“The Journey”
A Carnegie Foundation Diaspora Collaboration in Supporting an East African Curriculum Review Project

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&
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About The Carnegie Foundation African Diaspora Fellowship

• The Carnegie African Diaspora Fellowship Program (CADFP) is a scholar fellowship program for educational projects at African higher education institutions
• The program is funded by a grant from Carnegie Corporation of New York (CCNY)
• Over the past four years, the program has funded 274 Fellowships at 102 African universities
• CADFP is designed for scholars to work in projects in research collaboration, graduate student teaching/mentoring and curriculum co-development
About Aga Khan University in East Africa (Nairobi, Tanzania and Uganda)

• Not for Profit University
• Owned and operated by His Highness the Aga Khan
• Five campuses located in Nairobi, Tanzania, Uganda, Pakistan & London
• Nursing & Midwifery programmes are offered from East African & Karachi campuses
• Program offering include EN-RN; Post to BScN or BScM & Diploma in Oncology Nursing
The Project

• Contribute input and technical assistance to the Cyclical Curriculum Review project at Aga Khan University (AKU)-School of Nursing & Midwifery in East Africa AKU-SONAM-EA

• Review of 3-4 of the 55 + courses within the BScN and BScM programmes of AKU-SONAM-EA

• Provide collaborative input to the curriculum review model

• Assist in the identification of key areas for quality improvement
Goals/Outcomes

• Assist with an element of the review the RN BScN Curriculum and identify opportunities for quality improvement across Uganda, Kenya, and Tanzania
• Recommend ways to standardize curriculum across countries
• Identify opportunities for faculty development
• Identify resources to update current curricula
• Contribute to the developing multi-country quality review process
International Benchmarks for BScN Curriculum

• World Health Organization (WHO)
• Kenya Standards of Nursing Practice (2012)
• Tanzania Standards for Nursing Practice (2014)
• Essentials of Baccalaureate Nursing (2008)
ICN Competencies for Baccalaureate Nurses

<table>
<thead>
<tr>
<th>Professional, Ethical and Legal Practice</th>
<th>Care Provision and Management</th>
<th>Professional, Personal, and Quality Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accountability</td>
<td>• Principles of care</td>
<td>• Enhancement of the profession</td>
</tr>
<tr>
<td>• Legal Practice</td>
<td>• Nursing process</td>
<td>• Quality improvement</td>
</tr>
<tr>
<td>• Ethical Practice</td>
<td>• Health promotion</td>
<td>• Continuing education</td>
</tr>
<tr>
<td></td>
<td>• Therapeutic communication</td>
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<td></td>
<td>• Leadership and Management</td>
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</tbody>
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# Matrix of BSN Graduate Attributes

<table>
<thead>
<tr>
<th>ICN Competencies</th>
<th>BSN Essentials Competencies</th>
<th>WHO Competencies</th>
<th>Tanzania Competencies</th>
<th>Kenya Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of the profession</td>
<td></td>
<td>Use of evidence in practice,</td>
<td>Research Consumer/Utilization</td>
<td>Research</td>
</tr>
<tr>
<td>Therapeutic Communication and</td>
<td>Practice from a holistic, caring framework; Care for diverse populations</td>
<td>Cultural competence,</td>
<td>Quality Care and Compassion, Counselor</td>
<td>Caring and Compassionate</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability, Ethics and Legal;</td>
<td>Assume accountability for one's own and delegated nursing care;</td>
<td>Practice in the health-care systems of their respective Countries and meet population needs</td>
<td>Manager of patient and staff</td>
<td>Manager</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Critical thinking and clinical</td>
<td>Use clinical/critical reasoning to address simple to complex situations</td>
<td>Critical and analytical thinking</td>
<td>Risk management</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>reasoning skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe Environment, Nursing process</td>
<td>The ability to manage resources and practice safely and effectively</td>
<td>Safety, Nursing Process</td>
<td>Competent</td>
<td></td>
</tr>
<tr>
<td>Inter professional health</td>
<td>Practice in a variety of healthcare settings Care for patients across the healthillness continuum</td>
<td>The ability to be effective client advocates and professional partners with other disciplines in health-care delivery</td>
<td>Client Advocate/Teacher, Collaborator, Collegiality/Team work</td>
<td>Ethical</td>
</tr>
<tr>
<td>Teaching and learning, Advocacy</td>
<td></td>
<td>Community service orientation</td>
<td>Leader, Resource utilization</td>
<td></td>
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<tr>
<td>and Health Promotion</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership and management;</td>
<td>Leadership ability and continual professional development.</td>
<td>Leader, Change Agent and Continuing Education</td>
<td>Sound decision making</td>
<td></td>
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<tr>
<td>Continuing education</td>
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## Alignment of University Mission with AKU-SONAM-EA

<table>
<thead>
<tr>
<th>University mission</th>
<th>SON mission</th>
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<tbody>
<tr>
<td>• Development of human capacities (1)</td>
<td>1. Enhance nursing education</td>
</tr>
<tr>
<td>• Discovery and dissemination of knowledge (2)</td>
<td>2. Enhance policy, practice and research to improve patient care in East Africa</td>
</tr>
<tr>
<td>• Application of knowledge through service (3)</td>
<td>3. Enhance the ability of nurses to improve the quality of health care</td>
</tr>
<tr>
<td>• Prepare individuals for constructive and exemplary leadership roles (4)</td>
<td>4. Excel in professional nursing leadership</td>
</tr>
<tr>
<td>• Shape public and private policies (2)</td>
<td>5. Program is tailored to ensure that health services are more responsive to the needs of the people</td>
</tr>
<tr>
<td>• Demonstrate strength in research and excellence in education (2, 5)</td>
<td></td>
</tr>
</tbody>
</table>
AKU-SONAM-EA PROGRAM STUDENT LEARNING OUTCOMES

1. Utilizing the nursing process and caring behavior to provide safe, competent, and holistic nursing care to clients in a variety of settings.

2. Utilizing scholarly skills and scientific methods in critiquing, and applying existing theories and research findings in selected practice settings.

3. Utilizing effective oral and written communication in interpersonal and professional interaction with peers, clients, families, and other professionals.

4. Demonstrating a high degree of competence in the use of available resources for the communities, families, individuals and institutions to resolve identified needs.

5. Demonstrating the ability to coordinate activities related to the provision of health care for clients in various settings and provides leadership as appropriate.

6. Demonstrating awareness of the existing health care system and its policies as they affect the nursing profession.

7. Demonstrating attitudes and socio-political skills to influence and to facilitate the individuals, families, communities, institutions and colleagues (in nursing and associated professions) to mobilize and allocate identified resources to meet the health needs.

8. Utilizing effective critical thinking and problem solving skills to bring about changes in nursing education, management and practice in any setting.

9. Adhering to established patterns of professional practice, which support legal, religious, and ethical tenets of Pakistan.

10. Demonstrating leadership skills to actively promote development of the profession.
Does the University Mission Drive the Program Student Learning Outcomes (PSLO)?

- Development of human capacities (PSLO # 4, 5, and 6)
- Discovery and dissemination of knowledge (PSLO # 2, 3)
- Application of knowledge through service (PSLO #1, 3, 4, 8 and 9)
- Prepare individuals for constructive and exemplary leadership roles (PSLO # 5, and 10)
- Shape public and private policies (PSLO # 3, 6 and 7)
- Demonstrate strength in research and excellence in education (PSLO # 2, 3)
Method of Course Review

- Compare and note alignment of PSLO to CSLO
- Analyze content for completeness using ICN competencies and BSN Essentials document
- Assess alignment of CSLO, course content and assessment methods i.e examinations, written assignments and projects
- Identify appropriate course revisions
Findings – Mission Statement

• Congruency exist between the mission of the University and the School of Nursing and Midwifery mission statement

• The School mission places emphasis upon the acquisition of clinical competence and leadership in the developing world

• A major exercise is underway to complete the Schools’ five year strategic plan going forward
Findings – Program Outcomes

• The program PSLOs are current and reflects the latest revision and language from Bloom’s Taxonomy (Krathwohl, D. R., 2002)
• Derived from the BSN Essentials document (2008) that represents an international standard
• Addresses all three tenets identified in the ICN nursing care continuum framework
• Outcomes are too many (10); need to be assessed through direct and indirect measures
Findings – Research

• Strengths
  • The program student learning outcomes are aligned to:
    • ICN, WHO and specific country attributes of RN-BSN graduate
    • Course contents are comprehensive and relevant and are aligned to the course objectives in some countries
    • Contents and assessments are aligned to the skills of critical appraisal which is required of a BScN graduate
    • Teaching strategies are diverse and comprehensive
Findings – Teaching and Learning

• Strengths
  • Course is aligned to:
    • WHO, ICN, BSN Essentials and East African countries standard of practice
  • Course contents are comprehensive based on the ICN competences
  • Number of CSLOs are adequate and ranged between three and five objectives for respective countries
  • Accurate course description based on the ICN competencies
  • Detailed assessment criteria exist
Recommendations for Quality Improvement

- Develop core curriculum template
- Continue with the development of common course description and objectives to be used across countries
- Continue with student feedback as part of the course evaluation
- Increase peer class observation to ensure continuity and adaptation of new changes
- Continue with process of upgrading content, assessments and outcomes to reflect the skills required of a BScN graduate
- Develop rubrics for grading written assignments and validate rubrics via inter rater reliability
- Diversify assessment strategies to reflect direct and indirect measures
Recommendations:

- Faculty development in the areas of curriculum development and assessment.
- Create assessment strategies that provide input from communities of interest such as students, employers of SON graduates and Alumni.
- Create a calendar for curriculum meetings and establish a feedback loop of making and sustaining changes to the curriculum.
- Changes to curriculum must be documented via curriculum meeting minutes.
- Curriculum meeting minutes need to be stored in a central repository accessible to members of the curriculum committee from all participating countries.
- Standardize blue printing for all exams in every course as a measure of assessment (Template is provided).
- Follow up with the result of the pilot of the standard curriculum template in developing Reproductive Health.
Contributions of Diaspora Fellow

• Recommended revisions to the syllabus for Teaching and Learning with a common course description, objectives, contents and assessments
• Developed three rubrics for grading assignments
• Presented a summary of the findings and rubrics to the faculty in Uganda
• Presented rubrics for validation through the faculty curriculum committee
Limitations

• This presentation is only a snapshot of a five year review plan and does not present a complete program review.
• Time constraint did not allow for review of all the courses sequentially.
References


References


• Tanzania Nursing and Midwifery Council (2014). Standards of Proficiency for Nursing and Midwifery Education and Practice in Tanzania