The creation of joint appointments with nursing service will help bridge the gap between nursing education and practice. | **SO Strategies**<br>1. To achieve an autonomous status and become a Faculty. **S1, S8, S9, S11, S12, O3, O4, W1**<br>2. To become fully accredited by CCNE in 2006. **S2, S3, S4, O2, O3, T5**<br>3. To establish strong partnerships with Medicine, Health Sciences, and Nursing Services. **O5, O6**<br>4. To continue our consultancy role in the region. **S9, S10, S12, O7** | **WO Strategies**<br>1. To develop a SON research strategy with emphasis on programs of research.**S7, S11, O3, W2, W5, T5**<br>2. To increase potential for extramural funding. **S10, S11, O3, O5, W5**<br>3. To develop a PhD program within 5-10 years. **S7, O3, O4, O5, W5, T5**<br>4. To develop a common strategy for effective collaboration with AUBMC NS. **O6, W8** |

| | | |
|---|---|---|
| 7. There is a tremendous demand for continuing education for nurses at all levels in Lebanon and the region. | | |
| **Threats (T)**<br>**Student and faculty recruitment: competition, regional turmoil, nursing image**<br>1. Proliferation of schools of nursing in Lebanon and the region.<br>2. AUB SON is helping to establish nursing schools in the region which may affect BSN student enrollment.<br>3. Tuition fees are high and unaffordable for local students.<br>4. A large array of majors is currently competing for female high schools students, eg. Business, engineering, computer science.<br>5. The turmoil in the Middle East as well as the high demand for nursing faculty internationally deters the recruitment of PhD-prepared faculty to AUB.<br>6. The turmoil in the country deters international students from enrolling.<br>7. The current image of nursing nationally and regionally and the lack of knowledge on career possibilities affect recruitment. | **ST Strategies**<br>1. To introduce innovations in curricular offerings such as new MSN tracks, accelerated and bridging programs, clinical internships, electives, and on-line courses. **S2, W6, O1, O2, O4, T1, T2**<br><br>2. To review regularly nursing curricula and bring them in line with national and international developments in health care. **S1, S2, O4, T1, T5**<br><br>3. To recruit highly qualified national and international students.**S1, S2, S3, S4, S11, O2, T3, T4, T6, T7**<br><br>4. To develop effective partnerships with US and European institutions. **S2, S3, S4, S11, T5** | **WT Strategies**<br>1. To recruit PhD prepared and research-active faculty. **S5, S6, W5, T5**<br><br>2. To raise funds among others for student scholarships and endowments. **O1, O7, W3 W4, T7** |

## SCHOOL OF NURSING VISION STATEMENT

The School of Nursing aspires to become the leading school of nursing in Lebanon and the region; nationally and internationally recognized for excellence in education, research, and service.

The school is committed to offering cutting-edge culturally-relevant and internationally recognized graduate and undergraduate education, fostering life-long learning and scholarship, developing the leaders in nursing and health care, and attracting a competent and culturally-diverse student body

## STUDENT LEARNING GOALS, OUTCOMES, AND ASSESSMENT

## BSN LEARNING GOALS, OUTCOMES, & ASSESSMENT

### A. What knowledge, skills, and competencies students are expected to learn

### BSN Student Outcomes: Program

1. Integrate knowledge from the arts, humanities, fundamental and basic medical sciences, and nursing theory in professional practice.
2. Demonstrate competency in clinical skills and critical thinking.
3. Utilize current research knowledge related to health promotion and maintenance, illness prevention and restoration of health of individuals, families and groups with diverse cultural backgrounds.
4. Demonstrate leadership skills in the care management of clients in different health settings based on current health care policy.
5. Collaborate with other health providers to promote the well being of individuals.
6. Demonstrate responsibility, accountability, and continued professional development.
7. Participate in professional and community organizations for the promotion of the nursing profession in Lebanon and the region.
8. Demonstrate effective use of personal, interpersonal and group communication skills in practice.
9. Espouse principles of professional ethics and personal integrity in nursing practice.

### BSN Student Outcomes: Level I

Upon completion of the sophomore year the student will be able to: (# Program Outcomes)

a) Demonstrate beginning skills in effective communication. (1,8)
b) Identify healthcare needs of clients based on assessment of physical, psychological and social parameters. (1,2)
c) Identify developmental milestones in relation to the health-illness continuum. (1,2)
d) Provide basic nursing care based on the nursing process. (2,8)
e) Demonstrate skills in searching the nursing literature. (3)
f) Identify ethical principles that govern the nursing profession. (6,9)

### BSN Student Outcomes: Level II

Upon completion of the junior year the student will be able to:

a) Utilize the nursing process in planning the care of the clients along the health- illness continuum. (1,2)
b) Provide comprehensive/holistic care to individual clients across the life span. (2)
c) Integrate theoretical knowledge from the social and basic sciences with that of nursing as a basis for practice. (1)
d) Appreciate the use of research in nursing practice (assessment and intervention) (3)
e) Demonstrate therapeutic communication skills with clients. (8)
f) Demonstrate ability to work in groups. (5,8)
g) Identify ethical principles that govern nursing practice. (6,9)
h) Demonstrate responsibility and accountability for personal and professional growth. (6)

**BSN Student Outcomes Level III**

Upon completion of the senior year the student will be able to:

a) Utilize appropriate theories and research findings from nursing and related fields in nursing practice. (1,2,3)
b) Evaluate systematically the outcomes of care in a variety of settings based on the nursing process. (2,4)
c) Apply knowledge of group dynamics while working with groups of clients, healthcare professionals and co-workers. (1,5,8)
d) Demonstrate leadership skills in planning, managing, and evaluating care of clients. (4)
e) Demonstrate responsibility and accountability to individuals, families, society at large, and personal professional growth and development. (6,7)
f) Determine ethical, social, and political issues affecting the healthcare system in Lebanon. (5,6,7,9)

**B. How students learn:**

The undergraduate nursing courses include theory and practicum courses. The theory courses utilize the following teaching methods: lectures with PowerPoint, classroom discussions, student presentations and seminars, group work/projects, short assignments and term papers. Short assignments include literature searches, reflective writings, summaries of clinical reviews and research articles, and statistical analyses home works.

The practicum teaching strategies include class labs and clinical experiences. In class labs, students are provided with simulated practice experiences of nursing skills. In the clinical practica, students are taught patient care in real clinical settings under the supervision of clinical faculty or preceptors. Teaching experiences are provided in various settings such as adult care, pediatrics, maternity, critical care, community and psychiatry/mental health units. Students plan and implement care activities based on the nursing process, guided by the school's conceptual framework. Students also are exposed to clinical experiences in homes and outpatient settings. Essential components of clinical practice that are emphasized include effective communication, client teaching, collaboration of care with other health care providers, and team work.

**C. What measurements exist that testify that students are meeting learning expectations?**

Assessment measures used in the theory courses include examinations, evaluation of presentations, group work, short assignments and term papers based on preset criteria. Criteria include mastery of knowledge, critical thinking, writing and oral presentation skills, ability to work with others, and ability to search and critique the literature.

Assessment measures used in the practicum courses include competency based evaluations of clinical skills, nursing care plans, case studies, client and staff teaching, auditing documentations, monitoring procedures, and problem solving exercises that include decision making and critical thinking. Competencies evaluated include dexterity, communication skills, organization and time management skills, effective teams, self and other evaluation, as well as ethical and professional conduct.

## MSN LEARNING GOALS, OUTCOMES, & ASSESSMENT

### A. What knowledge, skills, and competencies students are expected to learn?

### MSN Students Outcomes: Program

1. Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.
2. Initiate, participate in, utilize and disseminate nursing research.
3. Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills in specialized area of nursing.
4. Demonstrate advanced decision-making across health care settings, using multidisciplinary approach.
5. Analyze the impact of socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery.
6. Assume leadership roles in education and management to promote health care.

### B. How students learn:

The graduate nursing courses include theory, clinical, and practicum courses. Teaching methods used in the Master's program are focused on eliciting critical thinking and conceptualization as a foundation for evidence-based clinical and administrative practice. The teaching methods in theory courses include:

- Lecture with PowerPoint, discussions, case study exercises, gaming, video conferences, student presentations (individual and group), video conferences, student teaching sessions, proposal writing, advanced literature searches and statistical data analysis, concept analyses, research critiques.

The teaching methods in clinical and practicum courses include:

- Hands-on advanced clinical experiences for patient care with a preceptor, experience in developing own clinical objectives in line with course objectives, patient care involving assessing client needs and developing care plans and clinical pathways in collaboration with other health care professionals, following clients through the health care system, developing and testing evidence-based protocols and client assessment tools, giving staff education sessions.
- Practicum residency experiences include assessment and analysis of organizational functions, applying program didactic knowledge in professional roles, assuming the role of participant and leader in projects, and using evidence as the basis for evaluating administrative and clinical practice.

### C. What measurements exist that testify that students are meeting learning expectations?

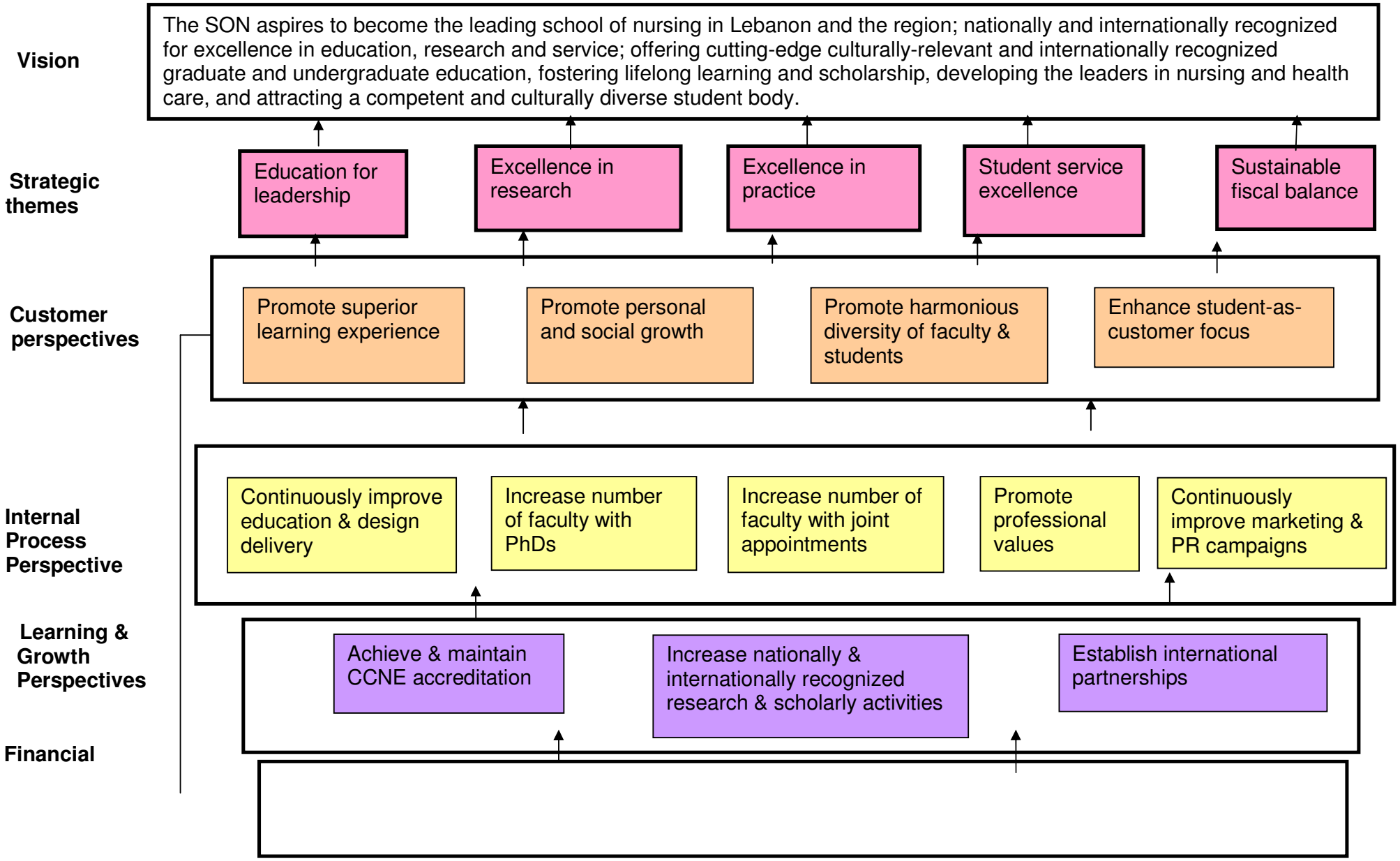
Assessment measures used in the theory courses include:

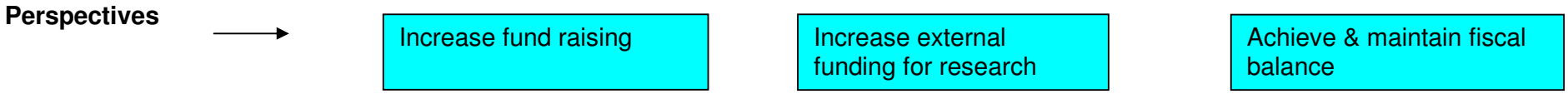
- Class and take home examinations, evaluation of student projects, presentations, group work participation based on specified criteria, short assignments and term papers.
- Outcomes evaluated include mastery of knowledge, critical thinking, synthesis of previous and current material, and professionalism in written and oral presentations, ability to critique and use the literature to support evidence-based administrative and clinical practice.

Assessment measures used in the clinical and practicum courses include:

- On site examination for the advanced assessment course, written and comprehensive health assessment reports, evaluation of clinical experiences by preceptors, and client write ups that include evidence-based care plans, and reports of multidisciplinary clinical protocols.
- Evaluations of the ability to: assess and analyze organizational functions, demonstrate synthesis of didactic knowledge and apply it in professional roles, assume roles of participant and leader in projects, demonstrate increasing initiative, independence, and professionalism in the specified professional role, and use evidence as the basis for evaluating administrative and clinical practice.

***AMERICAN UNIVERSITY of BEIRUT***
***School of Nursing Strategic Map***




Perspectives
Increase fund raising
Increase external funding for research
Achieve & maintain fiscal balance

# School of Nursing Balanced Scorecard

| | | Measure reference | Strategic KPI | Measure Leader/ Score Keeper | Performance Owner | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 04-05 | 05-06 | 06-07 | 07-08 | Long term |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Customer** | Promote Superior Learning Experience | C1a | College Outcome Survey | OIRA | SON | | | | | | | | | | | |
| | | C1b | SON Graduate Exit Survey | SON | SON | | | | | | | | | | | |
| | | C1c | SON Alumni Survey | SON | SON | | | | | | | | | | | |
| | Promote personal and social Growth | C2a | College Outcome Survey | OIRA | SON | | | | | | | | | | | |
| | | C2b | SON Alumni Survey | SON | SON | | | | | | | | | | | |
| | Promote Harmonious Diversity of Students | C3a | % International Students Enrolled | SON | SON | 7% | 10% | 11% | 1% | 10% | | 0% | 5% | 5% | 5% | 10% |
| | Enhance Student-as-Customer Focus | C4a | Student Satisfaction Survey | SON | SON | | | | | | | | | | | |
| | | C4b | Student Enrollment | SON | SON | 101 | 118 | 141 | 173 | 180 | 184 | 178 | 190 | 199 | 210 | 250 |
| **Internal Processes** | Continuously Improve Education & Design Delivery | IP1a | Achieving & Maintaining CCNE Accreditation | CCNE | SON | | | | | | | | | | | |
| | | IP1b | ICE | OIRA | SON | | | 4.0 | 3.9 | 4.2 | | 4.0 | 4.0 | 4.2 | 4.2 | 4.5 |
| | Increase Number of Faculty with PhD | IP2a | Number of Faculty with PhD | SON | SON | 2 | 3 | 3 | 3 | 5 | 5 | 6 | 6 | 6 | 7 | 10 |
| | Increase Number of Faculty with Joint Appointments | IP3a | Number of Faculty with Joint Appointments | SON/AUB/ AUBMC | SON | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 5 |
| **Learning & Growth** | Promote Professional Values | IP4a | Number of Cheating and Plagiarism Episodes among Students | SON | SON | | | | | | | | | 0 | 0 | 0 |
| | | IP4b | Number of Episodes of Unprofessional Behavior among Students in the Clinical Areas | SON | SON | | | | | | | | | 0 | 0 | 0 |
| | Continuously Improve marketing | IP5a | # MSN Student Application and | SON/OA | SON | | | | 29 | 35 | 36 | 30 | 30 | 30 | 30 | 30 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | and PR Campaigns | IP5a | Enrollment | | | | | | 16 | 11 | 17 | 15 | 15 | 15 | 15 | 20 |
| | | IP5b* | #BSN and RN-BSN Student Application and | SON/OA | SON | 213 | 244 | 192 | 254 | 236 | 200 | 200 | 200 | 200 | 200 | 200 |
| | | IP5b | Enrollment | | | 40 | 44 | 62 | 54 | 37 | 32 | 35 | 35 | 40 | 45 | 50 |
| **Learning & Growth** | Achieve and maintain CCNE Accreditation | LG1a | Accreditation Status Granted by CCNE & maintained | CCNE | SON | | | | | | | | | x | x | x |
| | Increase nationally & Internationally Recognized Research and Scholarly Activities | LG2a | Number of Funded Projects | SON | SON | 1 | 0 | 2 | 2 | 4 | 5 | 4 | 5 | 5 | 6 | 6 |
| | | LG2b | Number of Scholarly Presentations at Scientific Conferences | SON | SON | 9 | 11 | 12 | 17 | 13 | | 13 | 14 | 15 | 15 | 15 |
| | | LG2c | Number of Scholarly Publications in Peer-Reviewed Journals | SON | SON | 1 | 2 | 3 | 10 | 13 | | 13 | 15 | 16 | 18 | 18 |
| | Establish International Partnerships | LG3a | Memoranda of Understanding with International partners | SON/Others | SON | | | | | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| **Financial** | Increase Fundraising | F1a | Number of Sponsors/Endowments for SON | SON/OD | SON | | | | | | | | | 2 | 2 | 2 |
| | Increase External Funding for Research | F1b | Number of Externally Funded Research & Development Projects | SON/OCG | SON | | | | | 3 | 3 | 3 | 3 | 3 | 4 | 4 |
| | Achieve and Maintain Fiscal balance | F1c | % increase in Revenues through Student Enrollment | SON/OA | SON | | | | | 0.5 % | | 0.5 % | 0.5 % | 5 % | 5% | 10% |

*** Please see comments on student enrollment in IP5b report card, Appendix II.**

# Summary of Strategic Initiatives

| AUB SON Balanced Score Card Initiatives | | |
|---|---|---|
| Strategic Objectives | Strategic Initiatives | |
| **Customer Perspective** | | Criticality rating |
| Promote superior learning experience<br><br>Promote personal and social growth<br><br>Promote harmonious diversity of students<br><br>Enhance student-as-customer focus | a. By June 2007, OIRA College Outcome Survey will be implemented<br>b. By June 2007, the Graduate Exit Survey will be implemented<br>c. By June 2007, the SON Alumni Survey will be implemented<br>d. By June 2006, the Student service office will be operational | 10<br>10<br>10<br>10 |
| **Internal Process Perspective** | | |
| Continuously improve education design and delivery<br><br>Increase number of faculty with PhDs<br><br>Increase number of faculty with joint appointments<br><br>Promote professional values<br><br>Continuously improve marketing and PR campaigns | a. By fall 2006, align all SON academic and nonacademic processes with CCNE criteria, employing a comprehensive SON evaluation process<br>b. By fall 2006, re-examine strategy for faculty recruitment and joint appointments to meet projected targets<br>c. By fall 2006, develop a comprehensive marketing and PR strategy for SON<br>d. By spring 2007, develop strategy (tracking mechanism) to promote professional values and ethics, and academic integrity. | 10<br><br>9<br><br>10<br><br>10 |
| **Learning and Growth Perspective** | | |
| Achieve & maintain CCNE accreditation<br><br>Increase nationally & internationally recognized research and scholarly activities<br><br>Establish international partnerships | a. By August 2006, the SON will submit a self study report per CCNE criteria and thereafter submit yearly interim reports based on CCNE recommendations<br>b. By summer of 2006, the SON will submit at least two collaborative research proposals with national/international investigators for funding<br>c. By 2007, the number of scholarly activities is increased by 25%<br>d. By summer 2008, the SON will have signed 2 memoranda of understanding with international universities. | 10<br><br>8<br><br>10<br><br>10 |
| **Financial Perspective** | | |
| Increase fundraising<br><br>Increase external funding for research<br><br>Achieve and maintain fiscal balance | a. By the end of 2006, the SON will have developed a fundraising strategy<br>b. By the end of 2006, the SON will have developed a marketing and student recruitment strategy in collaboration with the Office of Admissions to meet projected student enrollment plans as specified in Appendix I | 10<br><br>10 |

**Initiative Template: Customer Perspective**

| Initiative Statement No. (ISN) ----------SON0501---------- | Criticality Rating: Least Critical 1 2 3 4 5 6 7 8 9 **10** Most Critical | Total cost of initiative: $---------- |
|---|---|---|

Initiative Statement:
By June 2007, OIRA College Outcome Survey will be implemented

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Initiate strategy with OIRA to improve nursing graduate participation in College Outcome Survey | OIRA/SON | S/O | June 2006 | O | | | | |
| .02 | Encourage nursing students to participate in survey | Faculty and administration | S/O | 2006 | O | | | | |
| .03 | Implement College Outcome survey | OIRA | S/O | 2007 | O | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Notes/Comments/Explanations: SON needs to negotiate with OIRA the inclusion of a large number of nursing students

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

| Initiative Statement No. (ISN) ----------SON0502---------- | Criticality Rating: Least Critical 1 2 3 4 5 6 7 8 9 **10** Most Critical | Total cost of initiative: $---------- |
|---|---|---|

Initiative Statement:
By June 2007, the Graduate Exit Survey will be implemented

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Develop draft Graduate Exit Survey Instrument | Faculty committee | S | 2006/10 | O | | | | |
| .02 | Pilot test Graduate Exit Survey instrument | Faculty committee | S | 2006/10 | O | | | | |
| .03 | Refine Graduate Exit Survey | Administration | S | 2007/2 | O | | | | |
| .04 | Conduct annual Graduate Exit Survey | Administration | S/O | 2007/7 | O | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Notes/Comments/Explanations: Graduate Exit Surveys will be conducted annually by the SON Office of Student Affairs

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

| Initiative Statement No. (ISN)<br>----------SON0503---------- | Criticality Rating: Least Critical 1 2 3 4 5 6 7 8 9 **10** Most Critical | Total cost of initiative:<br>$---------- |
|---|---|---|

Initiative Statement:
By June 2007, the SON Alumni Survey will be implemented

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Develop a draft SON Alumni Graduate survey instrument | Faculty committee | S | 2006/10 | O | | | | |
| .02 | Pilot test SON Alumni survey instrument | Faculty committee | S | 2006/10 | O | | | | |
| .03 | Refine SON Alumni Graduate survey | Administration | S | 2007/2 | O | | | | |
| .04 | Conduct regular Alumni surveys | SON/ accreditation committee/ student affairs officer | S | 2007/7 | O | | | | |

Notes/Comments/Explanations: Alumni Graduate Surveys will be conducted on a regular basis by the SON Office of Student Affairs

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

| Initiative Statement No. (ISN) ----------SON0504---------- | Criticality Rating: Least Critical 1 2 3 4 5 6 7 8 9 **10** Most Critical | Total cost of initiative: $ 36000 |
|---|---|---|

Initiative Statement:
By June 2006, the Student service officer will be operational

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Recruit 'student services, recruitment, and career placement officer' | SON | S | 2006/6 | O | 1 | 12000 | 12000 | 12000 |
| .02 | | | | | | | | | |
| .03 | | | | | | | | | |
| .04 | | | | | | | | | |
| | | | | | | | | | |

Notes/Comments/Explanations:

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating costs

**Initiative Template: Internal Process Perspectives**

| Initiative Statement No. (ISN) ----------SON0505---------- | Criticality Rating: Least Critical 1 2 3 4 5 6 7 8 9 **10** Most Critical | Total cost of initiative: $---------- |
|---|---|---|

Initiative Statement:
By fall 2006, align all SON academic and nonacademic processes with CCNE criteria, employing a comprehensive SON evaluation process

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Complete draft SON evaluation plan | CCNE coordinator, SON Director | S | 2006/02 | | | | | |
| .02 | Create/refine SON evaluation plan survey tools for specific categories: teaching/learning processes; performance appraisal; satisfaction | CCNE coordinator, faculty | S | 2006/08 | | | | | |
| .03 | Implement evaluation plan after SON faculty approval | SON | S/O | 2006/03 | | | | | |
| .04 | Refine Course Summary Evaluation Form | CCNE coordinator, SON | S | 2006/02 | | | | | |
| .05 | Pilot survey tools | CCNE coordinator, SON | S | 2006/08 | | | | | |
| .06 | Complete CCNE Standards I, II, III, IV | CCNE coordinator, Director, CCNE committee | S | 2006/06 | | | | | |
| .07 | Compile Standards I, II, III, IV appendices and exhibits | CCNE coordinator | S | 2006/06 | | | | | |
| .08 | Plan faculty, students, and COI education sessions re CCNE Standards and SON self-study | CCNE committee | S | 2006/08 | | | | | |
| .09 | Use Comprehensive SON Evaluation Plan to drive process improvement | SON | O | 2006/11 | | | | | |

Notes/Comments/Explanations:

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

| Initiative Statement No. (ISN) ----------SON0506---------- | Criticality Rating: Least Critical Most Critical 1 2 3 4 5 6 7 8 9 **10** | Total cost of initiative: $ --300,000------ |
|---|---|---|

Initiative Statement:
By fall 2006, re-examine strategy for faculty recruitment and joint appointments to meet projected targets

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Benchmark strategies of local and international institutions | SON | S | 2006 | | | | | |
| .02 | Revise role of search committee to include active faculty recruitment | SON | S | 2006 | | | | | |
| .03 | Devise a strategy to attract faculty for both academic and clinical positions | SON | S | 2006 | | | | | |
| .04 | Devise a strategy to provide incentives for joint appointments | SON | S | 2006 | | | | | |
| .05 | Recruit and appoint 1-2 professorial rank faculty per year until 2009 | SON | S/O | 2006/2007 | | 3* | 50,000 | 100,000 | 150,000 |

Notes/Comments/Explanations: The SON is currently recruiting for PhD prepared faculty. The new revised strategy will need to include faculty recruitment to both academic and clinical tracks using innovative means for international faculty recruitment
* A minimum of 3 FTEs is used as an estimate for future costs

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

| Initiative Statement No. (ISN) ----------SON0507---------- | Criticality Rating: Least Critical Most Critical 1 2 3 4 5 6 7 8 9 **10** | Total cost of initiative: $ 15,000 |
|---|---|---|

Initiative Statement:
By fall 2006, develop a comprehensive marketing and PR strategy for SON.

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Design and conduct a need assessment survey | SON | S | Spring/Summer 2006 | | | | | |
| .02 | Initiate media campaigns to inform prospective customers about SON program and activities. | SON | S | Summer 2006 | | 50% marketing officer | 5000 | 5000 | 5000 |
| .03 | Enhance communication and coordination of SON activities | SON | S | 2006 | | | | | |
| .04 | Conduct outreach activities in the community and the SPN | SON | S | 2006 | | | | | |

Notes/Comments/Explanations: The SON needs to intensify its marketing efforts to attract more students and to inform potential sponsors of the value of nursing education. This work needs to be done by a professional specialized in this domain of work.

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

| Initiative Statement No. (ISN) ----------SON0508---------- | Criticality Rating: Least Critical Most Critical 1 2 3 4 5 6 7 8 9 **10** | Total cost of initiative: $ ---------- |
|---|---|---|

Initiative Statement:
By spring 2007, develop a strategy (tracking mechanisms) to promote professional values and ethics, and academic integrity.

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Assess current practices and determine what needs to be changed | SON | S | 2007/01 | | | | | |
| .02 | Review and align AUB and SON policies pertaining to professional values and ethics | SON | S | 2007/02 | | | | | |
| .03 | Update (faculty and Students) on policies regarding professional values and ethics | SON | S | 2007/04 | | | | | |
| .04 | Include above criteria in syllabi | SON | S | 2007/06 | | | | | |
| .05 | Implement a comprehensive evaluation system/to monitor students and faculty activity regarding ethics/values | SON | S | 2007/06 | | | | | |

Notes/Comments/Explanations: A committee/taskforce will be appointed assisted by the Executive Officer to monitor this annually

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

**Initiative Template: Learning and Growth Perspective**

| Initiative Statement No. (ISN) ----------SON0509---------- | Criticality Rating: Least Critical 1 2 3 4 5 6 7 8 9 **10** Most Critical | Total cost of initiative: $-25,000---------- |
|---|---|---|

Initiative Statement:
By August 2006, the SON will submit a self study report per CCNE criteria and thereafter submit yearly interim reports based on CCNE recommendations

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Data collection (documents needed for the report) | Committee chair and research assistant | S | | O | | | | |
| .02 | Inform the faculty of the committee work and progress and give them specific tasks | Committee chair | S | 2005/10 | O | | | | |
| .03 | Submit and pilot forms on course summary evaluation forms to CCNE chair | Faculty members, SON | S | 2006/01 | O | | | | |
| .04 | Continue to write the self study report | Committee members | S | 2006/01 | O | | | | |
| .05 | Submit self study report to CCNE | Director, SON | S | 2006/09 | O | | | | |
| .06 | Do workshops for faculty in preparation for site visit | CCNE committee | S | 2006/08 | O | | | | |
| .07 | Do workshops for students in preparation for site visit | CCNE committee | S | 2006/10 | O | | | | |
| .08 | Site visit | CCNE US review group | S | 2006/11 | O | | 25,000 | | |
| .09 | If accreditation granted, implement CCNE recommendations and submit yearly interim report | School of Nursing | S | 2006/12 | O | | | | |
| .10 | Appoint a coordinator and taskforce on accreditation to follow up on CCNE recommendations | Director, SON | S | 2006/12 | O | | | | |

Notes/Comments/Explanations: The coordinator and taskforce on accreditation will have the responsibility to submit interim reports and follow up on recommendations

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

| Initiative Statement No. (ISN) ----------SON0510---------- | Criticality Rating: Least Critical 1 2 3 4 5 6 7 **8** 9 10 Most Critical | Total cost of initiative: $---------- |
|---|---|---|

Initiative Statement:
By summer of 2006, the SON will submit at least two collaborative research proposals with national/international investigators for funding

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Initiate communication with local/international collaborators on research project with common area of interest | Faculty members | S | 2005/11 | O | | | | |
| .02 | Form research team | Faculty members | S | 2006/02 | O | | | | |
| .03 | Develop research proposal(s) | Research teams | S | 2006/04 | O | | | | |
| .04 | Submit proposal(s) to SON research committee | Research teams | S | 2006/06 | O | | | | |
| .05 | Submit proposal(s) for funding | Research teams | S | 2006/09 | O | | | | |
| .06 | If funding obtained, initiate studies | Research teams | S | 2007 | O | | | | |
| .07 | Present findings at national/international conferences | Primary investigator | S | 2006-2007 | O | | | | |
| .08 | Submit manuscript(s) for publication | | S | 2006-2007 | O | | | | |

Notes/Comments/Explanations: Two projects are currently being discussed for extramural funding

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

| Initiative Statement No. (ISN)<br>----------SON0511---------- | Criticality Rating: Least Critical 1 2 3 4 5 6 7 8 9 **10** Most Critical | Total cost of initiative:<br>$---------- |
|---|---|---|

Initiative Statement:
By 2007, the number of scholarly activities is increased by 25%

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Encourage students to publish thesis and project papers | SON | S | 2006/2007 | | | | | |
| .02 | Encourage additional faculty members to participate in the 3 ongoing programs of research currently coordinated by SON faculty members | Director, SON<br>Research committee | S | 2006/2007 | | | | | |
| .03 | Develop a formal strategy for mentoring and supporting faculty in proposal and article writing for publications | Director, SON<br>Research committee | S | 2006/2007 | | | | | |

Notes/Comments/Explanations:

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

| Initiative Statement No. (ISN) ----------SON0512---------- | Criticality Rating: Least Critical 1 2 3 4 5 6 7 8 9 **10** Most Critical | Total cost of initiative: $---------- |
|---|---|---|

Initiative Statement:
By summer 2008, the SON will have signed 2 memoranda of understanding with international universities.

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Initiate communication with the Deans of international SON universities | Director, AUB SON | S | 2006/04 | O | | | | |
| .02 | Draft a document including common interests and needs between AUB and other universities | Director, AUB SON and Deans universities | S | 2006/05 | O | | | | |
| .03 | Arrange meetings/visits in Lebanon/the US/Europe/ to discuss common interests | Director, AUB SON and Deans universities | S | 2006/05 | O | | | | |
| .04 | Draft memorandum of understanding | Director, AUB SON and Deans universities | S | 2006/06 | O | | | | |
| .05 | Put a plan of action | Director, AUB SON and Deans universities | S | 2006/07 | O | | | | |

Notes/Comments/Explanations: A statement of intent was signed with Johns Hopkins University, School of Nursing in 2005

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

## Initiative Template: Financial perspective

| Initiative Statement No. (ISN) ----------SON0513---------- | Criticality Rating: 10 | Least Critical 1 2 3 4 5 6 7 8 9 **10** Most Critical | Total cost of initiative: $---------- |
|---|---|---|---|

Initiative Statement:
By end of 2006, the SON will have developed a fundraising strategy

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Coordinate with Office of Development | SON/OD | S | 2005/11 | O | 0 | $0 | $0 | $0 |
| .02 | Develop portfolio's for potential sponsors | SON/OD | S | 2006/3 | O | 0 | $0 | $0 | $0 |
| .03 | Send letters to SON alumni annually | SON/OD | S/L | | O | 0 | | | |
| .04 | Approach 2-3 possible sponsors with affinity to nursing per year | SON/OD | S | 2006 | O | 0 | | | |
| .05 | Create naming opportunities for new SON building | SON/OD | S/L | 2006 | O | 0 | | | |

Notes/Comments/Explanations: This activity will be coordinated with Office of Development.

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

| Initiative Statement No. (ISN)<br>----------SON0514---------- | Criticality Rating: Least Critical Most Critical<br>10 1 2 3 4 5 6 7 8 9 **10** | Total cost of initiative:<br>$ 36000 |
|---|---|---|

Initiative Statement:
By the end of 2006, the SON will have developed a marketing and student recruitment strategy in collaboration with the Office of Admissions to meet projected student enrollment plans as specified in Appendix I

| # | Key Implementation Step | Implementing Work Unit | Act. (1) | Starting Date (2) | Exp. (3) | Incremental to Current Year Funding Levels | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | FTE | Year 1 | Year 2 | Year 3 |
| .01 | Coordinate with Office of Admissions | SON/OA | S | 2005/11 | O | 0 | $0 | $0 | $0 |
| .02 | Send letters and posters to all high schools | SON | O | 2006 | O | 0 | $0 | $0 | $0 |
| .03 | Send letters to nurses registered in Order | SON | O | 2006 | O | 0 | | | |
| .04 | Visit high schools upon request | SON/OA | O | 2006 | O | 0 | | | |
| .05 | Send letters to hospitals, nurses, and MoH in the Gulf | SON | O | 2006/10 | O | 0 | | | |
| .06 | Appoint a student services, recruitment, & career placement officer | SON | S | 2006/6 | O | 1 | See SON0504 | See SON0504 | See SON0504 |
| .07 | Assess results annually | SON | O | 2006 | | | | | |

Notes/Comments/Explanations:

(1) **Type of Activity:** 'S' for Short-Term (< 3 years); 'L' for Long-Term (≥3 years); 'O' for On-going activity
(2) **Starting date of the step:** YY/MM
(3) **Type of Expenditure:** 'C' for Capital Expenditures; 'O' for Operating Costs

# Strategic Goals of the School of Nursing

Achieving Status of Free-Standing Faculty

The Mission of the School of Nursing as presented in its Mission Statement is "to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice…" The character of the AUB graduate is recognizable because of the instilled values of professionalism, ethical and moral responsibilities, and excellence in life-long learning, scholarship, and leadership. These values are primarily acquired through the continued efforts of the School of Nursing ever since its founding in 1905.

The School of Nursing, as stated in its vision statement, "aspires to become the leading school of nursing in Lebanon and the region; nationally and internationally recognized for excellence in education, research, and service…"

The School has celebrated in 2005 its centennial, which makes it the oldest School in Lebanon and the region and one of the oldest in the world. We believe AUB School of Nursing is ready now to move into a new phase in its development and be elevated to the status of a free-standing Faculty which is commensurate with developments of similar schools in the Middle East and internationally. It is important to mention that the School of Nursing at AUB is one of the very few schools in the Middle East that has not achieved such an independent status yet. USJ in Lebanon has achieved such a status and has currently a Dean of Nursing. The majority of Schools of Nursing belonging to the Scientific Association of Arab Nursing Faculties enjoys an independent status and has a Dean of Nursing. AUBSON being the oldest and most renowned of all is lagging behind in this respect.

The strategic initiatives for this report have addressed where the School of Nursing is heading without making reference to this particular strategic goal of the SON, namely to achieve an independent status. The accomplishments and strategic initiatives mentioned in this report sum up in our view the readiness of the SON to achieve an independent status in the near future.

Questions that need to be addressed in order that a given academic unit is elevated to the status of a free-standing Faculty are as follows:

1. Is this a field in which the university has, or can expect to acquire, nationally/internationally competitive expertise?
2. Is this a field to which the university can make a unique contribution?
3. Is this a field that is complementary to other clear university strengths?
4. What are the unit's prospects for long-term financial viability?
5. Has the unit been able to develop viable academic programs benchmarked against comparable US institutions?
6. Has the unit been able to achieve national and international recognition through certification and accreditation?
7. Does the unit have the potential to continue attracting PhD-prepared and research-active faculty?
8. Does the unit have criteria for appointment, reappointment and promotion and are they being implemented?
9. Does the unit's scientific output show sustainable growth?
10. Does the unit have a viable strategy to continue attracting qualified students?

11. How is the unit positioned with respect to comparable SON in Lebanon and the region?

Brief Comments on above Questions

1. *Is this a field in which the university has, or can expect to acquire, nationally/internationally competitive expertise?*
   The School of Nursing at AUB is the oldest and most renowned in Lebanon and the Middle East. Established in 1905, it prides itself on its long history of accomplishments in education and health care serving Lebanon and the region. It continues to set the trend nationally and regionally in nursing education, research, and practice. In Lebanon, the SON continues to be the reference point to other university nursing programs and to the Ministry of Health and Lebanese Order of Nurses. Regionally, the SON continues to receive requests from countries to help establish Colleges of Nursing and to provide consultations on issues pertaining to developing the nursing workforce. Internationally, the SON has established a partnership with JHU School of Nursing which will facilitate student and faculty exchange and research collaboration. The SON centennial nursing conference held June 30-July 2, 2005 hosted 8 deans of US SON as keynote speakers and attracted around 400 participants from different countries of the world.

2. *Is this a field to which the university can make a unique contribution?*
   The SON at the American University of Beirut contributes significantly to developments in nursing education, research, and practice which help develop the knowledge and practice base of nursing in Lebanon and the region. It is the only program offered in Lebanon and the region that fully follows the American model of university nursing education and the only one registered and soon to be accredited by US registration and accrediting bodies.

3. *Is this a field that is complementary to other clear university strengths?*
   The SON complements well the Faculties of Medicine and Health Sciences and works very closely with AUBMC Nursing Services. The uniqueness of AUB lies in offering excellence in medicine, nursing, and public health.

4. *What are the unit's prospects for long-term financial viability?*
   The SON has a good chance for staying financially viable for the following reasons:
   - It has had a balanced/surplus budget since 2003
   - Student recruitment strategy is put in place and implemented. Student enrollment has been in line with projections.
   - Fundraising strategy is being developed and will remain a priority for the future.

5. *Has the unit been able to develop viable academic programs benchmarked against comparable US institutions?*
   The SON prides itself on its current academic programs which are benchmarked against comparable academic programs in the US. Plans are underway to expand on the MSN offerings, offer a joint MSN/MBA degree, and introduce an accelerated BSN second degree. All new programs have already attracted adequate numbers of students.

6. *Has the unit been able to achieve national and international recognition through certification and accreditation?*
   The BSN and MSN programs are registered by the State Department of Education in New York. The SON has been accepted by CCNE, Commission on Collegiate Nursing Education in the US, for accreditation. The site visit is scheduled for November 2006.

7. *Does the unit have the potential to continue attracting PhD-prepared and research-active faculty?*
   The SON has attracted two PhD-prepared faculty in 2004. Negotiations are underway with a number of applicants for AY 2005-2006. Supporting the current sitting faculty to get their PhDs is a priority. One faculty is expected to finish in 2006, one in 2007, and three are just starting. The SON has had a number of part-time visiting professors the last two years and will continue to do so in the future. Building the faculty will remain a priority in the future.
   One-third of the current faculty holds a PhD degree. 50% of the faculty is expected to hold a PhD degree within the coming 2-3 years.

8. *Does the unit have criteria for appointment, reappointment and promotion and are they being implemented?*
   The SON has developed criteria for appointment, reappointment, and promotion benchmarked against leading institutions in the USA. Two faculty tracks are currently available and are in use in the SON; academic and clinical.

9. *Does the unit's scientific output show sustainable growth?*
   There is a substantial increase in the unit's scientific output and this growth is expected to continue. More emphasis is being placed on mentoring and supporting *faculty* in grant proposal writing and publication. The recruitment of a coordinator for research is ongoing and will be an asset to the process.

10. *Does the unit have a viable strategy to continue attracting qualified students*?
    In addition to the new recruitment strategy which was put in place AY 2004-2005, emphasis will be placed now on developing portfolio's for potential sponsors. The aim is to attract more sponsors/potential employers from Lebanon and the Gulf countries for scholarships and for contractual bursaries.
    Currently the SON has 184 students; 136 BSN, 11 RN-BSN, and 37 MSN.
    Within the coming 3 years a 25% increase is expected.

11. *How is the unit positioned with respect to comparable SON in Lebanon and the region?*
    AUB SON is the oldest in Lebanon and the region. In Lebanon, 7 other universities offer a BSN degree in nursing. USJ has a free-standing Faculty of Nursing with a Dean. In Egypt, 11 universities have Faculties of Nursing with deans. In Jordan, 7 universities have Faculties of Nursing with deans.

## Mechanisms and Activities to Secure Faculty Input in the Planning Process

The School of Nursing Strategic Planning Committee met for the first time in April 2005 to discuss mechanisms and activities which will help facilitate the strategic planning process. The committee was convinced from the start that the contribution of each member to the report is essential. Work was as a result divided among committee members based on the common plan outline, and specific deadlines were set for achieving each one of the topic areas. The committee met on a bi-weekly basis the first two months and until June when work was halted until July in order for committee members to have more time to plan for our centennial scientific conference and other celebrations. Work resumed in July and August and was halted in September due to vacations. The committee continued to work on the Strategic Planning Report the months of October and November with weekly meetings when possible. The chair of the committee assisted by co-chair and secretary compiled all documents produced by the committee and finalized the first draft of the report in January 2006.

The discussion during the different meetings was not always straightforward and clear. There was a general feeling among the committee members at the onset that the process was more laborious and detailed than initially assumed and especially when discussions centered on the balanced score card. The input from Mr. Andre Nahas, who attended our meetings on a number of occasions, did help in clarifying some of these issues. In general however, the discussion on the different issues was collegial, thought provoking, and insightful. It was clear also right from the start that each one of the completed topics will need to be revisited before the final version is drafted.

All faculty members of the School of Nursing were involved in the strategic planning process as follows:

a. All faculty members were informed during faculty meetings of the strategic planning committee work and their input was solicited accordingly.
b. The SWOT analysis form was filled out by all faculty members who were instructed to anonymously complete and return forms to the chair of the committee. The forms were a rich source of information for the strategic planning process.
c. Faculty members were also involved in developing the student learning goals, outcomes, and assessment. This was done through enlisting the assistance of program coordinators (BSN, RN-BSN, MSN) to involve faculty in their respective programs in the process.
d. Informal meetings between committee members and faculty were used to solicit feedback on specific strategic planning topics.
e. The draft version of the final report was sent by e-mail to all faculty members soliciting feedback.
f. A faculty meeting was consequently planned to discuss all elements of the report and to get the report approved before final submission.

The work of the Strategic Planning Committee was also supplemented by information gained through the different SON and AUB committees, such as SON Curriculum and Academic Committee, Admissions & Recruitment Committee, and Graduate Studies Committee, as well as AUB Strategic Planning Committees and in particular Graduate Education and Research and Enrollment Management and the Unified Admissions Committee. Furthermore, OIRA provided the SON with copies of instruments currently used at AUB. Additionally, information was gained through representation of SONSP committee members on Faculty of Medicine Strategic Planning Committee and AUBMC Strategic Planning Committee.

## Mechanisms and Activities to Foster Interdisciplinary, Cross-University, Cross-Unit and Cross Functional Programs

The School of Nursing currently works with a number of academic and non-academic units at AUB. The following is a summary of these initiatives:

- There is a close working relationship between the School of Nursing and the Faculty of Medicine in matters related to education, research, and service. The possibility of offering an interdisciplinary Masters program in Mental Health has been discussed and will be followed in the near future.
- The School enjoys as well a good working relationship with the Faculty of Health Sciences in matters related to education, research, and service. This interdisciplinary collaboration is expected to continue in the future.
- The School of Nursing has established a good working relationship with the School of Business, especially in matters related to the MSN Nursing Administration track. Plans are being discussed to offer an MSN/MBA in the near future. A committee has been formed with representatives from both Schools and will be looking at the feasibility of offering a combined Masters AY 2005-2006.
- The School of Nursing works very closely with AUBMC Nursing Services. A number of faculty members serve on AUBMC NS committees and conversely the director of NS serves on the SONSP committee. A joint SON/NS committee was formed which looks at all issues related to School/Service and the clinical rotations of students. Discussions are underway to establish joint appointments between School and Nursing Services, especially in areas related to Advanced Nursing Practice and Research.
- The SON works well with REP office and will continue to do so in the future. All SON external projects are processed through REP. Currently, the SON has one REP project in KSA and two others are being negotiated.
- The SON has worked and will continue to work very closely with the Office of Admissions to develop a more effective strategy for student recruitment at the national, regional, and international levels.
- AUB Office of Development has been instrumental in helping the School of Nursing with its Centennial fundraising efforts. This collaboration is expected to continue in the future as the SON develops a Fundraising Strategy. Discussions have taken place already regarding the possibility of developing portfolio's for potential sponsors. The aim is to attract more sponsors/potential employers from Lebanon and the Gulf countries for scholarships and for contractual bursaries.
- AUB Office of Publications has been very helpful to the SON in designing and producing a number of publications in celebration of our centennial. This working relationship is expected to continue as the SON plans to host scientific meetings every two years.
- The Office of Information and Public Relations has worked closely with the SON centennial activities. We expect this collaboration to continue in the future as the SON embarks on new challenges and PR activities.
- OIRA collaboration is expected to intensify in the future as the SON plans to involve more nursing students in OIRA surveys.
- The School of Nursing new building is expected to be ready in 2007. Close working relationship with FPDU is expected to intensify this coming year.

## Schedule of Strategic Planning Reviews

The Strategic Planning Committee of the School of Nursing has deliberated on the course of action regarding the Schedule for regular strategic planning reviews and concluded that two reviews per year should be sufficient. The timing of the reviews will need to coincide with the actual starting date of the plan which is expected to be March 2006.

The timetable for the reviews will be in February and August of every year commencing August 2006 and continuing for 5 years.

The purposes of the reviews are as follows:

a. To assess the KPIs and strategic initiatives
b. To re-examine KPIs and strategic initiatives in view of performance
c. To develop new strategic initiatives as needed
d. To examine the strategies, initiatives, and strategic goals in light of current national and international developments

The five year review will re-examine the performance of the SON on all these measures and develop new plans and measures accordingly.

In order to facilitate the implementation and review process, the SON will be appointing an Accreditation/Strategic Planning Committee assisted by the executive officer as BSC coordinator. The committee will report on their findings on a regular basis.

## School of Nursing Strategic Planning Committee Members

Dr. Huda Abu-Saad Huijer, Director School of Nursing (Chair)

Dr. Laila Farhood, Coordinator MSN program

Dr. Samar Noureddine, Coordinator BSN program

Prof. Nuhad Dumit, Coordinator RN-BSN program

Dr. Jane Kelley, Chair Task Force on Accreditation

Prof. Mary Arevian

Prof. Nuhad Azoury

Dr. Joe Simaan, Faculty of Medicine

Ms. Gladys Mouro, Director Nursing Services, AUBMC

Ms Cheryl El-Sadr and Ms Sarah Abboud (alternating GAs)

**Acknowledgements**

Strategic Planning is a long and arduous process and absolutely indispensable for the effective running of any academic unit. Special thanks are as a result in place for all the committee members for their hard and tireless work, their input, and support in the writing of this report. Also many thanks for the faculty of the SON for taking the time to fill out forms when requested and for reviewing and commenting on the draft report when circulated. Everyone's input has contributed to the quality of the present report.

In particular special thanks go to our two students/secretaries Cheryl El-Sadr (April to June) and Sarah Abboud (July to February) who were very prompt and meticulous in taking minutes and in compiling documents.

# Appendices

**Appendix I**

# PROJECTED TOTAL ENROLLMENT PER YEAR
# SCHOOL OF NURSING

| | **AY 2004-2005** | **AY 2005-2006** | **AY 2006-2007** | **AY 2007-2008** | **AY 2008-2009** | **AY 2009-2010** | **AY 2010-2011** | **AY 2011-2012** |
|---|---|---|---|---|---|---|---|---|
| **Degree** | Enrollment | Enrollment | Enrollment | Enrollment | Enrollment | Enrollment | Enrollment | Enrollment |
| **BSN** | **142** | **145** | **145** | 150 | 150 | 150 | 150 | 150 |
| **RN/BSN*** | **10** | **15** | 19 | 20 | 25 | 30 | 35 | 40 |
| **MSN*** | **26** | **30** | 35 | 40 | 45 | 50 | 50 | 50 |
| **Grand Total** | **178** | **190** | **199** | **210** | **220** | **230** | **235** | **245** |

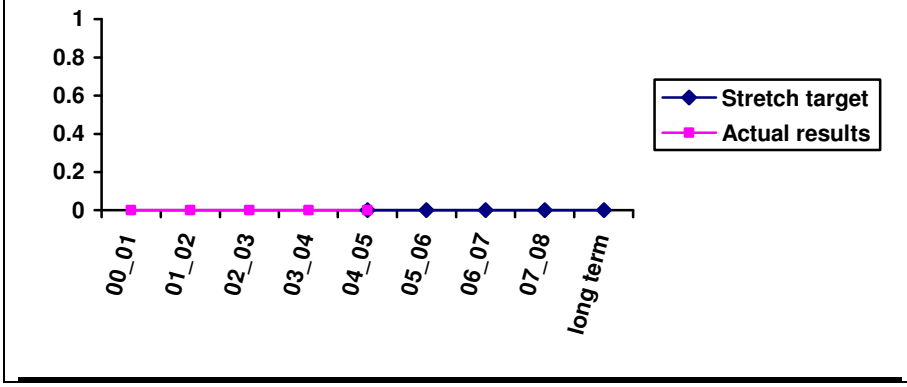
# PROJECTED ANNUAL ENROLLMENT SCHOOL OF NURSING

| | AY 2004-2005 | AY 2005-2006 | AY 2006-2007 | AY 2007-2008 | AY 2008-2009 | AY 2009-2010 | AY 2010-2011 | AY 2011-2012 |
|---|---|---|---|---|---|---|---|---|
| **Degree** | Enrollment | Enrollment | Enrollment | Enrollment | Enrollment | Enrollment | Enrollment | Enrollment |
| **BSN** | 30* | 35 | 40 | 45 | 50 | 50 | 50 | 50 |
| **RN/BSN** | 2* | 5 | 7 | 10 | 10 | 10 | 10 | 10 |
| **MSN** | 15* | 15 | 15 | 15 | 15 | 15 | 15 | 15 |
| **Grand Total** | **47*** | **55** | **62** | **70** | **75** | **75** | **75** | **75** |

- Fall and Spring Admissions

**Appendix II**

# Report Card: C1a

| **Perspective**: Customer | **Objective**: Promote superior Learning experience |
|---|---|
| **Measure:** College Outcome Survey | |
| **Measure Leader:** OIRA | **Performance Owner:** SON |
| **Comments on performance of measure**: Measure has been used so far by a very small number of nursing students. No conclusions can be drawn based on current data. | |
| Reference: C1a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:**   | **Initiative:** The measure needs to be filled on a regular basis by a large number of nursing students in the future in order to be able to draw any conclusions.<br><br>**Comments on Initiative:** Discussions are underway with OIRA to determine best method for implementation. |

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | |

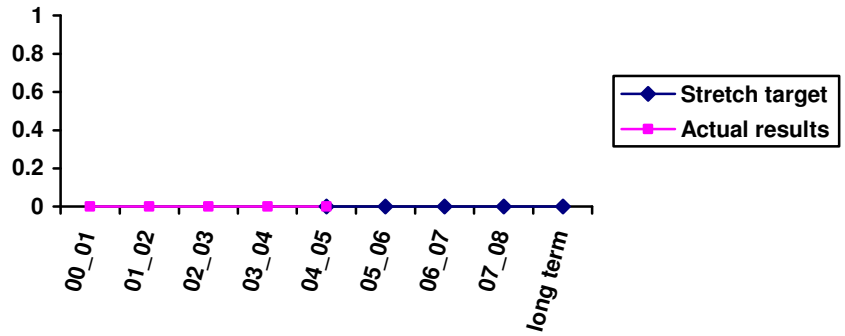
# Report Card: C1b

| | |
|---|---|
| **Perspective**: Customer | **Objective**: Promote superior Learning experience |
| **Measure:** SON Graduate Exit Survey | |
| **Measure Leader:** SON | **Performance Owner:** SON |
| **Comments on performance of measure**: This is a new instrument that has been developed and will be further tested to be used by graduating students in the near future. | |
| Reference: C1b | **Comments on Initiatives supporting this measure:** |

**Calculation Method:** No data is available yet

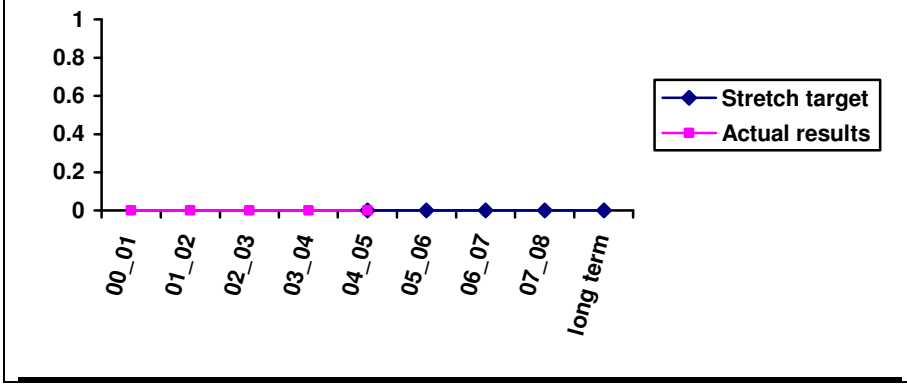
**Initiative:**

**Comments on Initiative:**



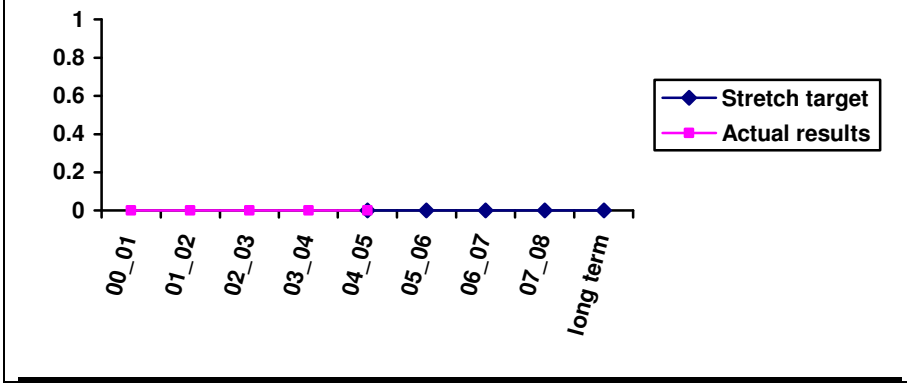

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | |

# Report Card: C1c

| | |
|---|---|
| **Perspective**: Customer | **Objective**: Promote superior Learning experience |
| **Measure:** SON Alumni Survey | |
| **Measure Leader:** SON | **Performance Owner:** SON |
| **Comments on performance of measure**: This is a new measure that the SON will develop and implement in the near future | |
| Reference: C1c | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:**   | **Initiative:**<br><br>**Comments on Initiative:** |

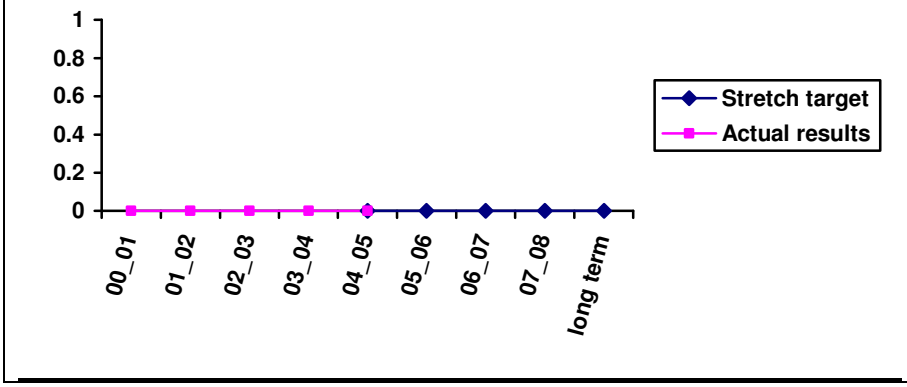
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | |

# Report Card: C2a

| | |
|---|---|
| **Perspective**: Customer | **Objective**: Promote Personal and Social Growth |
| **Measure:** College Outcome Survey | |
| **Measure Leader:** OIRA | **Performance Owner:** SON |
| **Comments on performance of measure**: The measure will be used with larger numbers of nursing students in the future. | |
| Reference: C2a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** No data are available   | **Initiative:** To assess strategic objective of promoting personal and social growth<br><br>**Comments on Initiative:** Discussions are underway with OIRA to determine best method for implementation. |

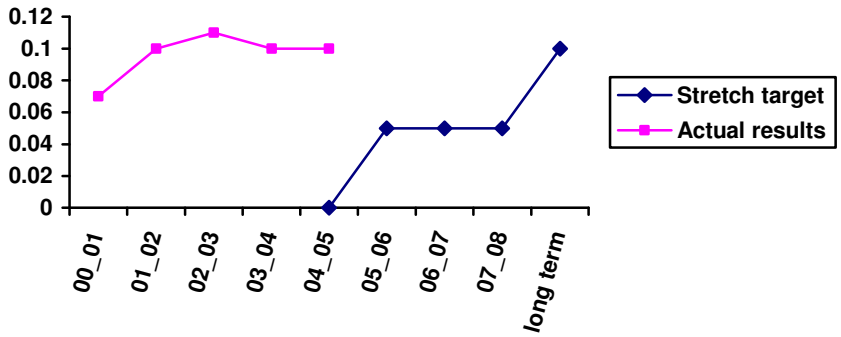
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | |

# Report Card: C2b

| **Perspective**: Customer | **Objective**: Promote Personal and Social Growth |
|---|---|
| **Measure:** SON Alumni Survey | |
| **Measure Leader:** SON | **Performance Owner:** SON |
| **Comments on performance of measure**: This is a new measure that the SON will develop and implement in the near future | |
| Reference: C2b | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:**   | **Initiative:**<br><br>**Comments on Initiative:** |

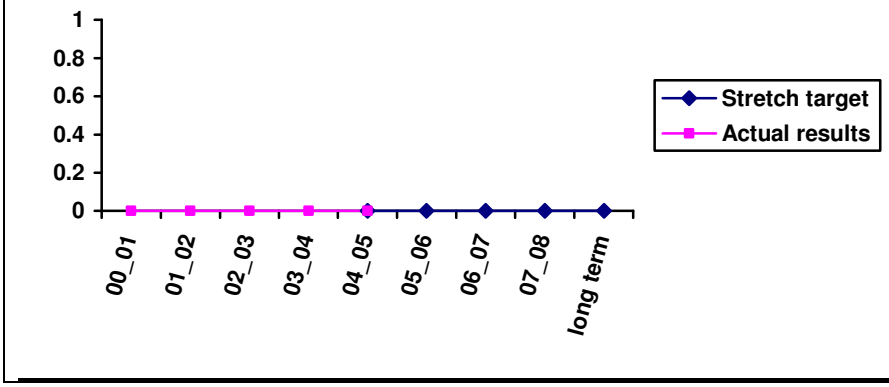
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | |

# Report Card: C3a

| **Perspective**: Customer | **Objective**: Promote Harmonious Diversity of Students |
|---|---|
| **Measure:** % International Students Enrolled | |
| **Measure Leader:** SON | **Performance Owner:** SON |
| **Comments on performance of measure**: International students are currently a minority at the School of Nursing (7-10%). The political situation in Lebanon has contributed to the low enrollment in the last number of years. | |
| Reference: C3a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:**<br>Current situation; Legal nationality as reported by the registrar.<br>Future; Calculation method will be changed based on AUB available data.<br>  <br> | **Initiative:** The SON aims to develop a more comprehensive SON marketing strategy which aims to improve on student recruitment nationally, regionally, and internationally.<br><br>**Comments on Initiative:**<br>Efforts are underway to develop and implement such a strategy short term in close collaboration with the Office of Admission. . |

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.05 | 0.05 | 0.05 | 0.10 |
| Actual Results | 0.07 | 0.10 | 0.11 | 0.10 | 0.10 | | | | |

# Report Card: C4a

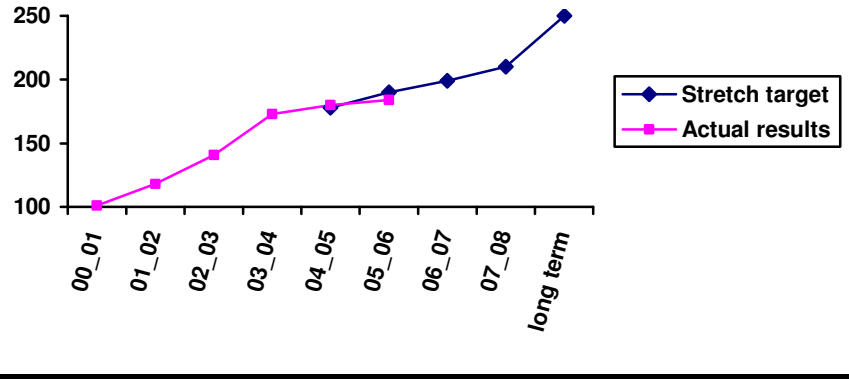
| **Perspective**: Customer | **Objective**: Enhance Student-as-Customer Focus |
|---|---|
| **Measure:** Student Satisfaction Survey | |
| **Measure Leader:** SON | **Performance Owner:** SON |
| **Comments on performance of measure**: This is a new measure that the SON will develop and implement in the near future in close collaboration with OIRA. | |
| Reference: C4a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:**   | **Initiative:**<br><br>**Comments on Initiative:** This is a new measure that the SON will develop and implement in the near future in close collaboration with OIRA. |

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | |

# Report Card: C4b

| **Perspective**: Customer | **Objective**: Enhance Student-as-Customer Focus |
|---|---|
| **Measure:** Student Enrollment | |
| **Measure Leader:** SON | **Performance Owner:** SON |

**Comments on performance of measure**: Student enrollment has been in general in line with projections. UG enrollment has suffered in AY 2003-2004 due to a number of significant changes: 1) sudden and unexpected cancellation of bursaries; 2) increase in tuition fees; 3) SON admission criteria raised to be more in line with AUB, and 4) institution of summer fees

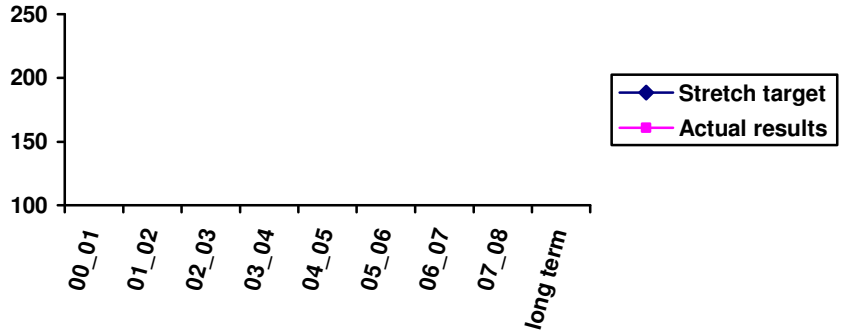
| Reference: C4b | **Comments on Initiatives supporting this measure:** |
|---|---|
| **Calculation Method:**<br>• BSN, RN-BSN, MSN students enrolled.<br>• Fall of every year<br>• Part time and full-time equally counted<br>  | **Initiative:** The SON will be as a result 1) increasing its fundraising efforts to establish more scholarships and bursaries for nursing students; and 2) intensifying its marketing and student recruitment strategies in the near future.<br><br>**Comments on Initiative:** Both initiatives will be coordinated with the Office of Development and Office of Admissions respectively. The appointment of a student services officer is essential for the process. |

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 178 | 190 | 199 | 210 | 250 |
| Actual Results | 101 | 118 | 141 | 173 | 180 | 184 | | | |

# Report Card: IP1a

| **Perspective**: Internal Process | **Objective**: Continuously Improve Education & Design Delivery |
|---|---|
| **Measure:** Achieving and Maintaining CCNE Accreditation | |
| **Measure Leader:** CCNE | **Performance Owner:** SON |

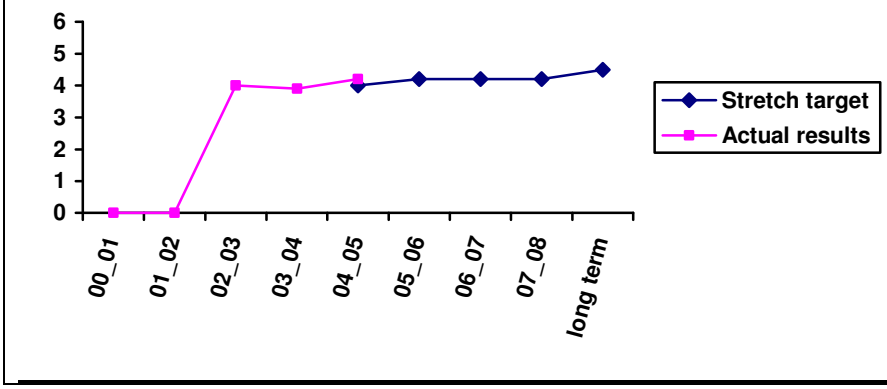
**Comments on performance of measure**: The SON self-study will be completed June 2006 and will be submitted to CCNE September 2006. The site visit is planned for Nov/Dec 2006. If successful, the SON will be accredited in 2007.

| Reference: IP1a | **Comments on Initiatives supporting this measure:** |
|---|---|
| **Calculation Method:** CCNE accreditation criteria  | **Initiative:** The Task Force on Accreditation has completed standards I & II of the self-study and is expected to finish standards III & IV by May 2006.<br><br>**Comments on Initiative:** The alignment of all SON academic and non-academic criteria with CCNE criteria and the development of a comprehensive evaluation plan for the SON are currently underway. |



| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | |

# Report Card: IP1b

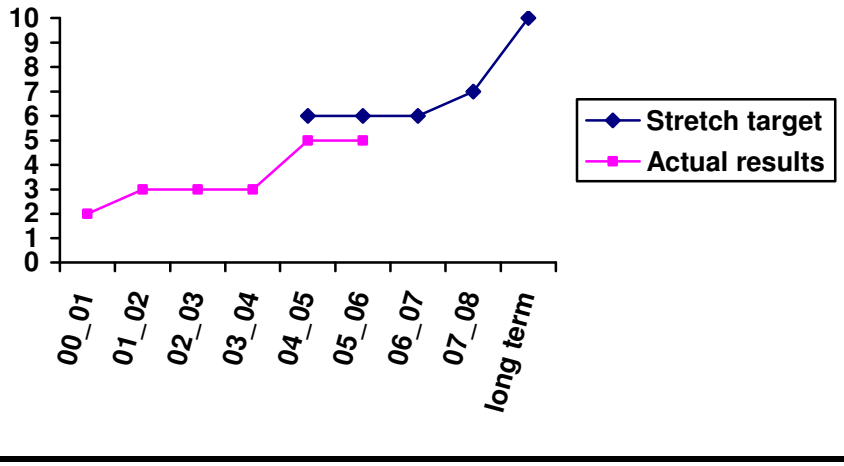
| **Perspective**: Internal Process | **Objective**: Continuously Improve Education & Design Delivery |
|---|---|
| **Measure:** ICE | |
| **Measure Leader:** OIRA | **Performance Owner:** SON |
| **Comments on performance of measure**: The measure has performed well over the years. SON faculty have scored between 3.9 and 4.2 on this measure which is above AUB average. | |
| Reference: IP1b | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** OIRA   | **Initiative:** Improvement in ICE is still possible through continuous faculty development initiatives.<br><br>**Comments on Initiative:** This initiative is in line with CCNE accreditation as well as SON faculty promotion criteria. |

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 4.00 | 4.00 | 4.20 | 4.20 | 4.50 |
| Actual Results | | | 4.00 | 3.90 | 4.20 | | | | |

# Report Card: IP2a

| **Perspective**: Internal Process | **Objective**: Increase Number of Faculty with PhD |
|---|---|
| **Measure:** Number of Faculty with PhD | |
| **Measure Leader:** SON | **Performance Owner:** SON |

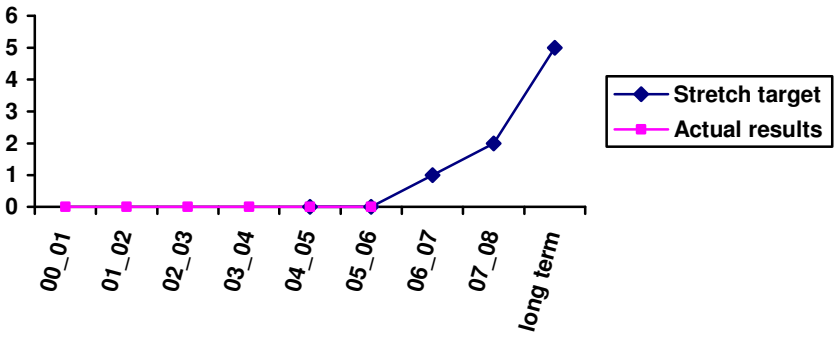
**Comments on performance of measure:** Despite the intensified efforts to recruit highly qualified faculty, the SON has been able to attract two PhD prepared faculty in the last two years. The international shortage of nursing faculty and the global competition are some of the main reasons for the low performance.

| Reference: IP2a | **Comments on Initiatives supporting this measure:** |
|---|---|
| **Calculation Method:** Number of PhD prepared faculty per academic year.  | **Initiative:** A new and more innovative strategy will be put in place to attract faculty for both academic and clinical tracks. Additionally more emphasis is placed on supporting sitting faculty in doing PhD work.<br><br>**Comments on Initiative:** This initiative will be monitored more closely on effectiveness. If inadequately successful other measures will be taken to meet target such as part-time appointments and visiting professorships. |



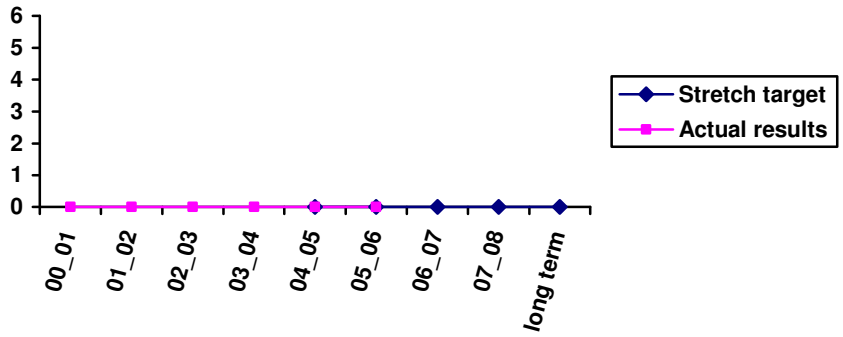
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 6.00 | 6.00 | 6.00 | 7.00 | 10 |
| Actual Results | 2.00 | 3.00 | 300 | 3.00 | 5.00 | 5.00 | | | |

# Report Card: IP3a

| | |
|---|---|
| **Perspective**: Internal Process | **Objective**: Increase Number of Faculty With Joint Appointments |
| **Measure:** Number of Faculty With Joint Appointments | |
| **Measure Leader:** SON/AUB/AUBMC | **Performance Owner:** SON |
| **Comments on performance of measure**: No joint appointments are currently available between SON and AUBMC NS. Discussions were initiated two years ago and halted; parties were not ready then. | |
| Reference: IP3a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** Number of joint appointments per academic year.<br>  | **Initiative:** The introduction of the faculty clinical track is meant to facilitate this initiative.<br><br>**Comments on Initiative:** The recruitment efforts for the clinical track will be intensified in the future in close collaboration with Nursing Services. To that effect, beginning strategic discussions are underway. |

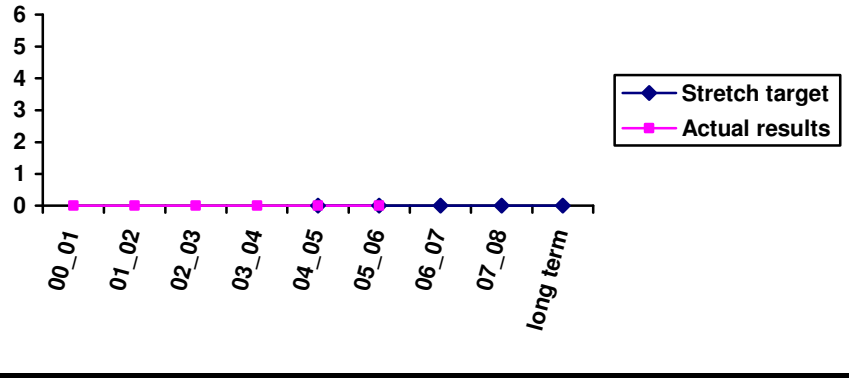
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 1.00 | 2.00 | 5.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | |

# Report Card: IP4a

| **Perspective**: Internal Process | **Objective**: Promote Professional Values |
|---|---|
| **Measure:** Number of Cheating and Plagiarism Episodes Among Students | |
| **Measure Leader:** SON | **Performance Owner:** SON |
| **Comments on performance of measure**: This measure is currently unavailable. No objective documentation has been done in the past. There were no significant incidents reported in the last 3 years. The few suspected cases were unofficially discussed and handled by the faculty involved. | |
| Reference: IP4a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** Number of incidents reported and documented using newly developed tracking strategy.   | **Initiative:** The SON will put a new strategy in place to better track incidents of cheating and plagiarism and to make the procedure as transparent as possible.<br><br>**Comments on Initiative:** Faculty and student involvement is essential for the success of the process |

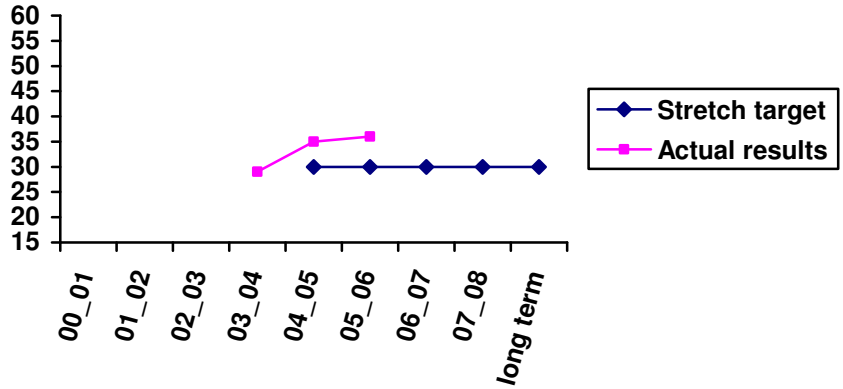
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | |

# Report Card: IP4b

| | |
|---|---|
| **Perspective**: Internal Process | **Objective**: Promote Professional Values |
| **Measure:** Number of Episodes of Unprofessional Behavior among Students in the Clinical Areas | |
| **Measure Leader:** SON | **Performance Owner:** SON |
| **Comments on performance of measure**: This measure is currently unavailable. No objective documentation has been done in the past. There were no significant incidents reported in the last 3 years. The few cases were discussed and handled by the faculty involved. | |
| Reference: IP4b | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** Number of episodes reported and documented based on newly developed tracking strategy.   | **Initiative:** The SON will put a new strategy in place to better track episodes of unprofessional behavior among students in the clinical areas. The procedure will be made as transparent as possible.<br><br>**Comments on Initiative:** Faculty and student involvement is essential for the success of the process. |

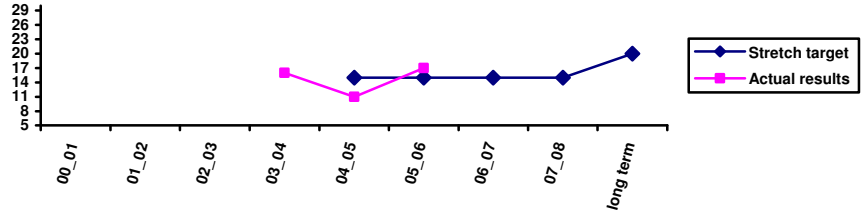
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | |

# Report Card: IP5a

| | |
|---|---|
| **Perspective**: Internal Process | **Objective**: Continuously Improve Marketing and PR Campaigns |
| **Measure:** # MSN Student Application and Enrollment | |
| **Measure Leader:** SON/OA | **Performance Owner:** SON |
| **Comments on performance of measure**: The MSN program was launched in 2003-2004. It has attracted an adequate number of students which has been in line with expectations. | |
| Reference: IP5a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** Number of applicants and number enrolled.<br><br>**Application**<br>  <br> | **Initiative:** A SON marketing and PR campaign which aims to improve on the number and quality of SON applicants and yield rates will be put in place.<br><br>**Comments on Initiative:** This initiative will be monitored to stay in line with number of graduate level faculty and targets. |

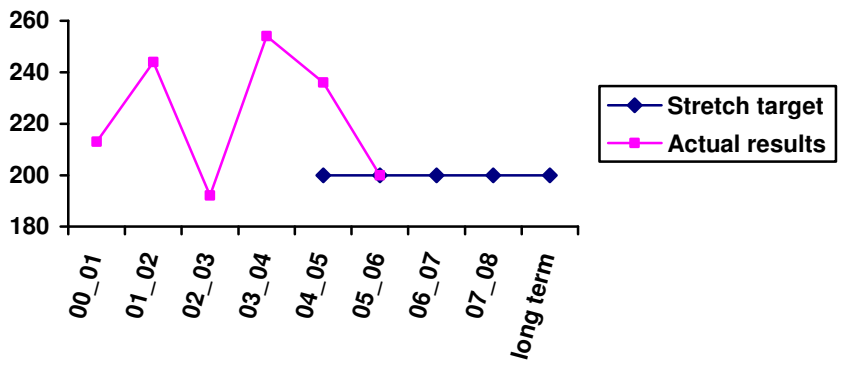
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 30 | 30 | 30 | 30 | 30 |
| Actual Results | | | | 29 | 35 | 36 | | | |

**Enrollment***



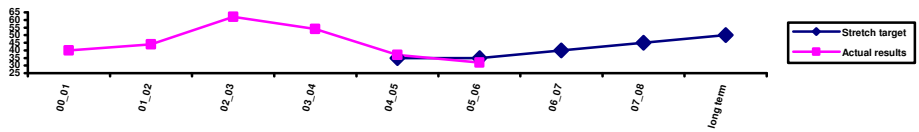

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 15 | 15 | 15 | 15 | 20 |
| Actual Results | | | | 16 | 11 | 17 | | | |

# Report Card: IP5b

| | |
|---|---|
| **Perspective**: Internal Process | **Objective**: Continuously Improve Marketing and PR Campaigns |
| **Measure:** # BSN and RN-BSN Application and Enrollment* | |
| **Measure Leader:** SON/OA | **Performance Owner:** SON |
| **Comments on performance of measure**: BSN enrollment has suffered in AY 2003-2004 due to a number of significant changes: 1) sudden and unexpected cancellation of bursaries; 2) increase in tuition fees; 3) SON admission criteria raised to be more in line with AUB, 4) institution of summer fees, and 5) increase in number of less expensive schools of nursing in Lebanon. RN-BSN enrollment has been less than anticipated due to strict admission criteria and financial constraints of applicants. | |
| Reference: IP5b, IP5b* | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** Number of applicants and actual enrollment; yield rates<br><br>**Application**<br>  <br> | **Initiative:** The SON will be as a result 1) increasing its fundraising efforts to establish more scholarships and bursaries to increase the number of BSN nursing students; and 2) intensifying its marketing and student recruitment strategies. For the RN-BSN program 1) more efforts will be put in place to inform employers of the availability of such programs; and 2) to introduce flexibility in curriculum to accommodate for the needs of working students.<br>**Comments on Initiative:**<br>Will be coordinated with the Office of Development and Office of Admissions. The appointment of a student services officer is essential for the process. |

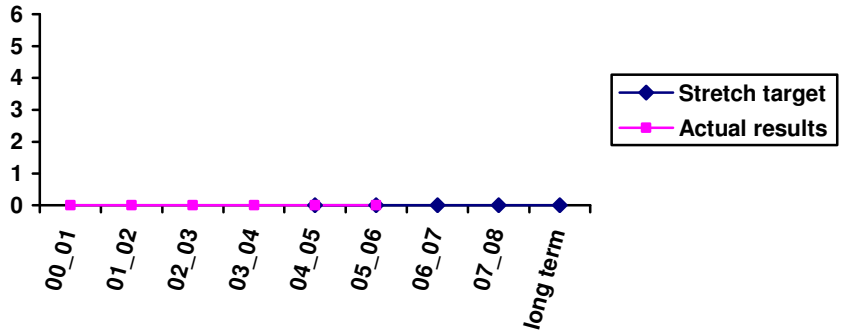
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 200 | 200 | 200 | 200 | 200 |
| Actual Results | 213 | 244 | 192 | 254 | 236 | 200 | | | |

**Enrollments***



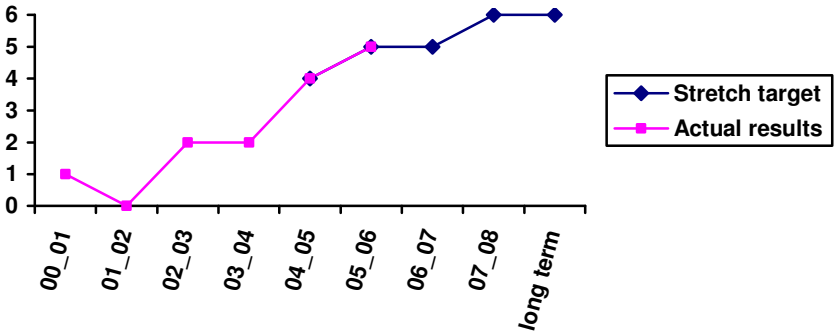

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 35 | 35 | 40 | 45 | 50 |
| Actual Results | 40 | 44 | 62 | 54 | 37 | 32 | | | |

# Report Card: LG1a

| | |
|---|---|
| **Perspective**: Learning and Growth | **Objective**: Achieve and Maintain CCNE Accreditation |
| **Measure:** Accreditation Status Granted By CCNE and Maintained | |
| **Measure Leader:** CCNE | **Performance Owner:** SON |
| **Comments on performance of measure**: The SON self-study will be completed June 2006 and will be submitted to CCNE September 2006. The site visit is planned for Nov/Dec 2006. If successful, the SON will be accredited in 2007. | |
| Reference: LG1a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:**   | **Initiative:**<br><br>**Comments on Initiative:** |

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | |

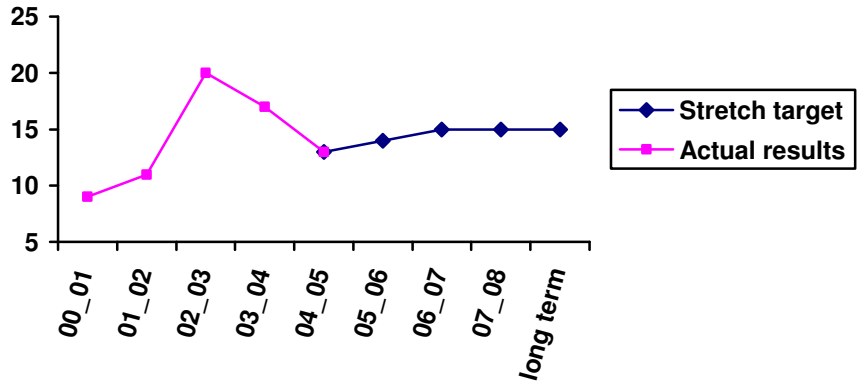
# Report Card: LG2a

| | |
|---|---|
| **Perspective**: Learning and Growth | **Objective**: Increase Nationally and Internationally Recognized Research and Scholarly Activities |
| **Measure:** Number of Funded Projects | |
| **Measure Leader:** SON | **Performance Owner:** SON |
| **Comments on performance of measure**: The number of funded projects has been on the increase and is in line with projections | |
| Reference: LG2a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** Number of research and development projects funded   | **Initiative:** This initiative is in line with current efforts of the SON to involve and support faculty in scholarly and other development-related activities.<br><br>**Comments on Initiative:** More efforts will be put in place to involve local and US partners in SON research projects and in submission for extramural funding. |

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 4 | 5 | 5 | 6 | 6 |
| Actual Results | 1 | 0 | 2 | 2 | 4 | 5 | | | |

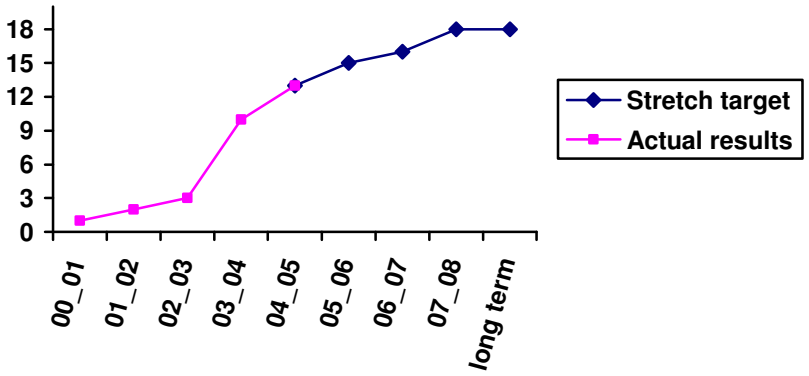
# Report Card: LG2b

| **Perspective**: Learning and Growth | **Objective**: Increase Nationally and Internationally Recognized Research and Scholarly Activities |
|---|---|
| **Measure:** Number of Scholarly Presentations at Scientific Conferences | |
| **Measure Leader:** SON | **Performance Owner:** SON |
| **Comments on performance of measure**: Number of presentations is in line with projections. | |

| Reference: LG2b | **Comments on Initiatives supporting this measure:** |
|---|---|
| **Calculation Method:** Number of scientific presentations at national and international meetings   | **Initiative:** All faculty are currently encouraged to present their research at scientific meetings and funds are made available to cover expenses for one trip per faculty per year. .<br><br>**Comments on Initiative:** This strategy has proved to be successful and will continue to be implemented. For faculty who are less research-active, they are encouraged to develop clinically relevant projects which can be presented at international meetings. |

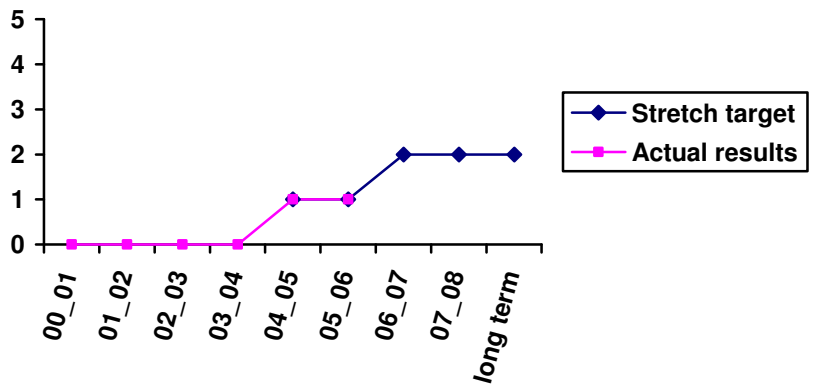
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 13 | 14 | 15 | 15 | 15 |
| Actual Results | 9 | 11 | 20 | 17 | 13 | | | | |

# Report Card: LG2c

| | |
|---|---|
| **Perspective**: Learning and Growth | **Objective**: Increase Nationally and Internationally Recognized Research and Scholarly Activities |
| **Measure:** Number of Scholarly Publications in Peer-Reviewed Journals | |
| **Measure Leader:** SON | **Performance Owner:** SON |
| **Comments on performance of measure**: The number of SON publications exceeds expectations especially in view of current number of research active faculty. The number of publications per faculty member is still low. | |
| Reference: LG2c | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** Number of publications per faculty member aggregated to school level.<br>  | **Initiative:** It is obvious from the results that the number of publications is related to the efforts of few faculty members. Efforts are put in place 1) to support sitting faculty to be involved in research and to publish; 2) to encourage collaborative projects and team work; 3) to create research support committees to support young and new researchers; & 4) to provide courses and workshops<br><br>**Comments on Initiative:** These initiatives have led to a slight increase in productivity short term. A significant increase is expected long term. |

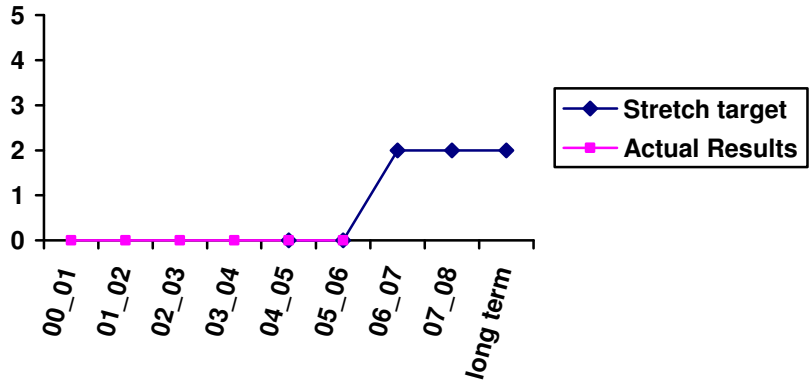
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 13 | 15 | 16 | 18 | 18 |
| Actual Results | 1 | 2 | 3 | 10 | 13 | | | | |

# Report Card: LG3a

| | |
|---|---|
| **Perspective**: Learning and Growth | **Objective**: Establish International Partnerships |
| **Measure:** Memoranda f Understanding With International Partners | |
| **Measure Leader:** SON/Others | **Performance Owner:** SON |
| **Comments on performance of measure**: This measure is in line with projections. A statement of intent was signed with Johns Hopkins University School of Nursing and will lead to the signing of an MOU in the near future. Negotiations are underway with a possible second partner in the US &/or Europe. An MOU was signed with Almana' General Hospitals. | |
| Reference: LG3a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** Number of MOUs signed and operational   | **Initiative:** A number of initiatives are currently underway with possible partners in the US and Europe which are aimed to facilitate student and faculty exchange and enhance research collaboration.<br><br>**Comments on Initiative:** An MOU was signed with Almana to develop the Amana' College of Health Sciences. Other regional requests are currently under negotiation as well. All regional requests are handled by AUB REP office. |

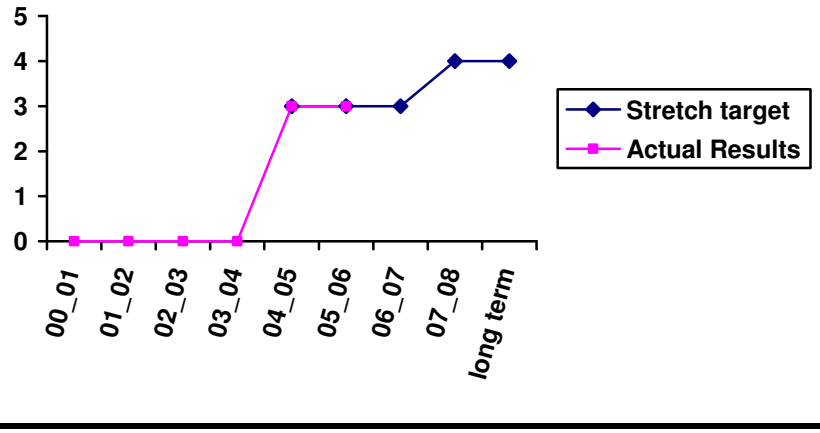
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 1 | 1 | 2 | 2 | 2 |
| Actual Results | 0 | 0 | 0 | 0 | 1 | 1 | | | |

# Report Card: F1a

| | |
|---|---|
| **Perspective**: Financial | **Objective**: Increase Fundraising |
| **Measure:** Number of Sponsors/Endowments for SON | |
| **Measure Leader:** SON/OD | **Performance Owner:** SON |
| **Comments on performance of measure**: The SON has a small number of sponsors who provide scholarships for students but does not have any major sponsors for SON Building, contracted bursaries for students, and endowments for chair positions. | |
| Reference: F1a | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** Number of sponsors and endowments   | **Initiative:** More efforts need to be put in place 1) to find a potential donor/sponsor for the SON new building; 2) for the naming opportunities of the SON Building; 3) endowments to support research chair in nursing; and 4) to find potential sponsors/employers for contractual bursaries.<br><br>**Comments on Initiative:** A small number of sponsors are currently available in support of scholarships for qualified students. |

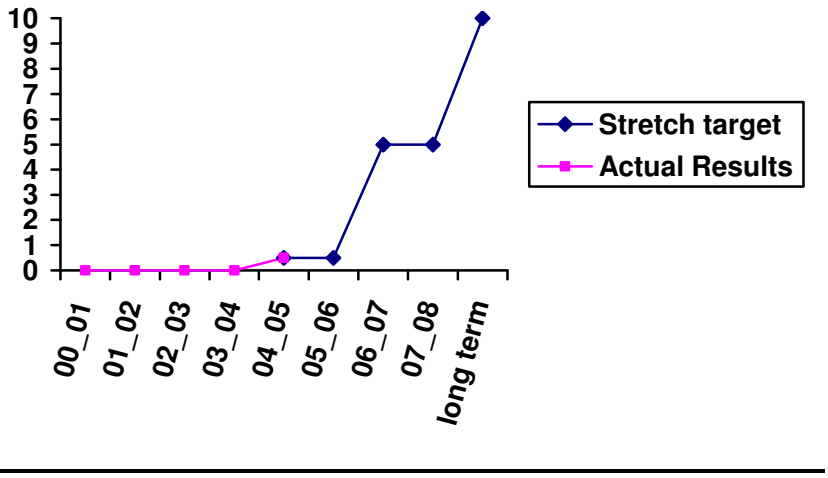
| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0 | 0 | 2 | 2 | 2 |
| Actual Results | 0 | 0 | 0 | 0 | 0 | 0 | | | |

# Report Card: F1b

| | |
|---|---|
| **Perspective**: Financial | **Objective**: Increase External Funding for Research |
| **Measure:** Number of Externally Funded Research and Development Projects | |
| **Measure Leader:** SON/OCG | **Performance Owner:** SON |
| **Comments on performance of measure:** The SON currently has three externally funded research and development projects. Preparations are underway to submit 1-2 research proposals for extramural funding in close collaboration with local and international partners. | |
| Reference: F1b | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** Number of funded research and development projects.<br>  | **Initiative:** Collaborative work is currently ongoing to submit 1-2 research/development proposals for extramural funding.<br><br>**Comments on Initiative:** Close collaboration with local and US partners is essential for the success of this initiative. |

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 3 | 3 | 3 | 4 | 4 |
| Actual Results | 0 | 0 | 0 | 0 | 3 | 3 | | | |

# Report Card: F1c

| **Perspective**: Financial | **Objective**: Achieve and Maintain Fiscal Balance |
|---|---|
| **Measure:** % Increase in revenues Through Students Enrollment | |
| **Measure Leader:** SON/OA | **Performance Owner:** SON |
| **Comments on performance of measure:** The increase in revenues based on student enrollment was on the increase until AY 2003-2004 when it decreased significantly due to 1) cancellation of AUH bursaries, 2) raising of admission criteria to be in line with AUB, 3) an increase in number of less expensive schools of nursing in Lebanon and the region, and 4) increase in tuition fees, which resulted in lower than projected enrollment. | |
| Reference: F1c | **Comments on Initiatives supporting this measure:** |
| **Calculation Method:** % annual increase in revenues.   | **Initiative:** A strategy was put in place in 2004-2005 to improve on marketing, PR and student recruitment efforts of SON and to create more scholarships and bank loans resulting in slight improvement in student enrollment. More emphasis is currently being placed on fundraising and on finding sponsors for contractual bursaries.<br><br>**Comments on Initiative:** These initiatives will need to be intensified in the future and they need to be done by a specialist to achieve best results. |

| | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | Long Term |
|---|---|---|---|---|---|---|---|---|---|
| Stretch Target | | | | | 0.50 | 0.50 | 5.00 | 5.00 | 10.00 |
| Actual Results | 0.00 | 0.00 | 0.00 | 0.00 | 0.50 | | | | |

Appendix I-G

# Policy on Academic Tracks and Promotions

## Preamble

The School of Nursing currently has 2 tracks, Academic and Clinical. The Academic track is in Line with AUB Policy. The Clinical track was approved in 2004 and is in line with academic appointments and promotion policies of Schools of Nursing in the United States. The introduction of "clinical tracks" in addition to academic tracks allows for the granting of academic titles to individuals whose contributions are predominantly in the areas of teaching, clinical training and service. To provide optimal training to nursing students, the School of Nursing at AUB must by necessity recruit and retain a number of faculty with clinical expertise not all of whom can possibly be academically productive in research, as classically defined by academic track positions.

This document defines the appointment and promotion policies for the academic track and clinical track in the SON at AUB.

## Definition of Tracks

A. **Academic Track**: indicates primary involvement in scholarly activities, principally teaching, research, and service. There should be evidence of outstanding scholarship in the appointee's field of interest, supported by a bibliography showing significant original research publications in high quality journals. Excellence in teaching should be documented by written evaluations from peers, course coordinators, and students.

B. **Clinical Track**: Indicates primary involvement in teaching & clinical instruction, clinical scholarship, service, and practice.
   The purpose of establishing a clinical track within the school of nursing is to secure appropriate faculty recourses to assure the delivery of high quality teaching to graduate and undergraduate programs. The clinical track distinguishes itself from the academic track by putting emphasis on fostering skills in specialized areas of practice, on conducting clinical research studies or projects of relevance to practice, and in providing excellent clinical role models for undergraduate and graduate nursing students. These individuals will be distinguished from the academic track faculty in their application of specialized nursing skills in an advanced area of practice. The clinical track includes: clinical instructor, clinical Assistant Professor, clinical Associate Professor, and Clinical Professor.
   Individuals in the clinical track have teaching, clinical supervision, clinical research, and service/practice responsibilities.
   In the clinical track, emphasis is more on clinical teaching and service/practice than research.

Minimum requirement for the clinical track is a Masters degree. PhD is optional.

*i) Requirements for Appointment:*

## Academic Track:

Assistant Professor

1. Must have PhD
2. The candidate should have demonstrated promising potentials in teaching, research, and Publications.

Associate Professor

1. The candidate must have minimal requirement for appointment as Assistant Professor.
2. Normally the candidate must have spent five years in the rank of Assistant Professor.
3. The candidate must have a minimum of 6 publications in refereed journals of international standing. The candidate must be a major contributor in all 6 publications

Professor

1. The candidate must have minimal requirement for appointment as Associate Professor.
2. Normally the candidate must have spent five years in the rank of Associate Professor.
3. The candidate must have a minimum of 12 publications in refereed journals of international standing. The candidate must be a major contributor in all publications

## Clinical Track:

**A. Clinical Instructor**

1. Appointments to this Track are open to candidates with Masters Degree in Nursing or related field.
2. ***The candidate must have current clinical experience in an advanced practice role in nursing with preferably international certification.***
3. The candidate has the potential for academic growth.

B. Clinical Assistant Professor

1. The candidate must fulfill all the requirements of Instructor.
2. An earned PhD is preferred or minimum of three years clinical or teaching experience postmasters.
3. The candidate should have demonstrated promising potentials in teaching, and service.
4. The candidate participates in clinical research projects.
5. The candidate must have a minimum of one publication in refereed journals.

C. Clinical Associate Professor

1. The candidate must have minimal requirement for appointment as Assistant Professor. An earned PhD is preferred.
2. Normally the candidate must have spent five years in the rank of Assistant Professor.
3. The candidate must have a minimum of 5 years clinical experience in an advanced practice role relevant to SON academic programs.
4. The candidate must have a minimum of 3 publications in rank in refereed journals of international standing.

D. Clinical Professor

1. The candidate must have minimal requirement for appointment as Associate Professor.
2. The candidate must have a PhD.
3. Normally the candidate must have spent five years in the rank of Associate Professor.
4. The candidate must have a minimum of 6 publications in rank in refereed journals of international standing. The candidate must be a major contributor in all publications

## Promotion Criteria

**Academic Track:**

Criteria for promotion within the University Track are in accord with the "Statement of Policy with Regard to Appointment and Tenure" (as amended and approved by the Executive Committee of the Board of Trustees on May 6, 1982 and by the Board of Trustees on June 15, 1990, June 21, 1996, June 19, 1998, November 20, 1998, March 19, 1999, November 19, 1999 and March 17, 2000).

**A. Assistant Professor to Associate Professor**

**Appointees to the rank of Assistant Professor will be notified by the end of the** fifth year **of the need for promotion to the rank of Associate Professor. Promotion must**

**be achieved by the end of the sixth year. If promotion criteria to the rank of Associate Professor are not met by the end of the sixth year, candidates may be either:**

a. Terminated by the end of the seventh year, or
b. Appointed on a yearly basis

**Requirements for Promotion**

The awarding of promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved and will continue to achieve excellence as a teacher (at least five years of University teaching experience, history of academic leadership roles), as a researcher with a program of research (history of consistent publication record), and as one who provides effective service and, if relevant, advanced practice nursing.
The title of Associate Professor is accorded to the person who has met the requirements for Assistant Professor and who has established:

1. A record of excellence in teaching evidenced by:
   1) Very good to excellent letters of reference
   2) Very good to excellent peer evaluations of lectures
   3) Very good to excellent student evaluations
   4) Developing course syllabi and chairing curriculum committees
   5) Initiating innovative approaches to course development
   6) Demonstrating exceptional teaching and advising
   7) Supporting peers in their development as educators

2. A distinguished record of research evidenced by:
   1) Clear line of research or program of research
   2) Mentorship of juniors in field of research
   3) A minimum of six publications in regional and international refereed journals; 4 of which are data-based.
      - Candidate first author on at least 3
      - Articles to be evaluated on their merit, quality, rigor, and relevance to nursing.
      - The quality of journals; value, impact, and importance rather than rank to be judged by reviewers.
      - Impact Factor and Citation Index to be used as complimentary information only.
   4) Funded projects of research studies
   5) Multidisciplinary collaboration in a research field
   6) Sustained and significant contributions in an area of scholarly activity
   7) Invited speaker at regional level
   8) Reviewer of a regional or international journal.

Service:

A distinguished record of academic, professional and community service. Applicants' participation in professional organizations and/or participation and leadership in University School committees will be considered.
Administrative responsibilities at the School and University levels will also be evaluated.
Evidence of contribution to clinical field of expertise will be also assessed.

B. Associate Professor to Professor:

**Appointees to the rank of Associate Professor will be notified by the end of the fifth year in rank of the need for promotion to the rank of Professor. Promotion must be achieved by the end of the sixth year. If promotion criteria to the rank of Professor are not met by the end of the sixth year, candidates may be either:**

a. Terminated by the end of the seventh year, or
b. Continued on a yearly basis

**Requirements for Promotion**

The title of professor is accorded to an individual who has met all the requirements for promotion to associate professor mentioned above and, in addition has accomplished the following:

1) Has a sustained record of excellence in teaching,
2) Has developed and maintained a productive program of research with a growing record of scholarly eminence which advances knowledge
3) Has a minimum of 6-8 published articles in rank in international refereed journals; 4 of which are data-based
   - Candidate first author on at least 4
   - Articles to be evaluated on their merit, quality, rigor, and relevance to nursing.
   - The quality of journals; value, impact, and importance rather than rank to be judged by reviewers.
   - Impact Factor and Citation Index to be used as complimentary information only.
4) is recognized nationally or internationally for outstanding and continuing achievements in the field of expertise
5) Has a continuing record of recognized accomplishments in academic, professional, and community service
6) **Has recognized leadership skills as evidenced by national, international, and multidisciplinary positions held**

7) **Serves on the editorial boards of regional and international refereed journals**
8) **Is an invited speaker at national, regional, and international meetings**
9) **Serves as a role model for excellence in teaching, advising and mentoring**

**Clinical Track**

**A. Clinical Instructor to Clinical Assistant Professor:**

**Promotion to the rank of Clinical Assistant Professor must be achieved within three years from appointment to the rank of Clinical Instructor. If, at the end of three years criteria for promotion to Clinical Assistant Professor are not met candidates may be either:**

a. Terminated, or
b. Continued on yearly basis.

**Requirements for Promotion**

***The title of Clinical Assistant Professor is accorded to the person who has met the requirements for Clinical Instructor and who has demonstrated the following:***

1. Doctorate in Nursing preferred or a minimum of three years related clinical or teaching experience post masters.
2. Demonstrated teaching ability
3. Evidence of competence in clinical practice as evaluated by students, peers and superiors.
4. A minimum of one publication in refereed journal, since appointment to the rank of Instructor.
    - Candidate first author
    - Article(s) to be evaluated on their merit, quality, rigor, and relevance to nursing practice.
    - The quality of journals; value, impact, and importance rather than rank to be judged by reviewers.
5. Involvement in a research project
6. Involvement in professional and service-related activities

B. Clinical Assistant Professor to Clinical Associate Professor:

**Appointees to the rank of Clinical Assistant Professor will be notified by the end of the fifth year of the need for promotion to the rank of Clinical Associate Professor. Promotion must be achieved by the end of the sixth year. If promotion criteria to the rank of Associate Professor are not met by the end of the sixth year, candidates may be either:**

a. Terminated by the end of the seventh year, or
b. Continued on a yearly basis

**Requirements for Promotion**

Promotion to the clinical faculty rank of associate professor is based on convincing evidence that the faculty member has achieved excellence as a teacher and clinician, and as one who provides effective service. Evidence must also indicate that the clinical faculty member can be expected to continue a program of high quality teaching, clinical practice, participation in clinical research/projects, and service relevant to the mission of the School.

The title of Clinical Associate Professor is accorded to the person who has met the requirements for Clinical Assistant Professor and who also has:

1) An earned PhD (preferred)
2) Advanced practice in a specialty relevant to the School's programs (At least five years experience of related professional clinical nursing practice post master's).
3) Experience with clinical program development
4) Evidence of teaching proficiency
5) Evidence of substantial service to the profession and academic community
6) A minimum of three publications in international refereed professional journals; candidate first author on at least 2.
   - Articles to be evaluated on their merit, quality, rigor, and relevance to nursing practice.
   - The quality of journals; value, impact, and importance rather than rank to be judged by reviewers
7) Initiating & conducting clinical research projects
8) Contribution to SON, AUBMC, and professional committees

**C. Clinical Associate professor to Clinical professor**

**Appointees to the rank of Clinical Associate Professor will be notified by the end of the fifth year of the need for promotion to the rank of Clinical Professor. Promotion must be achieved by the end of the sixth year. If promotion criteria to the rank of Associate Professor are not met by the end of the sixth year, candidates may be either:**

c. Terminated by the end of the seventh year, or
d. Continued on a yearly basis

**Requirements for Promotion**

Promotion to the clinical faculty rank of professor must be based on convincing evidence that the faculty member has sustained records of excellent clinical teaching, excellence in clinical research and expertise in clinical practice, and demonstrated leadership in service.

The title of Clinical Professor is accorded to the person who has met the requirements for clinical Associate Professor and who has:

1) An earned PhD
2) Evidence of national/regional leadership in the clinical area of expertise.
3) Evidence of leadership in teaching
4) Has a minimum of 6 scholarly publications in international refereed journals; candidate first author on at least 3.
   - Articles to be evaluated on their merit, quality, rigor, and relevance to nursing practice.
   - the quality of journals; value, impact, and importance rather than rank to be judged by reviewers
5) Evidence of leadership in service to the profession and academic community
6) Evidence of a clinically-focused program of research
7) Evidence of contribution to SON, AUBMC, and professional activities at the Leadership level.
8) Contribution to scholarly editorial activities.
9) Evidence of professional service: demonstrates leadership in relevant professional organizations at the national/international levels.

### C. Lecturer

**The title of lecturer and senior lecturer are accorded to those individuals whose clinical or teaching skills are needed by the school of nursing as per AUB criteria. This title is also available for assistant and associate professors who could not be promoted and whose skills are needed by the school. This appointment serves to**

**meet the temporary needs of the school as well as the needs of individuals who may not qualify for another rank.**

## IV. Procedures for Review and evaluation of faculty for Promotion

(See AUB Procedures)

The following section details the criteria for evaluating performance in the four areas; teaching, research, service and practice.

### A. Teaching

Multiple data sources are necessary to evaluate the scope of activity inherent to teaching. Relevant dimensions of teaching to be evaluated include, but are not limited to:
a) Classroom instruction, WebCT
b) Course/curriculum development and design,
c) Clinical laboratory instruction/supervision,
d) Creation, production and publication of instructional materials,
e) Supervision of graduate student research,
f) Guiding graduate teaching associates,
g) Independent study,
h) Field instruction, &
I) Student advising.

**Demonstration of Excellence in Teaching**

Effective teaching is an essential responsibility of all faculty members in the School of Nursing. The quality of teaching is an explicit factor in the evaluation of faculty performance for merit, salary increases, and promotion. Teaching includes undergraduate and graduate classroom and clinical instruction in formal courses, seminars and individual studies. Directing student research is both a research and teaching activity. Advising students and academic and career counseling (graduate and undergraduate) is also a teaching activity.

To judge instruction, the teaching portfolio should include:

1. Student evaluations
2. Letters of support
3. Peer evaluation
4. Submitted evidence of original and creative work which reflects:
    a. Command and excellence in subject matter.
    b. Excellence and innovation in teaching modalities.
    c. Excellence and creativity in course and curriculum development.
    d. Mentoring of junior faculty and students.
5. Consideration will be given to recognition, honors or awards that a faculty member may have received for excellence.
6. Any other relevant material.

**B. Research**

Research is considered the primary form of scholarship for regular track faculty. For clinical track faculty, scholarship may take the form of evidence-based practice protocols, "critical paths", published case studies or clinical reviews, participation in research, contribution as a second author on peer-reviewed data-based journal publications, and presentations within their clinical institutions (possibly as "in-service" instruction to other staff) or at professional meetings. Indicators that a faculty member is growing professionally also includes external funding of research grants, the provision of research mentorship to students and colleagues; and recognition by colleagues at national and/or international levels in an area of research and scholarship in which he or she is an expert.

**Demonstration of Excellence in Research**

## 1) Publications

A general hierarchy of publication significance is listed below. The hierarchy is intended only as a guide for ranking importance of candidate's publications:

| | |
|---|---|
| a. Papers in international/regional refereed journals | 1.0 |
| b. Books | 0.75 |
| c. Chapters in books/proceedings | 0.50 |
| d. Professional papers | 0.50 |
| e. Book reviews | 0.25 |
| f. Abstracts/scientific presentation | 0.25 |
| g. Letters to the editor | 0.15 |

Attention will be given to manuscripts submitted/ or under review if adequate evidence is present.

Authorship will have a proportional value based on sequence of authors i.e. first, second or last. It is essential for the candidate to describe his or her contribution to a publication with multiple authors.

**2) Mentorship**

Promoting mentorship to junior faculty and facilitating research expertise of colleagues.

**3) Research & Grants**

Among other indicators of the quality of a research and scholarship program is attracting funds, internal and external.

Additionally, consultation in areas of research expertise and/or clinical expertise, serving on expert panels in the area, giving invited lectures at scientific meetings, and receiving recognition for research and scholarly contributions to science and the discipline are also important.

**C. Service**

The provision of professional service is an expectation of regular track faculty within the School of Nursing. There are three areas of service: university, community and professional. Each faculty member is expected to contribute in providing service to these

constituencies. The nature and extent of service activity however will vary for individual faculty members. Service and responsibilities provided for the benefit of the university, the discipline of nursing, public and private health sectors at community and national levels will be evaluated individually.

**1) School and University Services**

- Provides leadership for school, and university committees.
- Facilitates the ongoing function of school operations and activities, including regular attendance and active participation in faculty meetings and forums.
- Serves on school and university committees, standing, and special committees, and on task forces.
- Advises undergraduate and graduate professional and service organizations
- Serves on graduate students committees in the school and in other university departments.
- Serves on school and university committees related to student affairs.

**2) Community Services**

- Participates in local and regional continuing educational programs.
- Provides consultation and contributes to policy making boards of community, government, and health care agencies, at local, national and international levels.

**3) Professional Services**

- Provides leadership to professional associations at state, national, and international levels, e.g. holding office, editorial responsibilities, manuscript review, special committees, task forces, advisory committees.
- Participates in regional and national research networks for service, research, and continuing education.

- Provides professional services to peers, including reviewing course materials, manuscripts, research proposals, and evaluations of instruction and research.

**Demonstration of excellence in Service**

1) Faculty candidate lists range, frequency, amount and quality of contribution in services provided.
2) Letters of support related to the services provided by the candidate

**D. Practice**

Excellent clinical practice is expected of clinical faculty and, if relevant, of the regular track faculty as appropriate to their positions and functions within the School. Faculty members will be evaluated on:

- Continuous growth in clinical areas of expertise
- Ability to model excellence in clinical areas of practice
- Contributions to the development of advanced practice nursing
- Integration of research in practice
- Mentoring of future practitioners.

**Demonstration of Excellence in Practice**

1) Faculty candidate lists amount and quality of involvement in clinical practice.
2) Letters of support related to the expertise of the candidate in clinical practice.

## V. Movement between Tracks

Faculty members serving in one of the two tracks may request transfer to an equivalent or higher rank in any of the other tracks. Approval of such transfers shall follow the guidelines for academic appointments and promotions in those tracks as defined in this document.

## VI. Committee for Appointments and Promotions in the School of Nursing

**The Director of the School of Nursing and The Vice President for Medical Affairs and Dean of the Faculty of Medicine shall appoint a committee for consideration of all matters relating to appointments and promotions in the School of Nursing. This committee will be charged with** advising the Dean and Director on matters of appointments and promotions.

**ADDENDUM**

**School of Nursing Academic Appointments, Reappointments, and Promotion Policies & Procedures.**

Faculty members with appointments in the School of Nursing as listed in the bylaws may hold one of the following titles:

**Academic Track:** Assistant Professor, Associate Professor, or Professor.

**Clinical Track[1]:** Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

**Lecturer**

a. **Appointment and Promotion of Assistant Professors**

An assistant professor in the academic and clinical tracks shall be considered for promotion no later than the sixth year of cumulative service in rank, but outstanding merit may lead to earlier promotion. However, if he/she is not promoted to the rank of associate professor, the seventh year shall be terminal or he/she may be offered a contract for a period of one to three years in the rank of lecturer. For faculty members hired at MS level as assistant professors and who consequently received a PhD, cumulative service in the rank counts from time of entry with PhD.

b. **Appointment and Promotion of Associate Professors**

An associate professor in the academic and clinical tracks shall be considered for promotion no later than the sixth year of cumulative service in rank, but outstanding merit may lead to earlier promotion. However, if he/she is not promoted to the corresponding rank of professor before the end of the seventh year of cumulative service in the rank, his/her contract will be terminated or he/she may be offered a contract for a period of one to three years in the rank of lecturer.

[1] switching between tracks is possible if criteria are met.

Approved June 2006; amended and approved October 9, 2006.

## Appendix I-H

# SCHOOL OF NURSING BYLAWS

### ARTICLE I

### ORGANIZATION OF THE SCHOOL OF NURSING

### *Section 1 - Composition of the School*

The School of Nursing, hereafter referred to as "the School" is an integral part of the Faculty of Medicine, American University of Beirut. It is composed of the officers and academic personnel of the School.

*Section 2 - Officers of the School*

Officers of the School shall include the following:

1. The President of the University.
2. The Provost.
3. The Vice President of Medical Affairs and Dean, Faculty of Medicine and Medical Center.
4. The Associate and Assistant Deans, Faculty of Medicine.
5. The Director of the School.
6. The Registrar of the University, ex officio.
7. The Director of Admissions, ex officio.
8. The Medical Librarian, ex officio.

*Section 3 - Academic Personnel of the School*

The academic personnel of the School shall consist of:

1. Professors (including clinical).
2. Associate professors (including clinical).
3. Assistant professors (including clinical).
4. Senior lecturers (including clinical).
5. Lecturers (including clinical).
6. Instructors (including clinical).
7. Assistant instructors (including clinical).
8. Clinical associates.
9. Research associates.
10. Research assistants.

### *Section 4 - The School*

The School is an academic unit of the Faculty of Medicine, as defined in article IV, section 1 of the by-laws of the Faculty of Medicine.

### *Section 5 - Standing Committees of the School*

The following shall be the Standing Committees of the School:

1. Academic and Curriculum
2. Admissions and Recruitment
3. Advisory
4. Graduate Studies
5. Research and Continuing Education
6. Student Affairs

## ARTICLE II

## THE SCHOOL

### *Section 1 - Prerogatives and Duties*

1. Subject to the provisions of the Institution by-Laws, Rules and Regulations and the established general policies of the University, the School through its internal organization shall determine its own academic policy and shall have authority to direct its own affairs. The Director shall refer actions by the School that may affect either the financial commitments of the University, or the academic policy of the University as a whole, to the President, Provost and Dean of the Faculty of Medicine, for consideration.

2. The faculty of the School of Nursing shall have the right to review any action by any committee of the school (with the exception of actions of the Advisory Committee concerning individual faculty members and other confidential matters) and, if it deems fit, to refer such action back to that committee for reconsideration. If the faculty rejects an action after its reconsideration by a committee, then it becomes the responsibility of the School itself to take action.

3. It shall vote to recommend to VP / Dean for Medical Affairs and then to the Senate candidates for degrees in the School.

4. It shall elect representatives to the Faculty of Medicine, Senate and University Committees.

5. It shall act on other matters referred to it by the Director.

*Section 2 – Meetings*

1. The director shall call regular meetings of the faculty of the School at least three times a year. A written notice with a stated agenda shall be sent to faculty members at least four working days prior to the date of the meeting.

2. Special meetings shall be called by the Director, at her/his discretion, or at the written request of three voting faculty members, with a stated agenda.

3. The Director or her/his designate shall chair all faculty meetings.

4. The Director shall appoint a secretary for meetings of the faculty, on a yearly basis.

5. The voting faculty shall consist of all non-visiting full-time academic and clinical faculty members of professorial ranks.

6. Voting in faculty meetings shall be limited to faculty members actually present at the meeting.

7. A majority of the voting faculty, exclusive of those on leave, periodic paid research leave or duty outside Lebanon, shall constitute a quorum. In the absence of a quorum, another meeting to consider the same agenda shall be called within any lapse of time at which voting members present shall constitute a quorum, provided that all members of the faculty shall have had a notice in accordance with the call for regular meetings.

## ARTICLE III

## OFFICERS OF THE SCHOOL

*Section 1 - The Vice President for Medical Affairs and Dean of the Faculty of Medicine*

Refer to Article III Section 1 of the Faculty of Medicine by-laws.

*Section 2 - The Director of the School*

1. The Director of the School shall be appointed by the President of the University upon recommendation of the Dean and after consultation with the voting members of the faculty of the School and the Advisory Committee. The appointment is normally for a period of three years, subject to renewal. The Director shall normally be of the rank of Associate Professor or Professor. The Director may appoint one or more members of the School to assist her/him as deemed necessary, subject to approval by the Dean.

2. Duties and prerogatives of the Director shall include at least the following:

    a. Responsibilities for the administration and academic development of the school.

    b. Ensure the proper teaching of the programs of study, and prepare the teaching schedule in consultation with voting faculty members.

    c. Appoint academic advisors to students majoring in the School.

    d. Prepare the budget proposal of the School in consultation with the voting faculty for submission to the Dean.

    e. Ensure that course description and related material are prepared for the University Catalogue.

    f. Present to the Dean, in accordance with established University procedures, recommendations on all matters pertaining to appointment, reappointment, promotion, appointment to indeterminate status, sabbatical leave, leave of absence, and advancement in remuneration of academic personnel.

    g. Co-ordinate and approve expenditures within the budget of the School.

    h. Prepare the annual and research reports of the School for transmission to the Dean.

i. Appoint ad hoc committees as may be deemed necessary.

j. Recommend to the Dean the appointment of an Acting Director during the absence of the Director.

k. Represent the School on the University Senate.

l. Chair faculty and advisory committee meetings and be ex-officio on other committees.

## ARTICLE IV
## ORGANIZATION OF THE SCHOOL

*Section 1 - Organization of the School of Nursing*

The School shall consist of all appointed academic personnel.

The School shall have an appointed Director. The Director shall appoint coordinators for Research, Post Graduate Nursing Education, the BSN, RN-BSN and MSN programs. The term of appointment of coordinators is three years.

*Section 2 - Decisions on Personnel Matters*

1. Established University policies and procedures shall govern actions on faculty recruitment and promotion.

2. Requests for leave (both sabbatical leaves and leaves of absence for one semester or more) shall be discussed and voted on by the Advisory Committee of the School. The Director shall transmit the results of the vote to the Dean together with her/his recommendations. Evaluation of candidates for appointment, reappointment or non-reappointment shall be restricted to the voting faculty members of ranks equal to or higher than that of the faculty member whose contract is being considered. In the case of full-professors, all voting full-professors shall participate in the evaluation and recommendations. In all cases, recommendations to the Dean shall give the numerical results of voting arrived at in a meeting of the voting faculty of the School. The Director shall express her/his opinion in all cases.

*Section 3 - The Director of the School*

Refer to Article III section 2 of these by-laws.

## ARTICLE V – STANDING COMMITTEES

## STANDING COMMITTEES OF THE SCHOOL

Section 1- The Academic and Curriculum Committee
Section 2- The Admissions and Recruitment Committee
Section 3- The Advisory Committee
Section 4- The Graduate Studies Committee
Section 5- The Research and Continuing Education Committee
Section 6- The Student Affairs Committee

The School shall have representatives on the University and Faculty of Medicine Committees below:

1. Financial Aid Committee
2. Library Committee
3. Research Committee
4. Senate
5. Graduate Studies Committee of the Faculty of Medicine
6. University Unified Admissions Committee
7. Institutional Review Board

**Standing Committees of the School**

Members of all standing committees, unless otherwise specified to the contrary in these by-laws, shall be elected from the voting faculty for a term of two years. If a member is unable to complete her/his term, a substitute shall be elected to complete the remainder of the term. If this remainder is one year or less, the elected substitute shall be eligible for re-election to two more consecutive terms. Unexpired terms shall be filled by special elections for that purpose. If a member has been re-elected to serve for a full second consecutive term, s/he shall not be eligible for re-election except after the lapse of one year following the termination of her/his membership. All committee actions shall be recommendations to the Director.

## *Section 1 - The Academic and Curriculum Committee*

### 1. Composition

The Academic and Curriculum Committee shall consist of:

a. The Director or her/his representative as chairperson.

b. Three elected members from different nursing specialties.

c. Two student representatives: one BSN and one RN-BSN (non-voting; excluded on academic matters).

**2. Functions**

The committee shall advise the Director on matters related to:

a. General academic development of the School.

b. Review of the curriculum of the School, including introduction, revision, integration, coordination or discontinuation of academic programs.

c. The Committee shall approve, upon the recommendation of the faculty concerned, new courses, discontinue existing courses, and modify courses as to their length, content and number of credits assigned.

d. Policies on academic rules and regulations.

e. Academic status of students.

f. Revision of affiliation proposals and making recommendations to the Director.

*Section 2 - The Admissions and Recruitment Committee*

**1. Composition**

The Admissions and Recruitment Committee shall consist of:

a. The Director or her/his representative as chairperson.

b. The Director of Admissions or his/her representative, ex-officio.

c. The School representative to the University Unified Admissions Committee.

d. Two faculty members elected for a term of two years from undergraduate programs.

e. One student representative (non-voting).

**2. Functions**

a. The Admissions Committee shall recommend admission for approval by the School, as well as any changes in the requirements.

b. It shall select and recommend from among applicants those who should be admitted as undergraduate students to the School.

c. It shall evaluate admission policies and recommend any changes therein to the School.

d. It shall be responsible for recruitment activities in collaboration with AUB Admissions office.

*Section 3 - The Advisory Committee*

**1. Composition**

The Advisory Committee shall consist of the Director as chairperson and three full time members elected for a term of two years. Every year, one or two members shall be elected, each member serving for a term of two years. Normally, full professors or associate professors who have served in the University for at least a period of three consecutive years shall be eligible to serve on the Advisory Committee. Not more than one committee member can be elected from one specialty.

**2. Functions**

The Advisory Committee shall act in an advisory and consultative capacity to the

Director on:

a. All matters submitted to it by the Director or any of its members.

b. Appointment, promotion, reappointment or non-reappointment, leaves of absence of three months or more, of faculty members.

c. Appointment of course coordinators/co-coordinators.

d. The Advisory Committee shall act on matters of unprofessional conduct and make recommendations to the director.

*Section 4 - The Graduate Studies Committee*

### 1. Composition

a. The Director or her/his representative as chairperson.
b. The Registrar or her/his representative.
c. The Director of Admissions or her/his representative.
d. The School of Nursing representative on the Graduate Studies Committee, Faculty of Medicine.
e. Three elected faculty members.
f. A representative from the Faculty of Medicine Graduate Studies Committee (ex-officio).
g. One graduate student (non voting).

### 2. Functions

a. The Graduate Studies Committee shall act on admission to graduate work of all applicants.

b. It shall approve all courses and tracks of study proposed by graduate faculty members.

c. It shall recommend to the Director the appointment of the examining committee and thesis topic of students working towards a Master's degree.

d. It shall rule on all recommendations for exceptions to existing regulations concerning graduate work at the master's level.

e. Upon the recommendation of the advisor the Graduate Studies Committee shall act on cases of graduate students whose work is unsatisfactory.

f. It shall periodically evaluate the graduate program as a whole and recommend changes to the Faculty and subsequently the Board of Graduate Studies.

## *Section 5 – The Research & Continuing Education Committee*

### 1. Composition

The Research & Continuing Education Committee shall consist of:

a. The Director or her/his representative as chairperson.
b. Three elected faculty members.
c. One graduate student (non voting).

**2. Functions**

a. It shall stimulate, encourage and promote research in the School.

b. It shall review all research proposals for further recommendation to the Director and other appropriate University bodies.

c. It shall promote communication between researchers within the School and within the University.

d. It shall keep the faculty members informed of all available sources of research support whether from the University or from granting agencies.

e. It shall promote dissemination of nursing knowledge and research utilization.

## *Section 6 - The Student Affairs Committee*

**1. Composition**

The Student Affairs Committee shall consist of:

a. The Director or his/her representative as chairperson.

b. The Dean of Student Affairs or her/his representative, ex-officio.

c. Four faculty members who are the three undergraduate class advisors and the Nursing Student Society advisor.

d. Two student representatives; one undergraduate and one graduate (voting; excluded on disciplinary matters).

**2. Functions**

a. It shall deal with any aspect of student life referred to it by the Director.

b. It shall work with faculty and students to enrich the School cultural activities.

c. It shall consider and recommend action to the Director on all disciplinary matters involving students in the School.

## ARTICLE VI

## AMENDMENTS

Recommendations to the Senate for amendment of these by-laws require a two-third majority of the members of the faculty members of the School present at any meeting at which a quorum exists, provided written notice of the proposed amendment has been circulated to the faculty members no less than one week prior to the meeting. Amendments are subject to the approval of the University Senate, the President, and the Board of Trustees.

## ARTICLE VII

## PROCEDURE

Procedural matters, which are not covered by the by-laws above, shall be in accordance with the latest edition of Robert's Rules of Order (latest version of which can be found at the Jafet Library).

**Last updated and Approved by the faculty of the School of Nursing on January 2006**

## Appendix I-I

# School of Nursing and AUB Committees List

**MSN Coordinator: Laila Farhood**
**BSN Coordinator: Samar Noureddine**
**RN-BSN Coordinator: Nuhad Dumit**

**Academic & Curriculum Committee:**
Huda Huijer (Chair representative)
Nuhad Dumit (Acting chair)
Myrna Doumit
Sana Marini
Juhayna Bejjani-Jebbara
Samar Noureddine
Rola Yasmin (BSN Representative)

**Admission & Recruitment Committee**
Nuhad Azoury (Chair)
May Khoury (SON representative on AUB Joint Admissions Committee)
Dina Shehab
Juhayna Bejjani-Jebbara
Huda Huijer
Dana Kassem (BSN representative)

**Advisory Committee**
Huda Huijer (Chair)
Myrna Doumit
Laila Farhood
Nuhad Dumit

**Graduate Studies Committee**
Laila Farhood (Chair)
Samar Noureddine

Hani Dimassi
Huda Huijer
Angela Massouh (MSN Representative)

**Research & Continuing Education Committee**
Samar Noureddine (Chair, appointed)
Laila Farhood
Mary Arevian
Hani Dimassi
Huda Huijer

**Student Affairs Committee**
Mary Arevian, class advisor, BSN IV
Marina Adra, class advisor, BSN III
May Khoury, class advisor, BSN II
Dina Shehab, NSS advisor

**SON Social Committee**
Myrna Doumit (chair)
Sossy Balian
Dina Shehab

**SON Catalog Committee**
Nuhad Dumit, RN-BSN coordinator (chair)
Laila Farhood, MSN coordinator
Samar Noureddine, BSN coordinator

**SON Task Force on Accreditation**
Huda Huijer (chair)
Laila Farhood (MSN coordinator)
Samar Noureddine (BSN coordinator)
Nuhad Dumit (RN-BSN coordinator)
Sarah Abboud (MSN student)
Cheryl El-Sadr (MSN student)

**Strategic Planning Committee**
Huda Huijer (chair)
Mary Arevian
Nuhad Azoury
Nuhad Dumit
Laila Farhood
Samar Noureddine
Gladys Mouro (AUB-MC)
Joe Semaan (FM)
Sarah Abboud (MSN student)
Cheryl El-Sadr (MSN student)

**SON BSC Management Review Committee**
Huda Huijer (chair)
Ghassan Afram Executive Officer (BSC Coordinator)

**SON Task Force on By-Laws**
Samar Noureddine
Sossy Balian
Marina Adra

**SON Research Committee**
Huda Huijer (chair)
Laila Farhood
Samar Noureddine
Nuhad Dumit

**SON Task Force on Archives**
Sossy Balian
Mary Arevian
May Khoury
Sana Marini

**SON Webmaster**
Sana Marini

**SON Representatives on University, FM, & Nursing service Committees:**
Academic Senate; Huda Huijer
AUB Honorary Doctorates Committee; Huda Huijer
Strategic Planning Committee, Graduate Education, and Research; Huda Huijer
Commencement; Sossy Balian
Senate; Laila Farhood
AUB Strategic Planning-Enrollment Management Committee; Laila Farhood
University Unified Admissions Committee; May Khoury
AUB Fair Committee; Nuhad Azoury
New Student Orientation Program Committee; Sana Marini
Library Committee; Mary Arevian
Research Committee FM; Hani Dimassi
IRB; Samar Noureddine
Faculty of Medicine Graduate Studies Committee; Laila Farhood
Faculty of Medicine Celebration Committee, Huda Huijer
Medical Academic Group Committee; Huda Huijer
Medical ethics Committee; May Khoury
Faculty of Medicine Strategic Planning; Huda Huijer
Joint Committee SON/Nursing Service; Samar Noureddine
Joint Committee SON/Nursing Service; Nuhad Azoury
Retention Strategy Committee, Nursing Service; Sossy Balian

Standards of Care Committee, Nursing service; Myrna Doumit
Documentation Committee, Nursing Service; Marina Adra
Staff Education Committee, Nursing Service; May Khoury
Research Committee, Nursing Service; Hani Dimassi
Evidence Based Practice Committee, Nursing service; Samar Noureddine
Nursing services Magnet; Huda Huijer
AUB-MC JHU Task Force; Huda Huijer
Evidence-based Health Care Group, FM; Samar Noureddine
Quality Committee, Nursing Service; Nuhad Dumit
Nurses' Chapter of AUB Alumni Association (chair); Nuhad Dumit
Council of the AUB Alumni Association; Nuhad Dumit

## Appendix I-J

# Graduation and Retention Rates

| COLL_CODE | ACAD_YEAR | GRADUATION RATE | RETENTION RATE | RETENTION_RATE(AUB) |
|---|---|---|---|---|
| NU | 2003-04 | 78.57 | 87.8 | 90.24 |
| NU | 2004-05 | 82.61 | 100 | 100 |
| NU | 2005-06 | 83.33 | 76.19 | 85.71 |

## Appendix II-A

# Faculty and Preceptor list and credentials

**Faculty and Staff**

**Director of the School of Nursing per January, 2003**
Huda Abu-Saad Huijer, RN, PhD, FEANS, Professor

**Faculty members:**
Marina Adra, RN, MS Physiology, Clinical Assistant Professor
Mary Arevian, RN, MPH, Clinical Assistant Professor
Nuhad Azoury, RN, MSN, Clinical Assistant Professor
Sossy Balian, RN, MPH, Clinical Assistant Professor
Jouhayna Bejjani-Gebara, RN, MSN, Clinical Instructor
Keith Cash, PhD, MSc, BA, RGN, RMN, Visiting Professor
Hani Dimassi, PhD, Visiting Assistant Professor
Myrna Doumit RN, BSN, TD, MPH, PhD, Assistant Professor
Nuhad Dumit, RN, BSN, MA Education, Clinical Assistant Professor, RN-BSN Coordinator
Laila Farhood, PhD, CS, RN, Professor & Clinical Associate, Psychiatry Department, Faculty of Medicine, MSN Coordinator
Jane Kelley, RN, PhD. Visiting Professor September 2004-February 2007
May Khoury, RN, BSN, MSN, Clinical Assistant Professor
Sana Marini, RN, BS, BSN, MPH, Clinical Assistant Professor
Samar Noureddine, PhD, RN, CNS, Assistant Professor, BSN Coordinator
Dina Madi Shehab, RN, BSN, MA Education, Clinical Instructor

**Visiting Faculty:**
Marty Douglas, DNSc, RN, FAAN, Editor, Journal of Transcultural Nursing.
Lori Edwards, RN, CS, MPH. Johns Hopkins University School of Nursing.
Erika Froelicher RN, MA, MPH, PhD, FAAN, Professor of Nursing, University of California San Francisco.
Gayle Page RN, DNSc, FAAN. Professor of Nursing, Johns Hopkins University

Virginia Saba, PhD, RN, FAAN, FACMI Adjunct Professor of Nursing, Georgetown University.
Hussein Tahan, DNSc, RN, CAN. Executive Director Quality & Performance, New York Presbyterian Hospital

**Clinical Preceptors/Assistant Clinical Instructors (2005-2006)**
Anthony Chamoun, RN, BSN
Ghassan Afram, RN, BSN
Ibrahim Fakih, RN, MPH
Laila Kazan, RN, BSN
Marie Rose Ossais, RN, BSN
Mrs. Juhayna Bejjani, RN, MSN
Nadine Hakim, RN, BSN
Nariman Bayram, RN, BSN
Nathalie Takla, RN, BSN
Nissrine Sidani, RN, BSN
Reine Nicodene, RN, BSN
Roula Ghadban, RN, BSN
Samar Haydamous, RN, MPH
Samar Houry, RN, BSN
Sevan Serkissian, RN, MPH
Suzy Khalifeh, RN, MPH

**Clinical Preceptors/Assistant Clinical Instructors (2006-2007)**
Sarah Abboud, RN, BSN
Mira Abi Saad, RN, BSN
Ghassan Afram, RN, MPH
Farah Alwan, RN, BSN
Leila Azan, RN, BSN
Sana Daouk, RN, BSN
Rebecca El Asmar, RN, BSN
Roula Ghadban, RN, MSN
Angala Massouh, RN, BSN
Reine Nicodene, RN, BSN
Farah Salha RN, BSN

## Appendix II-B

# Faculty Responsibilities

**TEACHING ASSIGNMENTS**

**Marina Adra:**

| | |
|---|---|
| Fall 2005: | October, November – leave of absence |
| | NURS 401 Critical Care Nursing, Practicum, 3 cr. (December- January) |
| Spring 2006: | NURS 302 Nursing Care of Adults II, 3 cr., Co-Coordinator |
| | NURS 303 Nursing Care of Adults II, 3 cr., Practicum, Tuesdays |
| | NURS 310 Pathophysiology, 2 cr., Coordinator |
| Summer 2006: | NURS 310 Pathophysiology, 2 cr., Coordinator |

**Mary Arevian:**

| | |
|---|---|
| Fall 2005: | NURS 407, Community Health Nursing, theory, 3cr. Coordinator. |
| | NURS 408, Community Health Nursing, clinical, 3cr.Coordinator |
| | NURS 205, Foundations of Professional Nursing, Theory, 1cr. (RN-BSN) |
| Spring 2006: | NURS 407, Community Health Nursing, Theory, 3cr. Coordinator. |
| | NURS 408, Community health Nursing, clinical, 3cr. Coordinator. |
| | NURS 314, Community Health Nursing (Theory and Clinical) 6cr. (RN-BSN) |
| Summer 2006 | NURS 202, Health Assessment, 2cr. (team taught). |

**Nuhad Azoury**:

| | |
|---|---|
| Fall | NURS 300 Nursing Care of Adults I, Theory (3 cr.) c-coordinator |
| | NURS 301 Nursing Care of Adults I, Practicum (3 cr.) |
| | NURS 301 Nursing Care of Adults I, Practicum (3 cr.) |
| Spring | NURS 302 Nursing Care of Adults II. Theory (3 cr.) coordinator |
| | NURS 303 Nursing Care of Adults II, Practicum (3 cr.) |
| | NURS 303 Nursing Care of Adults II, Practicum (3 cr.) |
| Summer | Sick Leave |

**Sossy Balian**

| | |
|---|---|
| Fall | NURS 200 Introduction to Nursing, Coordinator, (2 cr.) |

| | |
|---|---|
| | NURS 304 Nursing Care of the Expectant Family, Coordinator (3 cr.) |
| | NURS 305 Nursing Care of the Expectant Family, Practicum (3 cr.) |
| Spring | NURS 201 Introduction to Nursing Practice, Co-Coordinator, and (3 cr.) |
| | NURS 306, Nursing Care of Children, Co-coordinator, (3 cr.) |
| | NURS 307 Nursing Care of Children, Practicum (3 cr.) |
| Summer | NURS 202 Nursing Care of Practice, Practicum (2 cr.) |
| | NURS 308V Maternal-Child Nursing, (1 cr.) |

**Hani Dimassi**

| | |
|---|---|
| Fall 2005: | EPHD 201 Epidemiology and Biostatistics I, 2 cr. Coordinator |
| | NURS 406 Nursing Research, 3 cr. Coordinator |
| | NURS 511C Sample Size calculations and procedures, 1cr. Coordinator |
| Spring 2006: | NURS 502 Advanced Nursing Research, 4 cr. Co-coordinator. |
| | EPHD 202 Epidemiology and Biostatistics 2 cr. Coordinator |
| | NURS 521 Advanced Statistics for Nurses (2 cr.) Coordinator |
| Summer: | NURS 511 F Special Topics: Writing Proposals (1 cr.) |

**Myrna Doumit**

| | |
|---|---|
| Fall | NURS 200 Introduction to Nursing, Coordinator, (2 cr.) |
| | NURS 300 Nursing Care of Adults I, Coordinator (3 cr.) |
| | NURS 301 Nursing Care of Adults I, Practicum (3 cr.) |
| Spring | NURS 201 Introduction to Nursing Practice, Coordinator (3 cr.) |
| | NURS 410 Leadership and Management in Nursing. Practicum (3 cr.) |
| Summer | NURS 202 Health Assessment, Co-Coordinator (2 cr.) |
| | NUR 311 Nursing Care of Adults; Theory & Practicum, Coordinator, (6 cr.) RN-BSN. |

**Nuhad Dumit**

| | |
|---|---|
| Fall | NURS 400 Critical Care Nursing, Theory Coordinator (3 cr.) |
| | NURS 401 Critical Care Nursing, Practicum, Coordinator (3 cr.) |
| Spring | NURS 409 Leadership and Management in Nursing, Theory Coordinator (3cr.) |
| | NURS 410 Leadership and Management in Nursing, Practicum, Coordinator (3 cr.) |
| Summer | PhD work; teaching-free summer |

**Laila F. Farhood**

| | |
|---|---|
| Fall | NURS 402 Mental Health & Psychiatric Nursing, Theory, (3 cr.) |
| | NURS 403 Mental Health & Psychiatric Nursing, Practicum (3 cr.) |
| | NURS 501 Foundations of Advanced Nursing Practice (3 cr.) |
| Spring | NURS 402 Mental Health & Psychiatric Nursing, Theory (3 cr.) |
| | NURS 403 Mental Health & Psychiatric Nursing, Practicum (3 cr.) |
| Summer | Research work |
| | NURS 514 Therapeutic communication, (1cr.) (sick leave; not offered) |

**Huda Huijer**

| | |
|---|---|
| Spring | NURS 598 Project in Nursing Administration (3 cr.) |
| Summer | NURS 508 Nursing Administration Practicum (5 cr.) |
| | NURS 598 Project in Nursing Administration (3 cr.) |

**May Khoury**

| | |
|---|---|
| Fall | NURS 304 Nursing Care of the Expectant Family, Theory, Co-Coordinator (3 cr.) |
| | NURS 305 Nursing Care of the Expectant Family, Practicum, (3 cr.) |
| | NURS 305 Nursing Care of the Expectant Family, Practicum, (3 cr.) |
| Spring | NURS 306 Nursing Care of Children, Theory, Coordinator (3 cr.) |
| | NURS 307 Nursing Care of Children, Practicum (3 cr.) |
| | NURS 307 Nursing Care of Children, Practicum (3 cr.) |
| Summer | NURS 202 Nursing Care and Practice, Practicum (2 cr.) |
| | NURS308V Maternal-Child Nursing, (1 cr.) |

**Jane Kelley**

| | |
|---|---|
| Fall | NURS 500 Nursing Theories (2 cr.) Coordinator |
| | NURS 507 Role Development in Nursing Administration (4 cr.) Coordinator |
| Spring | NURS 509 Role Development in Nursing Education (3 cr.). Coordinator |
| | NURS 508 Nursing Administration Practicum (5 cr.) |
| | NURS 598 Project in Nursing Administration |
| | NURS 521 Managing Quality with Teams (new course, developed) (3 cr.) |
| Summer | NURS 508 Nursing Administration Practicum (5 cr.) |
| | NURS 598 Project in Nursing Administration (3 cr.) |

**Sana D. Marini**

| | |
|---|---|
| Fall | NURS 404 Nursing Informatics (2 Cr.) Coordinator |
| | NURS 401 Critical Care Nursing Practicum (3cr) |
| | NURS 401 Critical Care Nursing Practicum (3cr) |
| Spring | NURS 201 Introduction to Nursing Practice Theory (3cr) Co-Coordinator |
| | NURS 201 Introduction to Nursing Practice Practicum (3 cr.) |
| | NURS 410 Leadership and Management Practicum (3 cr.) |
| Summer | NURS 202 Nursing Care of Practice, Practicum |

**Samar Noureddine**

| | |
|---|---|
| Fall | NURS 503 Advanced Health Assessment (3 cr.). Coordinator. |
| | NURS 504 Advanced Practice in Adult Care I Coordinator (4 cr.) |
| Spring | NURS 502 Advanced Nursing Research, Coordinator (4 cr.) |
| | NURS 505 Advanced Practice in Adult Care II Sole Coordinator (4 cr.) |

| | |
|---|---|
| | NURS 506 Advanced Practice in Adult Care III (4 cr.) residency |
| Summer | NURS 506 Advanced Practice in Adult Care III (4 cr.) Coordinator and residency supervisor |
| | NURS 311 Nursing Care of Adults; Theory & Practicum, Co-coordinator, (6 cr.) RN-BSN. |

**Dina Madi Shehab**

| | |
|---|---|
| Fall | NURS 305 Nursing Care of the Expectant Family, Practicum (3 cr.) |
| | NURS 305 Nursing Care of the Expectant Family, Practicum (3 cr.) |
| Spring | NURS 307 Nursing Care of Children, Practicum (3 cr.) |
| | NURS 307 Nursing Care of Children, Practicum (3 cr.) |
| | NURS 201 Introduction to Nursing Practice, Practicum (2 cr.) |
| Summer | NURS 202 Nursing Care and Practice, Coordinator (2 cr.) |

**Courses Taught by Visiting Professors**

**Virginia Saba**

Spring NURS 511A Nursing Informatics (1cr.)

**Hussein Tahan**

Spring NURS 511B Case Management (1cr.)

**Erika Froelicher**

Fall NURS 511G Research Utilization

**Keith Cash**

Spring NURS 511I Health Care Ethics

## Appendix II-C

### FACULTY WORKLOAD AND FTE CALCULATIONS

**I- BSN PROGRAM**

- Total number of credits = 110
- Total number of Nursing credits = 60
- Total number of non-nursing credits = 50

Nursing credits: 60

- 26 credits clinical
- 34 credits theory

Value of clinical credits 1:1.5 (based on actual effort analysis)
26 x 1.5 = 39 credits clinical

Ratio faculty/students in clinical rotations 1:5

Scenario I: 10 sections needed for a class of 50 students (one faculty per section)
Scenario II: 8 sections for a class of 40 students

Calculations of clinical credits:

- 39 x 10 = 390 clinical credits; (scenario I) or
- 39 x 8= 312 clinical credits (scenario II)

- 390 clinical + 34 theory = 424 credits (scenario I)
- 312 clinical + 34 theory = 346 credits UG program (scenario II)

Teaching load: Total number of credits per faculty per year = 20

Number of Fte's needed

- 424 / 20 = 21.2 fte's (scenario I)
- 346 / 20 = 17.3 fte's (scenario II)

**II- RN-BSN Program**

Total number of credits = 90
Total number of nursing credits = 46
Total number of non-nursing credits = 44

Teaching load: 20 credits per year UG

Number of fte's needed: 46 / 20 = 2.3 fte's

**III - MSN Program**

Total number of credits 36 credits per track. SON currently has 2 tracks.
Specialty credits per track = 21 credits
Total number of credits in current programs (2 tracks) = 36 +21 = 57 credits

With the addition of a new clinical track next year (Mental Health, Pediatrics, or community) = 21 additional credits
57 + 21 = 78 credits

Teaching load per faculty 6 credits per semester + 3 credits summer = 15 credits /year

Fte calculations MSN program:

- Scenario I MSN 3 tracks: 78/15 = 5.2 fte's:
- Scenario II: MSN 2 tracks: 57 / 15 = 3.8 fte's

**Total number of fte's for all programs:**

**Scenario I**
**21.2 (BSN) + 2.3 (RN-BSN) + 5.2 (MSN) = 28.7**

**scenario II**
**17.3 (BSN) + 2.3 (RN-BSN) + 3.8 (MSN) = 23.4 fte's**

**Current number of fte's SON = 15 (including director) + 1.25 preceptors**
**Total = 16.25 fte**

**Number of fte's Needed:**
**Scenario I: 28.7 – 16.25 = 12.45**
**Scenario II: 23.4 – 16.25 = 7.15**

Prepared by:
Dr. Huda Huijer
December 2004

## Appendix III-A

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| **N. 200 Introduction to Nursing** | | | | | | | | | |
| 1. Discuss major concepts in nursing in relation to the BSN Conceptual Framework. | | X | | | | | | | |
| 2. Describe the BSN Conceptual Framework | | X | | | | | | | |
| 3. Describe the development of the nursing profession: history and trends. | | | X | | | | | | |
| 4. Recognize the impact of professional nursing as a vital force in a changing society. | X | | | | | | | | |
| 5. Identify the nursing roles in multiple settings. | | X | | | | | | | |
| 6. Define the components of the nursing process | X | | | | | | | | |
| 7. Recognize life patterns in relation to the health-illness continuum. | | X | | | | | | | |
| 8. Relate information from nursing literature based on scientific investigation. | X | X | | | | | | | |
| | | | | | | | | | |
| **N. 201 Introduction to Nursing Practice** | | | | | | | | | |
| 1. Discuss the components of the nursing process | X | | X | | | | | | |
| 2. Describe the components of health assessment | | | | | X | | X | | |

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|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 3. Identify the nursing diagnoses related to the units covered in the course | | | | | X | | | | |
| 4. Describe the critical elements comprising the basic nursing interventions taught in class. | | X | | | | | | | |
| 5. Recognize the scientific rationale for basic nursing interventions. | | X | | | X | | | X | X |
| 6. Relate the concepts of health, illness and environment to discussions of basic nursing care. | | X | | | X | X | X | X | |
| | | | | | | | | | |
| **N. 202 Health Assessment** | | | | | | | | | |
| 1. Describe the nursing process with emphasis on the assessment phase. | X | | | | | | | | |
| 2. Recognize ethical and legal concerns that are specific to nursing assessment. | | | | | | | | | X |
| 3. Prioritize and organize data obtained during the nursing assessment | | X | | | | | | | |
| 4. Use health history data to guide the physical exam by using, clinical judgment, critical thinking, and decision making skills | | X | | | | | | | |
| 5. Demonstrate accurate and appropriate communication and documentation of health history and physical exam findings | | | | | | | | X | |

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| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 6. Use interview techniques to elicit a comprehensive health history | | X | | | | | | X | |
| 7. Use a stethoscope, blood pressure equipment, thermometer, flash light, and reflex hammer for physical assessment | | X | | | | | | | |
| 8. Demonstrate and discuss the use of techniques of inspection, palpation, percussion and auscultation. | X | | | | | | | | |
| 9. Document accurately the findings from the health interview and physical assessment. | | X | | | | | | | |
| 10. Differentiate between normal, normal variations and abnormal health history and physical assessment findings. | X | | | | | | | | |
| 11. Describe why culture and spirituality are important in nursing assessment. | | X | | | | | | | |
| 12. Complete health history and head to toe physical assessment in a systematic manner. | X | | | | | | | | |
| 13. Compare and contrast findings of an adult client with that of an infant or child. | | X | | | | | | | |
| 14. Compare and contrast findings of an adult patient with that of an older adult. | | X | | | | | | | |
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| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| **N. 203 Biostatistics for Nurses** | | | | | | | | | |
| 1. Understand how statistical methods are used in research | X | X | X | | | | | | |
| 2. Summarize, organize, and interpret data | | | | | | | | X | |
| 3. Use and interpret basic probability | | X | X | | | | | | |
| 4. Use and interpret basic statistical tests | | X | X | | | | | | |
| 5. Use them as a base for more advanced Biostatistics courses | X | X | | | | | | | |
| | | | | | | | | | |
| **N. 300 Nursing Care of Adults I, Theory** | | | | | | | | | |
| 1. Identify risk factors and nursing interventions in promoting and maintaining health in a selected client population | | | X | | | | | | |
| 2. Relate the pathophysiology of selected medical/surgical alterations to the health-illness continuum. | | X | X | | | | | | |
| 3. Discuss selected Medical/lSurgical alterations in adult and old adult clients. | | X | X | | | | | | |
| 4. Relate the physiological and socio-cultural theories to the nursing process when discussing | X | | | | | | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| the adult and older adult client | | | | | | | | | |
| 5. Utilize nursing research findings to plan care of clients. | | X | X | | | | | | |
| 6. Discuss scientifically based rational for performing selected diagnostic procedures , outcomes, and nursing responsibilities | X | | X | | | X | | | |
| 7. Describe drug therapies and their related outcomes for clients undergoing medical/surgical interventions | X | X | | | | | | | |
| 8. Explain nutritional needs of clients with selected medical/surgical alterations. | | | | | X | | | | |
| 9. Discuss principles of teaching-learning processes as they relate to the adult/older adult client | | | | | | X | | | |
| 10. Assume responsibility for own actions in terms of self evaluation and academic achievement | | | | | | X | | | |
| | | | | | | | | | |
| **N. 301 Nursing Care of Adults I, Practicum** | | | | | | | | | |
| 1. Utilize health assessment skills in determining the physical, psychosocial, spiritual, and learning needs of adult/older adult clients | X | X | | | | | | | |
| 2. Apply theoretical concepts, scientific principles | | X | X | | | | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| and research findings in planning care of clients. | | | | | | | | | |
| 3. Demonstrate competence in implementing nursing interventions to meet client oriented goals. | | X | | | | | | | |
| 4. Demonstrate in practice the knowledge of various medical/surgical procedures and the nursing interventions involved | | X | | | | | | | |
| 5. Demonstrate safe administration of drug and parenteral therapy | | X | | | | X | | | |
| 6. Participate in teaching clients based on recognized learning needs | | | | | | | | X | |
| 7. Demonstrate effective communication with client, instructor and health team members. | | | | | X | | | X | X |
| 8. Demonstrate sound decision making when providing basic nursing care to clients | | X | | | | | | | |
| 9. Incorporate professional ethics and responsibility in nursing practice | | | | | | | | | X |
| | | | | | | | | | |
| **N. 302 Nursing Care of Adults II Theory** | | | | | | | | | |
| 1. Discuss the selected Medical-Surgical alterations in adult and older adult clients. | X | | | | | | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 2. Compare normal and abnormal psycho-physiological and socio-cultural changes in relation to the health-illness continuum. | X | | | | | | | | |
| 3. Develop nursing strategies that will modify and promote behaviors in the client, based on the nursing process. | | X | | | | | | | |
| 4. Utilize nursing research findings to plan care of clients | | | X | | | | | | |
| 5. Devise a comprehensive health teaching plan for clients with specific health needs. | | | | | X | | | | |
| 6. Discuss scientifically based rationale for performing selected diagnostic procedures, outcomes and nursing responsibilities | X | | | | | | | X | |
| 7. Describe drug therapies and their related outcomes for clients undergoing medical/surgical interventions | X | X | | | | | | | |
| 8. Explain nutritional needs of clients with selected medial/surgical alterations. | | X | | | | | | | |
| 9. Assume responsibility for own actions in terms of self evaluation and academic achievement. | | | | | | | | | X |
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| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| **N. 303 Nursing Care of Adults II Practicum** | | | | | | | | | |
| 1. Formulate a comprehensive plan of care for adult and older adult clients based on the nursing process. | | X | | | X | | | | |
| 2. Integrate knowledge from nursing and related disciplines in implementing a comprehensive plan of care to meet the needs of the clients | X | | | | | | | | |
| 3. Utilize selected research findings in planning the care of clients. | | | X | | | | | | |
| 4. Implement a health teaching plan when caring for clients with specific health needs. | | X | | | | | | X | |
| 5. Apply nursing strategies that will modify and promote health behaviors in clients. | | X | | | | | | | |
| 6. Demonstrate sound decision-making and competence when providing comprehensive nursing care to clients. | | X | | | | X | | | |
| 7. Utilize theory based knowledge in the care of clients undergoing various medical-surgical procedures. | X | X | | | | | | | |
| 8. Demonstrate safe administration of drug and parenteral therapy. | | X | | | | | | | |
| 9. Collaborate with health personnel when planning, | | | | | X | | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| implanting, modifying and evaluating client care. | | | | | | | | | |
| 10. Incorporate professional ethics and accountability in nursing practice | | | | | | | | | X |
| | | | | | | | | | |
| **N. 304 Nursing Care of the Expectant Family, Theory** | | | | | | | | | |
| 1. Relate concepts and principles from nursing psychosocial, biophysical sciences and humanities to the childbearing family | X | | | | | | | | |
| 2. Demonstrate an understanding of the family as a psychosocial and cultural system | X | | | | | | | | |
| 3. Discuss human sexuality as it relates to the childbearing cycle. | | | X | | | | | | |
| 4. Examine current issues, trends and their impact on the nursing care of the expectant family. | X | X | X | | | | | | |
| 5. Discuss the various phases of the childbearing cycle and their impact on the family. | X | | | | | | | | |
| 6. Identify the nutritional needs of expectant mothers and newborn infants. | X | | | X | | | | | |
| 7. Discuss common complications of the childbearing cycle and relevant modes of treatment. | | X | | X | X | X | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 8. Identify available alternatives to couples facing difficulties during the childbearing years. | X | X | | X | X | X | | | X |
| 9. Describe modes of promoting the health potential of individuals and families during the childbearing years. | | X | X | | | | | X | |
| 10. Identify research findings in nursing and related fields which have an impact on the well-being of the childbearing family | | | X | | | X | | | X |
| 11. Develop a sense of personal growth and professional accountability | | | | | | X | | | X |
| | | | | | | | | | |
| **N. 305 Nursing Care of the Expectant Family, Practicum** | | | | | | | | | |
| 1. Employ a theoretical basis for the assessment, intervention and evaluation of nursing care within the framework of the childbearing family | X | | | | | | | | |
| 2. Implement the nursing process to provide care to clients during the various phases of the childbearing cycle | X | X | | | | | | | |
| 3. Practice effective communication skills with families | | | X | | | | | X | |
| 4. Demonstrate knowledge of group process in the | | | | X | X | | | X | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| health teaching of expectant families | | | | | | | | | |
| 5. Administer safely drugs and parenteral therapy to maternity patients and newborn infants | | X | | | | X | | | |
| 6. Recognize the collaborative nature of the interdisciplinary health care team serving the expectant family | | X | | | X | | | | |
| 7. Demonstrate competence as a member of the health team serving growing families | | X | | | | | | X | |
| 8. Identify available community resources for childbearing families in health promotion maintenance and restoration | | | | | | | X | | |
| 9. Relate research findings to nursing care of clients in the childbearing cycle | | | X | | | | | | X |
| 10. Demonstrate personal responsibility and professional accountability | | | | | | X | | | X |
| | | | | | | | | | |
| **N. 306 Nursing Care of Children Theory** | | | | | | | | | |
| 1. Relate principles from nursing, psychosocial, biophysical sciences and humanities to the health care of children within the family setting from infancy through adolescence | X | | | | | | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 2. Relate concepts of growth and development to child health nursing care | X | | | | | | | | |
| 3. Discuss the pathophysiology of pediatric alterations along the health-illness continuum | X | | | | | | | | |
| 4. Identify available resources for clients in health promotion, maintenance and/or restoration | | | | | X | | X | X | |
| 5. Relate selected research findings to the health care of children | | | X | | | | | | |
| 6. Select teaching strategies to meet learning needs of children and families | | X | X | X | X | X | | X | |
| 7. Discuss scientifically based rationale for performing diagnostic procedures, outcomes, and nursing responsibilities. | X | X | X | | | | | | |
| 8. Discuss specific drug therapies in relation to pediatric clients | X | X | X | | | | | | |
| 9. Explain nutritional needs and therapeutic diets to children and families. | X | X | X | | | | | | |
| 10. Recognize the role of the nurse in providing therapeutic play to children | X | X | X | | | X | | | X |
| 11. Demonstrate an understanding of safety needs of children at various ages | X | X | X | | X | X | | | |
| 12. Assume responsibility and accountability for | | | | | | X | | X | X |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| personal and professional growth. | | | | | | | | | |
| | | | | | | | | | |
| **N. 307 Nursing Care of Children Practicum** | | | | | | | | | |
| 1. Utilize health assessment skills in determining the physical, psychosocial and spiritual needs of clients within the family setting from infancy through adolescence. | X | X | X | | | | | | |
| 2. Employ theoretical concepts, scientific principles and research findings in planning care for the child client. | X | X | X | | | | | | |
| 3. Apply the nursing process in formulating nursing care plans for the child based on his/her developmental stage. | X | X | X | | | X | | | |
| 4. Demonstrate clinical competence in the care of pediatric clients in ambulatory and hospital setting | X | X | X | X | X | X | | X | X |
| 5. Provide health education to the child and his family, based on recognized learning needs. | | X | X | X | X | X | | X | |
| 6. Inform families about available resources and health referral services | X | X | | | X | | X | X | |
| 7. Demonstrate effective communication skills with | X | X | X | | | | | | X |

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|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| children and their families | | | | | | | | | |
| 8. Administer safely drugs and parenteral therapy | X | X | X | X | X | X | X | | X |
| 9. Participate with members of the health team in planning, implementing, modifying and evaluating health care for children and families. | | | | | X | X | X | | X |
| 10. Demonstrate personal responsibility and professional accountability in providing nursing care for the child client. | | | | | | X | | X | X |
| | | | | | | | | | |
| **N. 310 Pathophysiology** | | | | | | | | | |
| 1. Discuss the physiological alterations in system functioning that affect the individual along the health-illness continuum | X | | | | | X | | | |
| 2. Relate knowledge acquired from human anatomy and physiology and other related sciences to alterations in human functioning. | X | X | X | | | X | | | |
| 3. Relate the clinical manifestations of diseases to the underlying patho-physiologic processes. | X | X | | | | | | | |
| 4. Distinguish the normal physiological changes associated with aging from those due to disease processes | | X | | | | | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 5. Appreciate research findings in relation to human pathophysiology | | | X | | | | | | |
| | | | | | | | | | |
| **N. 400 Critical Care Nursing Theory** | | | | | | | | | |
| 1. Describe the impact of the critical care environment on the client | X | X | | | | | | | |
| 2. Relate the human responses to critical illness to the underlying pathophysiology | X | X | X | | | | | | |
| 3. Discuss current monitoring techniques used in critical care settings | X | X | | | | | | | |
| 4. Discuss psychosocial assessment and interventions relevant to critical care settings | X | X | X | | | | | X | |
| 5. Analyze ethical dilemmas related to critical illness | X | X | | | | X | | X | X |
| | | | | | | | | | |
| **N. 401 Critical Care Nursing Practicum** | | | | | | | | | |
| 1. Utilize Knowledge from the humanities and sciences, nursing theory and research findings in planning the care of critically ill adults | X | X | X | | | | | | |
| 2. Demonstrate beginning competence in hemodynamic and cardiac monitoring | X | X | X | | | X | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 3. Demonstrate competence in respiratory therapy | X | X | X | | | X | | | |
| 4. Analyze and interpret assessment findings in relation to the underlying critical illness | X | X | X | | | X | | | |
| 5. Demonstrate safe nursing care of critically ill adults | X | X | X | | X | X | | | |
| 6. Attend to the psychosocial and learning needs pf critically adults and their families utilizing effective communication techniques | X | X | X | | X | X | | X | |
| 7. Demonstrate professional behavior in relation to clients and members of the health team | | | | X | X | X | | X | X |
| | | | | | | | | | |
| **N. 402 Psychiatric Mental health Nursing Theory** | | | | | | | | | |
| 1. Demonstrate knowledge of comprehensive health care planning, and planned change | X | | X | | X | X | | X | X |
| 2. Comprehend system patterns in dealing with health problems from literature, resources, research findings and emergent data. | X | | X | | X | X | | X | X |
| 3. Describe the processes of psychiatric history taking, mental status examination, neurological, physiological and psychosocial assessment. | X | X | | | X | X | | X | X |
| 4. Formulate a creative and comprehensive plan of psychiatric mental health clients based on the | X | X | X | X | X | X | | X | X |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| nursing process. | | | | | | | | | |
| 5. Discuss implication of the medical-biologic, psychoanalytic behavioral and social interpersonal frameworks in the care of psychiatric clients. | X | X | X | X | X | X | | X | X |
| 6. Discuss knowledge of major concepts and principles of communication theory in relation to mental health. | X | X | X | X | X | X | | X | X |
| 7. Comprehend patterns of coping within a specific milieu. | X | X | X | | X | X | | X | X |
| 8. Describe the effects of stress and anxiety of the psycho-biologic and social functioning of clients. | X | X | X | X | X | X | X | X | X |
| 9. Develop culturally aware intervention strategies with clients | X | X | X | X | X | X | X | X | X |
| 10. Synthesize theory, personal/professional experiences, and feelings into a model of conduct that holds reasonable expectations for self and others. | X | X | X | X | X | X | X | X | X |
| | | | | | | | | | |
| **N. 403 Psychiatric Mental health Nursing Practicum** | | | | | | | | | |
| 1. Apply the nursing process in the care of | X | X | X | X | X | X | X | X | X |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| individuals and families requiring psychiatric-mental health care | | | | | | | | | |
| 2. Evaluate the usefulness of nursing and related theories for guiding practice of psychiatric nursing | X | X | X | | X | X | X | X | X |
| 3. Demonstrate knowledge of communication processes, which may be used with various in interpersonal and group relations | X | X | X | X | X | X | | X | X |
| 4. Make a rational judgment relevant to changing coping patterns of clients. | X | X | X | X | X | X | | X | X |
| 5. Employ knowledge of group process in working with groups of clients and colleagues. | X | X | X | X | X | X | | X | X |
| 6. Practice appropriate intervention modes in the care of psychiatric-mental health clients across the life span, in various clinical settings | X | X | X | | X | X | | X | X |
| 7. Apply self-awareness and stress management techniques at a personal level to enhance personal and professional functioning | X | X | X | X | X | X | | X | X |
| 8. Summarize published research in psychiatric-mental health nursing for clinical utility and merit. | X | X | X | | | X | | X | X |
| 9. Relate mental health legislation to humanistic | | | X | X | X | X | X | X | X |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| psychiatric nursing practice. | | | | | | | | | |
| 10. Formulate a personal stand on the ethics and politics of psychiatric nursing practice. | X | X | X | X | X | X | X | X | X |
| | | | | | | | | | |
| **N. 404 Introduction to Nursing Informatics** | | | | | | | | | |
| 1. Know the evolution and history of the field of Nursing Informatics | X | | X | | | | | | |
| 2. Learn the basic concepts and methods of information science and healthcare informatics | | X | X | | X | | | | |
| 3. Judge the value of information management applications for the nursing profession in support of evidence based nursing | | X | X | X | | X | X | X | X |
| | | | | | | | | | |
| **N. 406 Nursing Research** | | | | | | | | | |
| 1. Appraise the importance of scientific research (quantitative and qualitative) in promoting the development of nursing knowledge | | X | | | | X | | | |
| 2. Identify research problems relevant to nursing practice | X | X | X | | | | | | |
| 3. Examine the ethical issues in conducting research. | | | | | | X | | | X |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 4. Identify conceptual/theoretical frameworks for their relevance to nursing research. | X | | X | | | | | | |
| 5. Synthesize knowledge from related fields in nursing research | X | X | X | | | | | | |
| 6. Analyze research for its scientific merit and applicability nursing practice. | | X | X | | | | | | |
| | | | | | | | | | |
| **N. 407 Community Health Nursing Theory** | | | | | | | | | |
| 1. Integrate knowledge from nursing and public health to enhance, promote and preserve health in the community. | X | | X | | | | | | |
| 2. Discuss key components of primary health care | X | | X | | | | | | |
| 3. Identify high risk clients requiring community health nursing intervention. | X | | X | | | | | | |
| 4. Describe multilevel approaches to promote health, prevent illness, and reduce risks in individuals, families, aggregates and community groups. | X | | X | | X | | | X | |
| 5. Recognize the importance of clients' participation in decisions regarding their personal health and in evaluating its quality and accessibility. | X | | X | | X | | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 6. Relate the nursing process to community health nursing. | X | | | | | | | | |
| 7. Discuss areas for research in community health nursing. | X | | X | | X | | | | |
| 8. Evaluate the effect of psychophysical and sociocultural health care system operations and accountability on health care. | X | | | X | | | | | |
| 9. Discuss total quality management/continuous quality improvement in relation to community health nursing practice. | X | | X | X | | | | | |
| 10. Identify available community resources to assist clients for referral | | | | | X | | X | | |
| 11. Describe principles of ethics as they apply to community health nursing practice | X | | | | | | | | X |
| | | | | | | | | | |
| **N. 408 Community Health Nursing Practicum** | | | | | | | | | |
| 1. Utilize theoretical knowledge in rendering service to clients in organized community settings, and interdisciplinary team approach designed to meet the health needs of the public. | X | | | | X | | | | |
| 2. Implement nursing strategies for primary, secondary and tertiary prevention of illnesses in | X | X | | | | | | X | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| individuals, families and communities | | | | | | | | | |
| 3. Involve clients to participate in all aspects of health care | X | X | | X | | | | X | |
| 4. Use the nursing process to provide care in diverse settings: homes/hospice, community health centers, schools, occupations | X | X | | X | X | X | | X | |
| 5. Relate research findings to community health practice | | | X | | | | | | |
| 6. Appraise psychophysical and sociocultural influences on the client's interpretation of health and illness | X | X | X | | | | | | |
| 7. Apply principles of primary health care as an approach to achieve "health for all …." | | | | | X | | | | |
| 8. Evaluate areas of clients' needs and refer to appropriate community resources | X | X | | X | X | | | | |
| 9. Collaborate with other health team members to provide continuity of continuum of care (across sites, levels and episodes of care). | | | | | X | | | | |
| 10. Exhibit ethical behaviors in all professional activities. | | | | | | X | | | X |
| 11. Demonstrate leadership ability in decision making. | | | | X | | | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 12. Implement approaches and techniques for continuous quality management/improvement in Community and Public Health settings. | | X | X | X | | | | | |
| | | | | | | | | | |
| **N. 409 Leadership and Management in Nursing Theory** | | | | | | | | | |
| 1. Demonstrate ability to integrate knowledge from various disciplines such as behavioral sciences, basic sciences, and nursing, in client care management | X | X | | | | | | | |
| 2. Discuss the importance of utilizing the nursing process, and organizational and interpersonal communication in managing the care of a group of clients in a variety of health care settings | | X | | | X | | | X | |
| 3. Compare and contrast leadership and management concepts and theories as applied to nursing practice | | X | | X | | | | | |
| 4. Analyze the management functions and the leadership roles in terms of planning, organizing, staffing, directing, and controlling client care | | X | | | X | | | | |
| 5. Examine the critical elements of problem solving, decision-making, effecting change, and managing | | X | | X | | | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| conflict | | | | | | | | | |
| 6. Discuss the role of nursing research in evaluating the outcomes of health care and nursing practice | | X | X | | | | | | |
| 7. Discuss the nurses' role and responsibilities in improving the quality of client care | | X | | | | X | X | | |
| 8. Analyze the impact of current, historical, political, economical, ethical, legal, and professional forces on health care. | | X | | | | X | X | | X |
| | | | | | | | | | |
| **N. 410 Leadership and Management in Nursing Practicum** | | | | | | | | | |
| 1. Utilize concepts from leadership and management theories and the nursing process in the care of clients in various health care settings | X | X | | X | | | | | |
| 2. Employ effective communication within the organizational culture | | | | X | X | | | X | |
| 3. Use critical thinking in problem solving, decision-making and conflict resolution during the management of nursing situations | | X | | X | | | | | |
| 4. Acquaint yourself with the nurse manager's roles in term of staffing, budgeting, staff development and staff performance appraisals | | | | | | X | | | |

| Appendix III-A | Articulation between the BSN Program Outcomes and Course Objectives | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Course Title/ Objectives | BSN Expected Program Outcomes | | | | | | | | |
| | Integrate arts, humanities, sciences, and nursing theory | Demonstrate clinical skills and critical thinking | Utilize current research knowledge | Demonstrate leadership skills | Collaborate with other health providers | Responsibility, accountability, and professional development. | Participate in professional and community organizations | Use of personal, interpersonal and group communication skills | Professional ethics and personal integrity |
| 5. Apply adult learning principles and theories in implementing staff development sessions and patient teaching | X | | | | | X | | | |
| 6. Incorporate current research findings of nursing management and leadership in practice situations | | | X | | | | | | |
| 7. Evaluate quality of care in selected clinical situations | | | | | | X | | | |
| 8. Conform to legal/ethical principles and standards of nursing practice | | | | | | X | | | X |

## Appendix III-B

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health | Assume leadership roles in education and management to promote health care. |
| **N. 500 Nursing Theory** | | | | | | |
| 1. Explore the historical perspective and philosophies of nursing theory development. | X | X | | | | |
| 2. Examine the components of a nursing theory and their relationships. | X | | | | | |
| 3. Discuss the process of theory development, knowledge development, and logical reasoning. | X | | | | | |
| 4. Analyze and evaluate various nursing and non-nursing theories for use in advanced nursing practice. | | | | X | | |
| 5. Articulate the relationship between nursing theories in practice and research. | | X | | | | |
| 6. Demonstrate appropriate use of various concepts and terminology related to theory development. | X | | | | | |
| 7. Analyze and evaluate a theory for utilization as a framework for a research question. | | X | | | | |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| **N.501 Foundations of Advanced practice** | | | | | | |
| 1. Discuss the historical development of Advanced Nursing Practice (ANP). | | | | | X | |
| 2. Critically evaluate the context in which scientific knowledge develops. | X | | X | | | |
| 3. Describe the roles and competencies of ANP including clinical, consulting, research, leadership, collaboration, change agent and ethical decision-maker. | | X | | X | X | X |
| 4. Review the philosophy underlying advanced nursing practice. | X | | X | | | |
| 5. Analyze the impact of socio-cultural, economic and political issues on nursing practice and health care delivery. | | | | | X | |
| 6. Delineate components of bio-ethical and legal decision-making related to practice issues and collegial relationships. | | | | X | X | |
| 7. Examine critically the relationship of health care ethics to social and health policy development and implementation | X | | X | | X | X |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| 8. Understand the principles underlying comprehensive professional regulation/standardization. | | X | | | X | X |
| 9. Comprehend the unique role of nursing in effecting health care system change. | X | X | X | X | X | X |
| | | | | | | |
| **N. 502 Advanced Nursing Research** | | | | | | |
| 1. Select appropriate research design approaches to a variety of research problems. | | X | | | | |
| 2. Synthesize findings from the bodies of literature to determine their relevance for enhancing the scientific basis of nursing practice. | X | | | | | |
| 3. Appraise simple and complex sample selection techniques appropriately with an analysis of the strengths and weaknesses of each. | | X | | | | |
| 4. Evaluate reliability, validity and sensitivity of measurement instruments | | X | | | | |
| 5. Demonstrate ability to critique research reports. | | X | | | | |
| 6. Appraise methods for data analysis appropriate for selected research designs. | | X | | | | |
| 7. Interpret computerized outputs of various statistical analyses. | | X | | | | |
| 8. Develop a research proposal applicable to nursing practice. | X | X | | | | |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| 9. Demonstrate an understanding of interdisciplinary, clinically based research. | X | | | | | |
| 10. Demonstrate the ability to communicate research findings relevant to clinical practice. | X | X | | | | |
| | | | | | | |
| **N. 503 Advanced Health Assessment** | | | | | | |
| 1. Integrate biopsychosocial theoretical perspectives, empirical and experience-based knowledge into in-depth comprehensive health assessments of clients. | X | X | X | | | |
| 2. Distinguish between a comprehensive health assessment and a symptom-focused assessment. | X | | | | X | |
| 3. Analyze a presenting symptom or complaint for the development of differential diagnoses. | | | X | | | |
| 4. Demonstrate advanced communication skills. | | | X | | X | |
| 5. Demonstrate advanced physical assessment skills. | | | X | | | |
| 6. Demonstrate critical thinking and diagnostic reasoning skills in documentation of assessment findings. | | | X | X | | |
| 7. Utilize an individualized approach in the assessment that reflects contextual, cultural and developmental variations. | | | X | | X | |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| **N. 504 Advanced Practice in Adult care I** | | | | | | |
| 1. Analyze pathophysiological and psychosocial processes associated with select nursing phenomena commonly encountered in adult care | X | | | | X | |
| 2. Develop nursing diagnoses, outcomes and intervention plans for identified pathophysiological clinical patient problems. | X | X | | X | | |
| 3. Utilize subjective and objective data, including diagnostic tests in the assessment of hypothetical case scenarios | X | | | X | | |
| 4. Critically evaluate current nursing research in relation to the nursing phenomena. | X | X | | | | |
| 5. Write a concept analysis about a phenomenon of interest in adult care. | X | | | | | |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| **N. 505 Advanced Practice in Adult Care II** | | | | | | |
| 1. Analyze current research related to biobehavioral regulation in the management of patients with acute care conditions. | X | | | | | |
| 2. Compare and contrast descriptive indices and assessment parameters of complex bio-behavioral health problems. | X | X | | | X | |
| 3. Develop nursing diagnoses based on appropriate selection of health assessment data. | X | | X | X | | |
| 4. Select evidence-based nursing interventions relevant to selected diagnoses and adapted to individual patient needs. | X | X | X | X | X | |
| 5. Evaluate the effectiveness of the plan of care. | X | | | | X | |
| 6. Participate in the coordination and management of care of adults in the acute care setting with the multidisciplinary health care team. | | | X | X | X | X |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| **N. 506 Advanced Practice in Adult Care III** | | | | | | |
| 1. Plan, implement and evaluate individual and/or group interventions based on integration of theory and clinical knowledge to meet the educational and health care needs of clients and their families | X | | X | | | |
| 2. Critically evaluate the needs of the organization and individual health care providers in coordinating multidisciplinary care for specific client populations. | | | X | X | X | X |
| 3. Demonstrate initial competence in the selected advanced practice nurse roles. | | X | X | X | | X |
| 4. Demonstrate plan generation and evaluation in clinical problem solving based on theory, research, and clinical knowledge. | X | X | | X | | |
| 5. Utilize effective communication techniques that are culturally sensitive with clients, families and health care providers. | | | X | | X | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6. Demonstrate professional integrity, accountability, initiative and autonomy | | | | X | X | |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title -Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| **N. 507 Nursing Administration** | | | | | | |
| 1. Analyze managerial roles and responsibilities in an interdisciplinary work environment. | X | | | X | X | |
| 2. Apply management theory and evidence based practice to organizational effectiveness. | X | X | X | X | X | X |
| 3. Incorporate trans-disciplinary collaboration, planning, and decision making into strategies that meet the challenge of effectively managing health care organizations. | X | | | X | X | |
| 4. Examine the legal, ethical, spiritual, and moral principles related to management cases. | | | X | | X | |
| 5. Identify and describe organizational change strategies that facilitate the total quality challenge and management processes. | X | | X | | | X |
| 6. Analyze the distinctive aspects of leadership and identify goals for professional | | X | | X | X | |

| | | | | | | |
|---|---|---|---|---|---|---|
| development | | | | | | |
| 7. Examine international management and competencies required to facilitate a changing health care environment. | X | | X | | | |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| **N.508 Advanced Practice in Nursing Administration** | | | | | | |
| 1. Develop a practical understanding of how administrative and clinical factors interrelate in health care organizations, their suppliers, payors, and regulatory bodies. | | | X | X | | X |
| 2. Refine a personal code of ethics and a philosophy based on a dedication to high ideals and standards of performance which are essential for the effective nursing administrator | | | | X | X | X |
| 3. Maintain a high level of confidentiality both within and outside the setting, with regard to the organization's information | | | X | X | | X |
| 4. Apply concepts and principles learned in the didactic portion of the program. | X | X | X | X | X | X |
| 5. Strengthen leadership, judgment, problem-solving, and other administrative skills. | | | X | X | | X |
| 6. Analyze the dynamics of an organization or health care system in relation to the quality of client care provided. | X | | | | X | |
| 7. Evaluate the strengths, inadequacies, and constraints of the health care delivery system and the role of the nursing administrator in maximizing the quality of services and resources available and accessible in the system. | | | | X | | X |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| **N509 Role Development in Nursing Education** | | | | | | |
| 1. Incorporate teaching/learning theory into teaching methods, course planning, and evaluating students and curricula. | X | | | | X | X |
| 2. Analyze the linkages between institution and program missions, vision, philosophy and curriculum development, and learning outcomes. | X | | | | | X |
| 3. Analyze the linkages between needs assessment, curriculum mission, program goals/objectives, and expected learning outcomes. | X | | | | | X |
| 4. Analyze the components of evaluation for evaluating curricula and programs based on achieving learning outcomes. | X | | | | | |
| 5. Prepare a course (short course) syllabus based on assessed needs, developed curriculum/program<br>• Create a course syllabus<br>• Create related assignments<br>• Evaluate a textbook<br>• Identify useful learning resources<br>• Plan evaluation of the course's ability to achieve learning outcomes | X | X | | | | X |
| 6. Plan learning activities | X | X | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7. Describe uses for different teaching strategies<br>• Discussion<br>• Lecture<br>• Debate<br>• Appropriately use instructional media or technology | X | | | | | |
| 8. Describe positive and negative elements of testing, evaluations, grading<br>• Create a test<br>• Provide effective feedback<br>• Identify methods for handling cheating, plagiarism<br>• Describe use of item analysis | X | | | | | |
| 9. Describe methods to respond to a diverse student group. | X | | | | X | |
| 10. Identify methods for improving student motivation (academic and moral/ethical). | X | | | | | |
| 11. Analyze methods for clinical laboratory teaching to achieve clinical learning outcomes. | X | | | | | |
| 12. Teach a session of the course prepared in objective #5 using teaching/learning best practices. | | | X | | | X |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| **N.520 Managing Quality with Teams** | | | | | | |
| 1. Explain the process excellence approach to management. | X | | | | | |
| 2. Contrast the organizational quality initiatives of Deming, TQM, ISO, iSixSigma | | | | | X | |
| 3. Describe the elements of doing work in teams. | | | | | | X |
| 4. Analyze the match of team tools to team purpose. | | | | X | | |
| 5. Conduct and evaluate a process improvement team. | | | | X | | |
| | | | | | | |
| **N. 598 Maters Project Clinical Track** | | | | | | |
| 1. Synthesize the literature relevant to a practice area | X | X | | | | |
| 2. Propose a plan/Implement the clinical or education project according to the topic or scope of the project. | | | X | | | |
| 3. Propose an evaluation plan for the project implementation. | | | | X | X | |
| 4. Present the project and findings in a presentation open to the public. | | X | | | | |

| Articulation between the MSN Program Outcomes and Course Objectives | | | | | | |
|---|---|---|---|---|---|---|
| Course Title<br>-Objectives | MSN Expected Program Outcomes | | | | | |
| | Integrate theory and research …as basis for advanced nursing practice and role development. | Initiate, participate in, utilize and disseminate nursing research. | Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills … | Demonstrate advanced decision-making across health care settings, using a multidisciplinary approach | Analyze …socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery. | Assume leadership roles in education and management to promote health care. |
| **N.598 Masters Project: Nursing Administration Track** | | | | | | |

| **N.598 Masters Project: Nursing Administration Track** | | | | | | |
|---|---|---|---|---|---|---|
| 1. Synthesize the literature relevant to an administrative practice area. | X | | | | X | |
| 2. Propose a plan/Implement the administrative or education project according to the topic or scope of the project. | X | | | X | | |
| 3. Propose an evaluation plan for the project implementation. | | X | | X | X | |
| 4. Present the project and findings in a presentation open to the public. | | | X | | | X |

## Appendix III-C

## COURSE EVALUATION SUMMARY FORM

Course Number and Title_____

Instructor(s)_____Semester_____Year_____

# of Students ____ Grades: 90-100 ___ 80-90 ___ 70-80 ___ 60-70___ Below 60 ____
Student(s) enrolled for credit in another semester_____

| |
|---|
| Text Used_____<br>Comments |
| Paper(s) Required_____<br>Comments |
| Student Presentations Required_____<br>Comments |
| Exams/ Tests (type and % of grade)_____<br>Comments |
| Care Plans Required _____<br>Comments |
| Clinical Practice/Clinical Labs_____<br>Comments |
| Other Requirements (logs, etc.)_____<br>Comments |
| Teaching Strategies Used: lecture__ PowerPoint__ WebCT__ Evidence-based focus__<br>Seminar/Discussion (student led)__ (instructor led)__<br>Other (describe):_____ |

| |
|---|
| ICE Scores: Course mean____ Learning Outcomes _____ Overall _____<br>Coordinator _____ Instructor _____ Instructor _____ Instructor _____<br><br>Comments (unusual characteristics of class/semester events)<br><br>Strengths (3 top selections and written)<br><br>Areas for Improvement (3 lowest and written) |
| Feedback from other sources:<br><br>Faculty of subsequent course(s):<br><br>Others (agencies, employers, graduate surveys, student town meetings, student class representatives): |
| Course objectives/content in alignment with AACN Essentials and Program Outcomes: |

**Summary**

Course Strengths

Theory _____
_____
_____

Clinical _____
_____
_____

Areas for Improvement

Theory _____
_____
_____
_____

Clinical _____
_____
_____
_____

Strategies for Improvement:

Submitted by,

_____

**N.598 MASTERS PROJECT: Nursing administration project**
**Guidelines for Course Grade Pass/Fail**

**Student name: _____ Date: _____**

**Paper:**

1. Introduction to project development _____
    a. Brief overview of the project area
    b. Rationale for choosing the topic
    c. Relevance to the area of specialty

2. Description of the project components _____
    a. Clear review of literature (including leadership theory, functional area of project, etc……)
    b. Comprehensive plan for the project
    c. Organization of process implementation
    d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
    a. Appropriate use of APA style
    b. Adequate English and grammar
    c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) _____

**Oral presentation:**

1. Clarity and organization of project _____
2. Appropriate use of audio-visual aids _____
3. Ability to answer questions effectively _____
4. Professional communication style _____
5. Professional demeanor _____

**Pass/Fail**

**N.598 MASTERS PROJECT: Adult care clinical project**
**Guidelines for Course Grade Pass/Fail**

**Student name: _____ Date:_____**

**Paper:**

1. Introduction to project development _____
    a. Brief overview of the project area
    b. Rationale for choosing the topic
    c. Relevance to the area of specialty

2. Description of the project components _____
    a. Clear review of empirical support for the project
    b. Comprehensive plan for the project
    c. Organization of process implementation
    d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
    a. Appropriate use of APA style
    b. Adequate English and grammar
    c. No evidence of plagiarism
    d. Confidentiality/sensitive information (if applicable) _____

**Oral presentation:**

1. Clarity and organization of project _____
2. Appropriate use of audio-visual aids _____
3. Ability to answer questions effectively _____
4. Professional demeanor _____

**Pass/Fail**

NB: the adult care clinical project may be a research utilization project, such as creation and implementation of a protocol, or development and testing of an assessment tool or a research experience or quality improvement project within an established academic or clinical setting.

**N. 598 MASTERS PROJECT: Education Minor**
**Guidelines for Course Grade PASS/FAIL**

**Student Name: _____ Date: _____**

**Paper:**

1. Description of project development ____
    a. Rationale for content
    b. Rationale for structure
    c. Teaching/learning theory basis
    d. Learning needs assessment, if applicable

2. Description of project components ____
    a. Creative
    b. Practical and appropriate content and delivery
    c. Correct information for content
    d. Comprehensive approach to chosen topic

3. Scholarly written communication for write up of project ____
    a. Scholarly writing style
    b. Appropriate APA style citations and references
    c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) ____

**Presentation:**

1. Description of project components ____

2. Scholarly verbal communication ____

3. Professional demeanor and presence ____

**Pass/Fail**

## MASTER'S THESIS GUIDELINES

The American University of Beirut, SON requires that all theses conform to the specifications given below:

The thesis is the single most important element of the master's degree. It is a test of the student's ability both to undertake and complete a research study, and to write up that research in a coherent form according to the rules and conventions of the academic community. A satisfactory thesis should be in its methodology, in its analysis and in its discussion. It should also adequately demonstrate the author's familiarity with the relevant literature. Additionally it should be written in correct, coherent language, using the American Psychological Association (APA) most current style manual, as well as have a logical and

visible structure and development. The layout and physical appearance of the thesis should conform to the university standards stipulated by the AUB thesis manual.

The purpose of this document is to outline the standard requirements and guidelines that a master's thesis should adhere to and that are used as criteria for grading.

## Components of the Thesis

The components of the thesis should be ordered as follows:

1. Title page
2. Abstract
3. Acknowledgment or dedications
4. Table of contents
5. List of figures, tables or illustrations
6. List of abbreviations
7. Body of the thesis
8. Reference list
9. Appendices

## Thesis Evaluation

The thesis must be more than a collection of manuscripts. All components must be integrated into a cohesive unit with a logical progression from one chapter to the next. The author should ensure continuity, and logical bridging between its parts. In addition, evaluators of a thesis assess the coherence of the write up, literature review, methodology, presentation of results, and a sound discussion with implications for the discipline of nursing.
Criteria for evaluating content follows:

- The introduction is assessed in terms of the clarity of the problem, statement and strength of the argument for the significance of the problem of study.
- The literature review is evaluated for its comprehensiveness, organization and relevance to the topic of study.
- The theoretical framework is evaluated for clarity of the definitions of concepts, logic of the proposed relationships and the framework's relevance for the proposed study.
- The methodology (design, sample, and instruments and procedures) is evaluated for congruence with the research questions and hypotheses, appropriateness of the sampling design chosen to the population under study, consistency of the measuring instruments with the conceptual definitions of variables and their psychometric properties, and feasibility of the procedures proposed).
- Attention to the ethical aspects of study (IRB approval, securing consent) is also considered.

## The Final Version

The final version of the thesis must be free from typographical, grammatical and other errors when submitted to the Graduate Studies Committee. While this is the responsibility of the student, supervisors should not sign off on theses that are not as error free of as possible.

The following steps are important guidelines to follow:

1. Structure of the thesis (logical division of chapters)
2. Organization of the thesis (Introduction, literature review, headings, conclusion etc…)
3. Text development and coherence ( paragraph development, transition between paragraphs etc …)
4. Language and style.
5. References and citation style.

The student should meet the above standards and it is the faculty supervisor and the SON/Graduate Studies Committee's responsibility to ensure that these requirements are met. If any of the requirements are not met, the thesis may be returned for revision and resubmission.
In the case of plagiarism, a failing grade is given.
Students are expected to familiarize themselves with the above guidelines.

**Procedures and Deadlines Relating to the MSN Thesis**

Below is a description of procedures regarding planning the thesis:

1. Establish an MSN thesis committee no later than the end of your second semester in the program. The MSN committee must consist of at least three faculty members. The committee chair must be a member of the graduate faculty of the School of Nursing. All committee appointments are subject to approval of the graduate program coordinator. Changes in committee membership and committee chairs must also be approved.

2. Hold a thesis proposal meeting with your committee and have your proposal approved by the end of your fourth semester of graduate study. This approval must be documented on a departmental Proposal Defense Form signed by your entire committee at the conclusion of the successful proposal meeting.

3. Apply for IRB Protocol Approval for thesis research shortly after proposal defense.

4. Thesis defense – all committee members must be present. Schedule with committee members well in advance of the planned date of the defense to assure their schedules are free. Provide committee members a copy of the final thesis at least two weeks prior to defense. (Don't forget to reserve the school's conference room).

5. At the conclusion of your thesis defense, make sure that the entire committee signs the forms.

6. Revise proposal based on changes recommended by your committee and resubmit the thesis to the committee members within a maximum period of one month.

Approved by Graduate Studies committee June 7, 2006

LF/er