

**Deanship of Graduate Studies**

**Al- Quds University**



**Perception and Practices of West Bank Nursing  
Faculties toward Nursing Education Standards at  
Bachelor Level**

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**M. Sc. Thesis**

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**Perception and Practices of West Bank Nursing Faculties  
toward Nursing Education Standards at Bachelor Level**

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## Dedication

"ومن بين الذين جعلوا تجربا ورزق من حبس لا يحد"

I Dedicate this research to the memory of my parents "May Allah's mercy be upon both of them" and to my brothers and sisters, and to all people of Palestine and to nurses in particular

إهداء

إلى روح والدي ووالدي رحمهما الله واسكنهما فسيح جناته وطيب ثراهما

إلى إخواني وأخواتي وأولادهم الأعزاء احتراما وتقديرا

إلى أختي في الله التي لم تتوانى يوما عن مساعدتي ودعمي الزميله نجوى صبح

إلى الدكتور العزيزة سمية الصباح التي لم تبخل يوما ما يبجدها فأنارت لي الطريق في يوم فقدت فيه الأمل

إلى كل فلسطيني وكل ممرض وممرضة بشكل خاص أهدي ثمره هذا الجهد

**Samah Abd Lateif Mousa Buzieh**

## **Declaration**

I certify that this thesis submitted for the Master Degree is the result of my own research, except where otherwise acknowledged, and that this thesis or any part of the same material has not been submitted for a higher degree to any other university or institution.

Signed: -----

Samah Abd Lateif Mousa Buzieh

Date:

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# **Perception and Practices of the West Bank Nursing Faculties toward Nursing Education Standards at the Bachelor Level**

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## **Abstract**

Developing the quality of the Palestinian healthcare system requires the development of its members. This quality should be based on standards of care and has to be originated within the nursing graduate programs and Bachelor programs in particular. Good education implies providing a number of conditions related to external systematic and administrative aspects, as well as internal ones that are concerned with the educational system through curriculum, teaching methods, and teacher's competences. The aim of this study was to identify the perception of the West Bank Palestinian universities' nursing faculties towards applying nursing education standards in the bachelor degree programs. In addition, the study sought to identify the methods and measurement tools used for the application of nursing standards.

To these two ends, the researcher used the quantitative, descriptive exploratory approach and qualitative, in addition to a few subjective questions that helped to identify the phenomenon under study. Subjects of the study were 48 nursing faculty members from Al-Quds University (27.1%), An-Najah National University (18.7%), Bethlehem University (8.3%), Hebron University (6.3%), and Ibn Sina College for health sciences (39.6%).

After data collection and analysis, a variation was found among the study localities in relation to number of subjects and compared with the differences among them concerning the implementation of standards. The majority of the subjects, aged 40 and more, were congruent with the total number of years of experience as the majority had 12 and more years of experience. The majority of subjects were holders of M.Sc. (85.4%) compared to 6.3% Ph.D. holders. The majority were females (71%) and 68.8% were titled as lecturers.

The subjects' perception towards the philosophy and goals of nursing education programs standards at bachelor level was positive. About of 83% agreed on utilization of NES. The highest response was from the subjects at An-Najah University. This means that there were a significant differences at the level of  $\alpha = 0.05$  between the means of philosophy and goals of nursing education programs standards which might be attributed to the experience variable. An-Najah University was the most significant in applying standards in comparison with the others. This shows that the more years of experience the participants had, the more oriented and the more they understood of the philosophy and goals of nursing education standards implemented by their faculties.

In the light of analysis of the results, the researcher suggested some recommendations for the administrative bodies of nursing programs to improve their quality. One recommendation is the development of additional evaluation systems to measure the

implementation of nursing education standards and its outcomes. Another recommendation is to review and make innovations and improvements in the nursing programs and education system capacity to emphasize high quality patient centered care, and evidence based-care. The researcher also suggests faculty members' development by offering them scholarships to pursue their education. Finally, the researcher suggests a revision of the available programs and establishment of a new innovative nursing program.



ادراكات وممارسات المعلمين في كليات التمريض في الضفة الغربية تجاه معايير تعليم التمريض في مستوى البكالوريوس الدرجة الجامعية الاولى

إعداد: سماح عبداللطيف بوزية

إشراف: د. سمية الصايح

## ملخص الدراسة:

يتطلب تطوير نوعية وجود نظام الرعاية الصحية الفلسطينية تنمية العاملين فيه. وهذه الجودة ينبغي أن تكون على أساس معايير الرعاية التي نشأت في إطار برامج التمريض لتخريج كفاءات من الممرضين والممرضات بصفة عامة وعلى مستوى البكالوريوس بصفة خاصة. و يعنى التعليم الجيد توفير عدد من الشروط المتصلة بالجوانب المنهجية والإدارية الخارجية، فضلا عن الجوانب الداخلية التي تعنى بالنظام التعليمي من خلال المناهج وطرق التدريس، وكفاءة المدرس في اختصاصه. لقد كان الهدف من هذه الدراسة هو التعرف على تصور كليات التمريض ووجهة نظر معلمي التمريض في الضفة الغربية تجاه تطبيق معايير تعليم التمريض على مستوى برامج البكالوريوس. كما هدفت الدراسة إلى تحديد أساليب وأدوات القياس التي تستخدم لتطبيق معايير التمريض.

ولتحقيق أهداف الدراسة، استخدمت الباحثة الأسلوب الكمي الوصفي الاستكشافي والنوعي، بالإضافة إلى بعض الأسئلة ذات طابع ذاتي تساعد في تحديد الظاهرة قيد الدراسة. بلغ عدد أشخاص الدراسة 48 من كلا الجنسين موزعين على أربع جامعات وكلية واحدة وهي: جامعة القدس (27.1%)، جامعة النجاح الوطنية (18.7%)، جامعة بيت لحم (8.3%)، جامعة الخليل (6.3%)، وكلية ابن سينا للعلوم الصحية (39.6%).

دلت نتائج الدراسة، بعد جمع البيانات وتحليلها، بشأن البيانات الاجتماعية والديموغرافية، على وجود تفاوت بين المناطق في ما يتعلق بدراسة عدد أشخاص الدراسة، وبالمقارنة مع الاختلافات فيما بينها وفقا لتطبيق هذه المعايير. تراوحت أعمار الغالبية العظمى من المشاركين 40 عاما وأكثر وهي منسجمة مع العدد الكلي لسنوات الخبرة حيث الغالبية كان لديها خبرة 12 سنة وأكثر. وغالبية أشخاص الدراسة كانوا من الذين يحملون درجة الماجستير (85.4%) مقارنة ب 6.3% ممن كانوا يحملون درجة الدكتوراه وكانت الغالبية منهم من الإناث (71%) و 68.8% هم محاضرون.

فيما يتعلق بتصور أشخاص الدراسة تجاه فلسفة وأهداف معايير برامج تعليم التمريض في مستوى درجة البكالوريوس، اشارت إجابات المشتركين في الدراسة إلى أن 83.0% منهم يوافقون على استخدام المعايير. كما اشارت أيضا إلى أن جامعة النجاح الوطنية حصلت على أعلى استجابة. وهذا يعني أن هناك اختلافات كبيرة في مستوى  $\alpha = 0.05$  بين المتوسط الحسابي لمعايير فلسفة وأهداف برامج تعليم التمريض بالنسبة لمتغير الخبرة والتجربة. وكانت جامعة النجاح هي الأهم في تطبيق المعايير من غيرها. بالإضافة إلى ذلك، تبين من النتائج أن

كلما زادت عدد سنوات الخبرة لأشخاص الدراسة كان المعلم أكثر توجهها وأكثر فهما لفلسفة وأهداف معايير تعليم التمريض التي تنفذ في كلياتهم.

وفي ضوء تحليل وتفسير النتائج، خرجت الباحثة ببعض التوصيات الخاصة بالهيئات الإدارية العاملة في برامج التمريض لتحسين نوعية هذه البرامج. من أهم التوصيات هذه تطوير نظام التقييم الذي يقيس مدى تنفيذ معايير تعليم التمريض والنتائج الناتجة عن تطبيقها. وتوصية أخرى ادخال الابتكارات والتحسينات على برامج التمريض ونظام التعليم الذي يؤكد ويركز على تقديم رعاية المريض بجودة عالية، والأدلة القائمة على الرعاية. وتوصي الباحثة أيضا ضرورة تطوير قدرات المعلمين وذلك بإرسالهم في بعثات دراسية لإكمال تحصيلهم العلمي وإعادة النظر في البرامج المتوفرة ومراجعتها وإيجاد برامج مبتكرة وجديدة للتمريض.

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## List of Abbreviations

<b>AACN</b>	American Association of Colleges of Nursing Board of Directors
<b>ACHP</b>	Arab College of Health Professions
<b>AQAC</b>	Accreditation and Quality Assurance Commission
<b>BSN</b>	Bachelor of Science degree in nursing
<b>FPCP</b>	First Palestinian Curriculum Plan
<b>LPN or LVN</b>	Licensed Practical or Vocational Nurse
<b>MOEHE</b>	Ministry of Education and Higher Education
<b>NCLEX</b>	National Council Licensure Examination
<b>NCLEXPN</b>	National Council Licensure Examination for Practical Nurses
<b>NES</b>	Nursing Education Standards
<b>NLNAC</b>	The National League for Nursing Accreditation Commission
<b>RN</b>	Registered Nurse
<b>WB</b>	West Bank

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