

APPROVED
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of the Rector of Tallinn Health Care College



**DEVELOPMENT PLAN FOR THE CHAIR OF
NURSING 2017-2021**

Tallinn 2017

MISSION

The mission of the Chair of Nursing Curriculum is to provide research-based, current and patient-focused nursing education.

VISION

The vision of the Chair of Nursing is to attract students and teachers and provide field-specific expertise in activities addressed to the public.

CORE VALUES

The keywords describing the Chair are openness and involvement.

The objective of the Chair's activities is developing the values and attitudes of the nursing profession, highlighting patient and family focus, and cultivating a caring, nurturing and respectful attitude towards patients, their family members and colleagues.

KEY WORDS OF THE DEVELOPMENT PLAN FOR THE CHAIR OF NURSING 2017-2021:

Implementing the ASTRA project

Developing simulation

Enhancing technologies and e-learning

Cooperation with foreign lecturers

Increasing applied research projects and publication of results

Strategic objectives and actions

1. Membership

1.1. Staff

Objective: The staff of the Chair are internationally active, have digital competencies, know simulation techniques, implement problem-based learning in studies, have publications in scientific journals and present their work at conferences.

| Indicator | Target level for 2021 |
|--|---|
| Employment of teachers with a PhD. | The Chair has at least 5 teachers with a PhD. The launch of the Master's Degree Programme creates at least 2 associate professor roles. |
| The Master's Degree Programme will include renowned experts in each curriculum module. | The staff of the Master's Degree Programme includes renowned experts from Estonia and abroad in every specialty module. |
| Improving the staff's level of the English language. | Lecturers and research staff have acquired at least B2 level of English. |
| Internationalisation and mobility of teaching staff | At least 3 lecturers and 2 lecturer-assistants will teach at foreign higher education institutions every year. Senior lecturers will teach at a foreign higher education institution at least twice in five years. Lecturer-assistants will teach at a foreign higher education institution at least once in five years. Every year at least two foreign lecturers will teach a subject or a part of it. |

| Activity | Description of activity | Result and/or outcome by 2021 |
|---------------------------|---|--|
| Staff competence training | Teachers are supported in acquiring a PhD (planning of working time). | At least five teachers with a PhD working at the Chair. |
| | A career plan is formulated for teachers. | Teachers' career is based on their individual career plan. |

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| | Support in enhancing skills in simulation modelling methods. | Annual joint seminars on simulation for teachers. |
| | Support for new and foreign Teachers to adjust to the working environment. | New teachers are provided a mentor, foreign teachers are trained in curriculum specifics and evaluation. |
| | Teachers of practical skills are provided with an opportunity of internship at a practical training base. | Each teacher teaching practical skills has parallel vocational working experience or interns at the practical training base at least once every five years. |
| | Support for staff's digital competencies in order to use innovative solutions in daily work and learning. | The staff of the Chair will use digital equipment in their everyday tasks and are able to train students and new colleagues in using these. |
| | Staff will be supported to acquire a level of English enabling them to publish specialist articles in peer-reviewed journals and present their work at conferences. | Lecturers and research staff have acquired at least B2 level English. |
| | Staff will be supported in their development of multicultural competencies and preparedness to work and teach in a multicultural learning and working environment. | The staff are prepared to work and teach in a multicultural working and learning environment. |
| Internationalisation | Cooperation with international partners is continued, enabling the development of curricula, increasing options for the mobility of teachers and including foreign teachers. | Teachers-lecturers are working in a foreign higher education institution at least twice in five years. Teachers-assistants at least once in five years. At least two foreign teachers are included in teaching a subject or a part of it every academic year. |

1.2. Learners

Objective: Learners take part in the management and development of curricula, graduates will have evidence-based vocational and specialist competencies including foreign language skills, digital competencies and technical knowledge and skills needed to be successful on the labour market.

| Indicator | Target level for 2021 |
|---|--|
| The percentage of students graduating within the nominal duration of studies is stable. | At least 70% of Nursing students will graduate within the nominal duration of studies. |
| Enhancing the technical knowledge and skills of learners. | The Nursing specialty will include Technology as a subject (2 ECTS). |
| A supportive environment and support system for all students. | Level of early school leaving within three years is below 7%. |
| Increasing the mobility of students. | At least 20% of graduates will have experience of mobility. |
| The employment rate of Nursing alumni is stable. | At least 85% of graduates employed as nurses. |

| Activity | Description of activity | Result and/or outcome by 2021 |
|-------------------------------|---|--|
| Learners' competence building | Students are involved with the work of the Curriculum Council and working groups focusing on the organisation of studies. | Representatives of learners in the Curriculum Council and all working groups regarding the management and organisation of studies. |
| | Participation in student research contests, both within and outside the College. | At least 8 research papers submitted to student conferences. At least one paper submitted to a national or international contest every year. |
| | Students are supported in acquiring technical knowledge and skills, including digital competencies. | The Nursing specialty will include Technology as a subject (2 ECTS). |

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| | Support for the development of student's multicultural competencies and preparedness to work in a multicultural working and learning environment. | Students are prepared to study and graduates to work in a multicultural working and learning environment. |
| Supporting learning | Students are ensured an environment supportive of learning and a support system for completing the curriculum. | Average level of early school leaving within three years is below 7%. |
| | Supporting learning opportunities for students with special needs. | Special needs learners are guaranteed a supportive environment and opportunities based on their individual needs. |
| Internationalisation | Cooperation with international partners is continued providing an increase in student mobility and international cooperation. | At least 20% of graduates will have experience of mobility by 2020. |

2. Teaching and learning

Objective: Innovative and effective study and teaching methods will be used in developing the Nursing Curriculum. Further development of the specialty will result in the Health Sciences Master's Programme.

| Indicator | Target level for 2021 |
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| Increasing e-learning. | At least two full subjects available via e-learning. |
| Developing subjects taught in English (either partially or in full). | The Nursing Curriculum will have subjects in English in the volume of at least 8 ETCS. |
| Increasing the capacity of joint subjects. | 20 ECTS of joint subjects between different curricula. |
| Including practical learning bases in elective modules. | At least 2 elective modules are completed in cooperation with practical training bases. |
| Cooperation between curricula and vocations. | At least two subjects together with the students of other curricula. |

| Activity | Description of activity | Result and/or outcome by 2021 |
|---------------------------------------|---|--|
| Developing the curriculum and Nursing | The Health Sciences Master's Degree Programme is prepared. | The Health Sciences Master's Degree Programme is launched. |
| | Teaching of Anatomy is digitalised. | Teaching of Anatomy is a joint subject for all curricula taught by digital lecturing. |
| | A systemised database for monitoring simulation learning situations, skills and knowledge, SAHVER, is launched. | Electronic database SAHVER is launched. All subjects are implemented via innovative digital learning |
| | By 2017 a new version of the Nursing Curriculum, resulting from Directive 2013/55/ EU, is developed amending guidelines for the competencies of nurses. | From the academic year 2017/18, e-learning is based on the new version of the curriculum. |
| | Internal cooperation for the implementation of the 3N system (NANDA-I, NIC, NOC). | The Estonian book version of the 2015-2017 NANDA-I is used in learning and the number of publications covers the needs of health care institutions. Organisation of international level conferences for nursing diagnoses (2017 and 2019) will be continued. The Chair is the leader of the working group responsible for the implementation of the 3N in Estonia. |
| | E-learning will be increased in all modules. | At least two full subjects available via e-learning. |
| | Subjects partially or fully in English are prepared in order to develop the internationalisation and vocational English of students. | Subjects in English make up at least 8 ECTS. |
| | Learning outcomes of curricula are analysed and joint subjects developed across curricula. | At least 20 ECTS joint subjects across different curricula. |

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| | A methodical guideline for simulation is developed. | A general methodical guideline is used for simulation studies. |
| | Practical training seminars organised for supervisors. | Practical training feedback seminars for supervisors conducted for larger practical training bases (regional hospitals and central hospitals) each academic year. |
| | Vocational nursing competencies developed in cooperation with employees and the Estonian Nurses Union. | The Nursing Curriculum ensures vocational knowledge and skills based on national competencies. |
| Teaching | Practical training bases are involved in implementing elective modules. | Elective modules implemented in cooperation with practical training bases. From the academic year 2018/19, at least two curricula launched together with practical training bases per academic year. |
| | Teachers are supported in using the problem-based learning method. | Each specialty module uses a problem-based learning method. |
| | Representatives of practical training bases are involved in the evaluation process (procedures). | Students' nursing skills are assessed by nurse practitioners as external evaluators. |
| | Students are involved in the teaching process in order to develop their teaching skills. | Students involved in teaching. |
| | Studies are planned and developed based on the cooperation between curricula and vocations. | At least two subjects are implemented together with the students of other curriculum(a). |
| | Need for regional Nursing education in Pärnu and other parts of Estonia is analysed. | Continuous training of nurses in Pärnu and Kohtla-Järve. Nursing education opened in other Estonian regions based on analysis and regional needs and opportunities. |

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| | Cooperation with the Ministry of Social Affairs and the Agency of Medicines to ensure a limited prescriptive authority in continuing nursing education (nurse specialist training or Master's studies). | Nurse specialist training or the Master's programme to be developed includes an additional Pharmacology subject in order to ensure a limited prescriptive authority. |
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3. Development and applied research

Objective: The development of curricula and applied research is innovative and based on the principle of including learners and needs of partners.

| Indicator | Target level for 2021 |
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| Expanding opportunities in defending and presenting student final papers. | At least 2 final papers defended or presented at the training base of cooperation partners. |
| Preparing a nursing research and development strategy. | Each lecturer of the Chair has published at least 3 scientific or popular scientific articles. Each assistant of the Chair has published at least 2 scientific or popular scientific articles. All results of applied research are published in a scientific journal. |
| Conducting international applied research and finding partners. | Each specialty module has conducted at least 1 field-specific applied research project. |
| Increasing options for final papers. | At least 50% of final papers defended are a part of applied research, empirical work or are based on the smart principle. |
| Continuing and enhancing cooperation with the East Tallinn Central Hospital. | At least 2 applied research projects in cooperation with the East Tallinn Central Hospital. |

| Activity | Description of activity | Result and/or outcome by 2021 |
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| Developing student papers | Options for defending and presenting student papers are innovated and broadened. Student papers, including final papers, are defended and | At least 2 final papers defended or presented at the training base of cooperation partners. |

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| | presented at the training base of cooperation partners. | |
| Research papers and applied research | Applied research projects to map the technologies used in practice ensuring students and graduates are able to use technologies and equipment. | Technologies mapped in the North Estonia Medical Centre and East Tallinn Central Hospital. Technology joint module developed by 2018. |
| | A nursing specific research and development strategy prepared. | Nursing specific research and development conducted according to the strategy. Each lector of the Chair has published at least 3 scientific or popular scientific articles. Each assistant lecturer of the Chair has published 2 scientific or popular scientific articles. |
| | Options for final papers broadened (empirical work, part of applied research, innovative work etc) and smart final papers are defended. | At least half of the papers defended are parts of applied research, empirical works or are based on the smart principle. |
| | In order to enhance cooperation between preclinical studies and practice, a benchmark is conducted on acquiring skills in a simulation and practice environment. | Research on acquiring skills in a simulation and practice environment has been conducted. |
| | Research on using NANDA taxonomy in the curriculum and in practical training of Nursing will be conducted. | By 2020, research on using NANDA taxonomy in the curriculum and in practical training of Nursing has been conducted. |
| | Support for conducting applied research and in finding research partners. | Each specialty module has conducted at least 1 field-specific applied research project. |
| | Continued cooperation with the East Tallinn Central Hospital in planning and conducting joint research. | At least two applied research projects conducted in cooperation with the East Tallinn Central Hospital. |

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| | New research groups for conducting applied research. | |
| Internationalisation | Continued international cooperation with other European countries. Increased cooperation with countries outside Europe, including third countries. International cooperation partners found for conducting joint research and presenting results. | The numbers of lecturers and students leaving and commencing work or studies is increasing. Functional cooperation with at least three countries outside of Europe. At least 2 international research papers conducted by 2021 and results published. |

4. Management, Communication and Alumni

Objective: The structure of the Chair is efficient and supportive of the organisation of studies and developing curricula.

| Activity | Description of activity | Results and/or outcome by 2021 |
|------------|--|---|
| Alumni | Alumni involved in the organisation of studies, career counselling and promoting the vocation of nurses. | Alumni are involved in the organisation of studies and career counselling. |
| Management | With the use of innovative and smart learning tools and methods and the launch of the Master's programme, both the structure of the Chair and the potential of supporting roles is analysed. | The need for a manager of the simulation centre is analysed. The structure of the Chair is efficient and supportive of the organisation and implementation of studies. |
| | The job descriptions of the employees of the Chair are updated. | The job descriptions have been updated. |

5. Learning and working environment

Objective: The learning and working environment supports acquiring advanced knowledge and skills and developing curricula.

| Indicator | Target level for 2021 |
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| Safety manuals developed for the technical equipment of the simulation centre. | All technical equipment comes with a user and safety manual. |
| The Kohtla-Järve simulation centre is updated and new learning tools provided. | By 2018, the Kohtla-Järve simulation rooms will be located in a single wing of the building. |
| Updating the working environment and equipment. | 6 new jobs created. |

| Activity | Description of activity | Result and/or outcome by 2021 |
|---------------------------------------|---|--|
| Safe learning and working environment | With the support of the institutional development programme ASTRA, a simulation environment for an ambulance and necessary equipment will be built and refurbished. | An ambulance simulator with modern equipment is used in additional training for health care staff, first aid and crisis support trainers. |
| | The environment and learning tools of the Kohtla-Järve simulation centre are updated. | The simulation environment of the Kohtla-Järve structural unit is located in a single part of the building. Modern simulation and technical equipment used. |
| | A safety manual for the technical equipment of the simulation centre is developed. | The learner is able to use technical equipment safely. |
| | The working environment and equipment is continuously updated. | Extending the building enables to create at least 6 additional jobs. |

6. Public activities

Objective: The Chair organises health educational and health promoting events for different age groups.

| Indicator | Target level for 2021 |
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| Organising and participating in health-related events | At least 2 health days during each semester |

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| Organising health-themed exhibitions | At least 1 health-themed exhibition per year |
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| Activity | Description of activity | Result and/or outcome by 2021 |
|-------------------|---|--|
| Public activities | A preventive action plan for health problems of students is developed and carried out. | From 2018, at least 2 events to promote the prevention of various health issues for students. |
| | Participation and organisation of various health days, including health testing with counselling. Information on newest health science and nursing related approaches published in media, thus promoting the population's health awareness and the vocation of a nurse. | At least two health days planned for each semester with participation being a prerequisite in passing the curriculum. Increase in number of events. Increasing target groups for events. |
| | Health-themed exhibitions organised at the College library. | The Chair of Nursing organises at least one annual health-themed exhibition. |

7. Continuing education

Objective: The lecturers of the Chair of Nursing organise additional training for health care staff based on the employer's needs. Continuing courses to bring nurses back to the labour market are also organised.

| Indicator | Target level for 2021 |
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| Supporting the ATCN training and opening an ATCN course. | At least 8 ATCN courses organised, 2 of them international (in English). |
| The speciality module organises additional training on field specific simulation. | Each specialty module has organised at least one training course on simulation. |
| Improving the health behaviour of secondary school students and promoting a healthy lifestyle. | Lecturers and students team up to organise pre-vocational education in at least two secondary schools every academic year. |

| Activity | Description of activity | Result and/or outcome by 2021 |
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| Supporting lifelong learning and enhancing the competencies of health care vocations | In order to enhance the trauma handling competencies of intensive care nurses, ATCN (Advanced Trauma Care for Nurses) instructors are trained, necessary resources granted and an ATCN course opened. | From 2018, at least two ATCN courses per year will take place. By 2021 at least three courses are organised internationally (in English). |
| | An e-learning course is added to the course for practical training supervisors. | Part of the practical training supervisor course is via e-learning. |
| | A continuing education curriculum for restoring nursing skills is developed. | A continuing education course for restoring nursing skills is launched. |
| | Each specialty module develops at least one specialty-based simulation continuing education training course. | At least one annual additional training course on simulation organised. By 2021, each specialty module has conducted at least one additional course on simulation. |
| | In order to improve the health behaviour of secondary school students and to promote a healthy lifestyle, pre-vocational education in secondary schools is provided. | Teachers and students provide pre-vocational education in at least two secondary schools every academic year. |