Master in Nursing Science in Nordic countries – from academic, scientific and clinical perspectives.

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Master in Nursing Science?!

• Why do we need teachers with master degree?
• Why master in Nursing? Who is ordering nurses with master degree? Is there a need for nurses with master degree?
• Will the patient benefit from nurses with master degree?
• Do nurses with master degree have any impact on the outcome of healthcare and on patients?
• If YES – what is required from master program in nursing?
The content of Master in Nursing Science?

Which or whose perspective is guiding and directing the content of Master program?

- Academic perspective?
- Scientific perspective?
- Clinical perspective?
The definition of nursing as a discipline?

Historical perspective:
A challenge - to be accepted in the academic world

The needs of the academic organisation/
System of higher education

The needs of patients, the society and the health care system

The principles of the scientific discipline, theoretical perspectives

The content of Master program in Nursing

What is 'nursing' – the definition of nursing as a discipline.

What is knowledge?

The body of knowledge

EU directives of higher education

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The Three Dimensional Epistemological Model – what is knowledge?

Fagerström, L. 2011. Den tredimensionella kunskapssynen som epistemologisk grundsyn, s. 53-68. I: Fagerström, L. (red.) Avancerad klinisk omvårdnad – Avancerad klinisk omvårdnad i teori och praxis. Studentlitteratur, Lund. lisbeth.fagerstrom@hibu.no
The three dimensional epistemologic model (cf. Aristoteles)

**Episteme’** - stands for sure and objective knowledge or scientific theoretical knowledge.

**Techne’** - stands for doing something and the knowledge in doing; it pertains to professional and practical skills and dexterity.

**Phronesis** - stands for practical wisdom, a cleverness of action deep within an individual’s personality and emotional life.

Phronesis conveys the skills needed for handicraft, a knowledge within doing, which can be obtained through education and practical exercise. Such ‘heart knowledge’ is practical knowledge aimed at ethical actions.

Framework for development of master program in advanced practice nursing

Modified from Schober & Affara 2006

Master education in Finland – a dual system

University level
- Five universities
- ‘Traditional’ Master program in Nursing/Caring Science

University of Applied Sciences (about 20)
- ‘Professional’ Master programs, such as Expert Nurse, Elderly Care, Leadership etc.
- Requirements for entry: Professional Bachelor exam + 2 years of work experience

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Degree structure in health science

According to the present study programme (the Bologna model), students first take a lower university degree (180 ECTS) and then a higher university degree (120 ECTS). At our department, students can take a lower university degree (Bachelor's degree) and a higher university degree, that is a Master's degree in health science, majoring in caring science. After having completed the higher university degree, it is possible for students to apply for postgraduate studies and take a licentiate degree or a doctoral degree.

- **Degree structure for BA degree** (180 ECTS)
  - Basic studies in main subject 25-30 ECTS
  - Subject studies in main subject 35-40 ECTS
  - Bachelor's thesis 10 ECTS
  - Minor studies and/or other study units and possible clinical practice 50-80 ECTS
  - Common obligatory studies 30-45 ECTS

- **Degree structure for MA degree** (120 ECTS)
  - Advanced studies in major subject
    - (includes method studies) 20-45 ECTS
  - Master's thesis 40 ECTS
  - Minor subject studies or orientation 35-60 ECTS
Health care administration
Would you like to become a nurse leader or work as an administrator in health care? If so, you can read health care administration as a minor subject. We offer a study unit of 60 ECTS, which comprises courses in organization theory, leadership, economy, law as well as research work and development work within care.

The didactics of caring science
Are you interested in teaching and supervising students who intend to become nurses within the social and health care sector? You can do this by getting a qualification as a nursing teacher. You can study the didactics of caring science as your first minor subject (45 ECTS). In addition, general pedagogic studies (25 ECTS) are required. This field of study prerequisites that you have a former professional degree in nursing.

Intercultural caring
Are you interested in caring and people from other cultures? If so, you can study intercultural caring (60 ECTS). Intercultural caring deals with research about the human being, caring, health, suffering and culture. This field of study is suitable for persons who will work/work within social and health care services and who are interested in people from other cultures, or persons who teach about cultural encounters in care, or persons who want to do research about other cultures.

Clinical caring science
Students who have a special interest for research and development of patient care may choose clinical caring science as their minor subject, and can choose between clinical care, psychiatric care and health care. Students can also combine clinical caring science with other sciences, as for instance youth science.
Nursing Science is the main topic of the Master program in Nursing. Three options: nurse teacher education, preventive nursing science and nursing leadership and management. The goal is to train a wide range of experts in nursing, with the capacity to:

- critically evaluate and apply scientific knowledge
- carry out scientific research process and to act evidence-based
- work in health care in multidisciplinary national and international contexts of a health promotive and multicultural perspective
- good scientific expression orally and in writing, both nationally and internationally
- conduct research and expert work ethically
- participate in the societal debate about health care sector in the society on national and international level
- postgraduate management education in science
- become a postgraduate student in Nursing science
Master's Degree Programme in Health Promotion in Nursing Science

**Credits:** 120 ECTS credits (Master's Degree)

**Length of studies:** Master's degree (2 years)

- implemented since 2007 at the Department of Nursing Science, University of Eastern Finland (University of Kuopio until 31.12.2009).

- The objective of the programme is to educate students **to be able to utilise their skills after graduation as experts of health promotion and preventive work, researchers, project planners and administrators.**

- The programme offers courses on the various aspects of nursing science, including **nursing theories, health promotion theories, research methodology and practical training in health promotion.** Additionally, multidisciplinary studies such as studies in health policy and management, studies in public health and also alternative studies e.g. studies in intercultural competence are provided.
Research competence of the staff – should guide the content of higher education

Central research areas – research competence of the faculty staff

Clinical competence of the staff?

Content of higher education (master/PhD)
Nursing Science is the main subject of the nursing curriculum. Postgraduate program in Caring Science 60 ECTS (magisterprogram i omvårdnad)

For nurses in their profession to exercise care from a holistic and an ethical approach, knowledge of the academic subject / nursing science and knowledge from other academic disciplines and the ability to integrate knowledge from different subjects in nursing actions, is required.

"Nursing science as knowledge area covers human beings throughout their life cycle, from birth to death. Research is focused on creating awareness of preventive measures to preserve and restore health, and how the caregiver best alleviates suffering and contributes to a peaceful death. Research focuses primarily on the individual's needs, environment and family and the caring. Other specializations are with carers’ need, support and guidance, ethical competence, caring pedagogy, and leadership in nursing" (SSF of nursing research, Nurses' Scientific Council, 2004).
What do you do as a Master in Nursing Science?

The program provides **professional development expertise in the nursing area and research competence in nursing science**.

You become **aware of the relevance of teaching and leadership in nursing**, and access to a **detailed theoretical basis for the exercise of clinical nursing**. You can **exercise in independent and critical thinking in nursing science area**, and you get familiar with the use of scientific method and approach.

In the thesis, you can choose among the department's priority areas for research, or other relevant community nursing science topics.

You will also **learn to build and structure of a larger written text**. You learn to put together **logical arguments**, and **how to present your conclusions** with material that you have obtained or reproduce.
Master in Clinical Health - Mental Health, Medical use of Radiation, Geriatric Health Care

Master in Clinical Health is a 4-year part-time program for candidates who would like to develop and improve their skills as a health worker. This program aims to train highly qualified clinical practising professionals to health and social work with people carrying mental illnesses, older people, or people who need medical use of radiation (+optomethry).

- This is achieved by adopting multi-disciplinary sources of knowledge and skills.
- Students will develop clinical expertise based on development of their own knowledge and clinical experience.

The Master in Clinical Health qualifies health professionals who will work with people with mental disorders (specializing in mental health), older people (specializing in geriatric health care), and patients who need medical radiation.
Master in Nursing Science in Nordic countries

• Has the content been developed from an academic, scientific and/or clinical perspective?
• In Sweden – regularly national control of how nursing science as academic discipline has been implemented on both Bachelor and Master level. Further education in clinical specialized areas are included in magister/master programs. 60 credits = magister exam; 120 credits = master exam
• In Finland and in Norway – nursing science has not been clearly defined on Bachelor level at university colleges...
• In Denmark and in Sweden accreditation of CNS education (further education).
• In Norway only recommendations (‘rammeplaner’) regarding further education in specialized areas (CNS), some are integrated in master program (HiBU).
Nursing – an essential human resource for the health care system

Quantity – Number of Registered Nurses. Example: The RAFAELA system for patient classification

Quality – Clinical Competence as RN, CNS and APN

Skill- mix

Patient’s care needs
Advanced Practice Nursing

• A Nurse Practitioner/Advanced Practice Nurse is a registered nurse who has acquired the expert knowledge base, complex decision-making skills and clinical competencies for expanded practice, the characteristics of which are shaped by the context and/or country in which s/he is credentialed to practice. A master level degree is recommended for entry level.

(International Council of Nurses 2006)
ANP is an umbrella term describing an advanced level of clinical nursing practice that maximizes the use of graduate educational preparation, in-depth nursing knowledge and expertise in meeting the health needs of individuals, families, groups, communities and populations. It involves analyzing and synthesizing knowledge, understanding, interpreting and applying nursing theory and research; and developing and advancing nursing knowledge and the profession as a whole.”

(www.cna-aiic.ca)

Figur 5.1
Den nordiska modellen för Avancerad klinisk omvårdnad, en schematisk beskrivning av centrala kompetens-områden samt centrala omvårdnadsvetenskapliga perspektiv (se ☆ ☆ ☆ ☆ i mitten ☆ helhetssyn ☆ ethos ☆ omsorg ☆ hälsa, samt • kritiska kontextfaktorer i cirkelns utkant).
Advanced Practice Nurses in the Nordic Countries?

- Provide direct care focusing on health promotion and treatment and management of health conditions
- Provide nursing on advanced level to patients with acute health problems and to patients with chronic diseases
- RN with additional educational preparation and experience
- Competencies to autonomously
  - Diagnose
  - Order and interpret diagnostic tests
  - Prescribe pharmaceutical
  - Perform specific procedures within their legislated scope of practice
CARE AND CURE

• ‘The advanced practice of nursing builds on the foundation and core values of the nursing discipline’ (Hamric 2009, p 75)

The advanced practice nurse makes a unique synthesis of curing and caring!
Central *care-related outcomes* include, for example, lab values, length of patient hospitalization, hospital readmission rates, costs, prescribing decisions, timeliness of consultations, mortality and morbidity rates and clinical symptoms.

*Patient-related outcomes* include those advanced APN interventions that affect patient perceptions, preferences or knowledge.

*Performance-related outcomes* measure the effect of APN interventions on the quality of care, interpersonal skills, technical quality, completeness of documentation and clinical examination comprehensiveness.
• A Cochrane review of the substitution of General Practitioners with nurses in primary care (4253 articles were screened, 25 included) concluded that appropriately trained nurses are able to provide equally high quality care and good health outcomes for patients.

• Well-educated APNs can meet actual and future care needs, both in hospital and primary care settings.
The impact of the Advanced Practice Psychiatric Nurse


Abstract:’….In a four-year random controlled trial, a total of 238 community-dwelling individuals with HIV and serious mental illness (SMI) were randomly assigned to an intervention group (n = 128) or to a control group (n = 110). Over 12 months, the intervention group received care management from advanced practice psychiatric nurse, and the control group received usual care. The intervention group showed significant improvement in depression (P = .012) and the physical component of health-related quality of life (P = .03) from baseline to 12 months. The advanced practice psychiatric nurse intervention is a model of care that holds promise for a higher quality of care and outcomes for this vulnerable population.’

The Nurse Dose was defined as a combination of three components: the time, the intensity of the need, and the duration of the APRN intervention.
Conclusion

• Well-educated APNs who possess master clinical education and extensive work-experience, embrace a holistic and person-centered perspective and develop a trustful relationship with patients constitute the foundation of APN.
References


References


References

