



Berner Fachhochschule
Haute école spécialisée bernoise
Bern University of Applied Sciences



Development of National Master Competencies for Regulating Advanced Practice Nursing

Prof. Dr. Maya Zumstein-Shaha, ICN-ANP Conference Rotterdam, August 26-29, 2018

► Gesundheit

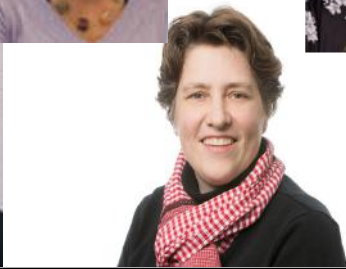
SWISS NURSES ASSOCIATION SBK - ASI

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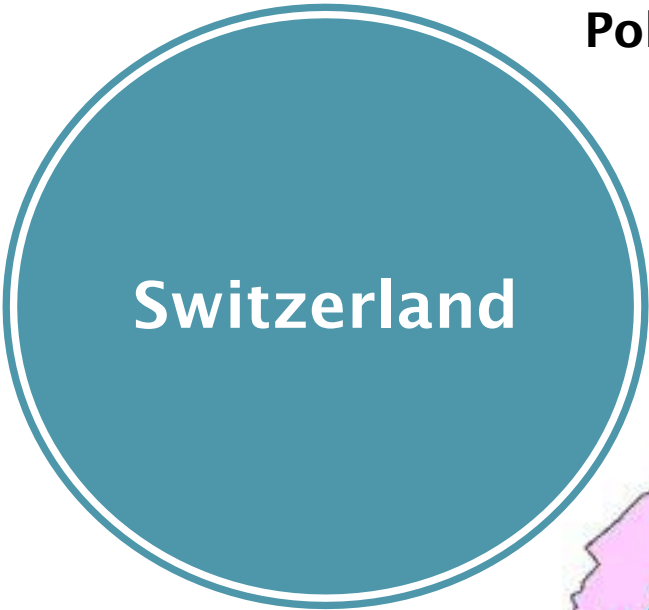


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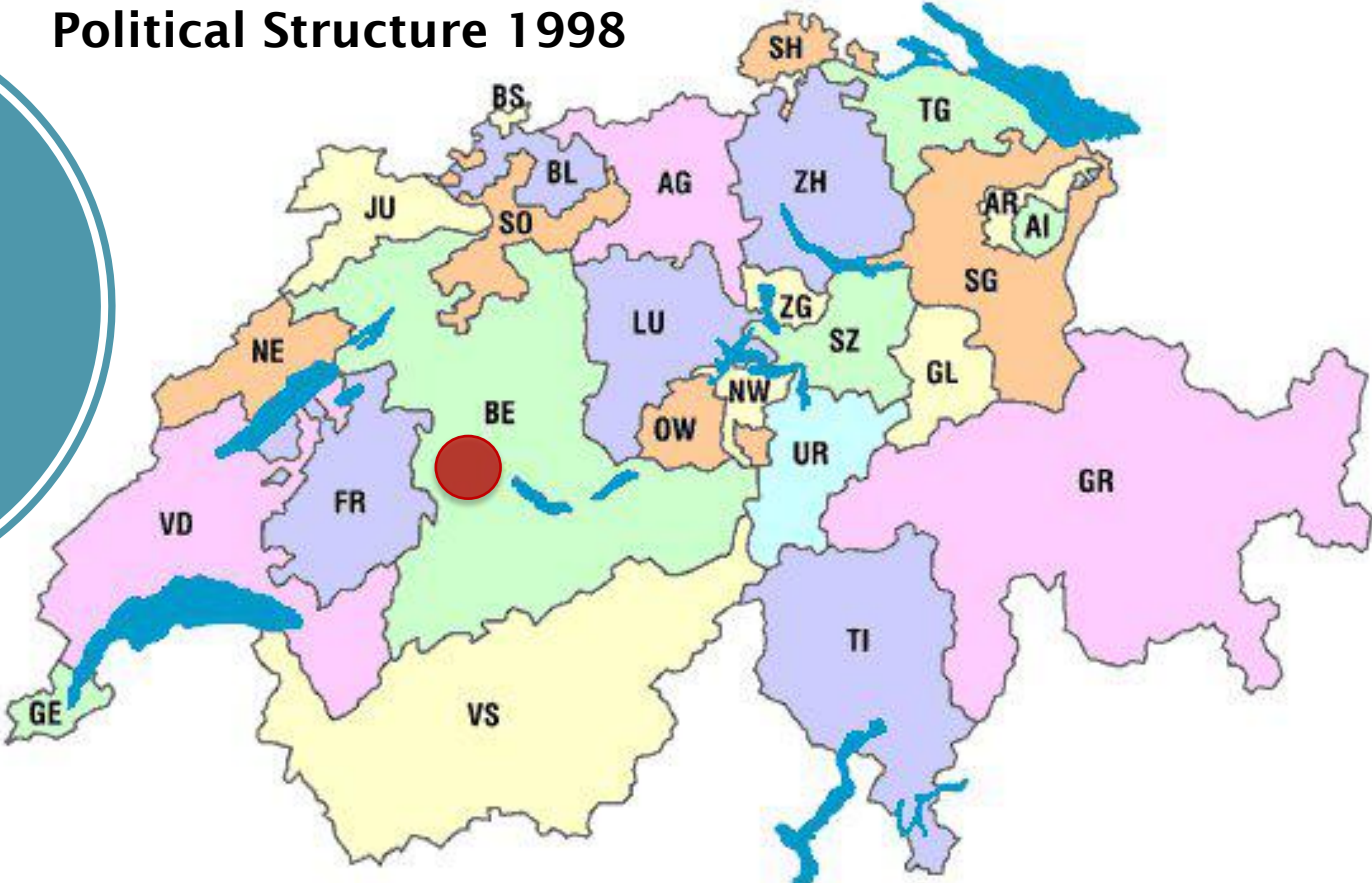


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Political Structure 1998



AG: Aargau	BL: Basel-Landschaft	GL: Glarus	NE: Neuchâtel	SH: Schaffhausen	TI: Ticino	ZG: Zug
AI: Appenzell Innerrhoden	BS: Basel	GR: Grisons	NW: Nidwalden	SO: Solothurn	UR: Uri	ZH: Zurich
AR: Appenzell Ausserrhoden	FR: Fribourg	JU: Jura	OW: Obwalden	SZ: Schwyz	VD: Vaud	
BE: Berne	GE: Geneva	LU: Lucerne	SG: Saint-Gall	TG: Thurgau	VS: Valais	

Swiss Health Care System(s)

- ▶ Generally, each canton is responsible for providing health care for its inhabitants
 - ▶ Community level: Care at home, community care, nursing homes,
 - ▶ Cantonal level: Institutional care in hospitals, rehabilitation, prevention, etc.
 - ▶ Federal level: Recent passing of federal law to regulate health profession education, including nursing education → Subject of this presentation,
 - ▶ Swiss Nurses' Association ASI – SBK: National representation of nurses in Switzerland. Voluntary membership. Also includes health professionals with a federal certificate

Nursing and Nursing Education in Switzerland ⁽¹⁾

- ▶ Increase in professionalisation,
- ▶ Harmonization of nursing education within the European Union,
 - ▶ For Switzerland as part of the Bilateral Treaties:
 - ▶ Harmonisation with the system of education of the EU (Bologna directives), and
 - ▶ Adoption of the EU Directive for the Recognition of diplomas (2005/36 EC) (European Union, 2005).
- ▶ Need for new roles (Schäfer, Scherrer, Careum F & E, Burla, 2013; Ulrich et al., 2010; Spirig et al., 2010),
- ▶ Shortage of (highly) qualified health professionals,
- ▶ Increase in job and employment attraction due to enhanced career possibilities (Mächler, 2014; Schweizer Berufsverband der Pflegefachfrauen und Pflegefachmänner SBK, 2011).

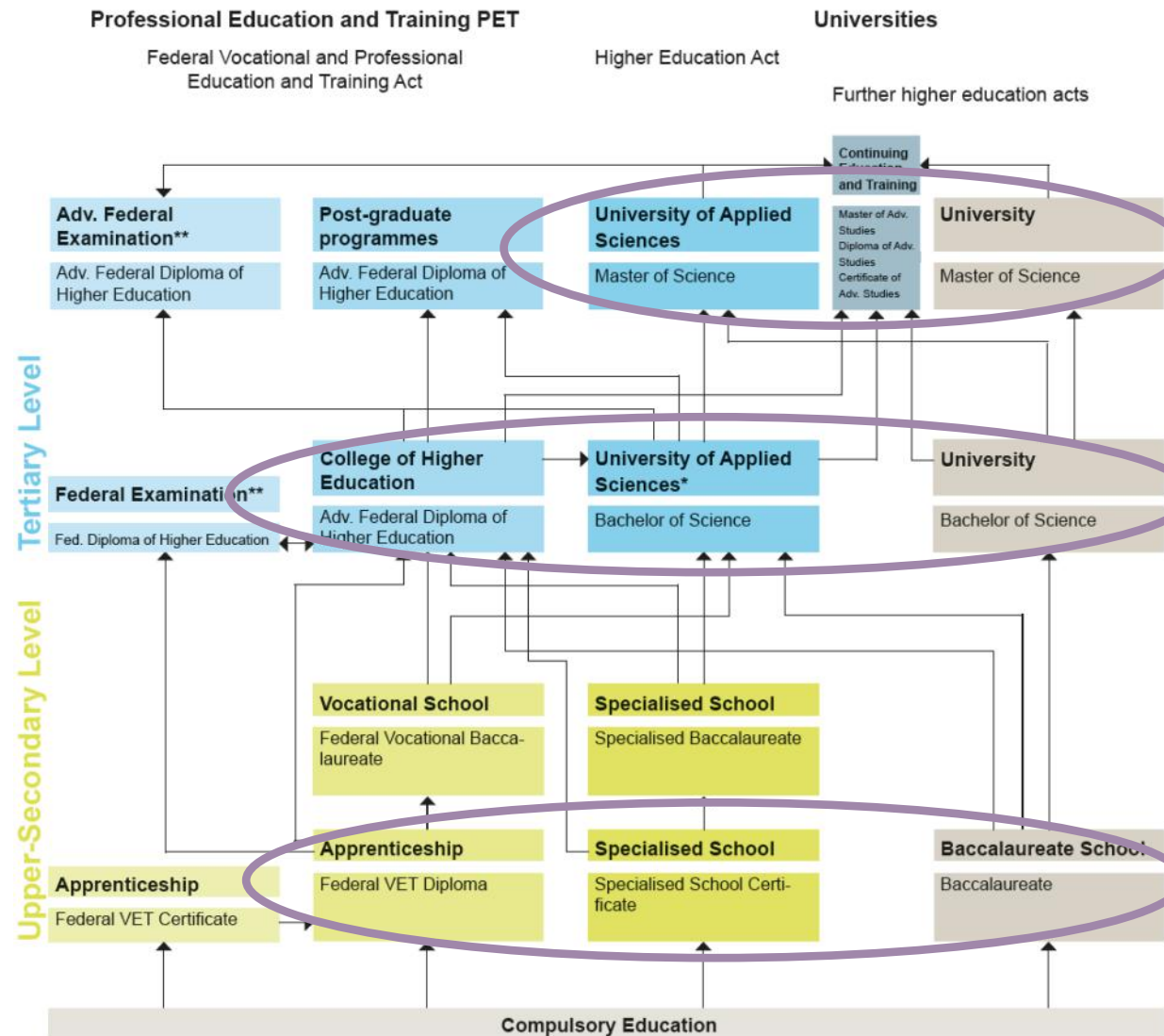
Nursing and Nursing Education in Switzerland (2)

- ▶ Professional education on a tertiary level at universities of applied sciences and/or higher professional colleges in all linguistic areas,
 - ▶ Studies in combination with clinical practice,
- ▶ Professional education is grounded in the Swiss general mission of the dual education system,
 - ▶ Several ways are determined that may lead to obtaining professional education on tertiary level,
 - ▶ Admission to tertiary education always necessitates a higher school certificate,
- ▶ Professional education is credentialed by the State Secretariat for Education, Research and Innovation (SERI),

Swiss Education System in Health Care

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SWISS EDUCATION SYSTEM - HEALTH CARE



Nursing and Nursing Education in Switzerland ⁽³⁾

- ▶ Since 2002: Tertiary level education in nursing in Switzerland,
- ▶ At the same time: Regulation of professional education of non-medical professions transferred to the Swiss Confederation,
- ▶ Currently, education for health professions provided by:
 - ▶ Universities of applied sciences and higher professional colleges,
 - ▶ General duration: 3 years,
 - ▶ Final qualification: Registered Nurse (BSC oder Diploma)
- ▶ Differences concerning educational programs between the universities of applied sciences and higher professional colleges:
 - ▶ Admission criteria,
 - ▶ Differing final competence profiles,

Nursing and Nursing Education in Switzerland ⁽⁶⁾

- ▶ Swiss definition of nursing based on definition of nursing as proposed by the ICN (2010):
 - ▶ Nursing encompasses autonomous and collaborative care of individuals of all ages, families of civil unions, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles. (International Council of Nurses, 2010; Swiss Nurses' Association SBK-ASI, 2011: 6).

Nursing and Nursing Education in Switzerland (7)

- ▶ The Bachelor degree in Nursing constitutes a professional qualification that allows for working as a registered nurse,
- ▶ Currently: 15 general and profession-specific learning outcomes:
 - ▶ Provision of care including assessment, treatment and evaluation,
 - ▶ Caring for patients and their families,
 - ▶ Evidence-based practice,
 - ▶ Generation and application of new knowledge,
 - ▶ Working within an interdisciplinary team,
 - ▶ Considering ethical issues,
 - ▶ Communicating adequately and competently with care receivers and providers,
 - ▶ Working in rapidly changing and challenging situations,

Master of Science in Nursing ⁽¹⁾

- ▶ Provided by universities and universities of applied sciences:
 - ▶ University of Basel, Institute of Nursing Science:
 - ▶ APN
 - ▶ Research track
 - ▶ Diploma of Advanced Studies in ANP Plus (after the MSc)
 - ▶ University of Lausanne, “Institut universitaire de formation et de recherche en soins”:
 - ▶ APN
 - ▶ NP track (new)
 - ▶ Universities of Applied Sciences Berne, Winterthur and St. Gall, Divisions of Nursing,
 - ▶ Clinical Nurse Specialist APN
 - ▶ Private University of Applied Sciences Kalaidos, Zürich,
 - ▶ Clinical Excellence

Master of Science in Nursing Learning Outcomes

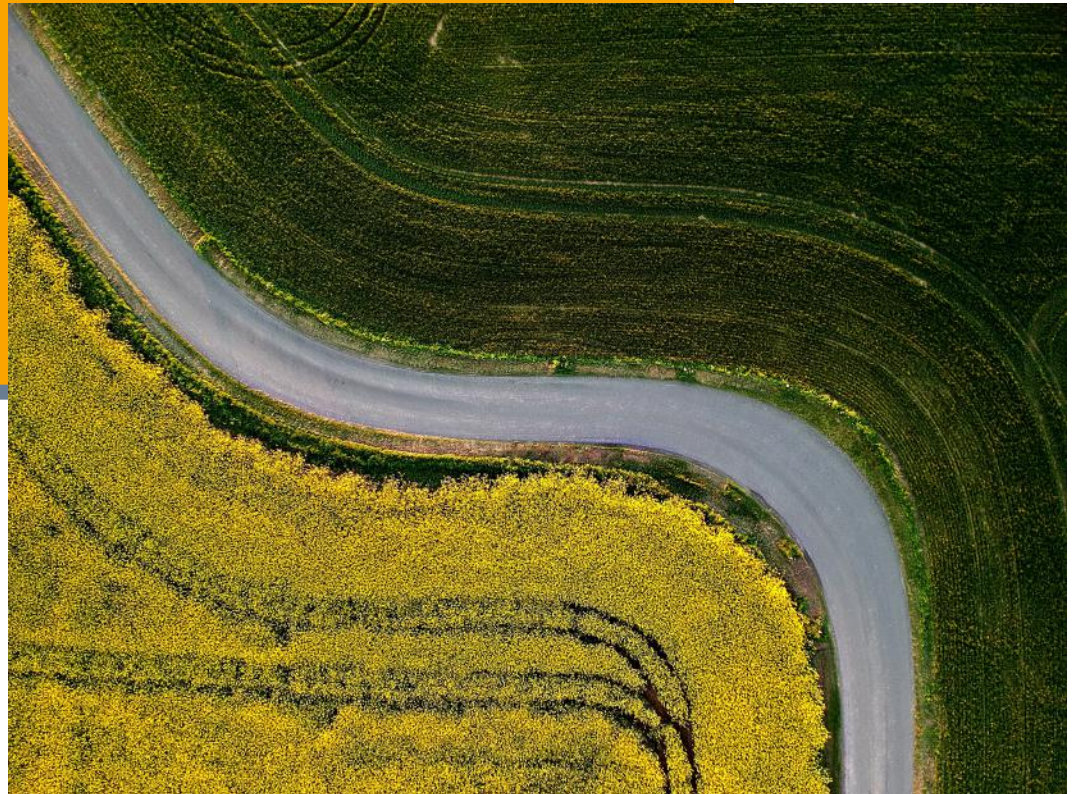
- ▶ Master of Science in Nursing graduates across Switzerland are expected to be clinical experts who:
 - ▶ analyse and intervene in complex and problematic clinical situations,
 - ▶ provide effective evidence-based care,
 - ▶ contribute to or engage in the development of new solutions, concepts,
 - ▶ contribute to or engage in the development of research questions,
 - ▶ Contribute to or engage in the promotion of the health care system grounded in their professional knowledge (https://www.gesundheit.bfh.ch/en/master/nursing/tabs/career_profile_and_prospects.html).
- ▶ Doctorates in nursing science are offered at the two university institutes, namely Basel and Lausanne.

Nursing and Nursing Education in Switzerland (8)

- ▶ In 2015, the Federal Counsellor initiated the Law for Health Professions (LP San – GesBG).
 - ▶ Purpose: Improvement of quality in all non-medical health professions, which are taught at tertiary level, by determining requirement for education and professional practice,
 - ▶ Non-medical health professions: nursing, midwifery, physiotherapy, occupational therapy, nutrition, optometry and osteopathy,
 - ▶ Content:
 - ▶ Determining the relevant professional groups,
 - ▶ Regulating general and profession-specific learning outcomes,
 - ▶ Authorizing professional practice within the specific scope of practice (Swiss Confederation, 2016).

Procedures and Methods

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Procedures and Methods ⁽¹⁾

- ▶ Elaboration of ***Law for Health Professions***:
 - ▶ Legal aspects formulated by the Federal Office of Public Health (FOPH),
 - ▶ Concurrent advisory groups from the respective health professions,
 - ▶ Concurrent group for nursing coordinated by the Swiss Nurses' Association ASI - SBK,
 - ▶ Representatives of all educational levels in nursing, clinical practice, political work-related associations, and other nurses' associations,
 - ▶ Several meetings throughout the elaboration of the law (over several years),
 - ▶ Purposes: Exchange of ideas, requirements, agreement on common goals and strategies, harmonization of communication and flow of information.

Procedures and Methods (2)

- ▶ Elaboration of ***Law for Health Professions***:
- ▶ *Subgroup* created to explore regulation of *Master* level education,
 - ▶ Coordination by the Swiss Nurses' Association,
 - ▶ Representatives of all Master level education in nursing, clinical practice, political work-related associations, and other nurses' associations,
 - ▶ Several meetings throughout the elaboration of the law,
 - ▶ Purposes:
 - ▶ Development of legal text for regulation,
 - ▶ Exchange of ideas,
 - ▶ Requirements,
 - ▶ Agreement on common goals and strategies,
 - ▶ Harmonization of communication and flow of information,

Procedures and Methods ⁽³⁾

- ▶ Elaboration of ***Ordinances*** for the Law for Health Professions:
 - ▶ Legal aspects formulated by the Federal Office of Public Health (FOPH),
 - ▶ Mandate to elaborate or provide the list of learning outcomes for Bachelor and Master for each health profession to “Fachkonferenz Gesundheit” (professional commission) of the (six) universities of applied sciences in Switzerland,
 - ▶ Delegation of mandate to “Berufskonferenzen” (commissions on professions) of the (six) universities of applied sciences in Switzerland,
 - ▶ Mandates:
 - ▶ Elaborate learning outcomes for Bachelor in Nursing,
 - ▶ Elaborate learning outcomes for Master of Science in Nursing,

Procedures and Methods ⁽⁴⁾

- ▶ Elaboration of ***Ordinances*** for the Law for Health Professions:
 - ▶ Group for nursing coordinated by the “Berufskonferenz Pflege” (commission on the nursing profession),
 - ▶ Representatives of all educational levels in nursing, clinical practice, political work-related associations, and other nurses’ associations,
 - ▶ Several meetings within a timespan of six months,
 - ▶ Purposes:
 - ▶ Elaboration of *Bachelor* Learning Outcomes,
 - ▶ Develop strategies to promote the learning outcomes,
 - ▶ Agreement on common goals and strategies,
 - ▶ Harmonization of communication and flow of information,
 - ▶ Frame of reference:
 - ▶ CanMeds (2017)

Procedures and Methods ⁽⁴⁾

- ▶ Elaboration of Ordinances for the Law for Health Professions:
 - ▶ Additional *subgroup* to elaborate *Master* of Science in Nursing learning outcomes,
 - ▶ Representatives of all educational levels in nursing, clinical practice, political work-related associations, and other nurses' associations,
 - ▶ Several meetings within a timespan of six months,
 - ▶ Purposes:
 - ▶ Elaboration of Master Learning Outcomes,
 - ▶ Develop strategies to promote the learning outcomes,
 - ▶ Agreement on common goals and strategies,
 - ▶ Harmonization of communication and flow of information.

Procedures and Methods (4)

- ▶ For the development of the Master of Science in Nursing learning outcomes
- ▶ Frame of reference:
 - ▶ CanMeds (2017)
- ▶ In addition, consultation of:
 - ▶ The ICN Framework of Competencies for the Nurse Specialist (2009),
 - ▶ The European Framework for the Implementation of Article 31 of the guideline about mutual recognition of professional qualifications 2005/36/EC, changed by the guideline 2013/55/EU (2015),
 - ▶ The framework of the University of Applied Sciences Western Switzerland (2012).
- ▶ Thematic analysis
- ▶ Regular meetings with the larger group to promote harmonization,
- ▶ Consultation of pre-final version of the learning outcomes,
- ▶ Ethical consideration:
 - ▶ Inclusion of all linguistic regions of Switzerland,
 - ▶ Translation into French.

Outcomes

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Law for Health Professions (LP San – GesBG).

- ▶ Law BBI 2016 7599 (<https://www.admin.ch/opc/de/federal-gazette/2016/7599.pdf>)
- ▶ Concerns:
 - ▶ Nursing
 - ▶ Midwifery
 - ▶ Physiotherapy
 - ▶ Nutrition
 - ▶ Osteopathy
 - ▶ Optometry
- ▶ Content:
 - ▶ Description of the six health professions and their scope of practice,
 - ▶ Regulation of education for these health professions,
 - ▶ Regulation of accreditation of educational programs of these health professions,
 - ▶ Recognition of health professionals educated in foreign countries,
 - ▶ Institution of a professional registry.

Overview of Competencies Master in Nursing ⁽¹⁾

- ▶ Expert role
 - ▶ A1 insure adequate care
 - ▶ A2 insure continuity and quality of care
 - ▶ A3 supporting self-management and health promotion
 - ▶ A4 including scientific evidence and translation into practice
 - ▶ A5 conducting life-saving interventions by one's own responsibility
 - ▶ A6 empathic, needs-orientated and caring attitude
- ▶ Role of communicator
 - ▶ B1 providing knowledge
 - ▶ B2 promoting a common nursing understanding
 - ▶ B3 insuring flow of communication
 - ▶ B4 communicating professionally with all persons concerned

Overview of Competencies Master in Nursing ⁽²⁾

- ▶ Role of teamworker
 - ▶ C1 promoting adequate care within the interprofessional team
 - ▶ C2 coordinating care and managing collaborators
 - ▶ C3 participating in shared decision making in the interprofessional team
 - ▶ C4 actively contributing with one's own competencies
 - ▶ C5 guiding patients and relatives across the health care system
- ▶ Role of leadership
 - ▶ D1 being responsible for professional leadership in nursing
 - ▶ D2 contributing to implementation and evaluation of models of provision
 - ▶ D3 efficient and critical application of information technology
 - ▶ D4 guiding collaborators and reflecting leadership behavior

Overview of Competencies Master in Nursing (3)

- ▶ Role of health advocate
 - ▶ E1 promoting health, quality of life, and wishes of patients
 - ▶ E2 consulting and conveying in the health care system
 - ▶ E3 motivating patients to engage in health management
 - ▶ E4 contributing to health promotion and illness prevention
- ▶ Role of student
 - ▶ F1 providing and developing knowledge for other health professionals
 - ▶ F2 evaluating nursing interventions and patient outcomes
 - ▶ F3 participating in projects
 - ▶ F4 planning one's own professional career
- ▶ Role of professional
 - ▶ G1 employing a professional ethic attitude and considering legal requirements
 - ▶ G2 promoting the representation of the profession and developing it
 - ▶ G3 carefully using resources
 - ▶ G4 promoting one's own health and that of colleagues

Next Milesstones

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Next Steps

- ▶ Implementation of the Law for Health Professions,
- ▶ Development of regulation for Master of Science in Nursing, i.e., Advanced Nursing Practice,
- ▶ Development of new roles and profiles of advanced nursing practice,
- ▶ Development and implementation of the specific scope of practice for nursing, incl. cost and financing.

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