AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

Self-Study Exhibits

Prepared for

Commission on Collegiate Nursing Education

(CCNE)

January 24, 2022

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Hariri School of Nursing
MSN in Nursing Science

Graduate Student Handbook Fall 20-21

AUB

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Dean's message

Welcome to the Rafic Hariri Hariri School of Nursing (HSON). We are delighted that you have chosen to study nursing at AUB and look forward to meeting each one of you. This is an exciting time for nursing—both at AUB and throughout the world.
In the field of nursing generally, nurses are taking on new and greater responsibilities. Although taking care of patients is still our primary responsibility, we are also playing a role in setting health care policy at the national, regional, and international levels and researching important health care issues.

Here at AUB, we celebrated our 100th anniversary in 2005 and our 110th anniversary in 2015. We have introduced new programs and are constantly updating and revising our curriculum. Our graduates are in great demand and they are occupying leadership positions in different countries in the world. In 2007 the BSN and MSN programs were granted unconditional accreditation by the Commission on Collegiate Nursing Education (CCNE) in the USA for five years and in 2012 the programs were reaccredited for a period of 10 years. AUB Hariri School of Nursing is the first school to be accredited by CCNE outside the USA. In 2008 the HSON received a $10M gift to endow the school and the building and in 2009 the Rafic Hariri School of Nursing building was inaugurated. The building houses faculty offices, classrooms, an auditorium, a computer lab, skills and simulation lab, a research center, and student facilities.

In 2015, HSON won three major regional awards; HSON received the best institution award, Dr. Huda Huijer the distinguished researcher award, and an MSN graduate the best thesis award. The Chi Iota Honor Society Chapter, the first in the region, was formally chartered by Sigma Theta Tau International (STTI) in 2015 and 131 members were inducted into this prestigious honor society. In 2017, the PhD in Nursing Science program was launched in 2018-19. In 2018, AUB granted HSON independent Faculty status and appointed Dr. Huijer as founding dean of the school. We continue to be proud of these accomplishments and we look forward to working with you to celebrate these achievements.

We hope this handbook will be a useful guide for you especially during the first couple of weeks when everything is so unfamiliar. If, however, you are lost or need help, please come and find us. We are eager to do whatever we can to make this a positive and rewarding experience for you.
We also welcome any comments or suggestions you may have on how we might change and improve on this handbook in order to make it more helpful for future Hariri School of Nursing students.

Good luck!
Laila F. Farhood, Ph.D., C.N.S
Interim Dean and Professor
Rafic Hariri School of Nursing
American University of Beirut

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Fadlo R. Khouri President

Zaher Dawy Interim Provost

Huda Abu-Saad Huijer Founding Dean, Rafic Hariri School of Nursing

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Preface

This handbook has been prepared for graduate students in order to provide detailed information about the Master of Science in Nursing Program at the American University of Beirut. Guidelines and policy statements are given to assist in clarifying the process from entry to the program through graduation.

The MSN program in the Hariri School of Nursing was launched Fall 2003-2004. The curriculum with emphasis on Advanced Nursing Practice provides educational opportunities for nurses seeking further specialization.

The faculty and administration of the Hariri School of Nursing hope that the educational process at the American university of Beirut will be a rewarding and challenging experience for each student. We pledge ourselves to assist students in the pursuit of their professional and educational goals.

In addition to the policies found here that are specific to the Graduate Program at the Hariri School of Nursing, the student should obtain and keep a copy of the AUB Graduate Catalogue, which contains policies and procedures that apply to all graduate programs in the University.

The American University of Beirut

The American University of Beirut (AUB) is a private, non-sectarian institution of higher learning, founded in 1866. It functions under a charter from the State of New York and is administered by a private, autonomous Board of Trustees.

The University has seven faculties: Arts and Sciences, Medicine, the Rafic Hariri School of Nursing,Maroun Semaan Faculty of Engineering and Architecture, the Faculty of Agriculture and Food Sciences, the Faculty of Health Sciences and the Olayan School of Business. At present, AUB offers programs leading to both bachelor's, master's degrees and a number of PhD programs. The language of instruction is English.

AUB is a teaching-centered research university, where excellence in teaching and research go hand-in-hand. Its mission is to enhance education, primarily the education of the peoples of the Middle East, to serve society through its educational functions, and to participate in the advancement of knowledge. AUB bases its educational perspective and methods, and its academic organization on the American model of higher education.

The university emphasizes scholarship that enables students to think for themselves, stresses academic excellence, and promotes high principles of character. It aims to produce men and women who are not only technically competent in their professional fields but also life-long learners who have breadth of vision, a sense of civic and moral responsibility, and devotion to the fundamental values of human life. The University believes in and encourages freedom of thought and expression. It expects, however, that this freedom will be enjoyed in a spirit of integrity and with full sense of responsibility.

General Information about the MSN Program

The Hariri School of Nursing at AUB offers the Degree of *Master of Science in Nursing* (MSN) with emphasis on Advanced Nursing Practice. Four tracks are available: Adult-Gerontology Clinical Nurse Specialist, Psychiatric Mental Health Clinical Nurse Specialist, Community and Public Health Nursing, and Nursing Administration and Management. This MSN program is designed to meet the health challenges of the 21st century in Lebanon and the region, and prepare students for continued studies towards PhD degrees. The clinical tracks prepare graduates as clinical nurse specialists.

The Hariri School of Nursing faculty members are renowned for their research, clinical expertise, innovative teaching strategies, and contribution to professional practice at the national level.

Mission Statement

The mission of the Hariri School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high–quality, compassionate nursing care in Lebanon and beyond, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles. It is based on the use and generation of research-based knowledge to guide practice. The PhD program in Nursing Science aims to provide rigorous training for research careers in nursing and healthcare. The program is intended to produce research scientists who will make significant and original contributions to nursing practice, health promotion, health maintenance, population health and health care delivery. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech.

Philosophy

The Master of Science in Nursing Program is consistent with the philosophy of the American University of Beirut and the mission of the Hariri School of Nursing, and builds upon the knowledge and competencies that characterize the undergraduate program. Graduate education denotes the critical appraisal of concepts and theories basic to the Nursing discipline. The unifying focus in graduate education is specialized and research-directed

nursing practice. Graduate education promotes the process of inquiry for the expansion and testing of knowledge; and fosters creativity, critical thinking, professional development, research**,** and leadership skills.

Learning Outcomes

The program provides students with a thorough understanding of the theoretical basis of practice and also incorporates managerial, administrative, research and educational skills.

Specifically, the MSN program will prepare nurses who:

1. Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.
2. Participate in conducting research within collaborative teams to improve care outcomes and support policy changes
3. Deliver advanced practice nursing based on critical thinking, research evidence, and advanced knowledge and skills in specialized area of nursing.
4. Demonstrate advanced clinical and data driven decision-making across health care settings.
5. Analyze the impact of socio-cultural, economic, ethical, legal and political issues on nursing practice, health promotion strategies and health care delivery.
6. Assume leadership roles in education and management, utilizing inter-and intra-disciplinary approaches and systems thinking.
7. Analyze current and emerging technologies to optimize patient safety, cost-effective care, and quality and health outcomes'.

Admission to the MSN program

A student is eligible for consideration for admission to the MSN program if s/he fulfills AUB admission requirements for graduate studies. The criteria for admission to the MSN program are:

1. Meeting all the university admission requirements to graduate studies.
2. Having a BSN degree or its equivalent from an accredited/recognized institution.
3. Having a cumulative undergraduate average of at least 75, with an undergraduate average of at least 80 in the major Nursing.
4. Demonstrating evidence of knowledge and competence in physical assessment skills (for the clinical tracks).
5. Satisfactory scores on the English Entrance Exam or Test of English as a Foreign Language, as per AUB requirements for graduate studies.
6. License to practice nursing from country of residence.
7. One year work experience in nursing.

Categories of Admission

Applicants for graduate study may be considered for admission in one of the following categories:

Graduate Regular

A candidate qualifies for this category if s/he holds a bachelor's degree from AUB or an equivalent degree from another recognized institution with an undergraduate cumulative average of at least 75 and an average of at least 80 or its equivalent in nursing.

Graduate on probation

Candidates who fail to meet any of the admission requirements but who, in the opinion of the faculty, demonstrate potential for graduate study, are admitted as 'graduates on probation.' Students with a cumulative undergraduate average of at least 75 but less than 80 in the major field (nursing) may be conditionally admitted as graduate student on probation. These students should score 80 or above in the first nine graduate credits in order to be transferred from special status to regular status.

Readiness for University Studies in English (RUSE)

Upon admission to AUB and prior to registration, students must demonstrate a level of English proficiency consistent with the demands of a program carried out almost exclusively in the English language. This should be done as early as possible (in general, no later than 1 month prior to the start of the semester) by submitting official test scores for (at least) one of the following tests listed in the below RUSE table for undergraduate or graduate admissions. Please note that some applicants might be exempted from the RUSE requirementssuch as graduates of AUB and those students whose native language is English.

Graduate RUSE: Applicable to students joining AUB at the graduate level

Exam **English Course Placement**	**NEW AUB EEE (After Jan 2017)**	**TOEFL (PBT)**	**TOEFL (IBT)**	**IELTS (Academic)**	**GRE (Verbal)**	**GMAT (Verbal)**
Exam Validity	***1year***	***2years***	***2years***	***2years***	***5years***	***5years***
No English courses	>=40	>= 583	>= 97	7.0	>= 147	>= 25
English 300	32-39	573-582	88-96			
Intensive English 100A/100B (If faculty approves)	25-31	490-570	57-87			
Summer Preparatory English Program (UPGR 001)						

Transfer of Credits

Transfer of Credits from One Master's Degree to Another Graduate courses taken at AUB (or at other recognized institutions), in which the applicant earned an equivalent grade of 80 (B+) or above, may be transferred to another master's degree at AUB. No more than 9 credits are transferable provided they are not credits earned by an internship, thesis or practicum, and degree minimum residency requirement is maintained. For master's degrees with more than 33 credits, the maximum number of transferable credits can be up to 12 credits. Approval by the department or the academic unit concerned and the School Graduate Studies Committee is required for all

transfers. Normally, credits counted toward another graduate degree at AUB or another institution cannot be transferred if they have already been used to satisfy requirements for another awarded graduate degree.

Graduate Council

The Graduate Council (GC) reports to the Provost of the University and plays a vital role in implementing the rules and regulations governing graduate work uniformly across the University, in accordance with policies approved by the Board of Graduate Studies (BGS) and the Senate, and as recommended by the faculties and schools. The Graduate Council facilitates and coordinates graduate education and follows up on the implementation of graduate policies and deadlines. The Graduate Council works closely with the BGS and Faculty Graduate Studies Committees to provide mechanisms for the quality control of all aspects of graduate education. In cooperation with faculty, students, and staff, the Graduate Council undertakes preparatory steps and coordinates graduate recruitment programs to ensure a selection process from a highly qualified pool of student applicants; provides information about admissions to all graduate programs; administers graduate standards of scholarship and policy; and encourages the development and success of students through workshops, training activities, counseling, and initiatives that promote timely degree completion. The Graduate Council also administers AUB policies concerning graduate assistantship appointments.

Registration

Academic Year

The academic year at AUB includes two semesters, fall, and spring, followed by a summer session. Each semester has a reading period and a final exam week. For the exact dates, see the AUB Calendar on the Registrar's website.

Course Registration

New students register on-line via the Internet during August/September at a date indicated at the University Registrar for the fall semester of an academic year.

Check details of on-line registration under Course Registration for New Students and Consult the Registration Guide available on the Office of the Registrar's website.

Continuing students will register before the end of each semester for the upcoming academic semester. The registrar announces all registration dates.

Deferred Registration

Graduate students who are offered admission in the Fall semester and who do not register for that semester may be eligible for admission to the following Fall semester of the, pending availability of places. A petition should be submitted to the Office of Admissions.

Late Registration

Students unable, for some unforeseen reason, to register at the scheduled time may attempt late registration up to five working days after the announced deadline. A late registration fee of LL150, 000 for students will be charged.

Drop and Add

After the start of classes, at a date indicated in the University Registrar, students may make changes in their schedules through a process known as Drop and Add. After obtaining the approval of their advisers, students may make changes in their courses on the web according

to a pre-announced schedule. They may need to settle their accounts at the Office of the Comptroller.

Fees and Expenses

The American University of Beirut is a non-profit institution. The charge to students is kept at the minimum consistent with the provision of high quality instruction and adequate resources. The University reserves the right to change any or all fees at any time without prior notice. Such changes will be applicable to students currently registered in the university as well as to new students.

Students will not be permitted to enter classes at the beginning of the term until their fees are paid or special arrangements have been made with the university comptroller. All fees are quoted in Lebanese pounds and US dollars.

Payment of Fees

Each AUB student must pay all his/her tuition fees and other charges levied.

1. Students who demonstrate financial need may make formal application for deferred payment arrangements for tuition fees only to the Office of the Comptroller according to the academic calendar for the first and second semesters. No applications for deferrals will be accepted thereafter. Deferred payments are not a right and will only be agreed to under specific and special circumstances. Students who arrange for deferred payments are still required to complete all registration formalities within the set deadlines. Deferred payment arrangements are not permitted for the summer session.
2. A graduate student who applies for deferred payment must pay at least 50% of the net amount of tuition due. All other charges must be paid in full with no deferrals. A student must pay a deferred payment application fee of $33, whether approved or not.
3. Should the student's application be approved, the student must pay the balance, plus a deferred application fee of $33, together with the late payment fee, if applicable. All the above arrangements must be concluded by the announced deadlines.
4. Every student granted deferred payment must sign a statement indicating agreement that failure to complete payment by the set deadline will result in receiving no credit for the semester in which the student has defaulted on payment.

Students are expected to meet all financial obligations by the appropriate due date. The university reserves the right to place an hold on the student's record, which will prevent registration for future

semesters and the release of transcripts and diplomas, as well as access to other university services. It is each student's responsibility to be informed of all registration and payment dates and deadlines.

Up-to-date schedules for registration and payment of fees may be obtained from the Office of the Registrar (ext: 2570 /2571), the website https://www.aub.edu.lb/registrar/pages/default.aspx or at the e-mail address: registrar@aub.edu.lb

Academic Rules and Regulations

Categories of Students

To be considered a full-time student, a student must carry a minimum load of 9 credits per semester. For summer full-time, the required load is 6 credits. Students can normally register for up to 12 credits per semester and 6 credits during the summer session. The category of part-time students applies to those carrying less than 9 credits per regular semester or less than 6 credits for the summer.

Supervision

Each student has an academic adviser who must approve the student's schedule each semester. The student's adviser is appointed by the graduate faculty of the school. These advisers will maintain their relationship with the students and help in planning the student's course of study until they graduate from the MSN program.

For students working towards a thesis, a thesis adviser is assigned who must be a full-time faculty member and will serve as chairperson of the thesis committee. The thesis adviser and the members of the thesis committee should be of professorial rank.

Attendance

- Students are expected to attend all classes, laboratories and any required activities. Absence of students, whether excused or not, from any class or laboratory session does not excuse them from their responsibility for the work done or for any announcements made during their absence.
- Students who absent themselves during a semester more than ***one third*** of the number of hours of any course lose all credit for the course.
- Students may *not* be excused from laboratory and field requirements. All missed clinical and field requirements must be made up. In case of repeated absences from clinical courses, ***over one third of the total hours***, the student may be asked to drop the course.
- Students who fail to sit for scheduled examinations, or fail to fulfill course requirements, will be given the minimum grade for graduate courses, which is 55. Results of tutorial courses, clinical and administrative residencies, projects, or theses will be reported as pass (P) or fail (F).

Examinations and Quizzes

Students may not absent themselves from announced final examinations and quizzes unless they present an excuse considered valid by the coordinator of the course. The course coordinator may then require the student to take a make-up examination.

Computer Literacy

Masters students are expected to have a basic level of computer literacy. Ability to use Microsoft Word, Power Point and spread sheets software is a minimum requirement, since most courses require term papers and oral presentations. For students who are weak in this area, a number of workshops on the use of various computer programs are offered regularly by the Academic Computing Center, accessible through AUB website, or by calling 2260 or 3580. Students must also know how to do electronic literature searches using databases such as MEDLINE and CINHAL. The Saab Medical librarian offers regular sessions, or per request about searching the literature. Call Dr. Ola Zein at 5911 for further questions.

RCR Requirement

The Responsible Conduct of Research (RCR) Requirement must be completed by all newly admitted degree seeking graduate students, both at the Master's and PhD levels. The requirement includes prospective graduates and graduates admitted on probation.

The requirement is fulfilled by in the RCR course section determined by the student's respective Faculty and department/program. RCR courses "cover core norms, principles, regulations, and rules governing the practice of research." Topics include research misconduct, data management, authorship, peer review, mentoring, using animal subjects in research, conflicts of interest, collaborative research, and research involving human subjects. Additional topics may be included according to research discipline.

The requirement must be fulfilled within the first month and is marked by a passing grade. Failure to fulfill the requirement in a timely manner results in a registration hold that is removed once the student has fulfilled the requirement.

Courses and Grades

Courses taken as part of a student's graduate study program fall in one of two categories: graduate or prerequisite, with different grading systems.

- *Graduate Level Courses*
  Graduate level courses in Nursing are numbered 500 and above. The minimum passing grade for a graduate course is 70. However, students are required to maintain a cumulative average of at least 80 in all courses taken for graduate credit. Projects, thesis and residency courses are graded as Pass/Fail.

- *Prerequisite Courses*
  These are usually undergraduate courses taken to make up for any deficiencies in the student's background. They do not carry graduate credit. The minimum passing grade for a prerequisite course is 70.

Grading System

Evaluation of the student's achievement will include their work in theory, practice, as well as professional attitudes and behavior.

AUB follows the grading system below

Grade Conversion Chart

Course Letter Grade	Numeric equivalent	Quality Points
A+	93-100	4·3
A	87-92	4·0
A-	83-86	3·7
B+	79-82	3·3
B	75-78	3·0
B-	72-74	2·7
C+	69-71	2·3
C	66-68	2·0
C-	63-65	1·7
D+	61-62	1·3
D	60	1·0
F	< 60	0·0

Note: The GPA at AUB is capped at 4.0

I	P	PR	W	NP
Incomplete	Pass	In Progress	Withdraw	No Pass

Incomplete Grades

A student who has an incomplete on one course must complete the work required for the course within one month of the start of the next regular semester. In exceptional circumstances the graduate committee may decide to give the student additional time to complete the course.

Incomplete course work will be reported as "I" that is followed by a grade reflecting the evaluation of the student available at the end of the semester. This evaluation is based on a grade of zero on all missed work. If the work is not completed within the period specified, the "I" is dropped and the grade becomes the final grade.

Probation and Dismissal

A student working towards a master's degree in Nursing "MSN" may be placed on probation by the Hariri School of Nursing Graduate Studies Committee if he/she:

- Is admitted to graduate study on probation,
- Fails in any course taken for graduate credit, and
- Does not maintain the required cumulative average of 80.

The probation may be removed upon the recommendation of the Graduate Studies Committee of the School if the student has completed a minimum of 9 credits of graduate level courses within the two consecutive semesters after being placed on probation, has passed all courses, and has obtained the cumulative average of at least 80. If the student fails to meet any of these conditions, s/he will be dropped from the program.

The Graduate Studies Committee may discontinue a master's student from graduate study if:

- Probation status is not removed within a period of two semesters in which the courses that are taken are for credit, or
- In the opinion of the department, and irrespective of the grades obtained, the work of the student is deemed unsatisfactory, or
- The student fails the comprehensive examination twice, or fails the thesis defense twice.

Residence Requirements

To meet the minimum residence requirements for the master's degree, a student should register and be in residence as a graduate student for at least two semesters and two summers, or four summers.

Leave of Absence

- All graduate students are expected to make steady and satisfactory progress toward the completion of degrees. Students who are not enrolled for a period of more than one academic year (two consecutive regular terms and one summer) will be considered to have withdrawn from the program unless they apply for a leave of absence and secure approval of the department, School Graduate Studies Committee, and Graduate Council.

- The leave of absence application can be up to one academic year at a time. The maximum period of approved leave of absence is for two academic years. An approved leave of absence does not count towards maximum residency. Non-enrollment by the student for one semester without securing leave of absence will count towards maximum residence.

- Students who seek to return without having secured leave of absence approval after a non-enrolment period of 12 months must reapply and will be considered for readmission following regular AUB application/admission procedures. If re-admitted into the same graduate program, then their earlier status as graduate student will count towards maximum residence.

- The Leave of Absence Application Form should normally be submitted to the respective department/faculty at least one month prior to the beginning of the semester in which absence is planned. The form can be downloaded from the following site:http://www.aub.edu.lb/graduatecouncil/Pages/regulationsandforms.aspx

Readmission

The following factors govern students seeking readmission:

- Students in good standing who withdrew voluntarily shall be granted readmission to the School if the period between the end of the semester or session of withdrawal and the beginning of the semester for which readmission is sought is not more than four regular semesters. The readmission request must be submitted to the Office of the Registrar at least one month prior to the beginning of the semester or the summer session to which readmission is sought.
- Students who have left the university for more than two years must submit the readmission request to the Office of the Registrar and must have the approval of the Admissions Committee of the Hariri School of Nursing.
- Students who have left the School while on probation will remain on probation for one semester and have to clear the probation status at the end of a regular semester, or else they will be dropped from the School.

Masters' Completion Program

Overview of the Curriculum

The curriculum includes 37 to 40 credits (depending on the track of study) and may be completed in two years on a full-time basis. Part time students must complete the program requirements within a maximum period of four years. Extension beyond the maximum allowed period of study requires the approval of the Graduate Studies Committee of the faculty and the Graduate Council.

The components of the master's program include: 1) Core courses, 2) Specialty courses, and 3) Elective Courses, and 4) a project or thesis. The Hariri School of Nursing offers the MSN degree in the following four tracks:

1. Adult-Gerontology Clinical Nurse Specialist (39 credits), with an optional minor in Nursing Education,
2. Nursing Administration and Management (37 credits)

3. Psychiatric Mental Health Clinical Nurse Specialist, with an optional minor in Nursing Education.(40 credits)
4. Community and Public Health Nursing, with an optional minor in Nursing Education (40 credits)

Students in any track may opt to take an additional 12 credits of coursework towards a minor in nursing education.

Both thesis and non-thesis options are available in all tracks. Below is a general description of the courses required for graduate education in nursing. Students may receive credit for graduate level courses only. Appendix A provides sample study plans for students in the various tracks for full time and part time study.

Curriculum Masters of Science in Nursing

Core Courses		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 500	Theories, Concepts and Ethical frameworks for Advanced Nursing Practice	2	0	2
NURS 501	Advanced Nursing Practice: Scope and Roles	2	0	2
NURS 530	Statistical Reasoning and Application in Nursing Research	1	2	2
NURS 502	Advanced Nursing Research	3	0	3
NURS 527	Systems Approach to the Development and Evaluation of Health Care Services	3	0	3
Concentration Courses		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
Adult-Gerontology Track				
NURS 503	Advanced Health Assessment	2	3	3
NURS 504	Advanced Pathophysiology	3	0	3
NURS 505A	Advanced Practice in Adult-Gerontology I	2	8	4
NURS 505B	Advanced Practice in Adult-Gerontology II	2	8	4

NURS 506	Advanced Practice in Adult-Gerontology III (residency)	0	16	4
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
	Electives	-	-	0-3
Nursing Administration and Management Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 507	Essentials of Nursing Administration and Management	2	0	2
NURS 508	Advanced Practice in Nursing Administration (residency)	0	16	4
NURS 531	Practical Applications of Budgeting in Nursing	1	0	1
NURS 525	Leadership Theories and Applications for Nurse Managers	3	0	3
NURS 520	Managing Quality with Teams	3	0	3
NURS 533	Advanced Health and Nursing Informatics	3	0	3
MNGT 332*	Human Capital Management	3	0	3
	Electives	-	-	0-3
Psychiatric Mental Health Nursing Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 503A	Advanced Health Assessment for Mental Health	1	0	1
NURS 504	Advanced Pathophysiology	3	0	3
NURS 512	Advanced Psychiatric and Mental Health Assessment	1	3	2
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
NURS 516	Psychopathology and Human Behavior	3	0	3
NURS 517	Models of Treatment Psychotherapy (Bio-behavioral Nursing Interventions)	1	6	3

NURS 518	Group and Family Psychotherapy	1	6	3
NURS 519	Clinical Residency in Acute Psychiatric Care	0	16	4
	Electives	-	-	0-3
Community and Public Health Nursing Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 503	Advanced Health Assessment	2	3	3
NURS 504	Advanced Pathophysiology	3	0	3
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
EPHD 300	Principles of Epidemiology	2	0	2
NURS 522	Principles and Practice of Community Health Nursing	2	3	3
NURS 523	Advanced Community Assessment	2	3	3
NURS 524	Clinical Residency in Community Health Care	0	16	4
	Electives	-	-	0-4
Minor in Education				
EDU 318	Test Construction in Education	3	0	3
EDU 326	Theory and Design of Curriculum	3	0	3
NURS 509	Role development in Nursing Education	3	0	3
	Elective in education	3	0	3
Thesis/Project				
NURS 599 or	Thesis	–	–	6
NURS 598	Project	–	–	3
And Elective		–	–	3
NURS 526	Comprehensive Exam	-	-	0

*Students may take MNGT 332 or any equivalent course.

Students may take an equivalent of 3 credits as elective in any major that helps them with their studies. For students doing a minor in nursing education, the elective credits must be in education. The Hariri School of Nursing also offers special topic courses ranging from 1 to 3 credits that cover nursing issues of interest to students in the various tracks. These courses can be counted toward the elective credits.

Course Description

NURS 500 Theories, Concepts and Ethical Frameworks for Advanced Nursing Practice 2.0; 2 cr.

This course introduces students at an advanced level to conceptual resources for advanced nursing practice. The course is organized around four themes: conceptions of science and nursing knowledge; antecedents and applications of theories relevant to nursing practice; healthcare ethics; and, nursing and politics. The course focuses on the application of conceptual models to current and future nursing practice.

NURS 501 Advanced Nursing Practice: Scope and Roles 2.0; 2 cr.

This course provides the student with knowledge related to the advanced practice roles and competencies. Students develop a vision and structure for Advanced Nursing Practice that includes the Consensus Model for Advanced Practice Registered Nurse, regulation, credentialing, and emerging professional issues. The course concentrates on the foundations and philosophy of care in different specialties and health care.

NURS 502 Advanced Nursing Research 3.0; 3 cr.

This course focuses on complex research designs, interpretation of research findings and development of research proposals. The interrelationship of theoretical frameworks, quantitative/qualitative design, sample selection, data collection instruments, and data analysis are analyzed in terms of clinical nursing research problems.

NURS 503 Advanced Health Assessment 2.3; 3 cr.

This course focuses on the advanced comprehensive assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, psychosocial and physical assessment, and diagnostic reasoning.

NURS 503A Advanced Health Assessment for Mental Health 1.0; 1 cr.

This theory course focuses on the comprehensive health assessment of clients using a biopsychosocial approach. Mental health students will build on their knowledge and skills in clinical interviewing, focused history taking, and critical analysis of client data to identify actual and potential health problems. The focus will be on the differential diagnosis of various case presentation with organic and psychological etiologies.

NURS 504 Advanced Pathophysiology 3.0; 3 cr.

This is a course in advanced pathophysiology related to acute and chronic illnesses experienced by adults and older adults. Emphasis is placed on pathophysiologic nursing phenomena experienced across diseases, their manifestations and assessment measures. Case studies are used to illustrate application to advanced nursing practice.

NURS 505A Advanced Practice in Adult-Gerontology I 2.8; 4 cr.
This course builds on N504 & N503 and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of adult and older adult clients with chronic health problems. Health promotion and risk reduction strategies are also addressed. *Prerequisite: NURS 503*.

NURS 505B Advanced Practice in Adult-Gerontology II 2.8; 4 cr.

This course addresses advanced nursing practice in adult care and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of adults and older adults with acute and critical care conditions. . *Prerequisites: NURS 503 and NURS 504*.

NURS 506 Advanced Practice in Adult-Gerontology III 0.16; 4 cr.
This is a practicum in which students apply content learned in NURS 503, 504, 505and 515, and use concepts learned in NURS 501 and PHRM 314, in the advanced management of adult and older adult clients with various illnesses. Interdisciplinary collaboration, research utilization, educational activities and case management are emphasized in a specialty area of practice. *Prerequisites: NURS505B and PHRM 314.*

NURS 507 Essentials of Nursing Administration and Management 2.0; 2 cr.

This course introduces management concepts and techniques. It focuses on three core topics: roles and responsibilities of managers; leading organizational effectiveness; and strategic planning. The focus is on using management models and concepts to work towards improved organizational effectiveness. Case studies of organizational problems provide the basis for group practical work.

NURS 508 Advanced Practice in Nursing Administration 0.16; 4 cr.
This practicum focuses on developing advanced management and administrative nursing skills in hospitals and primary health care settings. *Prerequisite: NURS 507.*

NURS 509 Role Development in Nursing Education 3.0; 3 cr.
This course addresses principles of teaching and learning, instructional methods, test construction and use, as well as curriculum and program development as applied to nursing. The course enables students to apply educational theory and research in various settings such as schools of nursing and staff development centers. **Required for the minor in education.**

NURS 512 Advanced Psychiatric and Mental Health Assessment 1.3; 2 cr.
This course focuses on the advanced comprehensive mental health assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, mental status examination and diagnostic reasoning. The student performs comprehensive assessment and D.S.M. IV diagnosis on adult populations.

PHRM 314 Advanced Pharmacology and Therapeutics 3.0; 3 cr.
This course covers pharmacology and drug therapy related to advanced nursing practice. General principles of pharmacokinetics pharmacotherapeutics, pharmacogenetics and considerations for

special populations are covered. Classes of drugs, their mechanism of action, drug selection, dosage, therapeutic and adverse effects, and patient monitoring are discussed using case studies of clinical conditions. *Students are required to have taken pharmacology at the undergraduate level before PHRM 314*.

NURS 516 Psychopathology and Human Behavior 3.0; 3 cr.
This theory course examines the effects and/or sequels of alterations in selected bio-behavioral processes in the adult human suffering from illnesses with critical onsets and long-term unstable conditions. It focuses on the study of the brain and behavior and the neurological, physiological and biochemical foundations of cognition, mood and affect. Students will be exposed to advanced assessment skills, selected theories and research to identify complex psychiatric disorders and interventions utilizing case studies.

NURS 517 Models of Treatment-Psychotherapy 1.6; 3 cr.
(Bio-behavioral Nursing Interventions)
In this course, students learn the models of treatment of psychiatric and mental health disorders, and become trained on psychotherapeutic interventions in acute settings. Theories on individual psychotherapy, crisis intervention, group and family therapy are covered. This course has a clinical component where students do practicum in a psychiatric care department. In this course students learn the application of the acquired knowledge in the field of practice and start to practice their role.

NURS 518 Group and Family Psychotherapy 1.6; 3 cr.
This course is complementary to the "Models of Treatment" course, and it focuses on group and family psychotherapeutic interventions. Students synthesize knowledge of theories in the provision of care to groups and families with complex psychiatric problems. Family and group intervention strategies are discussed in a variety of settings. Students explore the practice of these interventions in psychiatric care departments.

NURS 519 Clinical Residency in Acute Psychiatric Care 0.16; 4 cr.
The purpose of this clinical practicum course is to provide opportunities for students to apply the content learned from courses. Students will use assessment skills, selected theories, and research to identify complex health problems and interventions for diverse populations. The focus is on advanced case management and practice of the role, which is further developed as the student integrates theory and practice skills in acute and chronic or community settings. Students will spend 224 hours of clinical hours under the supervision of a preceptor.

NURS 520 Managing Quality With Teams 3.0; 3 cr.
This course addresses theory and application of quality teams, their composition, purposes, function, and decision making tools. Process improvement team and the use of mapping processes for process improvement are a main focus.

NURS 522 Principles and Practice of Community Health Nursing 2.3; 3 cr.
This course introduces concepts and issues relevant to the advanced practice of public and community health nursing. Areas of focus include health promotion, management of chronic disease and health education. The course will use case studies in class and field work in the

community.

NURS 523 Advanced Community Assessment and Interventions 2.3; 3 cr.
This course focuses on the nursing assessment of the health of communities using a case based approach. Students are provided with advanced knowledge and skills in population and individual needs assessment and community based interventions. Clinical experience will be provided.

NURS 524 Clinical Residency in Public and Community Health Care 0.16; 4 cr.
The purpose of this clinical course is to provide students with opportunities to apply content learned in community courses, with a focus on advanced case management and health promotion. Assessment skills, theories and research will be utilized in identifying health problems and planning community interventions. *Prerequisites: NURS 522 and NURS 523.*

NURS 525 Leadership Theories and Applications for Nurse Managers 3.0; 3 cr.

The aim of this course is to promote familiarity with, critical thinking about, and applications of evidence-based theories of leadership in nursing settings. The course encourages a reflective and analytical approach to cultivating effective personal leadership behaviors. The course introduces the full spectrum leadership model, examines its transformational leadership components in depth, and explores similarities and differences between transformational leadership and related leadership theories.

NURS 527 Systems Approach to the Development and Evaluation of Health Care Services 3.0; 3 cr.

The purpose of this course is to introduce students to the development and implementation of health service programs/projects intended to improve health care, practice, and health system's outcomes. The course addresses assessment of contemporary issues affecting health such as those of the epidemiology of diseases, healthcare policies, socio-cultural, geo-political, and economic. It focuses on the theory and practice of planning from a system's perspective and introduces conceptual approaches and techniques of program evaluation. Students will prepare a project plan as part of the course.

NURS 526 Comprehensive Exam 0 cr.

NURS 530 Statistical Reasoning and Application in Nursing Research 1.2; 2 Cr.

This class introduces students to the basic concepts and applications of statistics for nursing research and how to carry these applications using SPSS. The primary objective of the course is to provide students with the skills necessary to understand basic statistical analyses and carry out those analyses using SPSS. Descriptive, bivariate and linear multiple regression are covered.

NURS 531 Practical Applications of Budgeting in Nursing 1.0; 1 cr.

This course focuses on practical applications of concepts in budgeting and basic financial management. Participants will learn to develop a budget and evaluate the financial status of a department or operating unit and determine what, if any, corrective actions need to be taken.

The course presents various analytical methods in management decision making, including variance analysis, and break-even analysis.

NURS 533 Advanced Health and Nursing Informatics 3.0;3 Cr.
This course helps students acquire a foundational and practical understanding of the discipline of health informatics. It introduces health informatics concepts and competencies utilized in monitoring and evaluating nursing practice. The course examines the use of digital tools to foster engagement of patients, families and consumers in their health care. Emphasis is also placed on how Electronic and Personal Health Records can facilitate health information exchange.

NURS 598 Project 3 cr.
Special projects directed toward acquiring skills needed in the development of programs relevant to nursing care within the student's area of interest. Projects vary depending on the track of study.

NURS 599 Thesis 6 cr.

Below are courses in other faculties that students in the Nursing Administration and Management track and Community and Public Health Nursing track must take:

MNGT 332 Human Capital Management (3 credits): An advanced analysis of the human resource function and the challenge of managing human capital in a modern corporation. The course highlights the interrelationships of the different human resource management functions and the strategic role of the HR in today's environment, and capitalizes on new trends and actual case examples to illustrate current HR best practices. **Required in the nursing administration and management track.**

EPHD 300 Principles of Epidemiology (2 credits): A course in principles, concepts and applications of epidemiology in the public health field. The course consists of lectures, assigned readings and complementary practical sessions that provide students with basic epidemiological knowledge and tools relevant to public health practice. Students are given the opportunity to acquire an understanding of the vocabulary of epidemiology and methods of epidemiological research, investigation and control. Topics covered include rubrics of epidemiology, morbidity and mortality measures, sources of epidemiological data, outbreak investigation, epidemiological study designs, causal inference and causation in epidemiology. This course also covers an overview of the major biological agents associated with infectious and communicable diseases with a focus on disease ecology, etiology, transmission and contagion modes. **Required for the Community and Public Health Nursing Track students.**

Minor in Education. *Required and Elective Courses include:*

EDUC 301 Seminar in the History and Philosophy of Education (3 credits*):* Development of educational thought and practice through primary sources. Systems of educational theory will be examined from the age of Pericles to post World War II, with special emphasis on contemporary educational practice. *Annually.*

EDUC 315 Psychology of Education (Advanced) (3 credits): A comprehensive analysis of instructional theory, measurement skills, cognitive development, learning theory, and methods of applying behavior modification in the classroom. *Prerequisite: EDUC 215. Annually.*

EDUC 326 Theory and Design of Curriculum (3 credits): Examination of organization, scope, and sequence of curricula with special emphasis on various approaches to curriculum development. *Annually*. **Required for the minor in education.**

EDUC 318 Test Construction in Education (3 credits): Development of testing techniques and skills for appraisal of the cognitive and affective objectives of instruction. *Alternate years*.

Other possible courses include EDUC 303, 313, & 330. **Required for the minor in education.**

Comprehensive Examination

Students are required to sit for a written comprehensive examination according to AUB regulations. The purpose of this exam is to assess the students' overall synthesis of all the components of the Master's degree program, i.e. integrating of theory, practice, and research.

The student must pass the comprehensive examination after completion of most of the course requirements for the MSN degree. Students must register NURS 526 (zero credit course) the semester during which they plan to take the comprehensive exam.

Students must take the comprehensive exam before doing their residencies and projects/thesis, except full time students who may take it concurrent with their project or residency. The Graduate Studies Committee of the

Hariri School of Nursing shall set the timing of the examination. The student who does not pass the comprehensive examination may take it a second time after a period of at least three months. See Appendix B. **The comprehensive examination is offered twice per year (November and April); dates are announced early during the academic year**.

Thesis/Project

Two types of master's degree programs are available:

- *A master's program requiring a thesis* based on independent research work. Students following this program are required to present a 6 credit thesis, in addition to completion of the courses required in the track of study.

- *A non-thesis master's program*: The student following this program is required to do a 3 credit hour project that should be approved by the student's advising team and the Graduate Studies Committee, in addition to completion of the courses required in the track of study and 3 credits of electives..

Guidelines for Thesis and Project

All MSN students are required to develop a scholarly product that contributes to the generation or application of knowledge to enhance practice, education, theory or policy. The student should negotiate the scope and objectives of the product with the faculty advisement team. For a thesis,

the advisement team would be the thesis committee. For a project, the team would include the student's adviser and a second reader. The composition of the project advisement team shall be approved by/communicated to the program coordinator.
MSN students need to declare their choices of the thesis/project soon after enrollment, preferably making specific plans about the thesis/project by the time they have completed 12 credits so that this requirement can be completed in a timely manner.

For those students enrolled in the MSN with thesis option, the student must submit a thesis based on original, independent research. The thesis must be in English. An abstract not exceeding 350 words must be submitted with the thesis. Once approval for writing the thesis/project is granted, students must conform to the University Thesis Manual found in the library. Application of the thesis manual is mandatory, and those not conforming to its requirements will not be accepted. The student must submit copies of the thesis to the members of thesis committee, unbound but ready for binding, at least two weeks before the thesis defense. The thesis manual guidelines are available at http://website.aub.edu.lb/ulibraries/Documents/ThesisManual/thesis-manual.pdf

The AUB HSON utilizes the writing guidelines of the American Psychological Association (APA) 6th Edition in all written requirements such as term papers of courses. The link below provides adequate guidance for how to organize papers, cite references inside the text and display the reference list using the APA style:

https://owl.english.purdue.edu/owl/resource/560/01/

Project

Project types assume comparable levels of student involvement, performance and scholarship. Projects must be over and above papers and projects completed for course requirements. Options for the project include:

1. **Report of Research Findings**: students may use existing data under a faculty member's guidance to prepare a scholarly paper of publishable quality.
2. **Research Experience**: Active participation in a Faculty member's project with hands-on experience in phases of the project, like writing a proposal, design of the study, data collection, data analysis and reporting of results. The product of this experience would include a summary of the student's learning in the experience, a description of the student's contribution to the project, and a paper on a topic relevant to the project.
3. **Innovations in Practice**: These may include:
    a. **Research Utilization**: Development of an action plan for research utilization in targeted areas. This includes development of the associated clinical protocols/clinical practice guidelines and plans for implementation and evaluation.
    b. **Small needs assessment studies for program development**.
    c. **Educational Media**: Development of an instructional media project or web-based instruction and demonstration of the appropriateness of the product to a specific audience.
4. **Policy Development or Analysis:** This may include:
    a. **Organizational/ Institutional Studies**.

b. **Policy Initiatives**: Development of a position paper which is research- based, aimed at changing a specific policy or policies. This must be aimed at a group of policy makers to effectively promote change.

5. **Other Options**: Any other project of interest to students that is related to significant clinical, theoretical, management or policy topics. All projects should demonstrate a research emphasis.

Any project/thesis that involves human subjects' research needs to be approved by the institutional review board (IRB) before data collection begins. See the IRB website for guidance on the process : www.aub.edu.lb/IRB**.**

Procedure for Project Completion

First the project advisement team and an abstract outlining the project plan is approved by the Graduate Studies Committee at least 4 months before the project defense. The adviser is a faculty member with the primary responsibility of overseeing the ongoing work of the project. The reader is not necessarily involved in continuous advisement but brings expertise. His/her role may vary in the amount of involvement.

The student meets regularly with the adviser during the project work. A final meeting is then scheduled with the advisement team to ensure successful completion of the project. Criteria for evaluation of projects in administration, adult care, and education are attached in appendix B. Projects are graded as Pass/Fail. Grading criteria for projects are shown in Appendix C.

- First registration (3 credit course) to be billed for 3 credits.
- Second registration (zero credits) to be billed for 0 credits.
- Registrations beyond the second time should be the exception for projects and, thus, will require Faculty Graduate Committee approval and students will register for the project (zero credits) and be billed for 1 credit.

Thesis

Thesis Proposal

The thesis committee and an abstract outlining the study plan must be approved by the Graduate Studies Committee Committee at least 4 months prior to the thesis defense.

. Then students prepare a proposal outlining the research plan. This proposal needs to be approved by the student's thesis chair and committee members before proceeding to the data collection stage.

Thesis Committee

The Master's thesis committee should be composed of at least three members approved by the chairperson of the program. The thesis topic and Committee membership must be approved at least 4 months prior to the thesis defense date. It is advisable that the thesis committee includes one member from outside the Hariri School of Nursing, who may be from an institution outside AUB. All committee

members should hold professorial rank. The thesis committee approves the thesis topic and research program and conducts the thesis defense.

Thesis Defense

The thesis defense is open to the public and must be carried out no later than the dates specified in the table below depending on the graduation semester.

Target semester of graduation	Summer 2019-20	Fall 2020-21	Spring 2020-21
Approval of Thesis Topic and Committee	May 18, 2020	September 22, 2020	December 14, 2020
Thesis Defense	September 8, 2020	January 28, 2021	April 28, 2021
Thesis Deposit at Library	September 18, 2020	February 8, 2021	May 10, 2021

*The thesis proposal should be approved by the faculty/school Graduate Committee at least four months before the thesis defense. The above thesis deadlines are generally set according to the stated formula, however, they are subject to change due to administrative constraints

'Pass' or 'fail' is reported for the thesis and defense. In case of failure, the students may resubmit the thesis and defend it after a period of at least three months. Failure the second time leads to discontinuation from graduate work.

Students must be registered for the thesis or at least one course in the semester or session during which they expect to graduate in order to present their defense.

Deposit of Thesis in the Library

After passing the thesis defense examination, the student is required to deposit two hard copies and one CD copy of the thesis at Jafet Memorial Library. A library receipt of these copies must be delivered to the Office of the Registrar before the student is awarded the degree. The student should sign a release form indicating whether or not the library is authorized to supply copies of the thesis to other libraries or to individuals. The non-authorization option is valid for a period of two years only, after which copies of the thesis will be supplied on request.

Research

The faculty of the Hariri School of Nursing believes that research is a major component of the MSN program and is basic to the development of a scientific knowledge base for practice. Information on faculty research is available on the web and is updated on a regular basis with new faculty. Appendix D lists the graduate faculty research profiles.

The faculty of the Hariri School of Nursing at AUB believes that:

- Nursing research contributes to the advancement of knowledge development in general and to the body of nursing knowledge in particular.
- Nursing research is basic to effective nursing practice.
- Programs of research generate more in–depth knowledge in a focused area of research.
- A thesis could be generated from established programs of research. This improves the depth and quality of studies. It provides the student with unique opportunity of working with a circumscribed area of research under the mentorship of an expert faculty member.
- Possibilities also are made available for students to generate their own thesis topics under the supervision of available expertise. This encourages originality and applicability of research. Students are encouraged to choose topics of interest in close consultation with their adviser.

Publication rights based on thesis/project work

- Students publishing Thesis/Project Work, which is within established programs of research at the Hariri School of Nursing should do that in close consultation with their mentors. Agreement on authorship needs to be established in advance.
- It is customary that students writing articles based on original thesis work should be designated as first authors and faculty members mentoring their work as second and consecutive authors unless previously agreed otherwise.

AUB Policy on Graduate Assistantships

Assistantships covering tuition and partial living expenses are available for students at the graduate level in return for a specified number of hours of work per week (maximum of 20 hrs /week) for the Hariri School of Nursing. Assistantships are awarded on the basis of the academic record and departmental needs. Applications for new students are provided within the admissions application package. Refer to AUB's website

http://www.aub.edu.lb. Continuing students may obtain applications from the Office of the Dean of the School. Applications should be submitted early in the semester preceding the semester for which one is applying. For more information about Graduate Assistantship, consult the Dean's Office and the Students Services Officer Mrs Lynn Berbary Najem, 6th floor, Hariri School of Nursing Building.

General Policies and Information

Non-Discrimination Policy – Title IX

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Equity/Title IX Coordinator Mitra Tauk at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Academic and Professional Integrity

Academic integrity and honesty are central components of student's education. Ethical conduct maintained in an academic context will be taken eventually into a student's professional career. Academic honesty is essential to a community of scholars searching for and learning to seek the truth.

Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and the faculty are responsible for insuring the academic integrity of the University.

Academic dishonesty, including but not limited to cheating and plagiarism, is deplored and not to be tolerated. Any act for cheating may be ground for probation, suspension and/or expulsion. Any act for plagiarism may be grounds for a failing grade on the paper and in the course. In addition, other sanctions may be imposed by the school for acts of academic dishonesty.

Students are expected to have high standards of integrity in both the clinical and academic settings. Integrity is a reflection of the respect that one holds for oneself and others. It is reflected by students' behavior in class and in the clinical practicum.

In the clinical settings, students are expected to protect patients' confidentiality, and to be honest in any documentation regarding the patient's condition and their own assessment and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally and academically prepared when caring for patients.

Student Code of Conduct (http://pnp.aub.edu.lb/general/conductcode/index.html)

The purpose of this code is to provide students with a clear statement of the standards of behavior expected in an educational environment, so that they make responsible choices regarding their participation in the academic community and understand the consequences of

their infringement of these standards. Violations may be of an academic or non-academic nature.

Jurisdiction of academic violations lies initially under the authority of the dean of the faculty or school to which the student belongs. Misconduct that is clearly non-academic falls under the jurisdiction of the dean of student affairs who will take the necessary action in consultation with the dean(s) of the faculty or school to which the student belongs.

The following are examples of actions deemed in violation of the Student Code of Conduct; they are not intended to define misconduct in exhaustive or exclusive terms. Any student who violates the principles described in the preamble to this document shall be subject to disciplinary action in accordance with the Student Code of Conduct. The complete student code of document is found at https://www.aub.edu.lb/SAO/Documents/student%20code%20of%20conduct.pdf#search=student%27s%20code%20of%20conduct

Definitions of Misconduct

A. Academic Misconduct

Offences involving academic misconduct include, but are not limited to, the following:

1. Cheating[1]

While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work.

Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

Recommended range of actions: [3-5].

2. Plagiarism[2]

Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Recommended range of actions: [3-5].

3. In-Class Disruption

Students in class are expected to behave appropriately, and shall not disrupt classes or exams by extraneous conversation and/or misbehaving.

Recommended range of actions: [1-3].

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[1] Adapted from the Villanova Academic Integrity Code.

[2] Adapted from the Modern Language Association Style Manual and Guide to Scholarly Publishing, as found on Duke University's web page.

4. Dishonesty[3]

Students are expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence). **Recommended range of actions: [1-3].**
b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes). Recommended range of actions: [3-5].

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made. Recommended range of actions: [1-3]

e. Unlawfully copying computer software. Recommended range of actions: [2-4].

f. Engaging in bribery of any kind. Recommended range of actions: [3-5].

B. Non-Academic Misconduct

1. Disruption/Obstruction

Students have the right to express their opinions on matters of concern to the University in an organized manner and in a public space, excluding residences on campus, but they must notify and consult with the dean of student affairs before doing so. The nature of the event and any publicity accompanying it must be reviewed by the dean to assure that neither Lebanese law, nor university policies and norms are being violated.

In cases where student-sponsored events, including protests, sit-ins, and demonstrations are, after such consultation, not approved by the dean of student affairs, or, if needed by the Board of Deans or the president, it may become necessary for the dean of student affairs to undertake disciplinary measures and even to instruct campus protection to bring the public gathering to an end.

Disrupting or obstructing the normal educational process or any university function or activity by student demonstrations, sit-ins, or 'strikes' is strictly prohibited. This includes, but is not limited to: disrupting classes, library operations, seminars, exhibitions, meetings, ceremonial events, or examinations; impeding or preventing others from attending such events; falsely activating a disaster alarm; or making a threat.

Under no circumstances are any members of the university family to be intimidated or threatened in the execution of their normal duties and responsibilities. That means that students and faculty who wish to hold or attend classes or to go to their offices or places of study shall not be prevented from

[3] **Adapted from the Villanova University Academic Integrity Code.**

doing so; non-academic staff and administrators shall not be impeded from going to their places of work.

2. Distribution of Unauthorized Published Material

The public distribution and posting of published materials such as fliers, leaflets, posters, audiovisuals, etc., must be approved and stamped by the dean of student affairs. The campus protection office will remove from display any such unauthorized material.

3. Theft

Stealing on campus or at a university-authorized event off campus, including unauthorized use of university equipment or services (e.g., telephones, photocopiers, or computer facilities), or possession of stolen property, is prohibited.

4. Destruction of Property/Endangering Public Safety

Students are expected to protect university property and to respect the safety of others. Acts contrary to these principles, which include, but are not restricted to, the following, are subject to disciplinary procedure:

a. Engaging in vandalism or other intentional damage (such as spray painting or graffiti) to property on campus or at university-authorized events off campus.

b. Littering, such as disposing of waste (empty bottles, cigarette butts, food containers, etc.) in other than designated places on campus.

c. Unjustified discharge, damaging, or tampering with any fire extinguisher, fire alarm, or other safety devices.

d. Taking, or attempting to take, action that damages or could damage private property, without the consent of the owner or person legally responsible.

e. Appropriating, or attempting to appropriate or possess, private property, without the consent of the owner or person legally responsible.

f. Unauthorized entry, unapproved duplication of keys or use of such, or unauthorized use of campus facilities.

5. Mental or Physical Harm

Acts that inflict mental or physical harm are prohibited, including the following:

a. Engaging in physical aggression including, but not limited to, assault.

b. Engaging, or attempting to engage, in intimidation, coercion, extortion, blackmail, or bribery; bullying; threatening violence, injury, or harm to others on campus or at university-authorized events off campus; endangering or tending to endanger the safety, health, or life of any person.

c. Engaging in behavior that creates a substantial risk of, or results in, injury to others, such as committing arson or causing a riot.

d. Using force, inciting violence, inflicting or attempting to inflict injury to others on campus or at a university-authorized event off campus.

e. Engaging in any activity that endangers the health and safety of an individual or demeans an individual in conduct of an unbecoming or humiliating nature, or in any way that detracts from an individual's academic pursuits.

Many of these acts may be interpreted as harassment. Cases of discriminatory harassment are addressed through AUB's Procedures to Address Formal Allegations of Sexual and other Discriminatory Harassment . Cases of non-discriminatory harassment, which do not invoke one of the protected characteristics (race, color, religion, etc.) under the University's Non-Discrimination Policy , are addressed through the Grievance Policy and Procedures .

6. Possession of Dangerous Weapons or Materials

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

7. Discrimination and Harassment

Students are not allowed to discriminate on the basis of race, gender, age, religion, national origin, ethnic origin, marital status, mental or physical disability. Nor shall they harass, intimidate, insult, or threaten others whether verbally, in writing, or through electronic means.

Engaging in sexual harassment, e.g., requests for sexual favors, unwelcome sexual advances, unwelcome physical contact of a sexual nature, spoken comments or abuse (including email) of a sexual nature, and the public display of sexually suggestive objects or pictures is prohibited (refer to the University Policy Against Discrimination and Harassment).

8. Smoking and Alcohol

The consumption of alcohol, on campus, by students is not permitted. Smoking is not permitted in university buildings other than private residences and those areas within the student dormitories, as may be designated from time to time by the dean of student affairs (refer to the University Policy on Smoking).

9. Inappropriate Sexual Behavior

Publicly engaging in sexual behavior is prohibited as deemed by Lebanese law.

10. Use of Computers

Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses, and unethical use of AUB access is prohibited (refer to the University Policy on the Use of Computers).

1. Inappropriate conduct in AUB libraries

Any action that impedes the safe and effective use by all patrons of the AUB libraries for the purpose of study, research, reading, and other intellectual pursuits, is prohibited (refer to the University Policy on Appropriate Conduct in Libraries).

Disciplinary Actions

Disciplinary action will be imposed according to the nature (academic or non-academic) and severity level of the violation.

A. Academic Misconduct

In principle, enforcement of disciplinary actions for academic violations is carried out by those immediately responsible.

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously.

A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred.

When the instructor has taken disciplinary action, he or she should send a letter to the Student Affairs Committee in the faculty or school in which the student is enrolled, informing that committee of the incident and the action taken. A copy of the letter will be placed in the student's file, as well as forwarded to the student's adviser for follow-up.

B. Non-Academic Misconduct

Violations of a non-academic nature are the responsibility of the dean of student affairs, in consultation with the dean of the faculty or school in which the student is enrolled and, as

necessary, the chief of campus protection. Students should know that the laws of the Republic of Lebanon apply on campus, and those who violate these laws may be subject to criminal prosecution.

C. List of Primary Disciplinary Actions

Documentation of disciplinary actions, other than suspension and expulsion, will not become part of the student's permanent record. Records of the University Disciplinary Committee decisions, including charges and sanctions, will be

maintained as part of the confidential records in the office of the respective dean, for a period of up to four years after the student graduates or ceases to be a student.

Range of Actions:

Warning

This may be oral or written. It is a statement that the student has inadvertently violated a university regulation. The warning will be recorded in the respective dean's records and the student will be documented.

Examples: *Littering and smoking in prohibited areas.*

Reprimand

This will be in writing. It is a statement that the student has violated a university regulation. It is intended to communicate most strongly, both the disapproval and the reprimand of the university community. The reprimand will be kept in the respective dean's records.

Examples: *Inadvertent plagiarism - failure to cite sources appropriately, and inappropriate physical contact.*

Dean's Warning

This will be in writing. Only two Dean's Warnings are allowed in a student's academic career at AUB. It is recommended that any violation of university regulations after the second Dean's Warning results in consideration of suspension. Such a warning is kept in the file of the student and the respective dean's records.

Examples: *Plagiarism, academic dishonesty, disruption-obstruction, mental or physical harm, discrimination and harassment.*

Suspension

This will be in writing and will form part of the student's permanent record. A student will be suspended for a fixed period of time during which the student may not participate in any

academic or other activities at the University. At the end of the suspension period, the student may be readmitted to the University, only upon the recommendation of the University Disciplinary Committee.

Examples: *Cheating, theft, and destruction of property.*

Expulsion

This will be in writing and will form part of the student's permanent record. Expulsion denies the student the right to participate in any academic or other activities of the University for an indefinite time. Only under the most unusual circumstances, and upon the recommendation of the University Disciplinary Committee, will an expelled student be readmitted to the University.

Examples: *Academic dishonesty, possession of dangerous weapons or materials, and endangering public safety.*

N.B. Any person who maliciously lies to cover up an act sanctioned by the code of conduct will be considered to be an accessory after the fact and may be subject to disciplinary action.

D. Required Withdrawal from Campus Pending Hearing

In extraordinary circumstances, when the student's continued presence is deemed a danger to the university community, the student will be required to withdraw from the campus, pending a meeting of the University Disciplinary Committee. This action shall normally require the approval of the president of the University.

E. Secondary Disciplinary Actions

In addition to the disciplinary actions listed above, the following secondary disciplinary actions may be imposed upon those who violate the Student Code of Conduct. Secondary disciplinary actions may be of an academic or non-academic nature.

Secondary Disciplinary Actions – Academic

- The student may be prohibited from participating in the work study program.
- The student may be prohibited from receiving any form of financial aid, scholarship, or monetary award.
- The student may be prohibited from receiving any form of honor, merit award, or other academic recognition award.
- The student may be prohibited from holding a graduate assistantship.
- The student may be given a failing grade in a course or a test or any other form of academic assessment.

Secondary Disciplinary Actions – Non-Academic

- The student may be prohibited from representing AUB in any official role, activity, or event.
- The student may be prohibited from serving as an officer of any AUB organization including club, team, or society.

- The student may be prohibited from living in any AUB hall of residence or similar facility.
- The student may be strongly advised to attend treatment or counseling as determined by the director of the counseling center, in consultation with the dean of student affairs.
- The student may be required to make financial restitution.
- The student's case may be referred to an external agency for further action (this could include the filing of criminal charges).

Complaint Procedure

Any person subject to, or who witnesses, a violation of the Student Code of Conduct should forward a written complaint to a faculty member, a chairperson, or any university official. Academic violations shall be forwarded to the dean of the faculty to which the student accused of the violation belongs. Non-academic violations shall be referred to the dean of student affairs. Violations that may require suspension or expulsion will be referred by the concerned dean to the University Disciplinary Committee.

Formal Hearing by the University Disciplinary Committee

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation understand the charge and the evidence against them and are afforded a reasonable right of rebuttal.

The University Disciplinary Committee shall inform the student of the charge in writing. Evidence shall be presented in the presence of the student who shall have a reasonable right of rebuttal including the right to cross-examine witnesses. In determining penalties, the committee may take into consideration the student's cumulative discipline record.

Appeal Procedure

Any student who is charged with a disciplinary offense has the right to a full and fair hearing for any disciplinary charges brought against him or her under university regulations.

If any of the following apply, a student may appeal to the dean of the faculty or school regarding faculty or departmental decisions, or to the University Disciplinary Committee against disciplinary action taken by the dean of student affairs or the dean of the faculty or school to which the student belongs:

1. Procedural error
2. New evidence
3. Unsupported conclusion
4. Disproportionate sanctions

The outcome of this appeal may result in higher, lower, identical, or no sanctions at all being imposed. The University Disciplinary Committee's decision shall be final.

Student Grievance Policy

Undergraduate or graduate students may consider informal or formal procedures to seek redress for what they believe to be unfair, improper, or discriminatory decisions, actions, or treatment contravening the established policies and procedures of the University. These grievance procedures neither supersede, nor take precedence over established university procedures or due process for any and all matters related to academic misconduct, disciplinary appeals, grade appeals, financial aid, or other welldefined areas of faculty or staff responsibility. Moreover, grievances should not be confused with petitions related to academic issues, including deviation from academic requirements or policies. For more information, please refer to Sections 1-3 and 6 of AUB's Grievance Policy and Procedures

Other Policies

Student Representation on Faculty Committees

Student representation on the Hariri School of Nursing Committee is encouraged.

Students can request that items be put on any Hariri School of Nursing Committee agenda regarding graduate students. At the discretion of the Graduate Program convener or the Dean of the Hariri School of Nursing, this request may be granted. MSN students are represented on the Graduate Studies Committee and the Nursing Student Society.

Facility and Supervision Guidelines for Graduate Student Practice

The Faculty and students will discuss clinical or administrative placement and preceptors in preparation for the course where such training is expected. Any student may seek new learning experiences in facilities that are not currently used by the Hariri School of Nursing. In order to accomplish placement at a new clinical facility in a timely manner, the negotiations must begin early, (at least 8 weeks ahead of lead time is preferred). Student selection of clinical facilities and /or preceptors is under the supervision of the Graduate Faculty.

Students with Special Learning Needs

Students with disabilities applying to AUB are strongly encouraged to make their disability known to the Admission Office. This information will not affect the decision on admission;

rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus. AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, Room 314

As old buildings are renovated and new ones built, wheelchair access ramps are being constructed. Some parking lots have been assigned and dedicated for special persons and they are located on different AUB sites. These areas are labeled for "Special Permit" holders. A room for the Visually Impaired is located in the West Hall.

Students Rights and Responsibilities

Students are members of the academic community and are also citizens. Students enjoy the same freedom of speech, peaceful assembly and right to petition. Students have the responsibility to know and obey the Lebanese Laws, as well as institutional regulations, policies and established guidelines as stated in this handbook. Students are accountable for their own behavior at all times.

Students have the right to freedom from discrimination on the basis of race, color, religion, sex, and age. Students have the right to be informed, in writing, of the expected behaviors and standards by which they will be evaluated prior to participating in clinical classrooms activities. Students have the right to academic evaluations that are not prejudiced and based on stated course requirements. As constituents of the academic community, students are free, individually or collectively, to voice constructive criticism through identified channels on issues such as curriculum, and matters of general interest to the student body without fear of reprisal.

While under the direct supervision of an instructor, students also have the right to adequate safety precautions provided by the Hariri School of Nursing. Students also have the right to negotiate participation in clinical situations which they feel are threatening to their personal health or life. Students, individually or collectively, have the right to expect, within a reasonable length of time, feedback concerning all student related issues presented to the faculty.

Freedom in Classroom

Students are responsible for learning the content of the courses in which they enroll, though they should be free to take reasoned exception to the data or views offered in any course of study, and reserve judgment about matters of opinion.

Students are responsible for complying with standards of academic performance required by each course in which they are enrolled as stipulated in the course syllabus. Such standards shall be communicated

clearly on or before the first meeting of each course. Students should have protection against prejudiced, arbitrary, and capricious academic evaluation.

Knowledge of student's views, beliefs and political associations acquired by the faculty members in the course of their work as instructors, advisers, and counselors are to be considered confidential.

Freedom of Inquiry and Expression

Students are free to examine and discuss questions and issues of interest to them, to express their opinions whether in public or in private. Such freedom does not, however, permit student groups to disrupt the orderly processes of the educational environment, nor does it permit the expression of ideas in ways which violate civil or criminal law, blatantly disregard the truth, threaten, demean, or libel others. In expressing their views, students should make clear that such views are not necessarily those of the University.

Getting in Touch with the Right People at the Rafic Hariri School of Nursing

Students are encouraged to communicate any concerns they might have to the appropriate persons. They can refer to the Student Services Officer for the following issues:

- Answering queries about the MSN program
- Student orientation and advising
- Follow up on graduate assistantships and scholarships available to nursing students
- Problems in registration (opening capacity, removing restrictions, resolving time conflict problems, removing holds, selection of elective courses, drop and add courses)
- Dealing with the administrative body (Registrar's office, Office of Financial Aid, Office of Student Affairs and specific committees at HSON)
- Writing and submitting petition letters (underload/overload credits, late registration, medical reports, course withdrawal, reactivation and readmission etc.)
- Selection of specific academic forms for internal and external procedures
- Program evaluation and satisfaction surveys
- Career guidance and work opportunities
- Student related activities such as student elections, NSS activities and graduation parties etc.
- Requesting credentials after graduation.

The Student services office seeks to assist and guide nursing students to develop their plan to academic success, by referring them to the appropriate resources and procedures, and ensuring that they are complying with AUB academic rules and regulations.

Issues related to a particular course are best discussed with the course coordinator. Problems with a student's academic progress should be followed up with the assigned academic adviser. Students may discuss issues related to a particular class with their advisers. If the student cannot resolve problems with the course coordinator or adviser, he/she should talk to the track

coordinator, and then the MSN convener. If necessary, issues are referred to the Dean of the School.

University Services

University Libraries

The AUB library system consists of two main libraries: the University Libraries and Saab Memorial Medical Library.

The University Libraries include the Jafet memorial Library as the Central Library, with two branch libraries: the Engineering and Architecture Library, and the Science and Agriculture Library with its annex AREC (Farm) Library.

Refer to http://www.aub.edu.lb/libraries/Pages/default.aspx for information about the libraries

The Saab Memorial Medical Library (SML) is dedicated to the Memory of Dr. Nicholas Saab (AUB School of Medicine graduate 1959) through a generous gift from his parents.

SML collection consists of 1,200 printed periodical subscriptions , over 82,320 backfile periodical volumes, nearly 42,000 books , over 2,000 of which are of historical value such as (Avicenna's "Cannon of Medicine," 1593, which has been digitized and published on the Web under http://ddc.aub.edu.lb/projects/saab/avicenna/index.html, and nearly 2300 audio-visual items, including computer software. SML has a large number of the most important bibliographic medical and allied health data bases, and more than 2,500 e- journals. SML has been automated since 1990 and is accessible through the internet at http://www.aub.edu.lb/libraries/medical. In 1978, SML was designated by WHO as the National Focal Point of Lebanon. The Library has a special collection called the Lebanese Corner, http://192.168.100.187/, which includes publications about Lebanon or by Lebanese authors in the fields of medicine and other health related topics.

With its rich, up-to-date medical collection, SML aims to promote research in the medical and allied health fields. SML is open 80 hours a week. Databases are currently accessible via library or home search via AUBs' website.

Office of Information Technology

The office of information technology (OIT) manages AUB and AUB Medical center's central information technology. The OIT manages the Student Information System (AUBsis) operated by the Registrar's; the Library Information System, Financial Information System; the Learning Management System (Moodle); and the integrated hospital information system operated by the hospital administration and departments. You can view the services provided by the IT organization by visiting: www.aub.edu.lb/it/.

Before using any of the services below, you must activate that specific computer accounts first.

AUBnet account: The AUB net account provides e-mail, intranet, and Internet access in addition to other services such as roaming storage space, network printing, and personal web site space. Students must activate their AUB net account first as it is required to activate other accounts.

AUBsis account: The AUB sis account provides access to the AUB student Information System, a web-based application designed to provide the following on-line self services to students and faculty over the intranet and the Internet: On-line Registration, Drop and Add, Class Schedules, Grades, Student Transcripts, Address Information, and Billing Statements.

Student computer labs, located in Agriculture, Bliss, Business, Engineering (Wing B), Fisk, Physics, Van Dyck, Diana Tamari Sabbagh buildings, as well as all Libraries and dorms are

used for instruction by the various departments and for personal use by the students. Many popular and PC software packages are available on the lab servers.

An Internet fee of LL60, 000 is charged every semester and will automatically be added to the statement of fees. The quota of Internet data per month per student is 100MB. This is a combined quota of web and e-mail data. Through the AUB Net Resources web site you can find out your Internet data usage for the month.

No limit exists on the time spent browsing and sending information on the web. The limit is only on the volume of data that is sent/ received in the process.

Access to AUB Computing Facilities

Access to computer hardware, software, intranet, and the Internet services is provided to members of the University for the primary purpose of enhancing the academic experience. Access to the use of AUB computer facilities is through authorized computer accounts. To be granted the use of a computer account, users must agree to abide by the AUBnet Code of Conduct for Users of Computing System and Internet Services.

A computer account consists of a unique log-in ID and a password. You identify yourself to the computer system when you log in. Your log-in ID tells the computer who you are.

Like the PIN on your bank ATM card, your password is the key to your account. You must always keep your password secret.

To activate your AUB computing accounts go to http://website.aub.edu.lb/it/Pages/index.aspxthen click on account creation and management and follow instructions..

Available facilities:

- **Intranet and Internet Services**
  IT provides a wired and wireless network infrastructure ensuring secure, reliable and widespread access for AUB users across the entire campus and hospital, including all dorms and faculty apartments. AUB students can connect to the AUB network from public computer labs or personal laptops and mobile devices via the campus-wide

wireless network using any web browser. Students can access many web enhanced courses and online material that they are registered in.

With an AUBnet account, all students, faculty and staff have full access to Internet, email, personal websites and other services such as network printers, intranet applications and the High Performance Computing (HPC) system.

AUB also offers the Eduroam service that allows students, faculty and staff to access the Internet from other universities around the globe, which are members of the Eduroam network, using their AUBnet account.

- **Computer Labs**
  There are several computer labs on campus which provide access to the Internet and a variety of other resources (such as printers) and applications (such as SPSS).
  Students may also request access to servers hosting applications such as Microsoft Office, special software for statistics and graphics, and various programming languages.
- **Microsoft Office**
  All current students can download the Microsoft Office 365 suite of applications on up to 10 devices (5 laptops and 5 mobile devices) free of charge. For more details, visit www.aub.edu.lb/it/.
- **Mobile App**
  AUB offers a mobile app that allows students to check course holds, grades, schedule, deadlines, academic calendar as well as program offerings. The mobile application also facilitates search for library books and articles as well as access to e-learning (Moodle), Instructor Course Evaluation (ICE) and the latest issue of MainGate.
- **IT Help Desk**
  Friendly and knowledgeable IT help desk specialists are always ready to support students, faculty and staff. For IT-related support, contact the IT help desk by email at it.helpdesk@aub.edu.lb, dial ext. 2260, or visit one of the many IT support locations on campus in person anytime Monday-Friday 8:00am-5:00pm (7:30am-3:00pm during summer hours).
  For more information, visit our website: www.aub.edu.lb/it.

Graduate Student E-mail Address

The University makes extensive use of electronic mail for communication and to keep in touch with students. To ensure that students receive timely communication and important announcements, the student's current email address must always be on file in the Hariri School of Nursing. Every graduate student is provided with an AUB Computer Account, which includes e-mail. It is strongly recommended that all graduate students use their AUB e-mail address as their primary one for the duration of the time they are studying here. This will help to prevent students missing announcements or other important communication from faculty and staff.

Bookstore

The University Bookstore is located at the back of Bliss Hall across from Penrose Hall. It stocks most of the required textbooks for specific courses, dictionaries, and other reference works, and a limited number of general publications. Assorted AUB items and gifts such as clocks, mugs, diploma, and picture frames, T-shirts, and binders are also on sale.

The Writing Center

For students who need assistance in writing papers or projects, the AUB writing center located in West Hall Room 307 provides assistance. Tutors from the Department of English are available Monday through Friday 9 am – 3 pm and consulting services are free. The extension to call for taking appointments is 3157.

University Health Services

Medical Records

An entrance medical record form will be sent to all admitted students who have made the commitment to enroll at AUB. It is to be completed by the student's family physician and mailed as soon as possible and before the period of registration in a pre-addressed envelope AUB provides. Alternatively the completed medical record form may be delivered by hand to the Office of Admissions.

All new students must have a tuberculin test at the time of the preliminary medical check, held during registration, and must report 48 hours later for the check on the test. Upon clearing the medical test, the student will be issued a clearance slip to proceed with registration. Students will not be registered unless they obtain this clearance slip. Students who report late for the medical check will be charged a late fee.

Medical checkups may be completed in advance of registration, provided that the student reports to the University Health Services on Campus and brings along a letter of acceptance and the entrance medical record.

Returning students are not required to complete any medical forms. Important changes in the student's medical condition and/or updating immunizations should be reported to a University Physician by appointment at the Health Services Center early in the first semester. Information will be kept confidential.

Health Insurance Plan (HIP)

The University Health Services (UHS) on campus provide medical care to members of the university community at large. Patients are seen Monday through Friday 8 am to noon and 1 to 4 pm in the Gulbenkian Infirmary located in the Sawwaf Building facing the Children Cancer Center in Lebanon. Appointments can be made at the reception desk in advance, either in person or by telephone between 8:30 and 4 pm. A physician is also available to receive patients on a walk-in basis. Such patients must have problems of an urgent nature; otherwise, they will be given return appointments for a later time. In case of emergency, the patient should report directly to the Emergency Unit at the Medical Center or to the nearest Emergency service or Physician.

Students may elect to enroll in the University's Health Insurance Plan (HIP, provided they register for at least six credit hours. Auditors are not considered students. A graduate student registered for a thesis is eligible to continue the HIP coverage for two consecutive years only. Regular students enrolling For twelve months beginning with October registration , pay 514,000 L.L. .
For one semester and summer session beginning with February registration , pay 386.000 L.L.
Students enrolled in the Spring Semester are covered through the summer until September 30, provided they do not leave the University or drop all their courses.

A married student will have the option of including spouse and children at additional fees as outlined in the regulations for the Health Insurance Plan. A student may be exempt from enrolling in the HIP if he/she presents proof of coverage by another health insurance plan.

HIP covers expenses incurred at AUB Medical Center exclusively. Medical bills from other institutions are not covered.

NSSF fee per student per year is 202.500 L.L.

National Social Security Fund (NSSF) Medical Branch

Membership in the NSSF is mandatory by Law for all Lebanese students excluding freshman and special students, and students who are older than 30 years. Non-Lebanese students may not join. To facilitate enrollment in the NSSF Medical Branch, students are required to bring the following items when registering:

- A social security application form filled correctly. Copies of this form will be available for distribution at the time of registration to students who have not completed it.
- A photocopy of their Lebanese Identity Card.
- Their NSSF number if already registered.
- The NSSF number of either parent if insured with the NSSF through father or mother.
- Family record is required of married students only.

Extra-Curricular Services

Nursing Student Society

The Nursing Student Society (NSS) brings together nursing students from all levels to engage in various professional and social activities, under the guidance of an assigned faculty advisor. Objectives of the NSS are to:

- Serve as an organization through which matters related to the welfare of students and the school is transacted.
- Provide a channel for coordination of activities between the students and faculty members, and with other student organizations.
- Organize activities that promote a spirit of loyalty and fellowship among the student body.
- Provide means for active participation in activities that foster the personal, professional and civic development of students.

The NSS has three standing committees:

1. The Educational Committee organizes educational programs of interest to the community.
2. The Social Committee is responsible for social and recreational activities.
3. The Publicity and Finance Committee is responsible for publicity and financial matters.

Clubs and Societies

Opportunities for students to participate in extra-curricular activities, generally organized under the auspices of student-governed societies or clubs are numerous. Membership is open to all registered students upon completion of an application and payment of a nominal fee. For further information or to obtain a list of active Clubs and Societies, go to the Department of Student Activities in the West Hall, extension 3182, or AUB Catalogue.

Athletics and Recreation

The University offers a wide range of sports, athletic and recreational programs through its Athletics Department. Facilities include AUB's Green Field, which hosts international, national, and varsity sports tournament. The Green Field includes the University's soccer field, light outdoor basketball courts, lighted outdoor volleyball courts and a lighted 450-meter track, in addition to the Charles W. Hostler center.

Student Housing

AUB is a residential University in the American liberal arts tradition. It was the first and still is one of the few residential universities in the Middle East offering a beautiful Campus where a rich extra-curricular

and community life flourishes. Life in the AUB residence system offers a high degree of reliability. Dorm life in AUB establishes strong, supportive communities. For extra details, check AUB catalog.

Student Transportation

AUB allows limited automobile access to campus. Only students suffering from illness or disabilities may bring cars on campus. Authorization from Infirmary must be received before a permit can be issued, and then the student can contact Business Services at extension 3510 for a special permit.

Passports and Visas

Foreign students joining AUB must have passports valid for a period of not less than 13 months from the date of joining the University. They should also secure an entry visa to Lebanon from the nearest Lebanese Embassy or Consulate in their country. The Office of Students Affairs, in coordination with Personnel, the Office of Admissions, and the Office of Registrar, will help provide the necessary certificates for registered foreign students to acquire residence permits from the Lebanese authorities.

Mail Service

The University Post Office, located in the basement of Ada Dodge Hall, handles local campus mail and mail for the Lebanese postal services. To secure a campus mailbox a student must show a receipt of fee payment at the AUB Post Office.
Urgent mail may be sent by Aramex through the AUB Post Office. A special rate is offered to the AUB community. Also DHL offers special rates at the AUB Bookstore.

Food Service

The University operates a modern, cafeteria-style food service on the Campus in Ada Dodge Hall. Students have the option of using these food service facilities or eating elsewhere. In addition to the main cafeteria the University also maintains the Mary Dodge Hall Cafeteria, the Engineering Cafeteria, and the Agriculture Kiosk. These facilities provide a variety of hot and cold refreshments for students and their guests. Vending machines are available in a

number of University buildings and at the beach tunnel. You can also ty the Coffee Shop on the first floor of AUBMC, the hospital cafeteria or Lavazza café on the hospital's second floor.

APPENDIX A

Full Time and Part Time Study Plan by Track

Masters of Sciences in Nursing – Nursing Administration and Management Track

Full time study plan

	Fall semester	Credits	Spring semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 507 NURS 531	2 2 2 2 1 9	NURS 502 NURS 520 NURS 525	3 3 3 9		
Year 2	NURS 527 NURS 533 MNGT 332 **NURS 526 Comprehensive exam**	3 3 3 0 9	NURS 508 NURS 599 (thesis) or N598 and elective	4 6 or 3+3 10	Total credits	37

Sample Part time study plan

	Fall semester	Credits	Spring semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 531	2 2 2 1 7	NURS 502 NURS 520	3 3 6		
Year 2	NURS 507 NURS 527	2 3	NURS 525 Elective **NURS 526**	3 3		

	MNGT 332	3 8	**Comprehensive exam**	0 6		
Year 3	NURS 533 NURS 508	3 4 7	NURS 599 (thesis) or N598 and elective	6 Or 3+3 6	Total credits	37

Adult-Gerontology Clinical Nurse Specialist Track

Full Time study plan

	Fall semester	**Credits**	**Spring Semester**	**Credits**	**Summer**	**Credits**
Year 1	NURS 500 NURS 501 NURS 530 NURS 504	2 2 2 3 9	NURS 502 NURS 503 PHRM 314	3 3 3 9		
Year 2	N505A N527	4 3 7	NURS 505B NURS 526 Comprehensive Exam NURS 599 (thesis) or N598 and elective	4 0 6 or 3+3 10	NURS 506 Total credits	4 39

Sample Part time study schedule Plan

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 502 NURS 503	3 3 6		
Year 2	NURS 504 NURS 505A	3 4	PHRM 314 NURS 505B	3 4		

		7	**NURS 526 Comprehensive exam**	0 7		
Year 3	NURS 527 NURS 506	3 4 7	NURS 599 or NURS 598 + electives	6 or 3+3 6	Total credits	39

Master of Science in Nursing – Psychiatric Mental Health Clinical Nurse Specialist Track

Full time study plan

	Fall Semester	**Credits**	**Spring Semester**	**Credits**	**Summer**	**Credits**
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 502 NURS 512 NURS 503 A NURS 516 PHRM 314	3 2 1 3 3 12		
Year 2	NURS 504 NURS 527 NURS 517	3 3 3 9	NURS 518 **NURS 526 Comprehensive Exam** NURS 599 Thesis or NURS 598 Project + Elective	3 0 6 or 3+3 9	NURS 519 **Total Credits**	4 4 **40**

Sample Part time study plan

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 503A NURS 516 NURS 512	1 3 2 6		
Year 2	NURS 517 NURS 504	3 3	NURS 518 NURS 502	3 3		

		6	**NURS 526 Comprehensive Exam**	0 6		
Year 3	NURS 527 NURS 519	3 4 7	PHRM 314 NURS 599 Thesis or NURS 598 Project + Elective	3 6 or 3+3 9	Total Credits	40

Master of Science in Nursing Program – Community and Public Health Nursing Track

	Fall semester	**Credits**	**Spring Semester**	**Credits**	**Summer**	**Credits**
Year 1	NURS 500 NURS 501 NURS 504 NURS 530 EPHD 300	2 2 3 2 2 11	NURS 522 NURS 502 NURS 503 PHRM 314	3 3 3 3 12		
Year 2	NURS 527 NURS 523 **NURS 526 Comprehensive Exam**	3 3 0 6	NURS 524 NURS 599 OR NURS 598 + elective	4 6 or 3 + 3 10	Total credits	49-40

Sample Part time study schedule

	Fall semester	Credits	Spring Semester	Credits	Summer	**Credits**
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 503 NURS 502	3 3 6		
Year 2	EPHD 300 NURS 504	2 3 5	NURS 522 PHRM 314	3 3 6		
Year 3	NURS 523 NURS 527 **NURS 526 comprehensive exam**	3 3 0 6	NURS 524 NURS 599 OR NURS 598 + elective	4 6 or 3 + 3 10	Total credits	39-40

APPENDIX B

GUIDELINES FOR THE MSN COMPREHENSIVE EXAM

A. To complete requirements for the Master of Science in Nursing, students must pass a comprehensive examination. To be eligible to take the examination, the student should have:
    a. Completed all core courses and most specialty courses.
    b. Be in good graduate standing.
    c. Met with his/her adviser to determine eligibility.

B. The comprehensive examination process:

    a. The examination will be taken after most of the course work is finished. Students are advised to take the comprehensive examination as early as possible, before beginning their thesis or project.

    b. There will be three examination questions which will be based on content from the MSN core courses (Foundations of Advanced Practice; Nursing Research); and the Area of Specialty.

    c. Two faculty members will read and grade each question blindly.

    d. A final grade of Pass is required to pass the exam. The grade of Pass will be given if the student passes all three questions.

    e. Criteria for grading will be based on knowledge of content, as well as evidence of critical and analytical thinking. The desired learning outcome is the synthesis and application of knowledge of advanced nursing practice.

    f. Students who receive PR (i.e. Unsatisfactory) on the examination may take it a second time after a period of at least three months.

APPENDIX C
AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

N.598 MASTERS PROJECT: Nursing administration and Management project

Guidelines for Course Grade Pass/Fail

Student name: _____ Date: _____

Paper:

1. Introduction to project development _____
   a. Brief overview of the project area
   b. Rationale for choosing the topic
   c. Relevance to the area of specialty

2. Description of the project components _____
   a. Clear review of literature (including leadership theory, functional area of project, etc……)
   b. Comprehensive plan for the project
   c. Organization of process implementation
   d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
   a. Appropriate use of APA style
   b. Adequate English and grammar
   c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) _____

Oral presentation:

1. Clarity and organization of project _____

2. Appropriate use of audio-visual aids _____

3. Ability to answer questions effectively _____

4. Professional communication style _____

4. Professional demeanor _____

Pass/Fail

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

N.598 MASTERS PROJECT: Clinical Project
Guidelines for Course Grade Pass/Fail

Student name: _____ Date: _____

Paper:

1. Introduction to project development _____
    a. Brief overview of the project area
    b. Rationale for choosing the topic
    c. Relevance to the area of specialty

2. Description of the project components _____
    a. Clear review of empirical support for the project
    b. Comprehensive plan for the project
    c. Organization of process implementation
    d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
    a. Appropriate use of APA style
    b. Adequate English and grammar
    c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) _____

Oral presentation:

1. Clarity and organization of project _____

2. Appropriate use of audio-visual aids _____

3. Ability to answer questions effectively _____

4. Professional demeanor _____

Pass/Fail

NB: The adult-gerontology clinical project may be a research utilization project, such as creation and implementation of a protocol, or development and testing of an assessment tool, or a research experience or quality improvement project within an established academic or clinical setting, or a small research study.

AMERICAN UNIVERSDITY OF BEIRUT

HARIRI SCHOOL OF NURSING

N. 598 MASTERS PROJECT: Education Minor
Guidelines for Course Grade PASS/FAIL

Student Name: _____ **Date: _____**

Paper:

1. Description of project development ____
   a. Rationale for content
   b. Rationale for structure
   c. Teaching/learning theory basis
   d. Learning needs assessment, if applicable

2. Description of project components ____
   a. Creative
   b. Practical and appropriate content and delivery
   c. Correct information for content
   d. Comprehensive approach to chosen topic

3. Scholarly written communication for write up of project ____
   a. Scholarly writing style
   b. Appropriate APA style citations and references
   c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) ____

Presentation:

1. Description of project components ____

2. Scholarly verbal communication ____

3. Professional demeanor and presence ____

Pass/Fail

APPENDIX D

Faculty Research and Publication

Nour Alayan, PhD, RN
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Clinical Focus
Behavioral and Emotional Health - Holistic therapeutics (Motivational Interviewing, Coaching, Hypnotherapy, Emotional Freedom Techniques, Paced breathing and Biofeedback)

Research Interests
Behavior modification strategies; Motivational Interviewing; Prevention and treatment of addictive behavior; Psychophysiological interventions; Smoking cessation; Screening Brief Intervention and Referral to Treatment (SBIRT); Heart rate variability biofeedback; Symptom management

Ongoing Research

- Appraisal, Burnout, and Coping in Dyads Living with Chronic Illnesses: The ABCs of Informal Caregiving
- REflective Simulation-Based e-Training on Motivational Interviewing for Interprofessional Teams [REST-MI]
- Using simulation-based experiential learning to integrate Screening, Brief Intervention, and Referral to Treatment (SBIRT) in the nursing curriculum

Recent Publications

2019 **Alayan, N.**, et al. 2019. "Substance craving changes in university students receiving heart rate variability biofeedback: A longitudinal multilevel modeling approach." , *Addictive behaviors*, vol.97, pp-35-41

2018 Eddie, D., et al. 2018. "Assessing heart rate variability biofeedback as an adjunct to college recovery housing programs." , *Journal of substance abuse treatment*, vol.92, pp-70-76

2018 **Alayan, N**., et al. 2018. "Current Evidence on Heart Rate Variability Biofeedback as a Complementary Anticraving Intervention." , *Journal of alternative and complementary medicine (New York, N.Y.)*

2016 **Alayan, N.** and Shell, L. 2016. "Screening adolescents for substance use: The role of NPs in school settings" , *Nurse Practitioner*, vol.41, no.5, pp-1-6

Hala Darwish, RN, PhD, FAAN
Associate Professor
Managing Director Abou Haidar Neuroscience Institute and the
Nehme and Therese Tohme Multiple Sclerosis Center.
Acute Care and Neuroscience Nursing
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Clinical Focus: Cognitive performance

Research Interests: Cognitive performance, Factors related to impairment and Restoration, Traumatic Brain Injury, Multiple Sclerosis, Cognitive Rehabilitation

Ongoing Research

- Interacting with Nature using virtual reality: A pilot intervention to restore cognitive fatigue in patients with Multiple Sclerosis (MS)
- Environmental Enrichment and Exercise (EE+Ex) Affects Object Recognition, Spatial Learning and Memory, and Epigenetic Events Post Severe Traumatic Brain Injury
- Longitudinal effect of Vitamin D3 replacement on cognitive performance and MRI markers in Multiple Sclerosis patients: A Single-Blind Randomized Clinical Trial
- Brief International cognitive assessment for MS (BICAMS)-Arabic
- Assessment of Traumatic Brain Injury in Lebanon: A Retrospective Cohort Study
- Dementia in Lebanon: a follow-up study
- Microglial activation and neural stem cells cross talk post Traumatic Brain Injury
- Young versus Old: A Potential Role for Vitamin D Supplementation in Modulating Adult Neurogenesis and Hippocampal-Related Functions

Recent Publications

2020 Zeinoun, P., Farran, N., Khoury, S., **Darwish, H**. Development, Psychometric Properties, and Norms of the first Arabic Indigenous Memory Test: The Verbal Memory Arabic Test (VMAT). *Journal of Clinical and Experimental Neuropsychology*-Online June 22.

2020 **Darwish, H**., Farran, N., Hannoun, S., Tadros, N., Yamout, B., El Ayoubi, N., Khoury, J.S. Serum Vitamin D Is Associated With Speed Of Processing In Multiple Sclerosis Patients. *Journal of Steroid Biochemistry and Molecular Biology- Feb;200:105628*

2020 Walaa Fakih, Ali Mroueh , Houssein Salah , Ali H. Eid, Makram Obeid, Firas Kobeissy, **Hala Darwish**, Ahmed F. El-Yazbi , "Dysfunctional cerebrovascular tone contributes to cognitive impairment in a non-obese rat model of prediabetic challenge: Role of suppression of autophagy and modulation by anti-diabetic drugs." , *Biochemical pharmacology*, vol.178, pp-114041

2020 Farran, N., Safieddine, B., Bayram, M., Abi Hanna, T., Massouh, J., Alkhawajah, M., Tamim, H., **Darwish, H** Factors Affecting MS patients' Health-Related Quality of Life

and Measurement Challenges in Lebanon and the MENA Region. *Multiple Sclerosis Journal, Experimental, Translational and Clinical- 6(1), 1-12*

2020 P**uzantian H** and Darwish H. Redesigning a PhD Measurement Course for A New Era of Nursing Science. *Journal of Professional Nursing*. (Apr 30) PMCID: PMC7191290.

2019 Yasser Medlej, Rita Asdikian, Lara Wadi, Houssein Salah, Laura Dosh, Rabih Hashash, Nabil Karnib, Mohammad Medlej, **Hala Darwish**, Firas Kobeissy, Makram Obeid. "Enhanced setup for wired continuous long-term EEG monitoring in juvenile and adult rats: application for epilepsy and other disorders." , *BMC neuroscience*, vol.20, no.1, pp-8

2019 **Darwish, H**. and Hasan, H. "Y-Shaped Maze to Test Spontaneous Object Recognition and Temporal Order Memory After Traumatic Brain Injury." *Methods in molecular biology (Clifton, N.J.)*, vol.2011, pp-383-392

2019 Maalouf, F.T., Alamiri, B., Atweh, S., Becker, Cheour, A E., **Darwish,H**., Ghandour,L.A., Ghuloum,S., Hamze,M., Karam,E., Khoury,B., Khoury,S.J., Mokdad,A., Meho,L.I., Okasha,T., Reed,G.M., Sbaity, E., Zeinoun, P., Akl, E.A. (2019). Mental health research in the Arab region: challenges and call for action. *The Lancet Psychiatry, 1-6.*

2019 Fares, S., Dirani, J., **Darwish, H**. Arabic Validation of the Hopkins Symptom Checklist-25 (HSCL) in a Lebanese sample of Adults and Older Adults. *Current Psychology*, 1-8.

2019 Medlej Y, Salah H, Wadi L, Saad S, Bashir B, Allam J, Atoui Z, Darwish N, Karnib N, **Darwish H**, Kobeissy K Wang JKKW, Hamad E, Obeid M. Lestaurtinib (CEP-701) modulates the effects of early life hypoxic seizures on cognitive and emotional behaviors in immature rats. *Epilepsy & Behavior*, 92, 332-340

2018 **Darwish H**, Farran N, Assaad, S, Chaaya, M (2018). Cognitive Reserve Factors in a Developing Country: Education and Occupational Attainment Lower the Risk of Dementia in a Sample of Lebanese Older Adults. *Frontiers of Aging Neuroscience*, Sept 10: 277

2018 **Darwish H**, Zeinoun P, Farran N, Fares S. (2018). Rey Figure Test with recognition trial: normative data for Lebanese adults. *Clinical Neuropsychology*. 12:1-12. DOI: 10.1080/13854046.2018.1480802

2018 Ghazale, H., Ramadan, N., Mantash, S., Zibara, K., El-Sitt, S., **Darwish, H**., Chamaa, F., Boustany, R. M., Mondello, S., and Abou-Kheir, W., Soueid, J., Kobeissy, F. Docosahexaenoic acid (DHA) enhances the therapeutic potential of neonatal neural stem cell transplantation post—Traumatic brain injury (2018). *Behavioural Brain Research* 340, 1-13

2018 Dekmak, A., Mantash, S., Shaito, A., Toutonji, A., Ramadan, N., Ghazale, H., Kassem, N., **Darwish, H**., and Zibara, K. Stem cells and combination therapy for the treatment of traumatic brain injury (2018). *Behavioural Brain Research* 340, 49-62

2017 **Darwish, H**., Haddad, R., Osman, S., Ghassan, S., Yamout, B., Tamim, H., and Khoury, S. (2017) Effect of Vitamin D Replacement on Cognition in Multiple Sclerosis Patients. *Scientific Reports* 7, 1-9

2016 Ayoubi, N; Ghassan,S, Said, M; Allam; J., Darwish,H., Khoury, SJ. Retinal Measures Correlate with Cognitive and Physical Disability in Early Multiple Sclerosis. J Neurol. 2016 Aug 20.

2016 Nasser, M,Bejjani, F., Raad, M., Abou El Hassan, H., Mantash, S., Nokkari, M., Ramadan, N., Kassem, N., Mondello, S., Hamadeh, E., **Darwish**, **H.,** Zibara, K and Kobeissy F. Traumatic Brain Injury and Blood-Brain Barrier Cross-Talk. CNS & Neurological Disorders - Drug Targets, 2016, 15.

2016 Abou-Abbass H, Bahmad H, Abou-El-Hassan H, Zhu R, Zhou S, Dong X, Hamade E, Mallah K, Zebian A, Ramadan N, Mondello S, Fares J, Comair Y, Atweh S, **Darwish H**, Zibara K, Mechref Y, Kobeissy F. Deciphering glycomics and neuroproteomic alterations in experimental traumatic brain injury: Comparative analysis of aspirin and clopidogrel treatment. Electrophoresis. 2016 Jun;37(11):1562-76. Epub 2016 Mar 29.

2016 Abou-Abbass H, Abou-El-Hassan H, Bahmad H, Zibara K, Zebian A, Youssef R, Ismail J, Zhu R, Zhou S, Dong X, Nasser M, Bahmad M, **Darwish H**, Mechref Y, Kobeissy F. Glycosylation and other PTMs alterations in neurodegenerative diseases: Current status and future role in neurotrauma. Electrophoresis. 2016 Jun;37(11):1549-61. Epub 2016 Apr 4. Review.

2016 Farran, N., Ammar, D., and **Darwish, H**."Quality of life and coping strategies in Lebanese Multiple Sclerosis patients: A pilot study." *Multiple sclerosis and related disorders*, vol.6, pp-21-7

2016 Hussein Abou-Abbass, Hisham Bahmad, Hiba Ghandour, Jawad Fares, Rayyan Wazzi-Mkahal, Basel Yacoub, **Hala Darwish**, Stefania Mondello, Hayat Harati, Mazen J El Sayed, Hani Tamim, Firas Kobeissy et al."Epidemiology and clinical characteristics of traumatic brain injury in Lebanon A systematic review", *Medicine (United States)*, vol.95, no.47

2016 Gazalah H, Mantash S, Ramadan N, Al Lafi S, El Sitt S, **Darwish H,** Azari H, Fawaz L, Ghanem N, Zibara K, Boustany RM, Kobeissy F, Soueid J. “Postnatal Neural Stem Cells in Treating Traumatic Brain Injury." , *Methods in molecular biology (Clifton, N.J.)*, vol.1462, pp-689-710

2015 Fawaz, C., Makki, Iman S., Kazan, J., Gebara, N., Andary, F., Itani, M., Zeidnan, A., El sayyed, M., **Darwish, H,** Mondello, S. Neuroproteomics and miRNAS in Multiple

Sclerosis: Transforming Research and Clinical Knowledge. *Expert Rev Proteomics*. 2015 Oct 19:1-14

2015 **Darwish, H**, Zeinoun, P , Ghusn, P, Khoury, B, Tamim, H, Khoury, S.J. Serum 25-hydroxyvitamin D predicts cognitive performance in adults. *Neuropsychiatric Disease and Treatment* (2015) August:11 2217–2223

2015 Mouheidine, T[1], **Darwish,H[1]**, Fawaz, L, Yamout, B, Tamim, H, Khoury, S.J. Risk factors of Multiple Sclerosis and associations with anti-EBV antibody titers: a retrospective case-control study in Lebanon. *Clinical Immunology* (2015) May: 158, Issue 1, 59–66 (First author equal contribution)

2015 Mosleh Al-Gharib, R, Abu-Saad Huijer, H, **Darwish, H**. Quality of care and relationships as reported by children with cancer and their parents. *Annals of Palliative Medicine* (2015) Jan 21; doi: 10.3978/j.issn.2224-5820.2015.01.04.

2015 **Darwish,H.,** Adra, M., Huijer, H., Incorporating gerontological content in the nursing curriculum at AUB school of Nursing. *J Med Liban*. 2015 Jan-Mar;63(1):21-6

Nuhad Yazbik Dumit, RN, PhD
Associate professor
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Research Interests: My main area of research interest is related to nursing workforce issues such as migration, retention, work environment, sickness absence, and continuing nursing education. My aspiration is to extend my research specifically the one related to nursing workforce issues of sickness absence and continuing education regionally after my experience in nation-wide investigations and a humble regional study utilizing multi-center sites and where appropriate interdisciplinary research teams.

Ongoing Research:

- Exploring Continuing Education Learning Needs of Nurse Managers in Lebanon
- Assessing Basic and Continuing Education Learning Needs of Nurses in Lebanon
- REfugees Act and Communicate for Health (REACH): Using Technology to Increase Health Literacy and Health Care Access for Refugees in Turkey and Lebanon
- Perspectives of Registered Nurses On Refugee Healthcare In Lebanon and Jordan: A multi-site cross-sectional study (PROfILE)

Recent Publications

2020 Dhaini SR, Simon M, Ausserhofer D, Abed Al Ahad, M., Elbejjani, M., Dumit, N., & Abu-Saad Huijer, H. Trends and variability of implicit rationing of care across time and shifts in an acute care hospital: A longitudinal study. *Journal of Nursing Management,*. 00:1–12. https://doi.org/10.1111/jonm.13035

2020 Saad, R., Badr, L., **Dumit, N.Y**., Irani, C. & Muwakkat, S. Pediatric Oncology Providers' Perspectives on Early Integration of Pediatric Palliative Care. *International Journal of Palliative Nursing, 26*(3), pp. 100-109.

2020 Fares, S., **Dumit, N.Y.** ***(corresponding author)*** & Dhaini, S.R. Basic and Continuing Education Needs of Nurses Instrument development and validation. *International Nursing Review 67*, 92–100. **DOI:**10.1111/inr.12520

2019 Alameddine, M., Kharroubi, S.A., **Dumit**, **N.Y.** ***(Corresponding author)***, Kassas, S., Diab-El-Harake, M., & Richa, N. What made Lebanese emigrant nurses leave and what would bring them back? A cross-sectional survey. *IJNS*, online: https://doi.org/10.1016/j.ijnurstu.2019.103497

2019 Dhaini, S.R., **Dumit, N.** ***(Corresponding author),*** Honein-Abouhaidar, G., Al Zaru, I.M., Gharaibeh, M., Reynolds, N.R., Davidson, P.M., Nabulsi, D, Perspectives of Registered Nurses on refugee healthcare in Lebanon and Jordan (PROfILE): A multi-site cross-

sectional study protocol. *Journal of Advanced Nursing*.76(1), 328-336. DOI: 10.1111/jan.14217

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2019 Dhaini SR, Ausserhofer D, El Bajjani M, **Dumit N**, Huijer Abu-Saad H, Simon M (2018). A longitudinal study on implicit rationing of nursing care among Lebanese patients – study protocol. *Journal of Advanced Nursing*, 75(7), 1592-1599. doi: 10.1111/jan.14012

2018 Avedissian, T., Honein, G., **Dumit, N.Y**., & Richa N. (2018). Anaphylaxis management: a survey of school and day care nurses in Lebanon. *BMJ Paediatrics Open*, *2*(1), e000260. doi: 10.1136/bmjpo-2018-000260

2017 **Dumit**, **N.Y**. (2017). Des infirmières engagées au service de la communauté dans différentes régions au Liban (Éditorial). *Revue Francophone Internationale de Recherche Infirmière*. Available online 13 September 2017. https://doi.org/10.1016/j.refiri.2017.07.003

2016 **Dumit, N. Y.**, Noureddine, S.N., Magilvy, J.K. Perspectives on Barriers and Facilitators to Self-Care in Lebanese Cardiac Patients: a qualitative descriptive study, *International Journal of Nursing Studies*, 60, 69–78. http://dx.doi.org/10.1016/j.ijnurstu.2016.03.009

2016 Baydoun, M., **Dumit, N. Y.** (corresponding author), & Daouk-Oyry, L. What do nurse managers say about nurses' sickness absenteeism? A new perspective. *Journal of Nursing Management*, 24(1), 97-104. DOI: 10.1111/jonm.12277

2016 **Dumit, N. Y.**, Magilvy, J. K., Afifi, R.. The Cultural Meaning of Cardiac Illness and Self-care among Lebanese Patients with Coronary Artery Disease. *Journal of Transcultural Nursing*, 27(4), doi: 10.1177/1043659615573080

2015 **Dumit, N. Y.**, Abboud, S., & Massouh, A. Role of the Lebanese Family Caregivers in Cardiac Self-Care: A Collective Approach. *Journal of clinical Nursing*, in press. Published online before print August 7, 2015, doi: 10.1111/jocn.12949.

2015 Clinton, M., **Dumit, N. Y.**, & El Jardali, F. Rasch measurement analysis of a 25-item version of the Mueller/McCloskey Nurse Job Satisfaction Scale (MMSS-25) in a sample of nurses in Lebanon and Qatar. *SAGE Open*. DOI: 10.1177/2158244015592167

2015 Al Kouatly, I, Al Hassan, M, **Dumit, N. Y.**, Soubra, M., Malak, S., Badr, L.K. (2015) Psychometric testing of a comprehensive inpatient satisfaction survey in Arabic. *Journal of Nursing Measurement, 23*(2), 204-220. DOI: http://dx.doi.org/10.1891/1061-3749.23.2.204

2015 Noureddine, S., **Dumit, NY**., and Saab, M. 2015. "Deciding to Seek Emergency Care for Acute Myocardial Infarction." *Clinical nursing research*, vol.24, no.5, pp-487-503

Souha Fares, PhD
Assistant Professor of Biostatistics
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American University of Beirut
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Research Interests:

- Abnormal Blood Pressure Complexity and Fluctuation: An Indicator of Vascular Disease Independent of Blood Pressure
- Detrended fluctuation analysis, Complexity analysis, Blood pressure variability, Psychometric analysis, Recent Publications
- Assessing Basic and Continuing Education Learning Needs of Nurses in Lebanon
- Exploring Continuing Education Learning Needs of Nurse Managers in Lebanon

Ongoing research

- Abnormal Blood Pressure Complexity and Fluctuation: An Indicator of Vascular Disease Independent of Mean Blood Pressure. Principal Investigator. Funded by the Medical Practice Plan at the American University of Beirut.
- ACEIs and ARBs during COVID-19 Pandemic: Friends or Foes? Co-Investigator. Funded by the National Council for Scientific Research.
- Gender Differences in the Interplay between Type 1 Cardiorenal Syndrome and Metabolic Impairment: Underlying Mechanisms. Co-Investigator. Funded by the Medical Practice Plan at the American University of Beirut.
- Patient and Caregiver Dyad Engagement in Heart Failure Self-Care. Co-Investigator Funded by the University Research Board.

Recent Publications

2020 **Fares S,** Dumit NY, Dhaini SR. Basic and Continuing Education Needs of Nurses Instrument: Development and Validation. *International Nursing Review* **https://doi.org/10.1111/inr.12520**

2020 **Fares, S.,** Bakkar, N., El Yazbi, A. Effect of Age and Body Composition on Beat-to-Beat Blood Pressure Dynamics in Pre-diabetic Rats. *The FASEB Journal, 34*, 1-1. DOI:10.1096/fasebj.2020.34.s1.03038

2020 Abed Al Ahad, M., Chalak, A., **Fares**, S., Mardigian, P., Habib, R. R. Decentralization of solid waste management services in rural Lebanon: Barriers and opportunities. *Waste Management & Research.* DOI: https://doi.org/10.1177/0734242X20905115

2019 Mardignian, P., Chalak, A., **Fares, S.**, Parpia, A., El Asmar, K. E., Habib, R. Pesticide practices onm coastal agricultural farms of Lebanon. *In ternational Journal of Environmental Health, 17,* 1-16. DOI: 10.1080/09603123.2019.1634797

2019 **Fares**, S., Dirani, J., Darwish, H. Arabic Validation of the Hopkins Symptom Checklist-25 (HSCL) in a Lebanese sample of Adults and Older Adults. *Current Psychology*. https://doi.org/10.1007/s12144-019-00240-x

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2019 Younan L, Clinton M, **Fares S**, El Jardali F, Samaha H. The relationship between work-related musculoskeletal disorders, chronic occupational fatigue,l and work organization: A multi-hospital cross-sectional study. *Journal of Advanced Nursing,* 75(8), https://doi.org/10.1111/jan.13952

2019 Younan L, Clinton M, **Fares S,** Samaha H. A descriptive study of the composisiotn and scope of practice of nursing staff in acute care hospitals of Lebanon. *Journal of Nursing Regulation,* 9(4), 34-41.

2019 El Hajj C, **Fares S**, Chardigny JM, Boirie Y, Walrand S. Vitamin D supplementation and muscle strength in pre-sarcopenic elderly Lebanese people: a randomized controlled trial. *Archives of osteoporosis***,** 14(1), 4 pages

2018 **Fares, S**, Dumit, N Y, Dhaini S. (2018). Development and Psychometric Assessment of a Continuing Education Learning Needs Survey of Nurses in Lebanon, presented at the "European Federation of Educators in Nursing Science" (FINE) 2018 conference titled "Nursing Education and Practice from Vision to Action in a Changing

2018 Huda Huijer, **Souha Fares**, Suzanne Dhaini, Samar Noureddine. Symptom Prevalence and Management in Older Adult Patients in Lebanon. Accepted in Palliative & Supportive Care.

2018 Darwish H, Zeinoun P, Farran N, **Fares S**. Rey Figure Test with recognition trial: normative data for Lebanese adults. Clinical Neuropsychology Jun 12:1-12. doi: 10.1080/13854046.2018.1480802.

2018 Farhood Laila, **Fares Souha**, and Carmen Hamady. An Investigation of War Trauma Types, Symptom Clusters, and Risk Factors Associated with Post-Traumatic Stress

Disorder: Where Does Gender Fit? *Archives of women's mental health*. doi: 10.1007/s00737-018-0874-6.

2018 Mohamad Minhem, MD; Sali Sarkis, BS; **Souha Fares, PhD**; Bassem Safadi, MD; Ramzi Alami, MD. Comparison of Early Morbidity and Mortality between Sleeve Gastrectomy and Gastric Bypass in Patients with Liver Disease. Analysis of American College of Surgeons National Surgical Quality Improvement Program. *Obesity Surgery*. 2018. doi: 10.1007/s11695-018-3304-y.

2018 Lina Younan, Michael Clinton, **Souha Fares** and Helen Samaha. The Translation and Cultural Adaptation Validity of an Instrument to Measure the Actual Scope of Nursing Practice. *Eastern Mediterranean Health Journal*. In press.

2018 **Souha Fares**, Michael Clinton and Lina Younan. Complexity of nursing activities in the first Arabic version of the Actual Scope of Nursing Practice Scale *A-ASCOP*. A multidimensional scaling approach. *The Journal of Nursing Management.* In press..

2018 Clinton, M., Younan, L., & **Fares, S**. Multidimensional Rasch Analysis of the Arabic Occupational Fatigue Exhaustion Recovery Subscales. The *Journal of Nursing Measurement.* In press.

2018 Farhood L, **Fares S**, Hamady C. PTSD and gender: could gender differences in war trauma types, symptom clusters and risk factors predict gender differences in PTSD prevalence? *Archives of Women's Mental Health*. DOI: 10.1007/s00737-018-0874-6

2017 Doumit M, **Fares S** and Arevian M. (July 2017). Women's Knowledge, Practices and Attitudes of Women towards Breast Cancer in Lebanon. *The American Journal of Hematology/Oncology*. 13(7):21-28

2017 Abou Omar T, Sukhn C, **Fares S**, Abiad M, Habib R and Dhaini H. (June 2017). Bisphenol A exposure assessment from olive oil consumption. *Environmental Monitoring Assessment.*189:341 DOI 10.1007/s10661-017-6048-6

2017 Obeid P, **Fares S**, Farhat G, El-Khoury B, Nassif TR, El-Nakat J, Dhaini HR. (February 2017). Mercury health risk assessment among a young adult Lebanese population. *Environmental Science and Pollution Research*. 24(10):9370-9378. doi: 10.1007/s11356-017-8621-5.

2017 Abu-Saad**,** H., **Fares, S**., French, D. (January 2017). The Development and Psychometric Validation of an Arabic- language Version of the Pain Catastrophizing Scale (PCS-A). *Pain Research & Management*. 1472792. doi: 10.1155/2017/1472792.

2016 **Souha Fares**, Joseph Habib, Milo Engoren, Kamal Badr and Robert Habib. (June 2016). Effect of Salt Intake on Beat-to-Beat Blood Pressure Nonlinear Dynamics and Entropy in Salt Sensitive versus Protected Rats. *Physiological Reports, 4(11). pii: e12823. doi: 10.14814/phy2.12823.*

2016 Farhood L, **Fares S**, Sabbagh R, Hamady C. PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample. *European Journal of Psychotraumatology*, [S.l.], v. 7, jul. 2016. ISSN 2000-8066. doi:http://dx.doi.org/10.3402/ejpt.v7.31509.

2016 Rima R. Habib, Blanche Ghandour, **Souha Fares**, Fadi El-Jardali, Iman Nuwayhid. (June 2016). Occupational Health and Safety in Hospitals Accreditation System: The Case of Lebanon. *The International Journal of Occupational and Environmental Health.* **DOI:**10.1080/10773525.2016.1200211

2016 Abla Sibai, Mohamad Iskandarani, Andrea Darzi, Rima Nakkash, Shadi Saleh, **Souha Fares,** Nahla Hwalla. (February 2016 *).* Cigarette smoking in a Middle-Eastern country and its association with hospitalization use: a nation-wide cross-sectional study. *BMJ Open;6:e009881 doi:10.1136/bmjopen-2015-009881.*

2015 Rizk A, Kronfol NM, Moffatt M, Zaman S, **Fares** S, Sibai AM. A survey of Knowledge-to-Action pathways of aging policies and programs in the Arab region: the role of institutional arrangements. *BMC Implementation Science,* 10:170

Published reports:

The Initiative of Cardiovascular Service in the PHC Network of Lebanon. Published on the MOPH website. Team Leader: Dr. Walid Ammar, MD, PhD . Principal Investigator: Rouham Yamout, MD, MPH . Contributors (By alphabetical order):

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Mr. Moubadda Assi, MPH
Dr. Souha Fares, PhD
Ms. Alia Freidi, ParmD, MPH
Dr. Ghassan Hamadeh, MD
Randa Hamadeh, MPH, PhD Candidate
Ms. Fatima El-Masry, MPH
Mr. Joe Noun, MPH
Mr. Ali Roumani, BE
Dr. Mohammad Sandid, MD
Dr. Abla Mehio Sibai, PhD

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Interim Dean & Professor, Psychiatry-Mental Health Nursing
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Research Interests

Post Traumatic Stress Disorder (PTSD), Depression and Health status in lebanese civilians exposed to war atrocities. presently conducting an intervention study: Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessment in civilians exposed to traumatic war events in the South of Lebanon. Funding: MPP & URB

Ongoing Research

- Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessments in civilians exposed to traumatic war events in the South of Lebanon

Recent Publications

2018 **Farhood L**, Fares S, Hamady C, Maalouf F. (2018). Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessments in civilians exposed to traumatic war events in the South of Lebanon. *Mental Health and Family Medicine***,** 13: 772-781

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2018 Doumit M.A.A., **Farhood L.F.**, Hamady C. (2018). Focus Groups Investigating Mental Health Attitudes and Beliefs of Parents and Teachers in South Lebanon: Are They Culturally Determined? Journal of Transcultural Nursing.
DOI: 10.1177/1043659617700958

2018 Talih F, Ajaltouni J, and **Farhood L**. Depression and Burnout Among Nurses in a Lebanese Academic Medical Center .*Lebanese Medical Journal, vol.66(2)*

2018 **Farhood L**, Fares S, and Hamady C. An Investigation of War Trauma Types, Symptom Clusters, and Risk Factors Associated with Post-Traumatic Stress Disorder: Where Does Gender Fit? *Archives of women's mental health*. doi: 10.1007/s00737-018-0874-6.

2018 Semaan, V., Noureddine, S., **Farhood, L**. Prevalence of Depression and Anxiety in End-Stage Renal Disease: A Survey of Patients Undergoing Hemodialysis. Applied Nursing Research, 43, 80-85

2016 Doumit, M., **Farhood, L**., & Hamady, C. Identifying Mental Health Concerns of Teachers and Parents of Students in a South Lebanese Sample: A Pressing Need *Journal of transcultural Nursing.doi:10.1177(2017*)

2016 **Farhood L.**, Fares S., Sabbagh R., Hamady C. PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample. *European Journal of Psychotraumatology*, [S.l.], v. 7, jul. 2016. ISSN 2000-8066. doi:http://dx.doi.org/10.3402/ejpt.v7.31509.

2015 **Farhood, L. F.,** Dimassi, H. (2015). Validation of an Arabic version of the GHQ-28 against the Beck Depression Inventory for screening for depression in war-exposed civilians. *Psychological Reports, 116,* 470-484.

Gladys Honein-Abu Haidar, RN, MPH, PhD
Assistant Professor, Community Health Services Research
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Research Interest: A multi-phase implementation research project aiming to assess, empower and evaluate the capacity of community health nurses in implementing the core competencies of a primary health care nurse. An assessment has been conducted to describe the baseline status of current knowledge and application of eight competencies of a primary health care nurse. This was followed by an assessment of the challenges and opportunities facing nurses working in the community. Consequently, a capacity building training focusing on empowering nurses with practical knowledge on mastering those competencies is underway.
In addition, I am pursuing a research trajectory focusing on colorectal cancer screening, participation, facilitators and barriers, and intervention studies to increase screening participation.
I also collaborate with colleagues from the faculty of agriculture and food sciences on matters that influence food security among Syrian refugees living in Lebanon.
Finally, I provide qualitative methodology consultation for various faculty at AUB-MC and other Lebanese universities related to their research of interests.

Ongoing Research

Colorectal cancer screening studies:

- Perceived Factors Influencing Participation in Fecal Immunochemical Screening Test for Colorectal Cancer among the Lebanese Population
- Towards an Organized Colorectal Cancer Screening Program: An Action-oriented Research

Community & Primary health care studies:

- Towards a Family - Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce.
- Community Health Assessment of Needs and Continuous Empowerment (CHANCE) - An experience-based co-design approach
- Patients' Perceptions of Nurses and Physicians' Listening Behaviors, Education, and Empathy
- The role of an advanced practice nurse in coaching pediatric congenital heart disease patients transitioning into young adulthood: a systematic review of the literature.
- Psychological well-being in overweight and obese adolescents in Lebanese schools: A cross-sectional study
- Kickbacks between physicians and healthcare facilities
- Perceptions of Complementary and Alternative Medicine (CAM) among users, providers and health care workers in Lebanon
- Reduce, Recover, Recycle (3 Rs)- Food Waste Management Initiative. Water- Energy-Food- Health Nexus Renewable Resources Initiative: WEFRAH

Refugee health studies:

- SEEK Trial: The effect of increased Self- Efficacy and Knowledge (using an innovative psychosocial SRH package) on sexual and reproductive health service use among young refugee women and adolescents

Collaborative studies:

- The Do-Not-Resuscitate (DNR) Order: A cultural view

Recent Publications

2020 El Achi N, **Honein-Abouhaidar G**, Rizk A, Kobeissi E, Papamichail A, Meagher K, Ekzayez A, Abu-Sittah GS, Patel P. Assessing the capacity for conflict and health research in Lebanon: a qualitative study. *Conflict and Health, 18* (14), 59.

2020 Users Acceptance of Electronic Patient Portals in Lebanon
Honein-AbouHaidar, G, Antoun, J., Badr, K., Hlais, S., Nazaretian, H.
BMC Medical Informatics and Decision Making (2020) 20:31

2020 Dhaini SR, Dumit N, **Honein-Abouhaidar G**, Al Zaru IM, Gharaibeh M, Reynolds, NR, Davidson PM, Nabulsi D. Perspectives Of Registered Nurses On Refugee Healthcare In Lebanon And Jordan (Profile): A Multi-Site Cross-Sectional Study Protocol. Journal Of Advanced Nursing. 2020, *76 (*1), 328-336.

2019 Shaya B, Al Homsi N, Eid K, Haidar Z, Khalil A, Merheb K, ***Honein-Abou Haidar G***, Akl EA. Factors Associated With The Public's Trust In Physicians In The Context Of The Lebanese Healthcare System: A Qualitative Study. *BMC Health Services Research, 19*(1), 525.

2019 **Honein-AbouHaidar *G***, Noubani A, El Arnaout N, Ismail S, Nimer H, Menassa M, Coutts AP, Rayes D, Jomaa L, Saleh S, Fouad FM. Informal Healthcare Provision In Lebanon: An Adaptive Mechanism Among Displaced Syrian Health Professionals In a Protracted Crisis. *Conflict And Health, 13*, 40

2019 Ibrahim N, **Honein-Abu Haidar G**, Jomaa L. Perceived impact of community kitchens on the food security of Syrian refugees and kitchen workers in Lebanon: Qualitative evidence in a displacement context. *PloS one, 14*(1), e0210814

2019 Dumit NY, **Honein-Abu Haidar G**. The Impact of the Syrian Refugee Crisis on Nurses and the Healthcare System in Lebanon: A Qualitative Exploratory Study. *Journal of Nursing Scholarship, 51(*3), 2890-298.

2018 Ayoub JJ, Abiad M, Forman MR, **Honein-Abu Haidar G,** Naja F. The interaction of personal, contextual, and sutudy characteristics and their effect on recruitment and participation of pregnant women in research: a qualitative study in Lebanon. *BMC medical research methodlodgy*, 18(1), article # 155

2018 Avedissian T, **Honein-AbouHaidar G**, Dumit N. "Anaphylaxis management in Lebanese schools and day cares: current practices, needs and recommendations for practice guidelines" BMJ Open, 2018 DOI: 2018-000260

2018 Fadlallah, R., Hemadi, N., Morsi, R., Abou Samra, C., Ahmad, A., Arif, K., Hishi, L., **Honein-AbouHaidar, G.N.,** Akl, E., El-Jardali, F. "Barriers and Facilitators to Implementation, Uptake and Sustainability of Community-Based Health Insurance Schemes in Low and Middle Income Countries: A Systematic Review of Narrative Synthesis". International Journal for Equity in Health - IJEH-D-17-00316. 2018, 17:13

2017 **Honein-AbouHaidar, G.N.**, Hoch, J.S., Dobrow, M.J., Stuart-McEwan, T., McCready, D.R., Gagliardi, A.R.: "Cost analysis of breast cancer diagnostic assessment programs". Current Oncology, 2017 Oct;24(5):e354-e360.

2017 Rima Hajjar, Aya Bassatne, Mohamad Ali Cheaito, Rabie Naser El Dine, Sarah Traboulsy, Fadi Haddadin, **Gladys Honein-AbouHaidar**, Elie A. Akl. "Characterizing the interaction between physicians, pharmacists and pharmaceutical representatives in a middle-income country: a qualitative study" PLOS ONE. 2017 Sep 12; 12(9):e0184662. doi: 10.1371

2017 Gagliardi, A.R., **Honein-AbouHaidar G.N.,** Stuart-McEwan T, Arnaout A, Seely J, Gilbert J, Wright FC, Dobrow MJ, Brouwers MC, McCready DR. "How do the characteristics of breast cancer diagnostic assessment programmes influence service delivery: A mixed methods study". European Journal of Clinical Oncology (DOI) - 10.1111/ecc.12727). June 2017.

2017 Lama Bou-Karroum, Fadi El-Jardali, Nour Hemadi, Yasmine Faraj, Utkarsh Ojha, Maher Shahrour, Andrea Darzi, Maha Ali, Carine Doumit, Etienne V. Langlois, **Gladys N. Honein-AbouHaidar**, Elie A. Akl. 'Using Media to Impact Health Policy-Making: An integrative systematic review' accepted for publication, March 2017, Implementation Sciences. 2017 Apr 18;12(1):52. doi: 10.1186/s13012-017-0581-0.

2017 Nancy N Baxter, Corinne Daly, Rinku Sutradhar, Qing Li, **Gladys N Honein-AbouHaidar**, Devon P Richardson, Lisa Del Giudice, Jill Tinmouth, Lawrence Paszat, Linda Rabeneck. Do primary care provider strategies improve patient participation in colorectal cancer screening? The American Journal of Gastroenterology, February 2017. Volume 112, Issue 2. doi: 10.1038/ajg.2017.4

2017 **Honein-AbouHaidar G.N.,** Stuart-McEwan T, Waddell T., Salvarrey A., Smiley J., Dobrow MJ, Brouwers MC, , Gagliardi, A.R. : "How do organizational characteristics influence teamwork and service delivery in lung cancer diagnostic assessment programs?: a mixed methods study" BMJ Open 2017;7:e013965. doi:10.1136/bmjopen-2016-013965

2016 **Honein-AbouHaidar G.N.,** Monika Kastner, Vincent Vuong, Laure Perrier, Corinne Daly, Linda Rabeneck, Sharon Straus, Nancy N. Baxter (2015). ' A systematic review and meta-study synthesis of qualitative studies evaluating facilitators and barriers to

participation in colorectal cancer screening'. Cancer Epidemiology, Biomarkers and Prevention. June 2016 25; 907-917

2017 Honein-AbouHaidar G.N., Avedissian T., Arevian M. Dyer E. Towards a Family-Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce. World Health Organization, July, 2017

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E-mail: Huda.Huijer@aub.edu.lb

Research Focus & Areas of Interest

- Research expertise: pain management and palliative care across the life span.
- Research Interest: effectiveness of expanded role of the nurse.

Ongoing Research

- Proposals Submitted for Funding
- Palliative Care in Older Adults in Lebanon
- Chronic Pain: The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)

Recent Publications

2020 El Bejjani, M., Abed Al Ahad, M., Simon, M. Ausserhoffer, D., Dumit, N., Abu-Saad Huijer, H., Dhaini, RS. Work environment-related factors and nurses' health outcomes: A cross-sectional study in Lebanese hospitals. *BMC Nursing.* In Press.

2020 Finianos J., **Abu-Saad Huijer, H**., Miró, J. Chronic Pain in Young People: The Situation in Lebanon. *LMJ. In Review.*

2020 Dhaini, S. R., Simon, M., Ausserhofer, D., Abed Al Ahad, M., El Bajjani, M., Dumit, N., **Abu-Saad Huijer, H**. Trends and variations of implicit rationing of care across time and shifts in acute care hospital: a longitudinal study. *Journal of Nursing Management*. 10.1111/jonm.13035. In Press

2020 Uthman, I, Almoallim,H., Buckley, CD,. Masri, B., Makhloufi, CD., El- Dershaby, Y., Sunna, S., Raza, K., Kumar, K., **Abu-Saad Huijer, H**., Tashkandi, N., Louw, I., Adelowo, O. Nurse-led care for the management of rheumatoid arthritis: a review of the global literature and recommendations for implementation in Africa and the Middle East. *Rheumatology International.* https://doi.org/10.1007/s00296-020-04682-6

2020 Massouh, A., **Abu-Saad Huijer, H**.,., Skouri, H. Determinants of Self-Care in Patients With Heart Failure: Observations From a Developing Country in the Middle East. *Journal of Transcultural Nursing*. Vol. 31(3) 294–303. hhttps://doi.org/10.1177/1043659619865587

2019 Massouh, A., Skouri, H., Cook, P**., Abu-Saad Huijer, H**., Khoury, M., Meek, P.,.Self-care confidence mediates self-care maintenance and management in patients with heart failure. *Heart & Lung* 000 (2019) 1-6

2019 **Abu-Saad Huijer**, H., Bejjani, R., Fares, S. Quality of Care, Spirituality, Relationships and Finances in Older Adult Palliative Care Patients in Lebanon, Ann Palliat Med. 2019;8(5):551–558 *doi: 10.21037/apm.2019.09.08*

2019 Abu-Saad Huijer, H. Nursing Education at AUB; A Brief History. Booklet.

2019 Sweileh, W.S., **Abu-Saad Huijer, H**., Al-Jabi, S.W., Zyoud, S.H., Sawalha, A.F. Nursing and midwifery research activity in Arab countries (1950 – 2017). *BMC Health Services Research,* 19 (340), 2019 doi:10.1186/s12913-019-4178-y.

2019 Dhaini, S. R., Ausserhofer, D., El Bajjani, M., Dumit, N., **Abu-Saad Huijer, H**., & Simon, M. (2019). A longitudinal study on implicit rationing of nursing care among Lebanese patients - Study protocol. *J Adv Nurs, 75*(7), 1592-1599. doi:10.1111/jan.14012

2018 Abu-Saad Huijer, H. Nursing was My Passport. *Reflections on Nursing Leadership RNL. Sigma Theta Tau Honor Society.* 2-11-2018.

2018 Abu-Saad Huijer, H, Deek, H., Noureddine, S. A Mapping of Nursing and Midwifery Research in the Eastern Mediterranean Region (EMR). *EMHJ*. 24(7): 640-650.

2018 Abu Saad Huijer, H, Fares S. , Bejjani R., Dhainy S, Noureddine, S, Ghusn H. Symptom Prevalence and Management in Older Adult Patients in Lebanon. *Palliative and Supportive Care*. 17(4); 464-471. 1-8. DOI: 10.1017/S1478951518000676.

2018 Abu Saad, H., Fares, S., Dakessian S., Dhainy, S., Ghusn, H., Karam, G. Predictors of Quality of Life in Older Adult Patients in Lebanon. Submitted

2018 Sailian SD, **Huijer HAS**, Dhaini S, Adra M. Palliative Care Assessment Tools for Older Adults. *Arch Palliat Care Med*: APCM-103. DOI:10.29011/APCM-103.000003.

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2015 Al-Gharib RM**, Abu-Saad Huijer H**, Darwish H. Evaluating quality of care , spirituality, and relationships among children with cancer and parents. *Lebanese Journal of Nursing*, 4: 22-26.

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Research interests: Self-Care in Heart Failure: Determinants of Self-Care in Lebanon; Caregiver Engagement in Self-care; Lived Experiences of Patients and Caregivers Living with Ventricular Assist Devices; Symptom Perception; Symptom Experience; Chronic Disease Management.

Current Research projects

- Dyad Engagment in Heart Failure Self-Care: Principal Investigator and the study is in the **Data Collection phase**
- REflective Simulation-Based e-Training on Motivational Interviewing for interprofessional Teams: Principal Investigator and the study is in the **IRB preparation phase**
- Appraisal, Burnout, and Coping in Informal Caregivers of Patients Living with Chronic Illness: The ABCs of Caregiving: Principal Investigator and the study is in the **IRB preparation phase**
- A survey of the knowledge, attitudes, and practices of physicians related to air pollution: Co-Investigator and the study is in the **Data Collection phase**
- Creating a Heart Failure Database [HF-Log] at the American University of Beirut Medical Center: Co-Investigator and the study is in the **Data Collection phase**
- Prevalence of Elevated Heart Rate Among In-Hospital Oncology Patients: Co-Investigator and the study is in the **manuscript writing phase**

Recent Publications

2020 **Massouh, A.,** Huijer, H., Meek, P., & Skouri, H. (2020). Determinants of Self-Care in Patients with Heart Failure: Observations from a Developing Country in the Middle East. Journal of Transcultural Nursing, 1-10. doi:10.1177/1043659619865587

2020 **Massouh, A.,** Skouri, H., Cook, P., Huijer, H., Khoury, M., & Meek, P. (2020). Self-Care Confidence Predicts Self-Care Management and Maintenance in Patients with Heart Failure. Heart & Lung, 1-6. doi: 10.1016/j.hrtlng.2019.07.008

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Research interests: Health behaviors; cardiovascular risk reduction, management of the chronically ill, cardiopulmonary resuscitation practices

Ongoing Research:

- Symptom Measurement in Patients with Arrhythmias
- Study of the health status, health behaviors, and related work conditions of working Nurses in Lebanon.
- Cardiovascular risk and related factors in Lebanese women
- Knowledge, attitude and practices of physicians related to air pollution
- Survey of the Knowledge, Attitude and Practices related to out of hospital Resuscitation among Nurses in Lebanon.

Recent Publications

2020 Zahweh, M., Skouri, H., Rachidi, S., Khoury, M., **Noureddine, S.,** Isma'eel, H. Tamim, H., Al-Hajje, A. Potentially Inappropriate Medications in Elderly Patients with Heart Failure: Beers Criteria-Based Study. Under review by *International Journal of Pharmacy Practice, ePub 17 July 2020.*https://doi.org/10.1111/ijpp.12651.

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2017 Assaf, G., **Noureddine*, S.**, Kouyoumjian, S., El Khoury, J. Medical Students' Knowledge, Attitudes and Practices of Substance Use in Lebanon: A Cross Sectional Survey. *Eastern Mediterranean Health Journal*, 23(11), 734-743.

2017 Deek, H., Chang, S., Newton, P. J., **Noureddine, S**., Inglis, S. C., Al Arab, G., Kabbani, S., Chalak, W., Timany, N., MacDonald, P. S., Davidson, P. M. An evaluation of involving family caregivers in the self-care of heart failure patients on hospital readmission: Randomised controlled trial (the FAMILY study). *International Journal of Nursing Studies*, 75, 101-111.

2017 Al Touby, S., Larson, E., **Noureddine, S.**, Altaweli, R., Al Nagshabandi, E., El Seesy, N.A.A., Fathy, N., Abubakar, F., Ibrahim, R. H. Building Evidence-Based Practice in Resource Limited Settings: Exemplars of success. *Global Journal for Research Analysis*, 6(4), 715-9.

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Research interest: Understanding mechanisms linking risk factors to cardiovascular disease development

Ongoing Research

- Vascular biomarkers and the progression of aortic stiffness in chronic kidney disease
- The association of oxidative markers, arterial stiffness and renal vascular indices in diabetic kidney disease
- Vascular reactivity and vascular-specific markers of inflammation in HIV-Infected Individuals
- Dietary regimens and arterial stiffness in obese patients on a GLP-1 receptor agonist: a Randomized Controlled Trial

Recent Publications

2020 **Puzantian, H** and Mead, D. Advanced Kidney Disease: What the Non-Nephrology Nurse Practitioner Needs to Know (**Invited, National Kidney Foundation**) (Accepted Aug 31, 2020: *The Nurse Practitioner***)**

2020 P**uzantian H** and Darwish H. Redesigning a PhD Measurement Course for A New Era of Nursing Science. *Journal of Professional Nursing*. (Apr 30) PMCID: PMC7191290.

2019 Lockwood, M, Chung, S, **Puzantian, H,** Bronas, U, Ryan, C, Park, C, and DeVon, H. Symptom Cluster Science in Chronic Kidney Disease: A Literature Review. *Western Journal of Nursing Research; 41*(7):1056-1091. PMID: 30378466.

2018 Lockwood, M, Chung, S, **Puzantian, H,** Bronas, U, Ryan, C, Park, C, and DeVon, H. Symptom Cluster Science in Chronic Kidney Disease: A Literature Review. *Western Journal of Nursing Research.* (epub ahead of print) PMID: 30378466.

2018 **Puzantian, H**, Akers, SR, Oldland, G, Javaid, K, Miller, R, Ge, Y, Ansari, B, Lee, J, Suri, A, Hasmath, Z, Townsend, R, and Chirinos, JA. Circulating dp-ucMGP is associated with kidney dysfunction and arterial stiffness. *American Journal of Hypertension*; 31(9): 988-994. PMID: 29788226.

2017 Vuckovic, K and **Puzantian, H.** Estimated glomerular filtration rate and 6-minute walk distance in African Americans with mild to moderate heart failure. *Cardiorenal Medicine;* 7: 227-233. PMID: 28736563.

2017 Swallow, V, **Puzantian H**, Bronas UG, and Krischok L. Insights into Living with

Kidney Disease. *BioMed Research International;* Volume 2017. PMID: 28656140. [Invited Editorial, special issue in nephrology]

2017 Bronas, UG, **Puzantian, H** and Hannan, M**.** Cognitive impairment in chronic kidney disease: Vascular milieu and the potential therapeutic role of exercise. *BioMed Research International;* Volume 2017, Article ID 2726369, 10 pages. PMID: 28503567.

2015 **Puzantian, H**, Teff, K, and Townsend, R. Investigating the effect of glucose on aortic pulse wave velocity using pancreatic clamping methodology. *Biological Research for Nursing;* 17(3): 270-275. PMID: 25802385.

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Research interest:
Organizing nursing services
Handoff communication
Workforce Issues
Nursing regulation

Ongoing Research

- Perceptions of Music and Noise in AUBMC Operating Rooms. The goal of this research is to analyze the perceived effects of noise and music in the OR on the performance and attention of medical personnel.
- The Effects of Concurrent Physical and Psychosocial Demands on Muscle Tension, Perceived Workload, and Performance

Recent Publications

2020 Al-Qaisi, S.F., El Tannir, A., **Younan, A.L**., & Kaddoum, R.N. 2020. An ergonomic assessment of using laterally-tilting operating room tables and friction reducing devices for patient lateral transfers. Applied Ergonomics, 87. DOI: 10.1016/j.apergo.2020.103122h
ttps://doi.org/10.1016/j.apergo.2020.103122

2019 **Younan, L**., Clinton, M.E., Fares, S., El-Jardali, F., Samaha, H. (2019). The relationship between work-related musculoskeletal disorders, occupational fatigue, and work organization: a multi-hospital cross-sectional study. Journal of Advanced Nursing, 75(8):1667-1677. DOI: 10.1111/jan.13952

2019 **Younan, L.,** Clinton, M.E., Fares, S., Samaha, H. (2019). The translation and cultural adaptation of an instrument to measure the actual scope of nursing practice. EMHJ, 25(3), 182-189.

2019 Clinton, M., **Younan, L**., & Fares, S. (2019).Multidimensional Analysis of the Arabic Occupational Fatigue Exhaustion Recovery Subscales. Journal of Nursing Measurement. 27(1):64-76. doi: 10.1891/1061-3749.27.1.64.

2019 **Younan, L.**, Clinton, M.E., Fares, S., Samaha, H. (2019). A descriptive study of the composition and scope of nursing staff in acute care hospitals of Lebanon. Journal of Nursing Regulation, 9(4), 34-41. DOI: https://doi.org/10.1016/S2155-8256(19)30014-6

2018 Clinton, M., **Younan, L**., & Fares, S. (2018). Multidimensional analysis of the Arabic version of the Actual Scope of Nursing Practice Scale. Journal of Nursing Measurement, 26(3), 435-452. DOI: 10.1891/1061-3749.26.3.435

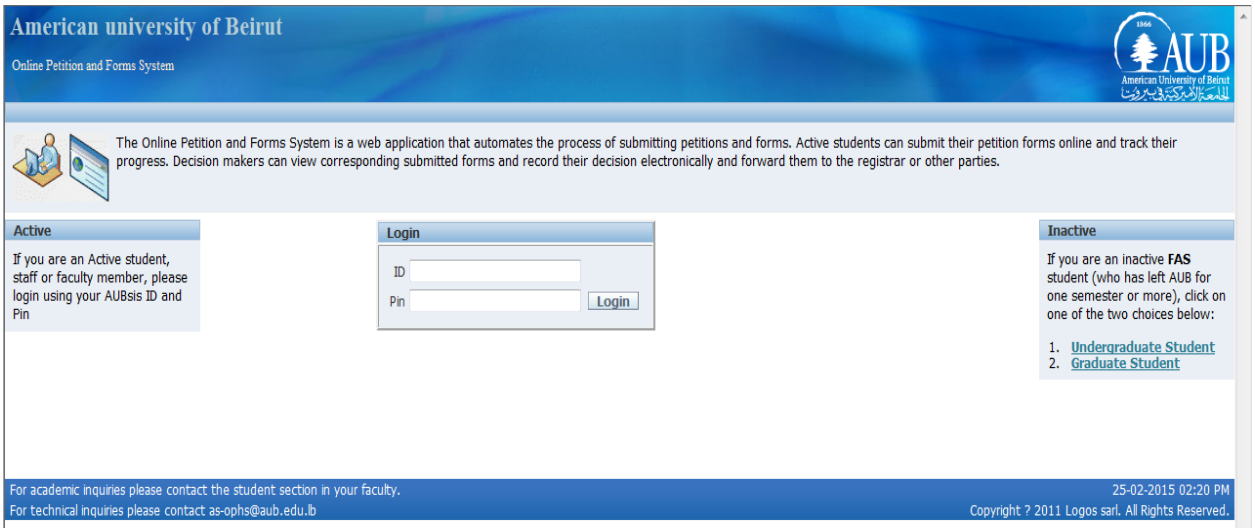
2018 Fares, S., Clinton, M., & **Younan, L.** (2018). The first Arabic version of the actual scope of nursing practice scale. Psychometric evaluation. Journal of Nursing Management, 26(8), 1059-1065. DOI: 10.1111/jonm.12635

APPENDIX E

Online Petition and Forms System: OPFS

Login Page:

OPFS link: opfs.aub.edu.lb/petition/f?p=101



Or go to AUB webpage:click on Academics⇨ Faculties⇨Rafic Hariri Hariri School of Nursing Student Services ⇨Petitions and Forms⇨ OPFS

Types of Petitions you can submit online:

- *Leave of Absence*
- *Residency Extension (Master's)*
- *Master's Thesis/Project Topic/Committee*
- *Residency Extension (PhD)*
- *PhD Transfer of Credits*
- *PhD Candidacy*
- *PhD Thesis Topic/Committee*
- *Graduate Reactivation (with Thesis)*

Types of Petitions you can submit online:

	Title	Workflow	Level
1	Correction of Record (Late Drop-Add)	Adviser-Instructor -Student Services Office-Chair of ACC	Undergraduate
2	General Petition	Adviser- Student Services Office-Chair of ACC or Deanof HSON	Undergraduate
3	Withdrawal From a Course	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
4	Oveload/Underload	Adviser- Student Services Office-Chair of ACC	Undergraduate
5	GE called Exceptions related to GE requirements	Adviser- Student Services Office-Director of GE Board-Chair of ACC	GE
6	Course Equivalence	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
7	General petition that is routed to the graduate committee or dean of HSON.	Adviser- Student Services Office-Chair of GSC	Graduates
8	Residency Extension	Adviser- Student Services Office-Chair of GSC	Graduates

Hariri School of Nursing
MSN in Nursing Science

Graduate Student Handbook 2019-20

AUB

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WELCOME

Welcome to the Rafic Hariri Hariri School of Nursing (HSON). We are delighted that you have chosen to study nursing at AUB and look forward to meeting each one of you. This is an exciting time for nursing—both at AUB and throughout the world.

In the field of nursing generally, nurses are taking on new and greater responsibilities. Although taking care of patients is still our primary responsibility, we are also playing a role in setting health care policy at the national, regional, and international levels and researching important health care issues.

Here at AUB, we celebrated our 100th anniversary in 2005 and our 110th anniversary in 2015. We have introduced new programs and are constantly updating and revising our curriculum. Our graduates are in great demand and they are occupying leadership positions in different countries in the world. In 2007 the BSN and MSN programs were granted unconditional accreditation by the Commission on Collegiate Nursing Education (CCNE) in the USA for five years and in 2012 the programs were reaccredited for a period of 10 years. AUB Hariri School of Nursing is the first school to be accredited by CCNE outside the USA. In 2008 the HSON received a $10M gift to endow the school and the building and in 2009 the Rafic Hariri School of Nursing building was inaugurated. The building houses faculty offices,

classrooms, an auditorium, a computer lab, skills and simulation lab, a research center, and student facilities.

In 2015, HSON won three major regional awards; HSON received the best institution award, Dr. Huda Huijer the distinguished researcher award, and an MSN graduate the best thesis award. The Chi Iota Honor Society Chapter, the first in the region, was formally chartered by Sigma Theta Tau International (STTI) in 2015 and 131 members were inducted into this prestigious honor society. In 2017, the PhD in Nursing Science program was fully approved to be formally launched in 2018-19. In 2018, AUB granted HSON independent Faculty status and appointed Dr. Huijer as founding dean of the school. We continue to be proud of these accomplishments and we look forward to working with you to celebrate these achievements. We hope this handbook will be a useful guide for you especially during the first couple of weeks when everything is so unfamiliar. If, however, you are lost or need help, please come and find us. We are eager to do whatever we can to make this a positive and rewarding experience for you.

We also welcome any comments or suggestions you may have on how we might change and improve on this handbook in order to make it more helpful for future Hariri School of Nursing students.

Good luck!

Dr. Huda Abu-Saad Huijer, RN, PhD, FEANS, FAAN
Dean, Hariri School of Nursing

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Mohamed Harajli Interim Provost
Huda Abu-Saad Huijer Founding Dean, Rafic Hariri School of Nursing

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Preface

This handbook has been prepared for graduate students in order to provide detailed information about the Master of Science in Nursing Program at the American University of Beirut. Guidelines and policy statements are given to assist in clarifying the process from entry to the program through graduation.

The MSN program in the Hariri School of Nursing was launched Fall 2003-2004. The curriculum with emphasis on Advanced Nursing Practice provides educational opportunities for nurses seeking further specialization.

The faculty and administration of the Hariri School of Nursing hope that the educational process at the American university of Beirut will be a rewarding and challenging experience for each student. We pledge ourselves to assist students in the pursuit of their professional and educational goals.

In addition to the policies found here that are specific to the Graduate Program at the Hariri School of Nursing, the student should obtain and keep a copy of the AUB Graduate Catalogue, which contains policies and procedures that apply to all graduate programs in the University.

The American University of Beirut

The American University of Beirut (AUB) is a private, non-sectarian institution of higher learning, founded in 1866. It functions under a charter from the State of New York and is administered by a private, autonomous Board of Trustees.

The University has five faculties: Arts and Sciences, Medicine-including the Hariri School of Nursing, Engineering and Architecture, Agricultural and Food Sciences, and Health Sciences. In addition to these faculties, the University has a School of Business. At present, AUB offers programs leading to both bachelor's, master's degrees and a number of PhD programs in some Arts and Science and Engineering majors. The University is co-educational. The language of instruction is English.

AUB is a teaching-centered research university, where excellence in teaching and research go hand-in-hand. Its mission is to enhance education, primarily the education of the peoples of the Middle East, to serve society through its educational functions, and to participate in the advancement of knowledge. AUB bases its educational perspective and methods, and its academic organization on the American model of higher education.

The university emphasizes scholarship that enables students to think for themselves, stresses academic excellence, and promotes high principles of character. It aims to produce men and women who are not only technically competent in their professional fields but also life-long learners who have breadth of vision, a sense of civic and moral responsibility, and devotion to the fundamental values of human life. The University believes in and encourages freedom of thought and expression. It expects, however, that this freedom will be enjoyed in a spirit of integrity and with full sense of responsibility.

General Information about the MSN Program

The Hariri School of Nursing at AUB offers the Degree of *Master of Science in Nursing* (MSN) with emphasis on Advanced Nursing Practice. Four tracks are available: Adult-Gerontology Clinical Nurse Specialist with optional minor in Nursing Education, Psychiatric Mental Health Clinical Nurse Specialist with optional minor in Nursing Education, Community and Public Health Nursing with optional minor in Nursing Education, and Nursing Administration and Management. This MSN program is designed to meet the health challenges of the 21st century in Lebanon and the region, and prepare students for continued studies towards PhD degrees. The clinical tracks prepare graduates as clinical nurse specialists.

The Hariri School of Nursing faculty members are renowned for their research, clinical expertise, innovative teaching strategies, and contribution to professional practice at the national level.

Mission Statement

The mission of the Hariri School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high–quality, compassionate nursing care in Lebanon and beyond, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles. It is based on the use and generation of research-based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech.

Philosophy

The Master of Science in Nursing Program is consistent with the philosophy of the American University of Beirut and the mission of the Hariri School of Nursing, and builds upon the knowledge and competencies that characterize the undergraduate program. Graduate education denotes the critical appraisal of concepts and theories basic to the Nursing discipline. The unifying focus in graduate education is specialized and research-directed

nursing practice. Graduate education promotes the process of inquiry for the expansion and testing of knowledge; and fosters creativity, critical thinking, professional development, research**,** and leadership skills.

Learning Outcomes

The program provides students with a thorough understanding of the theoretical basis of practice and also incorporates managerial, administrative and educational skills. The graduate is expected to be an expert clinician, an informed educator, a knowledgeable researcher and a skilled manager.

Specifically, the MSN program will prepare nurses who:

1. Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.
2. Participate in conducting research within collaborative teams to improve care outcomes and support policy changes
3. Deliver advanced practice nursing based on critical thinking, research evidence, and advanced knowledge and skills in specialized area of nursing.

4. Demonstrate advanced clinical and data driven decision-making across health care settings.
5. Analyze the impact of socio-cultural, economic, ethical, legal and political issues on nursing practice, health promotion strategies and health care delivery.
6. Assume leadership roles in education and management, utilizing inter-and intra-disciplinary approaches and systems thinking.
7. Analyze current and emerging technologies to optimize patient safety, cost-effective care, and quality and health outcomes'.

Admission to the MSN program

A student is eligible for consideration for admission to the MSN program if s/he fulfills AUB admission requirements for graduate studies. The criteria for admission to the MSN program are:

1. Meeting all the university admission requirements to graduate studies.
2. Having a BSN degree or its equivalent from an accredited/recognized institution.
3. Having a cumulative undergraduate average of at least 75, with an undergraduate average of at least 80 in the major Nursing.
4. Demonstrating evidence of knowledge and competence in physical assessment skills (for the clinical tracks).
5. Satisfactory scores on the English Entrance Exam or Test of English as a Foreign Language, as per AUB requirements for graduate studies.
6. License to practice nursing from country of residence.
7. One year work experience in nursing.

Categories of Admission

Applicants for graduate study may be considered for admission in one of the following categories:

Graduate Regular
A candidate qualifies for this category if s/he holds a bachelor's degree from AUB or an equivalent degree from another recognized institution with an undergraduate average of at least 80 or its equivalent in nursing.

Graduate on probation
Candidates who fail to meet any of the admission requirements but who, in the opinion of the faculty, demonstrate potential for graduate study, are admitted as 'graduates on probation.' Students with a cumulative undergraduate average of at least 75 but less than 80 in the major field (nursing) may be conditionally admitted as graduate student on probation. These students should score 80 or above in the first nine graduate credits in order to be transferred from special status to regular status.

Readiness for University Studies in English (RUSE)

Upon admission to AUB and prior to registration, students admitted to AUB must demonstrate a level of English proficiency consistent with the demands of a program carried out almost exclusively in the English language. This should be done as early as possible (in general, no later than 1 month prior to the start of the semester) by submitting official test scores for (at least) one of the following tests listed in the below RUSE tables for undergraduate or graduate admissions. Students joining AUB at the undergraduate level should reference the "Undergraduate RUSE" table while students joining AUB at the graduate level should reference the "Graduate RUSE" table.
Please note that some applicants might be exempted from the RUSE requirements; such exemptions are listed in the "RUSE Exemption" table at the end of this page.

Graduate RUSE: Applicable to students joining AUB at the graduate level

Exam **English Course Placement**	**NEW AUB EEE (After Jan 2017)**	**AUB EEE (English Entrance Exam)**	**TOEFL (PBT)**	**TOEFL (IBT)**	**IELTS (Academic)**	**GRE (Verbal)**	**GMAT (Verbal)**
Exam Validity	***1year***	***1year***	***2years***	***2years***	***2years***	***5years***	***5years***
No English courses	>=40	>=530	>= 583	>= 97	7.0	>= 147	>= 25
English 300	32-39	500-529	573-582	88-96			
Intensive English 100A/100B (If faculty approves)	25-31	375-499	490-570	57-87			
Summer Preparatory English Program (UPGR 001)	Graduate candidates who have not met the English language requirements or who have not yet taken any English test, have the option of registering in a 7-week intensive English summer preparatory program. You may check the program details (Description, Learning Outcomes, Requirements, Course Registration and Timeline) at the University Preparatory Program (UPP) - Graduate Course site.						

Transfer of Credits

Transfer of Credits from One Master's Degree to Another Graduate courses taken at AUB (or at other recognized institutions), in which the applicant earned an equivalent grade of 80 or above, may be transferred to another master's degree at AUB. No more than 9 credits are transferable provided they are not credits earned by an internship, thesis or practicum, and degree minimum residency requirement is maintained. Approval by the department or the academic unit concerned and the Faculty/School Graduate Studies Committee is required for all transfers. Normally, credits counted toward another graduate degree at AUB or another institution cannot be transferred if they have already been used to satisfy requirements for another awarded graduate degree.

Graduate Council

The Graduate Council (GC) reports to the Provost of the University and plays a vital role in implementing the rules and regulations governing graduate work uniformly across the University, in accordance with policies approved by the Board of Graduate Studies (BGS) and the Senate, and as recommended by the faculties and schools. The Graduate Council facilitates and coordinates graduate education and follows up on the implementation of graduate policies and deadlines. The Graduate Council works closely with the BGS and Faculty Graduate Studies Committees to provide mechanisms for the quality control of all aspects of graduate education. In cooperation with faculty, students, and staff, the Graduate Council undertakes preparatory steps and coordinates graduate recruitment programs to ensure a selection process from a highly qualified pool of student applicants; provides information about admissions to all graduate programs; administers graduate standards of scholarship and policy; and encourages the development and success of students through workshops, training activities, counseling, and initiatives that promote timely degree completion. The Graduate Council also administers AUB policies concerning graduate assistantship appointments.

Registration

Academic Year

The academic year at AUB includes two semesters, fall, and spring, followed by a summer session. Each semester has a reading period and a final exam week. For the exact dates, see the AUB Calendar.

Orientation

All entering students attend the three –day orientation program consisting of meetings in Faculties and Departments; meetings with representatives of various university services; tours of the campus; Agriculture Research and Educational Center (AREC), and the country; and acquaintance social events.

Course Registration

New students register on-line via the Internet during August/September at a date indicated at the University Registrar for the fall semester of an academic year.
Check details of on-line registration under Course Registration for New Students and Consult the Registration Guide available in the Office of the Registrar.
Continuing students will register before the end of each semester for the upcoming academic semester. The registrar announces all registration dates.

Deferred Registration

Graduate students who are offered admission in the Fall semester and who do not register for that semester may be eligible for admission to the following Fall semester of the, pending availability of places. A petition should be submitted to the Office of Admissions.

Late Registration

Students unable, for some unforeseen reason, to register at the scheduled time may attempt late registration. A late registration fee of LL150, 000 for students will be charged late registration is to be avoided, as many courses may become full.

Drop and Add

After the start of classes, at a date indicated in the University Registrar, students may make changes in their schedules through a process known as Drop and Add. After obtaining the approval of their advisers, students may make changes in their courses on the web according to a pre-announced schedule. They may need to settle their accounts at the Office of the Comptroller.

Fees and Expenses

The American University of Beirut is a non-profit institution. The charge to students is kept at the minimum consistent with the provision of high quality instruction and adequate resources. The University reserves the right to change any or all fees at any time without prior notice. Such changes will be applicable to students currently registered in the university as well as to new students.
Students will not be permitted to enter classes at the beginning of the term until their fees are paid or special arrangements have been made with the university comptroller. All fees are quoted in Lebanese pounds and US dollars.

Payment of Fees

Each AUB student must pay all his/her tuition fees and other charges levied.

1. All students must finalize registration, including payment of tuition fees and other charges according to the academic calendar for the first and second semesters. Under special circumstances, late registration will be permitted during a period of no more than five working days after the announced deadline, but subject to a late registration fee.
2. Students who demonstrate financial need may make formal application for deferred payment arrangements for tuition fees only to the Office of the Comptroller according to the academic calendar for the first and second semesters. No applications for deferrals will be accepted thereafter. Deferred payments are not a right and will only be agreed to under specific and special circumstances. Students who arrange for deferred payments are still required to complete all registration formalities within the set deadlines. Deferred payment arrangements are not permitted for the summer session in any faculty.
3. A graduate student who applies for deferred payment must pay at least 50% of the net amount of tuition due. All other charges must be paid in full with no deferrals. A student must pay a deferred payment application fee of $33, whether approved or not.
4. Should the student's application be approved, the student must pay the balance, plus a deferred application fee of $33, together with the late payment fee, if applicable. All the above arrangements must be concluded by the announced deadlines.
5. Every student granted deferred payment must sign a statement indicating agreement that failure to complete payment by the set deadline will result in receiving no credit for the semester in which the student has defaulted on payment.

Students are expected to meet all financial obligations by the appropriate due date. The university reserves the right to place an encumbrance on the student's record, which will prevent registration for future semesters and the release of transcripts and diplomas, as well as access to other university services by any student who fails to promptly meet his/her financial obligations to the university. It is each student's responsibility to be informed of all registration and payment dates and deadlines.
Up-to-date schedules for registration and payment of fees may be obtained from the Office of the Registrar (ext: 2570 /2571), or at the e-mail address: registrar@aub.edu.lb

Academic Rules and Regulations

Categories of Students

To be considered a full-time student, a student must carry a minimum load of 9 credits per semester. For summer full-time, the required load is 6 credits. Students can normally register for up to 12 credits per semester and 6 credits during the summer session. The category of part-time students applies to those carrying less than 9 credits per regular semester or less than 6 credits for the summer.

Supervision

Each student has an academic adviser who must approve the student's schedule each semester. The student's adviser is appointed by the graduate faculty of the school. These advisers will maintain their relationship with the students until they graduate from the graduate program.
Every academic adviser is expected to guide and help in planning the student's course of study. Not all courses need to be in nursing, but they should be in the judgment of the department relevant to the field in which the student is specializing. For students working towards a thesis, a thesis adviser is assigned who must be a full-time faculty member and will serve as chairperson of the thesis committee. The thesis adviser and the members of the thesis committee should be of professorial rank.

Attendance

- Students are expected to attend all classes, laboratories and any required activities. Absence of students, whether excused or not, from any class or laboratory session does not excuse them from their responsibility for the work done or for any announcements made during their absence.
- Students who absent themselves during a semester more than ***one third*** of the number of hours of any course lose all credit for the course.
- Students may *not* be excused from laboratory and field requirements. All missed clinical and field requirements must be made up. In case of repeated absences from clinical courses, ***over one third of the total hours***, the student may be asked to drop the course.
- Students who fail to sit for scheduled examinations, or fail to fulfill course requirements, will be given the minimum grade for graduate courses, which is 55. Results of tutorial courses, clinical and administrative residencies, projects, or theses will be reported as pass (P) or fail (F).

Examinations and Quizzes

Students may not absent themselves from announced final examinations and quizzes unless they present an excuse considered valid by the coordinator of the course. The course coordinator may then require the student to take a make-up examination.

Computer Literacy

Masters students are expected to have a basic level of computer literacy. Ability to use Microsoft Word, Power Point and spread sheets software is a minimum requirement, since most courses require term papers and oral presentations. For students who are weak in this area, a number of workshops on the use of various computer programs are offered regularly by the Academic Computing Center, accessible through AUB website, or by calling 2260 or 3580. Students must also know how to do electronic literature searches using databases such as MEDLINE and CINHAL. The Saab Medical librarian offers regular sessions Mondays at 6 pm, or per request about searching the literature. Call Miss Aida Farha at 5911 for further questions.

RCR Requirement

The Responsible Conduct of Research (RCR) Requirement must be completed by all newly admitted degree seeking graduate students, both at the Master's and PhD levels. The requirement includes prospective graduates and graduates admitted on probation.

The requirement is fulfilled by in the RCR course section determined by the student's respective Faculty and department/program. RCR courses "cover core norms, principles, regulations, and rules governing the practice of research." Topics include research misconduct, data management, authorship, peer review, mentoring, using animal subjects in research, conflicts of interest, collaborative research, and research involving human subjects. Additional topics may be included according to research discipline.
The requirement must be fulfilled within the first month and is marked by a passing grade. Failure to fulfill the requirement in a timely manner results in a registration hold that is removed once the student has fulfilled the requirement.

Courses and Grades

Courses taken as part of a student's graduate study program fall in one of two categories: graduate or prerequisite, with different grading systems.

- *Graduate Level Courses*
  Graduate level courses in Nursing are numbered 500 and above. The minimum passing grade for a graduate course is 70. However, students are required to maintain a cumulative average of at least 80 in all courses taken for graduate credit. Projects, thesis and residency courses are graded as Pass/Fail.

- *Prerequisite Courses*
  These are usually undergraduate courses taken to make up for any deficiencies in the student's background. They do not carry graduate credit. The minimum passing grade for a prerequisite course is 70.

Grading System

Evaluation of the student's achievement will include their work in theory, practice, as well as professional attitudes and behavior.

In the Hariri School of Nursing the following grading system is used:

Cumulative Average	GPA	Cumulative Average	GPA	Cumulative Average	GPA	Cumulative Average	GPA
‹60	0	67	1.86	75	2.73	83	3.46
60	1	68	1.98	76	2.82	84	3.54
61	1.13	69	2.09	77	2.92	85	3.63
62	1.26	70	2.2	78	3.02	86	3.7
63	1.38	71	2.31	79	3.11	87	3.78
64	1.5	72	2.42	80	3.2	88	3.86
65	1.63	73	2.52	81	3.29	89	3.93
66	1.74	74	2.62	82	3.38	›=90	4
I Incomplete							
P Pass Normally Used for Theses and Projects							
PR In Progress							
W Withdraw							
F Fail							

All final grades are expressed in multiples of one.

Incomplete Grades

A student who has an incomplete on one course must complete the work required for the course within one month of the start of the next regular semester. In exceptional circumstances the graduate committee may decide to give the student additional time to complete the course.
Incomplete course work will be reported as "I" that is followed by a numerical grade reflecting the evaluation of the student available at the end of the semester. This evaluation is based on a grade of zero on all missed work and should be reported in units of five. If the work is not completed within the period specified, the "I" is dropped and the numerical grade becomes the final grade.
Probation and Dismissal

A student working towards a master's degree in Nursing "MSN" may be placed on probation by the Hariri School of Nursing Graduate Committee if he/she:

- Is admitted to graduate study on probation,
- Fails in any course taken for graduate credit, and

- Does not maintain the required cumulative average of 80.

The probation may be removed upon the recommendation of the Graduate Studies Committee of the School if the student has completed a minimum of 9 credits of graduate level courses within the two consecutive semesters after being placed on probation, has passed all courses, and has obtained the cumulative average of 80. If the student fails to meet any of these conditions, s/he will be dropped from the program.

The Graduate Studies Committee may discontinue a master's student from graduate study if:

- Probation status is not removed within a period of two semesters in which the courses that are taken are for credit, or
- In the opinion of the department, and irrespective of the grades obtained, the work of the student is deemed unsatisfactory, or
- The student fails the comprehensive examination twice, or fails the thesis defense twice.

Leave of Absence

- All graduate students are expected to make steady and satisfactory progress toward the completion of degrees. Students who are not enrolled for a period of more than one academic year (two consecutive regular terms and one summer) will be considered to have withdrawn from the program unless they apply for a leave of absence and secure approval of the department, School Graduate Studies Committee, and Graduate Council.

- The leave of absence application can be up to one academic year at a time. The maximum period of approved leave of absence is for two academic years. An approved leave of absence does not count towards maximum residency. Non-enrollment by the student for one semester without securing leave of absence will count towards maximum residency.

- Students who seek to return without having secured leave of absence approval after a non-enrolment period of 12 months must reapply and will be considered for readmission following regular AUB application/admission procedures. If re-admitted into the same graduate program, then their earlier status as graduate student will count towards maximum residency.

- The Leave of Absence Application Form should normally be submitted to the respective department/faculty at least one month prior to the beginning of the semester in which absence is planned. The form can be downloaded from the following site:http://www.aub.edu.lb/graduatecouncil/Pages/regulationsandforms.aspx

Readmission

The following factors govern students seeking readmission:

- Students in good standing who withdrew voluntarily shall be granted readmission to the School if the period between the end of the semester or session of withdrawal and the beginning of the semester for which readmission is sought is not more than four regular semesters. The readmission request must be submitted to the Office of the Registrar at least one month prior to the beginning of the semester or the summer session to which readmission is sought.
- Students who have left the university for more than two years must submit the readmission request to the Office of the Registrar and must have the approval of the Admissions Committee of the Hariri School of Nursing.
- Students who have left the School while on probation will remain on probation for one semester and have to clear the probation status at the end of a regular semester, or else they will be dropped from the School.

Masters' Completion Program

Overview of the Curriculum

The curriculum includes 37 to 40 credits (depending on the track of study) and may be completed in two years on a full-time basis. Part time students must complete the program requirements within a maximum period of four years. Extension beyond the maximum allowed period of study requires the approval of the Graduate Studies Committee of the faculty and the Graduate Council.
The components of the master's program include: 1) Core courses, 2) Specialty courses, and 3) Elective Courses. The Hariri School of Nursing offers the MSN degree in the following four tracks:

1. Adult-Gerontology Clinical Nurse Specialist (39 credits), with an optional minor in Nursing Education,
2. Nursing Administration and Management (37 credits)

3. Psychiatric Mental Health Clinical Nurse Specialist, with an optional minor in Nursing Education.(40 credits)
4. Community and Public Health Nursing, with an optional minor in Nursing Education (40 credits)

Both thesis and non-thesis options are available in all tracks. Below is a general description of the courses required for graduate education in nursing. Students may receive credit for graduate level courses only. Appendix A provides sample study plans for students in the various tracks for full time and part time study.

Curriculum Masters of Science in Nursing

Core Courses		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 500	Theories, Concepts and Ethical frameworks for Advanced Nursing Practice	2	0	2
NURS 501	Advanced Nursing Practice: Scope and Roles	2	0	2
NURS 530	Statistical Reasoning and Application in Nursing Research	1	2	2
NURS 502	Advanced Nursing Research	3	0	3
NURS 527	Systems Approach to the Development and Evaluation of Health Care Services	3	0	3
Concentration Courses		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
Adult-Gerontology Track				
NURS 503	Advanced Health Assessment	2	3	3
NURS 504	Advanced Pathophysiology	3	0	3
NURS 505A	Advanced Practice in Adult-Gerontology I	2	8	4
NURS 505B	Advanced Practice in Adult-Gerontology II	2	8	4
NURS 506	Advanced Practice in Adult-Gerontology III (residency)	0	16	4
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
	Electives	-	-	0-3
Nursing Administration and Management Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 507	Essentials of Nursing Administration and Management	2	0	2
NURS 508	Advanced Practice in Nursing Administration (residency)	0	16	4
NURS 531	Practical Applications of Budgeting in Nursing	1	0	1
NURS 525	Leadership Theories and Applications for Nurse Managers	3	0	3
NURS 520	Managing Quality with Teams	3	0	3
NURS 533	Advanced Health and Nursing Informatics	3	0	3
MNGT 332	Human Capital Management	3	0	3
	Electives	-	-	0-3
Psychiatric Mental Health Nursing Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 503A	Advanced Health Assessment for Mental Health	1	0	1
NURS 504	Advanced Pathophysiology	3	0	3
NURS 512	Advanced Psychiatric and Mental Health Assessment	1	3	2

PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
NURS 516	Psychopathology and Human Behavior	3	0	3
NURS 517	Models of Treatment Psychotherapy (Bio-behavioral Nursing Interventions)	1	6	3
NURS 518	Group and Family Psychotherapy	1	6	3
NURS 519	Clinical Residency in Acute Psychiatric Care	0	16	4
	Electives	-	-	0-3
Community and Public Health Nursing Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 503	Advanced Health Assessment	2	3	3
NURS 504	Advanced Pathophysiology	3	0	3
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
EPHD 300	Principles of Epidemiology	2	0	2
NURS 522	Principles and Practice of Community Health Nursing	2	3	3
NURS 523	Advanced Community Assessment	2	3	3
NURS 524	Clinical Residency in Community Health Care	0	16	4
	Electives	-	-	0-4
Minor in Education				
EDU 318	Test Construction in Education	3	0	3
EDU 326	Theory and Design of Curriculum	3	0	3
NURS 509	Role development in Nursing Education	3	0	3
	Elective in education	3	0	3
Thesis/Project				
NURS 599 or NURS 598 And Elective	Thesis Project	– – –	– – –	6 3 3
NURS 526	Comprehensive Exam	-	-	0

Students may take an equivalent of 3 credits as elective in any major that helps them with their studies. For students doing a minor in nursing education, the elective credits must be in education.

The Hariri School of Nursing also offers special topic courses ranging from 1 to 3 credits that cover nursing issues of interest to students in the various tracks. These courses can be counted toward the elective credits.

Course Description

NURS 500 Theories, Concepts and Ethical Frameworks for Advanced Nursing Practice 2.0; 2 cr.

This course introduces students at an advanced level to conceptual resources for advanced nursing practice. The course is organized around four themes: conceptions of science and nursing knowledge; antecedents and applications of theories relevant to nursing practice; healthcare ethics; and, nursing and politics. The course focuses on the application of conceptual models to current and future nursing practice.

NURS 501 Advanced Nursing Practice: Scope and Roles 2.0; 2 cr.
This course provides the student with knowledge related to the advanced practice roles and competencies. Students develop a vision and structure for Advanced Nursing Practice that includes the Consensus Model for Advanced Practice Registered Nurse, regulation, credentialing, and emerging professional issues. The course concentrates on the foundations and philosophy of care in different specialties and health care.

NURS 502 Advanced Nursing Research 3.0; 3 cr.
This course focuses on complex research designs, interpretation of research findings and development of research proposals. The interrelationship of theoretical frameworks, quantitative/qualitative design, sample selection, data collection instruments, and data analysis are analyzed in terms of clinical nursing research problems.

NURS 503 Advanced Health Assessment 2.3; 3 cr.
This course focuses on the advanced comprehensive assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, psychosocial and physical assessment, and diagnostic reasoning.

NURS 503A Advanced Health Assessment for Mental Health 1.0; 1 cr.
This theory course focuses on the comprehensive health assessment of clients using a biopsychosocial approach. Mental health students will build on their knowledge and skills in clinical interviewing, focused history taking, and critical analysis of client data to identify actual and potential health problems. The focus will be on the differential diagnosis of various case presentation with organic and psychological etiologies.

NURS 504 Advanced Pathophysiology 3.0; 3 cr.
This is a course in advanced pathophysiology related to acute and chronic illnesses experienced by adults. Emphasis is placed on pathophysiologic nursing phenomena experienced across diseases, their manifestations and assessment measures. Case studies are used to illustrate application to advanced nursing practice.

NURS 505A Advanced Practice in Adult-Gerontology I 2.8; 4 cr.
This course builds on N504 & N503 and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of clients with a spectrum of health problems. Health promotion and risk reduction strategies are also addressed. *Prerequisite: NURS 503.*

NURS 505B Advanced Practice in Adult-Gerontology II 2.8; 4 cr.
This course addresses advanced nursing practice in adult care and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of adults and older adults with acute and critical care conditions. . *Prerequisites: NURS 503 and NURS 504.*

NURS 506 Advanced Practice in Adult-Gerontology III 0.16; 4 cr.
This is a practicum in which students apply content learned in NURS 503, 504, 505and 515, and use concepts learned in NURS 501 and PHRM 314, in the advanced management of adult clients with various illnesses. Interdisciplinary collaboration, research utilization, educational activities and case management are emphasized in a specialty area of practice. *Prerequisites: NURS505B and PHRM 314.*

NURS 507 Essentials of Nursing Administration and Management 2.0; 2 cr.
This course introduces management concepts and techniques. It focuses on three core topics: roles and responsibilities of managers; leading organizational effectiveness; and strategic

planning. The focus is on using management models and concepts to work towards improved organizational effectiveness. Case studies of organizational problems provide the basis for group practical work.

NURS 508 Advanced Practice in Nursing Administration 0.16; 4 cr.
This practicum focuses on developing advanced management and administrative nursing skills in hospitals and primary health care settings. *Prerequisite: NURS 507.*

NURS 509 Role Development in Nursing Education 3.0; 3 cr.
This course addresses principles of teaching and learning, instructional methods, test construction and use, as well as curriculum and program development as applied to nursing. The course enables students to apply educational theory and research in various settings such as schools of nursing and staff development centers. **Required for the minor in education.**

NURS 512 Advanced Psychiatric and Mental Health Assessment 1.3; 2 cr.
This course focuses on the advanced comprehensive mental health assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, mental status examination and diagnostic reasoning. The student performs comprehensive assessment and D.S.M. IV diagnosis on adult populations.

PHRM 314 Advanced Pharmacology and Therapeutics 3.0; 3 cr.
This course covers pharmacology and drug therapy related to advanced nursing practice. General principles of pharmacokinetics pharmacotherapeutics, pharmacogenetics and considerations for special populations are covered. Classes of drugs, their mechanism of action, drug selection, dosage, therapeutic and adverse effects, and patient monitoring are discussed using case studies of clinical conditions. *Students are required to have taken pharmacology at the undergraduate level before PHRM 314.*

NURS 516 Psychopathology and Human Behavior 3.0; 3 cr.
This theory course examines the effects and/or sequels of alterations in selected bio-behavioral processes in the adult human suffering from illnesses with critical onsets and long-term unstable conditions. It focuses on the study of the brain and behavior and the neurological, physiological and biochemical foundations of cognition, mood and affect. Students will be exposed to advanced assessment skills, selected theories and research to identify complex psychiatric disorders and interventions utilizing case studies.

NURS 517 Models of Treatment-Psychotherapy 1.6; 3 cr.
(Bio-behavioral Nursing Interventions)
In this course, students learn the models of treatment of psychiatric and mental health disorders, and become trained on psychotherapeutic interventions in acute settings. Theories on individual psychotherapy, crisis intervention, group and family therapy are covered. This course has a clinical component where students do practicum in a psychiatric care department. In this course students learn the application of the acquired knowledge in the field of practice and start to practice their role.

NURS 518 Group and Family Psychotherapy 1.6; 3 cr.
This course is complementary to the "Models of Treatment" course, and it focuses on group and family psychotherapeutic interventions. Students synthesize knowledge of theories in the provision of care to groups and families with complex psychiatric problems. Family and group intervention strategies are discussed in a variety of settings. Students explore the practice of these interventions in psychiatric care departments.

NURS 519 Clinical Residency in Acute Psychiatric Care 0.16; 4 cr.
The purpose of this clinical practicum course is to provide opportunities for students to apply the content learned from courses. Students will use assessment skills, selected theories, and research to identify complex health problems and interventions for diverse populations. The focus is on advanced case management and practice of the role, which is further developed as the student integrates theory and practice skills in acute and chronic or community settings. Students will spend 224 hours of clinical hours under the supervision of a preceptor.

NURS 520 Managing Quality With Teams 3.0; 3 cr.
This course addresses theory and application of quality teams, their composition, purposes, function, and decision making tools. Process improvement team and the use of mapping processes for process improvement are a main focus.

NURS 522 Principles and Practice of Community Health Nursing 2.3; 3 cr.
This course introduces concepts and issues relevant to the advanced practice of public and community health nursing. Areas of focus include health promotion, management of chronic disease and health education. The course will use case studies in class and field work in the community.

NURS 523 Advanced Community Assessment and Interventions 2.3; 3 cr.
This course focuses on the nursing assessment of the health of communities using a case based approach. Students are provided with advanced knowledge and skills in population and individual needs assessment and community based interventions. Clinical experience will be provided.

NURS 524 Clinical Residency in Public and Community Health Care 0.16; 4 cr.
The purpose of this clinical course is to provide students with opportunities to apply content learned in community courses, with a focus on advanced case management and health promotion. Assessment skills, theories and research will be utilized in identifying health problems and planning community interventions. *Prerequisites: NURS 522 and NURS 523.*

NURS 525 Leadership Theories and Applications for Nurse Managers 3.0; 3 cr.
The aim of this course is to promote familiarity with, critical thinking about, and applications of evidence-based theories of leadership in nursing settings. The course encourages a reflective and analytical approach to cultivating effective personal leadership behaviors. The course introduces the full spectrum leadership model, examines its transformational leadership components in depth, and explores similarities and differences between transformational leadership and related leadership theories.

NURS 527 Systems Approach to the Development and Evaluation of Health Care Services
3.0; 3 cr.
The purpose of this course is to introduce students to the development and implementation of health service programs/projects intended to improve health care, practice, and health system's outcomes. The course addresses assessment of contemporary issues affecting health such as those of the epidemiology of diseases, healthcare policies, socio-cultural, geo-political, and economic. It focuses on the theory and practice of planning from a system's perspective and introduces conceptual approaches and techniques of program evaluation. Students will prepare a project plan as part of the course.

NURS 526 Comprehensive Exam 0 cr.

NURS 530 Statistical Reasoning and Application in Nursing Research 1.2; 2 Cr.
This class introduces students to the basic concepts and applications of statistics for nursing research and how to carry these applications using SPSS. The primary objective of the course is to provide students with the skills necessary to understand basic statistical analyses and carry out those analyses using SPSS. Descriptive, bivariate and linear multiple regression are covered.

NURS 531 Practical Applications of Budgeting in Nursing 1.0; 1 cr.
This course focuses on practical applications of concepts in budgeting and basic financial management. Participants will learn to develop a budget and evaluate the financial status of a department or operating unit and determine what, if any, corrective actions need to be taken. The course presents various analytical methods in management decision making, including variance analysis, and break-even analysis.

NURS 533 Advanced Health and Nursing Informatics 3.0;3 Cr.
This course helps students acquire a foundational and practical understanding of the discipline of health informatics. It introduces health informatics concepts and competencies utilized in monitoring and evaluating nursing practice. The course examines the use of digital tools to foster engagement of patients, families and consumers in their health care. Emphasis is also placed on how Electronic and Personal Health Records can facilitate health information exchange.

NURS 598 Project 3 cr.
Special projects directed toward acquiring skills needed in the development of programs relevant to nursing care within the student's area of interest. Projects vary depending on the track of study.

NURS 599 Thesis 6 cr.

Below are courses in other faculties that students in the Nursing Administration and Management track and Community and Public Health Nursing track can take:

HMPD 302 Health Management & Policy (3 credits): The course focuses on the managerial and planning skills needed by all public health graduates. The course is designed to introduce students to policy making; the role of private and public sector planners, decision makers and administrators in the policy-making process; policy/program implementation; management; and evaluation.

HMPD 311 Health Information Systems (2 credits): This course will introduce basic concepts of information systems, with an emphasis on applications in the management and operations of health care organizations.

HMPD 315 Performance Improvement (3 credits): The course examines the two dimensions of the service delivery process; the provider, and the service. In this context, the course consists of two interrelated modules emphasizing the role of human resources management and service excellence in improving the performance in health care settings.

HMPD 325 Quality Management and Accreditation in Health Care (2 credits):
A course that examines at multiple levels the theory and practice of quality management and accreditation in health care organizations. The objectives of the course are to: (1) convey an understanding of quality of care, with particular attention to conceptual framework for continuous quality improvement, quality assessment, improvement and patient safety including approaches, methods and tools, (2) explain how to develop a quality improvement plan, performance indicators and measurement systems for quality and accreditation; and (3) address ethical issues related to quality management, risk management and patient safety with particular attention to Lebanon and the region.

HMPD 342 Financial Management and Accounting (3 credits): The course covers the basic skills of modern financial management and accounting, and the utilization of its concepts and tools to make decisions in health care organizations

MNGT 330 Total Quality Management (3 credits): An advanced analytical account of TQM as a modern management philosophy and program for achieving and sustaining customer satisfaction. Relevant TQM knowledge base will be highlighted with emphasis on the executive role and intensive use of practical applications.

MNGT 332 Human Capital Management (3 credits): An advanced analysis of the human resource function and the challenge of managing human capital in a modern corporation. The course highlights the interrelationships of the different human resource management functions and the strategic role of the HR in today's environment, and capitalizes on new trends and actual case examples to illustrate current HR best practices. **Required in the nursing administration and management track.**

MNGT 340 Organization Theory (3 credits): An analytical overview of management thinking with special emphasis on concept-formation, methodology, organizational models, management functions, processes and major schools of thought.

EPHD 300 Principles of Epidemiology (2 credits): A course in principles, concepts and applications of epidemiology in the public health field. The course consists of lectures, assigned readings and complementary practical sessions that provide students with basic epidemiological knowledge and tools relevant to public health practice. Students are given the opportunity to acquire an understanding of the vocabulary of epidemiology and methods of epidemiological research, investigation and control. Topics covered include rubrics of epidemiology, morbidity and mortality measures, sources of epidemiological data, outbreak investigation, epidemiological study designs, causal inference and causation in epidemiology. This course also covers an overview of the major biological agents associated with infectious and communicable diseases with a focus on disease ecology, etiology, transmission and contagion modes. **Required for the Community and Public Health Nursing Track students.**

Minor in Education. *Possible Courses include:*

EDUC 301 Seminar in the History and Philosophy of Education (3 credits*):* Development of educational thought and practice through primary sources. Systems of educational theory will be examined from the age of Pericles to post World War II, with special emphasis on contemporary educational practice. *Annually.*

EDUC 315 Psychology of Education (Advanced) (3 credits): A comprehensive analysis of instructional theory, measurement skills, cognitive development, learning theory, and methods of applying behavior modification in the classroom. *Prerequisite: EDUC 215. Annually.*

EDUC 326 Theory and Design of Curriculum (3 credits): Examination of organization, scope, and sequence of curricula with special emphasis on various approaches to curriculum development. *Annually.* **Required for the minor in education.**

EDUC 318 Test Construction in Education (3 credits): Development of testing techniques and skills for appraisal of the cognitive and affective objectives of instruction. *Alternate years*.
Other possible courses include EDUC 303, 313, & 330. **Required for the minor in education.**

Comprehensive Examination

Students are required to sit for a written comprehensive examination according to AUB regulations. The purpose of this exam is to assess the students' overall synthesis of all the components of the Master's degree program, i.e. integrating of theory, practice, and research.
The student must pass the comprehensive examination after completion of most of the course requirements for the MSN degree. Students must register NURS 526 (zero credit course) the semester during which they plan to take the comprehensive exam.

Students must take the comprehensive exam before doing their residencies and projects, except full time students who may take it concurrent with their project or residency. The Graduate Committee of the

Hariri School of Nursing shall set the timing of the examination. The student who does not pass the comprehensive examination may take it a second time after a period of at least three months. See Appendix B. **The comprehensive examination is offered twice per year (November and April); dates are announced early during the academic year**.

Thesis/Project

Two types of master's degree programs are available:

- *A master's program requiring a thesis* based on independent research work. Students following this program are required to present a 6 credit thesis, in addition to completion of the courses required in the track of study.

- *A non-thesis master's program*: The student following this program is required to do a 3 credit hour project that should be approved by the student's advising team and the Graduate Studies Committee, in addition to completion of the courses required in the track of study.

For those students enrolled in the MSN with thesis option, the student must submit a thesis based on original, independent research. The thesis must be in English. An abstract not exceeding 350 words must be submitted with the thesis. Once approval for writing the thesis/project is granted, students must conform to the University Thesis Manual found in the library. Application of the thesis manual is mandatory, and those not conforming to its requirements will not be accepted. The student must submit copies of the thesis to the members of thesis committee, unbound but ready for binding, at least two weeks before the thesis defense. The thesis manual guidelines are available at
http://website.aub.edu.lb/ulibraries/Documents/ThesisManual/thesis-manual.pdf

Guidelines for Thesis and Project

All MSN students are required to develop a scholarly product that contributes to the generation or application of knowledge to enhance practice, education, theory or policy. The student should negotiate the scope and objectives of the product with the faculty advisement team. For a thesis, the advisement team would be the thesis committee. For a project, the team would include the student's adviser and a second reader. The composition of the project advisement team shall be approved by/communicated to the program coordinator.
MSN students need to declare their choices of the thesis/project soon after enrollment, preferably making specific plans about the thesis/project by the time they have completed 12 credits so that this requirement can be completed in a timely manner.

The AUB HSON utilizes the writing guidelines of the American Psychological Association (APA) 6th Edition in all written requirements such as term papers of courses. The link below provides adequate guidance for how to organize papers, cite references inside the text and display the reference list using the APA style:

https://owl.english.purdue.edu/owl/resource/560/01/

Project

Project types assume comparable levels of student involvement, performance and scholarship. Projects must be over and above papers and projects completed for course requirements. Options for the project include:

1. **Report of Research Findings**: students may use existing data under a faculty member's guidance to prepare a scholarly paper of publishable quality.
2. **Research Experience**: Active participation in a Faculty member's project with hands-on experience in phases of the project, like writing a proposal, design of the study, data collection, data analysis and reporting of results. The product of this experience would include a summary of the student's learning in the experience, a description of the student's contribution to the project, and a paper on a topic relevant to the project.
3. **Innovations in Practice**: These may include:
    a. **Research Utilization**: Development of an action plan for research utilization in targeted areas. This includes development of the associated clinical protocols/clinical practice guidelines and plans for implementation and evaluation.
    b. **Small needs assessment studies for program development**.
    c. **Educational Media**: Development of an instructional media project or web-based instruction and demonstration of the appropriateness of the product to a specific audience.
4. **Policy Development or Analysis:** This may include:
    a. **Organizational/ Institutional Studies**.
    b. **Policy Initiatives**: Development of a position paper which is research- based, aimed at changing a specific policy or policies. This must be aimed at a group of policy makers to effectively promote change.
5. **Other Options**: Any other project of interest to students that is related to significant clinical, theoretical, management or policy topics. All projects should demonstrate a research emphasis.

Any project that involves human subjects' research needs to be approved by the institutional review board (IRB) before data collection begins. See the IRB website for guidance on the process.

Procedure for Project Completion

First the project advisement team is approved by the Graduate Studies Committee at least 4 months before the project defense. The adviser is a faculty member with the primary responsibility of overseeing the ongoing work of the project. The reader is not necessarily involved in continuous advisement but brings expertise. His/her role may vary in the amount of involvement.

Once initial approval is sought, the student submits a one page prospectus outlining the proposed project and gets approval of the advisement team from the Graduate Studies Committee. The student meets regularly with the adviser during the project work. A final meeting is then scheduled with the advisement team to ensure successful completion of the project. Criteria for evaluation of projects in administration, adult care, and education are attached in appendix B. Projects are graded as Pass/Fail. Grading criteria for projects are shown in Appendix C.

- First registration (3 credit course) to be billed for 3 credits.
- Second registration (zero credits) to be billed for 0 credits.
- Registrations beyond the second time should be the exception for projects and, thus, will require Faculty Graduate Committee approval and students will register for the project (zero credits) and be billed for 1 credit.

Thesis

Thesis Proposal
Students prepare a proposal outlining the research plan. This proposal needs to be approved by the student's thesis chair and other review committees before proceeding to the data collecting stage. The thesis proposal plan needs to be approved by the Graduate Studies Committee at least 4 months prior to the thesis defense.

Thesis Committee
The Master's thesis committee should be composed of at least three members approved by the chairperson of the program. The thesis topic and Committee membership must be approved at least 4 months prior to the thesis defense date. It is advisable that the thesis committee includes one member from outside the Hariri School of Nursing, who may be from an institution outside AUB. All committee members should hold professorial rank. The thesis committee approves the thesis topic and research program and conducts the thesis defense.

Thesis Defense
The thesis defense is open to the public and must be carried out no later than the dates specified in the table below depending on the graduation semester.

'Pass' or 'fail' is reported for the thesis and defense. In case of failure, the students may resubmit the thesis and defend it after a period of at least three months. Failure the second time leads to discontinuation from graduate work.
Students must be registered for the thesis or at least one course in the semester or session during which they expect to graduate in order to present their defense.
Check the AUB catalogue for the deadlines for thesis approval, defense and library aubmission.
Deposit of Thesis in the Library
After passing the thesis defense examination, the student is required to deposit two hard copies and one CD copy of the thesis at Jafet Memorial Library. A library receipt of these copies must be delivered to the Office of the Registrar before the student is awarded the degree. The student should sign a release form indicating whether or not the library is authorized to supply copies of the thesis to other libraries or to individuals. The non-authorization option is valid for a period of two years only, after which copies of the thesis will be supplied on request.

Residence Requirements

To meet the minimum residence requirements for the master's degree, a student should register and be in residence as a graduate student for at least two semesters and two summers, or four summers.

Research

The faculty of the Hariri School of Nursing believes that research is a major component of the MSN program and is basic to the development of a scientific knowledge base for practice. Information on faculty research is available on the web and is updated on a regular basis with new faculty. Appendix D lists the graduate faculty research profiles.

The faculty of the Hariri School of Nursing at AUB believes that:

- Nursing research contributes to the advancement of knowledge development in general and to the body of nursing knowledge in particular.
- Nursing research is basic to effective nursing practice.
- Programs of research generate more in–depth knowledge in a focused area of research.
- A thesis could be generated from established programs of research. This improves the depth and quality of studies. It provides the student with unique opportunity of working with a circumscribed area of research under the mentorship of an expert faculty member.
- Possibilities also are made available for students to generate their own thesis topics under the supervision of available expertise. This encourages originality and applicability of research. Students are encouraged to choose topics of interest in close consultation with their adviser.

Publication rights based on thesis/project work

- Students publishing Thesis/Project Work, which is within established programs of research at the Hariri School of Nursing should do that in close consultation with their mentors. Agreement on authorship needs to be established in advance.
- It is customary that students writing articles based on original thesis work should be designated as first authors and faculty members mentoring their work as second and consecutive authors unless previously agreed otherwise.

AUB Policy on Graduate Assistantships

Assistantships covering tuition and partial living expenses are available for students at the graduate level in return for a specified number of hours of work per week (maximum of 20 hrs /week) for the Hariri School of Nursing. Assistantships are awarded on the basis of the academic record and departmental needs. Applications for new students are provided within the admissions application package. Refer to AUB's website http://www.aub.edu.lb. Continuing students may obtain applications from the Office of the Dean of the School. Applications should be submitted early in the semester preceding the semester for which one is applying. For more information about Graduate Assistantship, consult the Dean's Office and the Students Services Officer Mrs Lynn Berbary Najem, 4th floor, Hariri School of Nursing Building.

General Policies and Information

Non-Discrimination Policy – Title IX

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Academic and Professional Integrity

Academic integrity and honesty are central components of student's education. Ethical conduct maintained in an academic context will be taken eventually into a student's professional career. Academic honesty is essential to a community of scholars searching for and learning to seek the truth.

Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and the faculty are responsible for insuring the academic integrity of the University.

Academic dishonesty, including but not limited to cheating and plagiarism, is deplored and not to be tolerated. Any act for cheating may be ground for probation, suspension and/or expulsion. Any act for plagiarism may be grounds for a failing grade on the paper and in the course. In addition, other sanctions may be imposed by the school for acts of academic dishonesty.

Students are expected to have high standards of integrity in both the clinical and academic settings. Integrity is a reflection of the respect that one holds for oneself and others. It is reflected by students' behavior in class and in the clinical practicum.
In the clinical settings, students are expected to protect patients' confidentiality, and to be honest in any documentation regarding the patient's condition and their own assessment and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally and academically prepared when caring for patients.

Student Code of Conduct (http://pnp.aub.edu.lb/general/conductcode/index.html)

The purpose of this code is to provide students with a clear statement of the standards of behavior expected in an educational environment, so that they make responsible choices regarding their participation in the academic community and understand the consequences of

their infringement of these standards. Violations may be of an academic or non-academic nature.
Jurisdiction of academic violations lies initially under the authority of the dean of the faculty or school to which the student belongs. Misconduct that is clearly non-academic falls under the jurisdiction of the dean of student affairs who will take the necessary action in consultation with the dean(s) of the faculty or school to which the student belongs.
The following are examples of actions deemed in violation of the Student Code of Conduct; they are not intended to define misconduct in exhaustive or exclusive terms. Any student who violates the principles described in the preamble to this document shall be subject to disciplinary action in accordance with the Student Code of Conduct.

Definitions of Misconduct

A. Academic Misconduct

Offences involving academic misconduct include, but are not limited to, the following:

1. **Cheating**[1]
   While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work.
   Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

[1] **Adapted from the Villanova Academic Integrity Code.**

2. **Plagiarism**[2]
   Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
3. **In-Class Disruption**
   Students in class are expected to behave appropriately, and shall not disrupt classes or exams by extraneous conversation and/or misbehaving.
4. **Dishonesty**[3]
   Students are expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:
   a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
   b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
   c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.
   d. Stealing or damaging library books.
   e. Unlawfully copying computer software.
   f. Engaging in bribery of any kind.

B. Non-Academic Misconduct

1. Disruption/Obstruction

Students have the right to express their opinions on matters of concern to the University in an organized manner and in a public space, excluding residences on campus, but they must notify and consult with the dean of student affairs before doing so. The nature of the event and any publicity accompanying it must be reviewed by the dean to assure that neither Lebanese law, nor university policies and norms are being violated.

In cases where student-sponsored events, including protests, sit-ins, and demonstrations are, after such consultation, not approved by the dean of student affairs, or, if needed by the Board of Deans or the president, it may become necessary for the dean of student affairs to undertake disciplinary measures and even to instruct campus protection to bring the public gathering to an end.

Disrupting or obstructing the normal educational process or any university function or activity by student demonstrations, sit-ins, or 'strikes' is strictly prohibited. This includes, but is not limited to: disrupting classes, library operations, seminars, exhibitions, meetings, ceremonial events, or examinations; impeding or preventing others from attending such events; falsely activating a disaster alarm; or making a threat.

Under no circumstances are any members of the university family to be intimidated or threatened in the execution of their normal duties and responsibilities. That means that students and faculty who wish to hold or attend classes or to go to their offices or places of study shall not be prevented from doing so; non-academic staff and administrators shall not be impeded from going to their places of work.

2. Distribution of Unauthorized Published Material

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[2] Adapted from the Modern Language Association Style Manual and Guide to Scholarly Publishing, as found on Duke University's web page.

[3] Adapted from the Villanova University Academic Integrity Code.

The public distribution and posting of published materials such as fliers, leaflets, posters, audiovisuals, etc., must be approved and stamped by the dean of student affairs. The campus protection office will remove from display any such unauthorized material.

3. Theft

Stealing on campus or at a university-authorized event off campus, including unauthorized use of university equipment or services (e.g., telephones, photocopiers, or computer facilities), or possession of stolen property, is prohibited.

4. Destruction of Property/Endangering Public Safety

Students are expected to protect university property and to respect the safety of others. Acts contrary to these principles, which include, but are not restricted to, the following, are subject to disciplinary procedure:

a. Engaging in vandalism or other intentional damage (such as spray painting or graffiti) to property on campus or at university-authorized events off campus.

b. Littering, such as disposing of waste (empty bottles, cigarette butts, food containers, etc.) in other than designated places on campus.

c. Unjustified discharge, damaging, or tampering with any fire extinguisher, fire alarm, or other safety devices.

d. Taking, or attempting to take, action that damages or could damage private property, without the consent of the owner or person legally responsible.

e. Appropriating, or attempting to appropriate or possess, private property, without the consent of the owner or person legally responsible.

f. Unauthorized entry, unapproved duplication of keys or use of such, or unauthorized use of campus facilities.

6. Mental or Physical Harm

Acts that inflict mental or physical harm are prohibited, including the following:

a. Engaging in physical aggression including, but not limited to, assault.

b. Engaging, or attempting to engage, in intimidation, coercion, extortion, blackmail, or bribery; bullying; threatening violence, injury, or harm to others on campus or at university-authorized events off campus; endangering or tending to endanger the safety, health, or life of any person.

c. Engaging in behavior that creates a substantial risk of, or results in, injury to others, such as committing arson or causing a riot.

d. Using force, inciting violence, inflicting or attempting to inflict injury to others on campus or at a university-authorized event off campus.

e. Engaging in any activity that endangers the health and safety of an individual or demeans an individual in conduct of an unbecoming or humiliating nature, or in any way that detracts from an individual's academic pursuits.

6. Possession of Dangerous Weapons or Materials

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

7. Discrimination and Harassment

Students are not allowed to discriminate on the basis of race, gender, age, religion, national origin, ethnic origin, marital status, mental or physical disability. Nor shall they harass, intimidate, insult, or threaten others whether verbally, in writing, or through electronic means.

Engaging in sexual harassment, e.g., requests for sexual favors, unwelcome sexual advances, unwelcome physical contact of a sexual nature, spoken comments or abuse (including email) of a sexual nature, and the public display of sexually suggestive objects or pictures is prohibited (refer to the University Policy Against Discrimination and Harassment).

8. Smoking and Alcohol

The consumption of alcohol, on campus, by students is not permitted. Smoking is not permitted in university buildings other than private residences and those areas within the student dormitories, as may be designated from time to time by the dean of student affairs (refer to the University Policy on Smoking). Students must abide by the following:

- Smoking is not permitted in any University building, including the Medical Center, except for private residences and student dormitory rooms, as may be designated by the Dean of Student Affairs. Smoking is prohibited in all dormitory common rooms, corridors, lavatories, and other public spaces. Smoking is prohibited in all university vehicles.

- Persons smoking in outside open areas, or in private residences, or in designated dormitory rooms where smoking is permitted, are required to ensure that smoking materials are disposed of in a tidy and safe manner. On no account are cigarette butts to be disposed of on the ground or thrown into the wooded or landscaped areas.
- All persons on AUB property are expected to respect this Smoking Policy. Breaches of the Policy should be reported to the Environmental Health and Safety Center, extension 2360. Persons who are found to have breached the Policy will be subject to disciplinary actions.

9. Inappropriate Sexual Behavior

Publicly engaging in sexual behavior is prohibited as deemed by Lebanese law.

10. Use of Computers

Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses, and unethical use of AUB access is prohibited (refer to the University Policy on the Use of Computers).

1. Inappropriate conduct in AUB libraries

Any action that impedes the safe and effective use by all patrons of the AUB libraries for the purpose of study, research, reading, and other intellectual pursuits, is prohibited (refer to the University Policy on Appropriate Conduct in Libraries).

Disciplinary Actions

Disciplinary action will be imposed according to the nature (academic or non-academic) and severity level of the violation.

A. Academic Misconduct

In principle, enforcement of disciplinary actions for academic violations is carried out by those immediately responsible.

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously.
A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred.
When the instructor has taken disciplinary action, he or she should send a letter to the Student Affairs Committee in the faculty or school in which the student is enrolled, informing that committee of the incident and the action taken. A copy of the letter will be placed in the student's file, as well as forwarded to the student's adviser for follow-up.

B. Non-Academic Misconduct

Violations of a non-academic nature are the responsibility of the dean of student affairs, in consultation with the dean of the faculty or school in which the student is enrolled and, as necessary, the chief of campus protection. Students should know that the laws of the Republic of Lebanon apply on campus, and those who violate these laws may be subject to criminal prosecution.

C. List of Primary Disciplinary Actions

Documentation of disciplinary actions, other than suspension and expulsion, will not become part of the student's permanent record. Records of the University Disciplinary Committee decisions, including charges and sanctions, will be

maintained as part of the confidential records in the office of the respective dean, for a period of up to four years after the student graduates or ceases to be a student.

Range of Actions:

Informal Warning

This may be oral or written. It is a statement that the student has inadvertently violated a university regulation. The warning will be recorded in the respective dean's records and the student will be documented.
Examples: *Littering and smoking in prohibited areas.*

Reprimand

This will be in writing. It is a statement that the student has violated a university regulation. It is intended to communicate most strongly, both the disapproval and the reprimand of the university community. The reprimand will be kept in the respective dean's records.
Examples: *Inadvertent plagiarism - failure to cite sources appropriately, and inappropriate physical contact.*

Dean's Warning
This will be in writing. Only two Dean's Warnings are allowed in a student's academic career at AUB. It is recommended that any violation of university regulations after the second Dean's Warning results in consideration of suspension. Such a warning is kept in the file of the student and the respective dean's records.
Examples: *Plagiarism, academic dishonesty, disruption-obstruction, mental or physical harm, discrimination and harassment.*

Suspension
This will be in writing and will form part of the student's permanent record. A student will be suspended for a fixed period of time during which the student may not participate in any academic or other activities at the University. At the end of the suspension period, the student may be readmitted to the University, only upon the recommendation of the University Disciplinary Committee.
Examples: *Cheating, theft, and destruction of property.*

Expulsion
This will be in writing and will form part of the student's permanent record. Expulsion denies the student the right to participate in any academic or other activities of the University for an indefinite time. Only under the most unusual circumstances, and upon the recommendation of the University Disciplinary Committee, will an expelled student be readmitted to the University.
Examples: *Academic dishonesty, possession of dangerous weapons or materials, and endangering public safety.*
N.B. Any person who maliciously lies to cover up an act sanctioned by the code of conduct will be considered to be an accessory after the fact and may be subject to disciplinary action.

D. Required Withdrawal from Campus Pending Hearing
In extraordinary circumstances, when the student's continued presence is deemed a danger to the university community, the student will be required to withdraw from the campus, pending a meeting of the University Disciplinary Committee. This action shall normally require the approval of the president of the University.

E. Secondary Disciplinary Actions
In addition to the disciplinary actions listed above, the following secondary disciplinary actions may be imposed upon those who violate the Student Code of Conduct. Secondary disciplinary actions may be of an academic or non-academic nature.

Secondary Disciplinary Actions – Academic

- The student may be prohibited from participating in the work study program.
- The student may be prohibited from receiving any form of financial aid, scholarship, or monetary award.
- The student may be prohibited from receiving any form of honor, merit award, or other academic recognition award.
- The student may be prohibited from holding a graduate assistantship.
- The student may be given a failing grade in a course or a test or any other form of academic assessment.

Secondary Disciplinary Actions – Non-Academic

- The student may be prohibited from representing AUB in any official role, activity, or event.
- The student may be prohibited from serving as an officer of any AUB organization including club, team, or society.

- The student may be prohibited from living in any AUB hall of residence or similar facility.
- The student may be strongly advised to attend treatment or counseling as determined by the director of the counseling center, in consultation with the dean of student affairs.
- The student may be required to make financial restitution.
- The student's case may be referred to an external agency for further action (this could include the filing of criminal charges).

Complaint Procedure

Any person subject to, or who witnesses, a violation of the Student Code of Conduct should forward a written complaint to a faculty member, a chairperson, or any university official. Academic violations shall be forwarded to the dean of the faculty to which the student accused of the violation belongs. Non-academic violations shall be referred to the dean of student affairs. Violations that may require suspension or expulsion will be referred by the concerned dean to the University Disciplinary Committee.

Formal Hearing by the University Disciplinary Committee

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation understand the charge and the evidence against them and are afforded a reasonable right of rebuttal.
The University Disciplinary Committee shall inform the student of the charge in writing. Evidence shall be presented in the presence of the student who shall have a reasonable right of rebuttal including the right to cross-examine witnesses. In determining penalties, the committee may take into consideration the student's cumulative discipline record.

Appeal Procedure

Any student who is charged with a disciplinary offense has the right to a full and fair hearing for any disciplinary charges brought against him or her under university regulations.
If any of the following apply, a student may appeal to the dean of the faculty or school regarding faculty or departmental decisions, or to the University Disciplinary Committee against disciplinary action taken by the dean of student affairs or the dean of the faculty or school to which the student belongs:

1. Procedural error
2. New evidence
3. Unsupported conclusion
4. Disproportionate sanctions

The outcome of this appeal may result in higher, lower, identical, or no sanctions at all being imposed. The University Disciplinary Committee's decision shall be final.

Other Policies

Student Representation on Faculty Committees

Student representation on the Hariri School of Nursing Committee is encouraged.
Students can request that items be put on any Hariri School of Nursing Committee agenda regarding graduate students. At the discretion of the Graduate Program convener or the Deanof the Hariri School of Nursing, this request may be granted.

Facility and Supervision Guidelines for Graduate Student Practice

The Faculty and students will discuss qualifications for clinical facilities and preceptors. Any student may seek new learning experiences in facilities that are not currently used by the Hariri School of Nursing.

In order to accomplish the negotiations that are normally done when a graduate student requests placement at a new clinical facility, placement is expected to begin (at least 8 weeks ahead of lead time is preferred). Student selection of clinical facilities and /or preceptors is under the supervision of the Graduate Faculty.

Students with Special Learning Needs

Students with disabilities applying to AUB are strongly encouraged to make their disability known to the Admission Office. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus. AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, Room 314
As old buildings are renovated and new ones built, wheelchair access ramps are being constructed. Some parking lots have been assigned and dedicated for special persons and they are located on different AUB sites. These areas are labeled for "Special Permit" holders. A room for the Visually Impaired is located in the West Hall.

Students Rights and Responsibilities

Students are members of the academic community and are also citizens. Students enjoy the same freedom of speech, peaceful assembly and right to petition. Students have the responsibility to know and obey the Lebanese Laws & that of the University. It is the responsibility of the student to know institutional regulations, policies and established guidelines as stated in this handbook. Students are accountable for their own behavior at all times. Students have the right to freedom from discrimination on the basis of race, color, religion, sex, and age. Students have the right to be informed, in writing, of the expected behaviors and standards by which they will be evaluated prior to participating in clinical classrooms activities. Students have the right to academic evaluations which are not prejudiced and which are based on stated course requirements. As constituents of the academic community, students are free, individually or collectively, to voice constructive criticism through identified channels on issues such as curriculum, and matters of general interest to the student body without fear of reprisal.

While under the direct supervision of an instructor, students also have the right to adequate safety precautions provided by the Hariri School of Nursing. Students also have the right to negotiate participation in clinical situations which they feel are threatening to their personal health or life. Students, individually or collectively, have the right to expect, within a reasonable length of time, feedback concerning all student related issues presented to the faculty.

Freedom in Classroom

Students are responsible for learning the content of the courses in which they enroll, though they should be free to take reasoned exception to the data or views offered in any course of study, and reserve judgment about matters of opinion.
Students are responsible for complying with standards of academic performance required by each course in which they are enrolled. Such standards shall be communicated clearly in writing on or before the first meeting of each course. Students should have protection against prejudiced, arbitrary, and capricious academic evaluation.
Knowledge of student's views, beliefs and political associations acquired by the faculty members in the course of their work as instructors, advisers, and counselors are to be considered confidential.

Freedom of Inquiry and Expression
Students are free to examine and discuss questions and issues of interest to them, to express their opinions whether in public or in private. Such freedom does not, however, permit student groups to disrupt the orderly processes of the educational environment, nor does it permit the expression of ideas in ways which violate civil or criminal law, blatantly disregard the truth, threaten, demean, or libel others. In expressing their views, students should make clear that such views are not necessarily those of the University.

Getting in Touch with the Right People at the Rafic Hariri School of Nursing

Students are encouraged to communicate any concerns they might have to the appropriate persons. They can refer to the Student Services Officer for the following issues:

- Answering queries about the MSN program
- Student orientation and advising
- Follow up on graduate assistantships and scholarships available to nursing students
- Problems in registration (opening capacity, removing restrictions, resolving time conflict problems, removing holds, selection of elective courses, drop and add courses)
- Dealing with the administrative body (Registrar's office, Office of Financial Aid, Office of Student Affairs and specific committees at HSON)
- Writing and submitting petition letters (underload/overload credits, late registration, medical reports, course withdrawal, reactivation and readmission etc.)
- Selection of specific academic forms for internal and external procedures
- Program evaluation and satisfaction surveys
- Career guidance and work opportunities
- Student related activities such as student elections, NSS activities and graduation parties etc.
- Requesting credentials after graduation.

The Student services office seeks to assist and guide nursing students to develop their plan to academic success, by referring them to the appropriate resources and procedures, and ensuring that they are complying with AUB academic rules and regulations.

Issues related to a particular course are best discussed with the course coordinator. Problems with a student's academic progress should be followed up with the assigned academic adviser. Students may discuss issues related to a particular class with their advisers. If the student cannot resolve problems with the course coordinator or adviser, he/she should talk to the track coordinator, and then the MSN convener. If necessary, issues are referred to the Dean of the School.

University Services

University Libraries

The AUB library system consists of two main libraries: the University Libraries and Saab Memorial Medical Library.
The University Libraries include the Jafet memorial Library as the Central Library, with two branch libraries: the Engineering and Architecture Library, and the Science and Agriculture Library with its annex AREC (Farm) Library.

Refer to http://www.aub.edu.lb/libraries/Pages/default.aspx for information about the libraries
The Saab Memorial Medical Library (SML) is dedicated to the Memory of Dr. Nicholas Saab (AUB School of Medicine graduate 1959) through a generous gift from his parents.

SML collection consists of 1,200 printed periodical subscriptions , over 82,320 backfile periodical volumes, nearly 42,000 books , over 2,000 of which are of historical value such as (Avicenna's "Cannon of Medicine," 1593, which has been digitized and published on the Web under http://ddc.aub.edu.lb/projects/saab/avicenna/index.html, and nearly 2300 audio-visual items, including computer software. SML has a large number of the most important bibliographic medical and allied health data bases, and more than 2,500 e- journals. SML has been automated since 1990 and is accessible through the internet at http://www.aub.edu.lb/libraries/medical. In 1978, SML was designated by WHO as the National Focal Point of Lebanon. The Library has a special collection called the Lebanese Corner, http://192.168.100.187/, which includes publications about Lebanon or by Lebanese authors in the fields of medicine and other health related topics.

With its rich, up-to-date medical collection, SML aims to promote research in the medical and allied health fields. SML is open 80 hours a week. Databases are currently accessible via library or home search via AUBs' website.

Office of Information Technology

The office of information technology (OIT) manages AUB and AUB Medical center's central information technology. The OIT manages the Student Information System (AUBsis) operated by the Registrar's; the Library Information System, Financial Information System; the Learning Management System (Moodle); and the integrated hospital information system operated by the hospital administration and departments. You can view the services provided by the IT organization by visiting: www.aub.edu.lb/it/.
Before using any of the services below, you must activate that specific computer accounts first.
AUBnet account: The AUB net account provides e-mail, intranet, and Internet access in addition to other services such as roaming storage space, network printing, and personal web site space. Students must activate their AUB net account first as it is required to activate other accounts.

AUBsis account: The AUB sis account provides access to the AUB student Information System, a web-based application designed to provide the following on-line self services to students and faculty over the intranet and the Internet: On-line Registration, Drop and Add, Class Schedules, Grades, Student Transcripts, Address Information, and Billing Statements.

Student computer labs, located in Agriculture, Bliss, Business, Engineering (Wing B), Fisk, Physics, Van Dyck, Diana Tamari Sabbagh buildings, as well as all Libraries and dorms are used for instruction by the various departments and for personal use by the students. Many popular and PC software packages are available on the lab servers.
An Internet fee of LL60, 000 is charged every semester and will automatically be added to the statement of fees. The quota of Internet data per month per student is 100MB. This is a combined quota of web and e-mail data. Through the AUB Net Resources web site you can find out your Internet data usage for the month.
No limit exists on the time spent browsing and sending information on the web. The limit is only on the volume of data that is sent/ received in the process.

Access to AUB Computing Facilities

Access to computer hardware, software, intranet, and the Internet services is provided to members of the University for the primary purpose of enhancing the academic experience. Access to the use of AUB computer facilities is through authorized computer accounts. To be granted the use of a computer account, users must agree to abide by the AUBnet Code of Conduct for Users of Computing System and Internet Services.
A computer account consists of a unique log-in ID and a password. You identify yourself to the computer system when you log in. Your log-in ID tells the computer who you are.

Like the PIN on your bank ATM card, your password is the key to your account. You must always keep your password secret.
To activate your AUB computing accounts go to http://website.aub.edu.lb/it/Pages/index.aspxthen click on account creation and management and follow instructions..

Available facilities:

- **Intranet and Internet Services**
  IT provides a wired and wireless network infrastructure ensuring secure, reliable and widespread access for AUB users across the entire campus and hospital, including all dorms and faculty apartments. AUB students can connect to the AUB network from public computer labs or personal laptops and mobile devices via the campus-wide wireless network using any web browser. Students can access many web enhanced courses and online material that they are registered in.
  With an AUBnet account, all students, faculty and staff have full access to Internet, email,
  personal websites and other services such as network printers, intranet applications and the High Performance Computing (HPC) system.
  AUB also offers the Eduroam service that allows students, faculty and staff to access the Internet from other universities around the globe, which are members of the Eduroam network, using their AUBnet account.
- **Computer Labs**
  There are several computer labs on campus which provide access to the Internet and a variety of other resources (such as printers) and applications (such as SPSS).
  Students may also request access to servers hosting applications such as Microsoft Office, special software for statistics and graphics, and various programming languages.
- **Microsoft Office**
  All current students can download the Microsoft Office 365 suite of applications on up to 10 devices (5 laptops and 5 mobile devices) free of charge. For more details, visit www.aub.edu.lb/it/.
- **Mobile App**
  AUB offers a mobile app that allows students to check course holds, grades, schedule, deadlines, academic calendar as well as program offerings. The mobile application also facilitates search for library books and articles as well as access to e-learning (Moodle), Instructor Course Evaluation (ICE) and the latest issue of MainGate.
- **IT Help Desk**
  Friendly and knowledgeable IT help desk specialists are always ready to support students, faculty and staff. For IT-related support, contact the IT help desk by email at it.helpdesk@aub.edu.lb, dial ext. 2260, or visit one of the many IT support locations on campus in person anytime Monday-Friday 8:00am-5:00pm (7:30am-3:00pm during summer hours).
  For more information, visit our website: www.aub.edu.lb/it.

Graduate Student E-mail Address

The University makes extensive use of electronic mail for communication and to keep in touch with students. To ensure that students receive timely communication and important announcements, the student's current email address must always be on file in the Hariri School of Nursing. Every graduate student is provided with an AUB Computer Account, which includes e-mail. It is strongly recommended that all graduate students use their AUB e-mail address as their primary one for the duration of the time they are studying here. This will help to prevent students missing announcements or other important communication from faculty and staff.

Bookstore

The University Bookstore is located at the back of Bliss Hall across from Penrose Hall. It stocks most of the required textbooks for specific courses, dictionaries, and other reference works, and a limited number of general publications. Assorted AUB items and gifts such as clocks, mugs, diploma, and picture frames, T-shirts, and binders are also on sale.

The Writing Center

For students who need assistance in writing papers or projects, the AUB writing center located in West Hall Room 307 provides assistance. Tutors from the Department of English are available Monday through Friday 9 am – 3 pm and consulting services are free. The extension to call for taking appointments is 3157.

University Health Services

Medical Records

An entrance medical record form will be sent to all admitted students who have made the commitment to enroll at AUB. It is to be completed by the student's family physician and mailed as soon as possible and before the period of registration in a pre-addressed envelope AUB provides. Alternatively the completed medical record form may be delivered by hand to the Office of Admissions.
All new students must have a tuberculin test at the time of the preliminary medical check, held during registration, and must report 48 hours later for the check on the test. Upon clearing the medical test, the student will be issued a clearance slip to proceed with registration. Students will not be registered unless they obtain this clearance slip. Students who report late for the medical check will be charged a late fee.
Medical checkups may be completed in advance of registration, provided that the student reports to the University Health Services on Campus and brings along a letter of acceptance and the entrance medical record.
Returning students are not required to complete any medical forms. Important changes in the student's medical condition and/or updating immunizations should be reported to a University Physician by appointment at the Health Services Center early in the first semester. Information will be kept confidential.

Health Insurance Plan (HIP)

The University Health Services (UHS) on campus provide medical care to members of the university community at large. Patients are seen Monday through Friday 8 am to noon and 1 to 4 pm in the Gulbenkian Infirmary located in the Sawwaf Building facing the Children Cancer Center in Lebanon. Appointments can be made at the reception desk in advance, either in person or by telephone between 8:30 and 4 pm. A physician is also available to receive patients on a walk-in basis. Such patients must have problems of an urgent nature; otherwise, they will be given return appointments for a later time. In case of emergency, the patient should report directly to the Emergency Unit at the Medical Center or to the nearest Emergency service or Physician.
Students may elect to enroll in the University's Health Insurance Plan (HIP, provided they register for at least six credit hours. Auditors are not considered students. A graduate student registered for a thesis is eligible to continue the HIP coverage for two consecutive years only.
Regular students enrolling For twelve months beginning with October registration , pay 514,000 L.L. .
For one semester and summer session beginning with February registration , pay 386.000 L.L.
Students enrolled in the Spring Semester are covered through the summer until September 30, provided they do not leave the University or drop all their courses.

A married student will have the option of including spouse and children at additional fees as outlined in the regulations for the Health Insurance Plan. A student may be exempt from enrolling in the HIP if he/she presents proof of coverage by another health insurance plan. HIP covers expenses incurred at AUB Medical Center exclusively. Medical bills from other institutions are not covered.
NSSF fee per student per year is 202.500 L.L.

National Social Security Fund (NSSF) Medical Branch

Membership in the NSSF is mandatory by Law for all Lebanese students excluding freshman and special students, and students who are older than 30 years. Non-Lebanese students may not join. To facilitate enrollment in the NSSF Medical Branch, students are required to bring the following items when registering:

- A social security application form filled correctly. Copies of this form will be available for distribution at the time of registration to students who have not completed it.
- A photocopy of their Lebanese Identity Card.
- Their NSSF number if already registered.
- The NSSF number of either parent if insured with the NSSF through father or mother.
- Family record is required of married students only.

Extra-Curricular Services

Nursing Student Society

The Nursing Student Society (NSS) brings together nursing students from all levels to engage in various professional and social activities, under the guidance of an assigned faculty advisor. Objectives of the NSS are to:

- Serve as an organization through which matters related to the welfare of students and the school is transacted.
- Provide a channel for coordination of activities between the students and faculty members, and with other student organizations.
- Organize activities that promote a spirit of loyalty and fellowship among the student body.
- Provide means for active participation in activities that foster the personal, professional and civic development of students.

The NSS has three standing committees:

1. The Educational Committee organizes educational programs of interest to the community.
2. The Social Committee is responsible for social and recreational activities.
3. The Publicity and Finance Committee is responsible for publicity and financial matters.

Clubs and Societies

Opportunities for students to participate in extra-curricular activities, generally organized under the auspices of student-governed societies or clubs are numerous. Membership is open to all registered students upon completion of an application and payment of a nominal fee. For further information or to obtain a list of active Clubs and Societies, go to the Department of Student Activities in the West Hall, extension 3182, or AUB Catalogue.

Athletics and Recreation

The University offers a wide range of sports, athletic and recreational programs through its Athletics Department. Facilities include AUB's Green Field, which hosts international, national, and varsity sports tournament. The Green Field includes the University's soccer field, light outdoor basketball courts, lighted outdoor volleyball courts and a lighted 450-meter track, in addition to the Charles W. Hostler center.

Student Housing
AUB is a residential University in the American liberal arts tradition. It was the first and still is one of the few residential universities in the Middle East offering a beautiful Campus where a rich extra-curricular and community life flourishes. Life in the AUB residence system offers a high degree of reliability. Dorm life in AUB establishes strong, supportive communities. For extra details, check AUB catalog.

Student Transportation
AUB allows limited automobile access to campus. Only students suffering from illness or disabilities may bring cars on campus. Authorization from Infirmary must be received before a permit can be issued, and then the student can contact Business Services at extension 3510 for a special permit.

Passports and Visas
Foreign students joining AUB must have passports valid for a period of not less than 13 months from the date of joining the University. They should also secure an entry visa to Lebanon from the nearest Lebanese Embassy or Consulate in their country. The Office of Students Affairs, in coordination with Personnel, the Office of Admissions, and the Office of Registrar, will help provide the necessary certificates for registered foreign students to acquire residence permits from the Lebanese authorities.

Mail Service
The University Post Office, located in the basement of Ada Dodge Hall, handles local campus mail and mail for the Lebanese postal services. To secure a campus mailbox a student must show a receipt of fee payment at the AUB Post Office.
Urgent mail may be sent by Aramex through the AUB Post Office. A special rate is offered to the AUB community. Also DHL offers special rates at the AUB Bookstore.

Food Service
The University operates a modern, cafeteria-style food service on the Campus in Ada Dodge Hall. Students have the option of using these food service facilities or eating elsewhere. In addition to the main cafeteria the University also maintains the Mary Dodge Hall Cafeteria, the Engineering Cafeteria, and the Agriculture Kiosk. These facilities provide a variety of hot and cold refreshments for students and their guests. Vending machines are available in a

number of University buildings and at the beach tunnel. You can also ty the Coffee Shop on the first floor of AUBMC, the hospital cafeteria or Lavazza café on the hospital's second floor.

APPENDIX A

Full Time and Part Time Study Plan by Track

Masters of Sciences in Nursing – Administration and Management Track

Full time study plan

	Fall semester	Credits	Spring semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 507 NURS 531	2 2 2 2 1 9	NURS 502 NURS 520 NURS 525	3 3 3 9		
Year 2	NURS 527 NURS 533 MNGT 332 **NURS 526 Comprehensive exam**	3 3 3 0 9	NURS 508 NURS 599 (thesis) or N598 and elective	4 6 or 3+3 10	Total credits	37

Sample Part time study plan

	Fall semester	Credits	Spring semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 531	2 2 2 1 7	NURS 502 NURS 520	3 3 6		
Year 2	NURS 507 NURS 527 MNGT 332	2 3 3 8	NURS 525 Elective **NURS 526 Comprehensive exam**	3 3 0 6		
Year 3	NURS 533 NURS 508	3 4 7	NURS 599 (thesis) or N598 and elective	6 Or 3+3 6	Total credits	37

Adult-Gerontology Clinical Nurse Specialist Track

Full Time study plan

	Fall semester	**Credits**	**Spring Semester**	**Credits**	**Summer**	**Credits**
Year 1	NURS 500 NURS 501 NURS 530 NURS 504	2 2 2 3 9	NURS 502 NURS 503 PHRM 314	3 3 3 9		
Year 2	N505A N527	4 3 7	NURS 505B NURS 526 Comprehensive Exam NURS 599 (thesis) or N598 and elective	4 0 6 or 3+3 10	NURS 506 Total credits	4 39

Sample Part time study schedule Plan

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 502 NURS 503	3 3 6		
Year 2	NURS 504 NURS 505A	3 4 7	PHRM 314 NURS 505B **NURS 526 Comprehensive exam**	3 4 0 7		
Year 3	NURS 527 NURS 506	3 4 7	NURS 599 or NURS 598 + electives	6 or 3+3 6	Total credits	39

Master of Science in Nursing – Psychiatric Mental Health Clinical Nurse Specialist Track

Full time study plan

	Fall Semester	**Credits**	**Spring Semester**	**Credits**	**Summer**	**Credits**
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 502 NURS 512 NURS 503 A NURS 516 PHRM 314	3 2 1 3 3 12		
Year 2	NURS 504 NURS 527 NURS 517	3 3 3 9	NURS 518 **NURS 526 Comprehensive Exam** NURS 599 Thesis or NURS 598 Project + Elective	3 0 6 or 3+3 9	NURS 519 **Total Credits**	4 4 **40**

Sample Part time study plan

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 503A NURS 516 NURS 512	1 3 2 6		
Year 2	NURS 517 NURS 504	3 3 6	NURS 518 NURS 502 **NURS 526 Comprehensive Exam**	3 3 0 6		
Year 3	NURS 527 NURS 519	3 4 7	PHRM 314 NURS 599 Thesis or NURS 598 Project + Elective	3 6 or 3+3 9	Total Credits	40

Master of Science in Nursing Program – Community and Public Health Nursing Track

	Fall semester	**Credits**	**Spring Semester**	**Credits**	**Summer**	**Credits**
Year 1	NURS 500 NURS 501 NURS 504 NURS 530 EPHD 300	2 2 3 2 2 11	NURS 522 NURS 502 NURS 503 PHRM 314	3 3 3 3 12		
Year 2	NURS 527 NURS 523 **NURS 526 Comprehensive Exam**	3 3 0 6	NURS 524 NURS 599 OR NURS 598 + elective	4 6 or 3 + 3 10	Total credits	49-40

Sample Part time study schedule

	Fall semester	Credits	Spring Semester	Credits	Summer	**Credits**
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 503 NURS 502	3 3 6		
Year 2	EPHD 300 NURS 504	2 3 5	NURS 522 PHRM 314	3 3 6		
Year 3	NURS 523 NURS 527 **NURS 526 comprehensive exam**	3 3 0 6	NURS 524 NURS 599 OR NURS 598 + elective	4 6 or 3 + 3 10	Total credits	39-40

APPENDIX B

GUIDELINES FOR THE MSN COMPREHENSIVE EXAM

A. To complete requirements for the Master of Science in Nursing, students must pass a comprehensive examination. To be eligible to take the examination, the student should have:
    a. Completed all core courses and most specialty courses.
    b. Be in good graduate standing.
    c. Met with his/her adviser to determine eligibility.

B. The comprehensive examination process:

    a. The examination will be taken after most of the course work is finished. Students are advised to take the comprehensive examination as early as possible, before beginning their thesis or project.

    b. There will be three examination questions which will be based on content from the MSN core courses (Foundations of Advanced Practice; Nursing Research); and the Area of Specialty.

    c. Two faculty members will read and grade each question blindly.

    d. A final grade of Pass is required to pass the exam. The grade of Pass will be given if the student passes all three questions.

    e. Criteria for grading will be based on knowledge of content, as well as evidence of critical and analytical thinking. The desired learning outcome is the synthesis and application of knowledge of advanced nursing practice.

    f. Students who receive PR (i.e. Unsatisfactory) on the examination may take it a second time after a period of at least three months.

APPENDIX C
AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

N.598 MASTERS PROJECT: Nursing administration and Management project Guidelines for Course Grade Pass/Fail

Student name: _____ Date: _____

Paper:

1. Introduction to project development _____
    a. Brief overview of the project area
    b. Rationale for choosing the topic
    c. Relevance to the area of specialty

2. Description of the project components _____
   a. Clear review of literature (including leadership theory, functional area of project, etc……)
   b. Comprehensive plan for the project
   c. Organization of process implementation
   d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
   a. Appropriate use of APA style
   b. Adequate English and grammar
   c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) _____

Oral presentation:

1. Clarity and organization of project _____

2. Appropriate use of audio-visual aids _____

3. Ability to answer questions effectively _____

4. Professional communication style _____

4. Professional demeanor _____

Pass/Fail

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

N.598 MASTERS PROJECT: Clinical Project
Guidelines for Course Grade Pass/Fail

Student name: _____ Date: _____

Paper:

1. Introduction to project development _____
   a. Brief overview of the project area
   b. Rationale for choosing the topic
   c. Relevance to the area of specialty

2. Description of the project components _____
   a. Clear review of empirical support for the project
   b. Comprehensive plan for the project
   c. Organization of process implementation
   d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
   a. Appropriate use of APA style
   b. Adequate English and grammar
   c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) _____

Oral presentation:

1. Clarity and organization of project _____
2. Appropriate use of audio-visual aids _____
3. Ability to answer questions effectively _____
4. Professional demeanor _____

Pass/Fail

NB: The adult-gerontology clinical project may be a research utilization project, such as creation and implementation of a protocol, or development and testing of an assessment tool, or a research experience or quality improvement project within an established academic or clinical setting, or a small research study.

AMERICAN UNIVERSITY OF BEIRUT
AMERICAN UNIVERSDITY OF BEIRUT

HARIRI SCHOOL OF NURSING

N. 598 MASTERS PROJECT: Education Minor
Guidelines for Course Grade PASS/FAIL

Student Name: _____ Date: _____

Paper:

1. Description of project development ____
   a. Rationale for content
   b. Rationale for structure
   c. Teaching/learning theory basis
   d. Learning needs assessment, if applicable

2. Description of project components ____
   a. Creative
   b. Practical and appropriate content and delivery
   c. Correct information for content
   d. Comprehensive approach to chosen topic

3. Scholarly written communication for write up of project ____
   a. Scholarly writing style
   b. Appropriate APA style citations and references
   c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) ____

Presentation:

1. Description of project components ____

2. Scholarly verbal communication ____

3. Professional demeanor and presence ____

Pass/Fail

APPENDIX D

Faculty Research and Publication

Huda Abu-Saad Huijer RN, PhD, FEANS, FAAN
Professor of Nursing Science & Founding Dean Hariri School of Nursing
Extension 5952/3
E-mail: Huda.Huijer@aub.edu.lb

Research Focus & Areas of Interest

- Research expertise: pain management and palliative care across the life span.
- Research Interest: effectiveness of expanded role of the nurse.

Ongoing Research

- Palliative Care in Older Adults in Lebanon
- Chronic Pain: The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)

Recent Publications

2019 El Sabbagh L, Al-Atwi T, AlDossary D, Alshami A, Hill J C, Abu-Ras A**, Abu-Saad Huijer H**, Brooks D. Cross-Cultural Adaptation and Validation of the STarT Back Tool for Arabic Speaking Adults with Low Back Pain in Saudi Arabia. Journal of Orthopaedic Science. In Press

2019 Dhaini SR, Ausserhofer D, El Bajjani M, Dumit N, **Huijer Abu-Saad H**, Simon M (2018). A longitudinal study on implicit rationing of nursing care among Lebanese patients – study protocol. *Journal of Advanced Nursing*, 75(7), 1592-1599. doi: 10.1111/jan.14012.

2019 Massouh A, **Abu-Saad Huijer H**, Meek P, Skouri H. Determinants of Self-Care in Patients with Heart Failure: Observations from a Developing Country in the Middle East. *Journal of Transcultural Nursing*, Jul 30:1043659619865587. doi: 10.1177/1043659619865587

2019 Abu-Saad Huijer, H., Fares, S., Bejjani, R., Dhaini, S., Noureddine, S., Ghusn, G. Symptom prevalence and management in older adult patients in Lebanon. *Palliative and Supportive Care*, *17*, 464-471. https://doi.org/10.1017/S1478951518000676

2018 Abu-Saad Huijer H. *Nursing was My Passport. Reflections on Nursing Leadership* RNL. Sigma Theta Tau Honor Society. 2-11-2018

2018 Abu-Saad Huijer H; Deek H; Noureddine S. (2018). A mapping of nursing and midwifery research in the Eastern Mediterranean Region, 2006–2016. *Eastern Mediterranean Health Journal*, 24(7):640–650. https://doi. org/10.26719/2018.24.7.XX

2018 Abu Saad Huijer, H, Fares S. , Bejjani R., Dhainy S, Noureddine,S, Ghusn H. Symptom Prevalence and Management in Older Adult Patients in Lebanon. *Palliative and Supportive Care*. In Press.

2018 Abu Saad, H., Fares, S., Dakessian S., Dhainy, S., Ghusn, H., Karam, G. Predictors of Quality of Life in Older Adult Patients in Lebanon. *Geriatric Nursing*. Under review.

2018 Dakessian Sailian, S., **Abu-Saad Huijer, H**., Dhaini, S.R., Adra, M. Palliative Care Assessment Tools for Older Adults: A Review. *LMJ*. Submitted.

2018 Sweileh, W.S., **Abu-Saad Huijer, H**., Al-Jabi, S.W., Zyoud, S.H., Sawalha, A.F. Nursing and midwifery research activity in Arab countries (1950 – 2017). *BMC Health Services Research,* Submitted.

2017 Knaul FM, Farmer PE, Krakauer EK, et al on behalf of the Lancet Commission on Palliative Care and Pain Relief Study Group*. Alleviating the access abyss in palliative care and pain relief—an imperative of universal health coverage: the Lancet Commission report. *Lancet*, October 12, 2017.
* Knaul FM, Farmer PE, **Abu-Saad HH**, Alleyne GAO, Atun R, et al.

2017 Abu-Saad, H., Fares, S., French, D. The Development and Psychometric Validation of an Arabic-language Version of the Pain Catastrophizing Scale (PCS-A). *Pain Research & Management,* Volume 2017, Article ID 1472792, 7 pages. https://doi.org/10.1155/2017/1472792

2017 Abu-Saad Huijer, H. Looking Forward; HSON Facts & Figures. July 2017 (booklet).

2017 Abu-Saad Huijer, H. Rafic Hariri School of Nursing at AUB; Facts & Figures. AUB Alumni Association Abu-Dhabi 30th Gala Book. Pp. 86-102.

2017 Sun, C., Dohrn, J., Oweis, A., **Abu-Saad Huijer, H**., Abu-Moghli, F., Dawani, H., Ghazi, C., Larson, E. Delphi Survey of Clinical Nursing and Midwifery Research Priorities in the Eastern Mediterranean Region. *Journal of Nursing Scholarship*, February 8, DOI: 10.1111/jnu.12280.

2016 Abu-Saad Huijer, H., Saab, M. Hajjar, R. Palliative Care for Older Adults in Lebanon. *Lebanese Medical Journal,* 64(1):27-32.

2016 Abu-Saad Huijer, H. Afram, G. *110 Years of Nursing Education at AUB; A Brief History; 1905-2015.* Booklet, AUB.

2015 Abu-Saad Huijer, H., Sagherian, K., Tamim, H. Validation of the Arabic version of the Memorial Symptom Assessment Scale among Lebanese Cancer Patients. *Journal of Pain and Symptom Management.* 50(1): 559–565. DOI:10.1016/j.jpainsymman.2014.08.014.

2015 Darwish H, Adra M, Abu-Saad Huijer H. Incorporating gerontological content in the nursing curriculum; the case of AUB School of Nursing. *J Med Liban* 2015; 63 (1): 21-26.

2015 Al-Gharib RM, Abu-Saad Huijer H, Darwish H. Quality of care and relationships as reported by children with cancer and their parents. Ann Palliat Med 2015. doi: 10.3978/j.issn.2224-5820.2015.01.04

2015 Al-Gharib RM, Abu-Saad Huijer H, Darwish H. Evaluating quality of care , spirituality, and relationships among children with cancer and parents. *Lebanese Journal of Nursing*, 4: 22-26.

2014 Saab, M., Noureddine, S., Abu-Saad Huijer, H., De Jong, J. Surviving Testicular Cancer: the Lebanese Lived Experience. *Nursing Research*, 603(3): 203-210. DOI: 10.1097/NNR.0000000000000033

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Research Focus & Areas of Interest

- Conceptualization and measurement of nursing and health phenomena
- Research expertise 'qualitative research methodologies, especially phenomenology, grounded theory, and Foucauldian discourse analysis; quantitative expertise Rasch analysis and applications of item response theory.
- Research interests 'empirical ethics, philosophy and ethics of mental health, national health policy, health services research, nurse education'

Ongoing Research

- From Education to Practice: The Challenges that Nursing Students and Novice Nurses Face in Lebanon
- Comparison of organizational research climates in universities in Lebanon, Canada and Australia: An initial study
- Lebanese students' perceptions of undergraduate preparation for transition to the role of the registered nurse
- Conceptions of genealogy in Foucault and Agamben
- Ethical considerations in Syrian refugee research in the Levant.

Recent Publications

2018 **Clinton M**, Ezzeddine S, Doumit M, & Rizk U & Madi M. (2018). Loving nursing and accepting responsibility: Strategies for transitioning to practice in Lebanon. **SAGE Open, 8**(2), https://doi.org/10.1177/2158244018820376

2018 **Clinton, M**., Madi, M., Doumit, M., Ezzeddine, S., & Rizk, U. (2018). "My Greatest Fear Is Becoming a Robot": The Paradox of Transitioning to Nursing Practice in Lebanon. SAGE Open, 8(2), 2158244018782565.

2018 Madi, D., & **Clinton, M.** (2018). Pain and its Impact on the Functional Ability in Children Treated at the Children's Cancer Center of Lebanon. Journal of pediatric nursing, 39, e11-e20.

2018 Souha Fares, **Michael Clinton** and Lina Younan. Complexity of nursing activities in the first Arabic version of the Actual Scope of Nursing Practice Scale *A-ASCOP*. A multidimensional scaling approach. *The Journal of Nursing Management.* In press..

2018 Madi, M., **Clinton, M.,** Doumit, M., Ezzeddine, S., & Rizk, U. (2018). Transitioning to nursing practice in Lebanon: Challenges in professional, occupational and cultural identity formation. Journal of Nursing Education and Practice, 8(6), 38.

2017 **Clinton, M.E.,** Younan, L. & Fares, S. Multidimensional analysis of the Arabic version of the Actual Scope of Nursing Practice Scale. Journal of Nursing Measurement. Accepted for publication August, 2017.

2017 **Clinton, ME.** (2017 Why Syrian refugees living in informal settlements in the Levant need the same research protections as U.S. prisoners. International Journal of Evidence-Based Practice, 15(1), 1-2. doi: 10.1097/XEB.0000000000000101

2017 Springer, R.A. & **Clinton, M.E**. (2017) Inquiring into the effects of the corporatized university and its implications for graduate nurse education. Nursing Inquiry. 2017; e12197. https://doi.org/10.1111/nin.12197

2017 **Clinton, ME.** & Springer, R.A. (2017). Representation, archaeology and genealogy: Three "spatial metaphors" for inquiring into nursing phenomena with Foucauldian discourse analysis Nursing Philosophy. doi: 10.1111/nup.12166

2017 **Clinton, M.E**. & Tchaparian, H. Rasch analysis of Lebanese nurses' responses to the Occupational Fatigue Exhaustion Recovery (OFER) Scale. Journal of Nursing Measurement. 25(3), 459-475. http://dx.doi.org/10.1891/1061-3749.25.3.459

2016 Farah, N., Nasreddine, L., Al-Anoud, A., Al Thani, M., Yunis, K; **Clinton, M.E**., Nassar, A., Jarrar, S.F., Moghames, P., Ghazeeri, G., Rahman, S., Al-Chetachi, W., Sadoun, E., Lubbad, N., Bashwar, Z., Bawadi, B., & Hwalla, N. (2016). Study protocol: Mother and Infant Nutritional Assessment (MINA) cohort study in Qatar and Lebanon. BMC Pregnancy and Childbirth. 16:98. doi: 10.1186/s12884-016-0864-5

2015 **Clinton, M.E.** & Khaled, A. Rasch Measurement Analysis of the Hospital Survey on Patient Safety Culture Survey (HSOPSC) in a Sample of Lebanese Nurses. Submitted to SAGE Open 31 August, 2015.

2015 **Clinton, ME.** & Springer, R.A (2015) Foucault's legacy for nursing: are we beneficiaries or intestate heirs Nursing Philosophy, doi: 10.1111/nup.12113

2015 Springer, R.A &. **Clinton, ME.** (2015) Doing Foucault: Inquiring into Nursing Knowledge with Foucauldian Discourse Analysis. Nursing Philosophy, doi: 10.1111/nup.12079

2015 **Clinton, M.E.** Dumit, N.Y., El-Jardali, F. Rasch Measurement Analysis of a 25-Item Version of the Mueller/McCloskey Nurse Job Satisfaction Scale in a Sample of Nurses in Lebanon and Qatar. SAGE Open June 2015, DOI: 10.1177/2158244015592167

2014 Madi, D. & **Clinton, M.E.** (2014) Rasch analysis of the Arabic language version of the Functional Disability Inventory. Journal of Pediatric Oncology Nursing. Nov 2014 DOI: 10.1177/1043454214554010

2014 **Clinton, M.E.,** Alayan, N., El-Alti, L. Rasch analysis of Lebanese nurses' responses to the EIS questionnaire. SAGE Open Aug 2014,4(3)DOI: 10.1177/2158244014547182

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Research: Traumatic Brain Injury, Multiple Sclerosis, Dementia and Ageing

Research Focus: Cognitive Rehabilitation and performance: learning and memory

Ongoing Research

- Interacting with Nature using virtual reality: A pilot intervention to restore cognitive fatigue in patients with Multiple Sclerosis (MS)
- Environmental Enrichment and Exercise affects memory and epigenetic events post severe traumatic brain injury
- Longitudinal effect of Vitamin D3 replacement on cognitive performance and MRI markers in Multiple Sclerosis patients: A Single-Blind Randomized Clinical Trial
- Brief International cognitive assessment for MS (BICAMS)-Arabic
- Assessment of Traumatic Brain Injury in Lebanon: A Retrospective Cohort Study
- Dementia in Lebanon: a follow-up study
- Microglial activation and neural stem cells cross talk post Traumatic Brain Injury
- Young versus Old: A Potential Role for Vitamin D Supplementation in Modulating Adult Neurogenesis and Hippocampal-Related Functions

Recent Publications

2019 Medlej Y, Salah H, Wadi L, Saad S, Bashir B, Allam J, Atoui Z, Darwish N, Karnib N, **Darwish H**, Kobeissy K Wang JKKW, Hamad E, Obeid M. Lestaurtinib (CEP-701) modulates the effects of early life hypoxic seizures on cognitive and emotional behaviors in immature rats. *Epilepsy & Behavior*, 92, 332-340

2018 **Darwish H**, Farran N, Assaad, S, Chaaya, M (2018). Cognitive Reserve Factors in a Developing Country: Education and Occupational Attainment Lower the Risk of Dementia in a Sample of Lebanese Older Adults. Frontiers of Aging Neuroscience, Sept 10: 277

2018 **Darwish H**, Zeinoun P, Farran N, Fares S. (2018). Rey Figure Test with recognition trial: normative data for Lebanese adults. Clinical Neuropsychology. 12:1-12. DOI: 10.1080/13854046.2018.1480802

2018 **Darwish, H**., Zeinoun, P., Farran,N., Fares, S. Rey Figure Test With Recognition Trial: Normative Data for Lebanese Adults (2018). *The Clinical Neuropsychologist*, June, 1-12

2018 Ghazale, H., Ramadan, N., Mantash, S., Zibara, K., El-Sitt, S., **Darwish, H**., Chamaa, F., Boustany, R. M., Mondello, S., and Abou-Kheir, W., Soueid, J., Kobeissy, F. Docosahexaenoic acid (DHA) enhances the therapeutic potential of neonatal neural stem cell transplantation post—Traumatic brain injury (2018). *Behavioural Brain Research* 340, 1-13

2018 Dekmak, A., Mantash, S., Shaito, A., Toutonji, A., Ramadan, N., Ghazale, H., Kassem, N., **Darwish, H**., and Zibara, K. Stem cells and combination therapy for the treatment of traumatic brain injury (2018). *Behavioural Brain Research* 340, 49-62

2017 **Darwish, H**., Haddad, R., Osman, S., Ghassan, S., Yamout, B., Tamim, H., and Khoury, S. (2017) Effect of Vitamin D Replacement on Cognition in Multiple Sclerosis Patients. *Scientific Reports* 7, 1-9

2016 Ayoubi, N; Ghassan,S, Said, M; Allam; J., Darwish,H., Khoury, SJ. Retinal Measures Correlate with Cognitive and Physical Disability in Early Multiple Sclerosis. J Neurol. 2016 Aug 20.

2016 Nasser, M,Bejjani, F., Raad, M., Abou El Hassan, H., Mantash, S., Nokkari, M., Ramadan, N., Kassem, N., Mondello, S., Hamadeh, E., **Darwish**, **H.,** Zibara, K and Kobeissy F. Traumatic Brain Injury and Blood-Brain Barrier Cross-Talk. CNS & Neurological Disorders - Drug Targets, 2016, 15.

2016 Abou-Abbass H, Bahmad H, Abou-El-Hassan H, Zhu R, Zhou S, Dong X, Hamade E, Mallah K, Zebian A, Ramadan N, Mondello S, Fares J, Comair Y, Atweh S, **Darwish H**, Zibara K, Mechref Y, Kobeissy F. Deciphering glycomics and neuroproteomic alterations in experimental traumatic brain injury: Comparative analysis of aspirin and clopidogrel treatment. Electrophoresis. 2016 Jun;37(11):1562-76. Epub 2016 Mar 29.

2016 Abou-Abbass H, Abou-El-Hassan H, Bahmad H, Zibara K, Zebian A, Youssef R, Ismail J, Zhu R, Zhou S, Dong X, Nasser M, Bahmad M, **Darwish H**, Mechref Y, Kobeissy F. Glycosylation and other PTMs alterations in neurodegenerative diseases: Current status and future role in neurotrauma. Electrophoresis. 2016 Jun;37(11):1549-61. Epub 2016 Apr 4. Review.

2016 Farran, N., Ammar, D., **Darwish, H.** Coping strategies and Quality of Life in Multiple sclerosis patients: A pilot study. Multiple Sclerosis and Related Disorders. 6 (2016) 21–27

2015 Fawaz, C., Makki, Iman S., Kazan, J., Gebara, N., Andary, F., Itani, M., Zeidnan, A., El sayyed, M., **Darwish, H,** Mondello, S. Neuroproteomics and miRNAS in Multiple Sclerosis: Transforming Research and Clinical Knowledge. *Expert Rev Proteomics*. 2015 Oct 19:1-14

2015 **Darwish, H**, Zeinoun, P , Ghusn, P, Khoury, B, Tamim, H, Khoury, S.J. Serum 25-hydroxyvitamin D predicts cognitive performance in adults. *Neuropsychiatric Disease and Treatment* (2015) August:11 2217–2223

2015 Mouheidine, T[1], **Darwish,H[1]**, Fawaz, L, Yamout, B, Tamim, H, Khoury, S.J. Risk factors of Multiple Sclerosis and associations with anti-EBV antibody titers: a retrospective case-control study in Lebanon. *Clinical Immunology* (2015) May: 158, Issue 1, 59–66 (First author equal contribution)

2015 Mosleh Al-Gharib, R, Abu-Saad Huijer, H, **Darwish, H**. Quality of care and relationships as reported by children with cancer and their parents. *Annals of Palliative Medicine* (2015) Jan 21; doi: 10.3978/j.issn.2224-5820.2015.01.04.

2015 **Darwish,H.,** Adra, M., Huijer, H., Incorporating gerontological content in the nursing curriculum at AUB school of Nursing. *J Med Liban*. 2015 Jan-Mar;63(1):21-6**.**

2014 **Darwish, H**., Mahmood, A., Schallert, T., Chopp, M., and Therrien, B. The effect of simvastatin and environmental enrichment on recognition and temporal order memory after mild traumatic brain injury. Submitted to journal of Brain Injury. *Brain Injury*. (2014); 28(2): 211-26.

Nuhad Yazbik Dumit, RN, PhD
Associate professor
HSON Room 513
Extension: 5955
E-mail: ny00@aub.edu.lb

Ongoing Research

- Analyzing the antecedents of absenteeism among nurses in Lebanon, supported by the Evidence-based Healthcare Management Unit at AUBMC
- Assessing Continuing Education Learning Needs of Nurses in Lebanon, supported by the Order of Nurses in Lebanon.
- Assessing the Basic and Continuing Education Learning Needs of Nurse Managers in Lebanon, supported by the Order of Nurses in Lebanon.

Recent Publications

2019 **Dumit NY**, Honein-Abu Haidar G. The Impact of the Syrian Refugee Crisis on Nurses and the Healthcare System in Lebanon: A Qualitative Exploratory Study. *Journal of Nursing Scholarship, 51(*3), 2890-298.

2019 Noureddine, S., **Dumit, N. Y**., Maatouk, H. (2019). Patients' knowledge and attitudes about Myocardial Infarction. *Nursing & Health Sciences;*1-8. https://doi. org/10.1111/nhs.12642

2019 Fares S, Dumit NY, Dhaini SR. Basic and Continuing Education Needs of Nurses Instrument: Development and Validation. *International Nursing Review* **https://doi.org/10.1111/inr.12520**

2019 Dhaini SR, Ausserhofer D, El Bajjani M, **Dumit N**, Huijer Abu-Saad H, Simon M (2018). A longitudinal study on implicit rationing of nursing care among Lebanese patients – study protocol. *Journal of Advanced Nursing*, 75(7), 1592-1599. doi: 10.1111/jan.14012

2018 Fares, S, **Dumit, N Y**, Dhaini S. (2018). Development and Psychometric Assessment of a Continuing Education Learning Needs Survey of Nurses in Lebanon, presented at the "European Federation of Educators in Nursing Science" (FINE) 2018 conference titled "Nursing Education and Practice from Vision to Action in a Changing

2018 Dhaini SR, Ausserhofer D, El Bajjani M, **Dumit N**, Huijer Abu-Saad H, Simon M (2018). A longitudinal study on implicit rationing of nursing care among Lebanese patients – study protocol. **Journal of Advanced Nursing**. In Press

2018 Avedissian, T., Honein, G., **Dumit, N.Y**., & Richa N. (2018). Anaphylaxis management: a survey of school and day care nurses in Lebanon. Accepted to the BMJ Paediatrics Open

2017 **Dumit**, **N.Y**. (2017). Des infirmières engagées au service de la communauté dans différentes régions au Liban (Éditorial). Revue Francophone Internationale de Recherche Infirmière. Available online 13 September 2017. https://doi.org/10.1016/j.refiri.2017.07.003

2016 **Dumit, N. Y.**, Noureddine, S.N., Magilvy, J.K. Perspectives on Barriers and Facilitators to Self-Care in Lebanese Cardiac Patients: a qualitative descriptive study, International Journal of Nursing Studies, 60, 69–78. http://dx.doi.org/10.1016/j.ijnurstu.2016.03.009

2016 Baydoun, M., **Dumit, N. Y.** (corresponding author), & Daouk-Oyry, L. What do nurse managers say about nurses' sickness absenteeism? A new perspective. Journal of Nursing Management, 24(1), 97-104. DOI: 10.1111/jonm.12277

2016 **Dumit, N. Y.**, Magilvy, J. K., Afifi, R.. The Cultural Meaning of Cardiac Illness and Self-care among Lebanese Patients with Coronary Artery Disease. Journal of Transcultural Nursing, 27(4), doi: 10.1177/1043659615573080

2015 **Dumit, N. Y.**, Abboud, S., & Massouh, A. Role of the Lebanese Family Caregivers in Cardiac Self-Care: A Collective Approach. Journal of clinical Nursing, in press. Published online before print August 7, 2015, doi: 10.1111/jocn.12949.

2015 Clinton, M., **Dumit, N. Y.**, & El Jardali, F. Rasch measurement analysis of a 25-item version of the Mueller/McCloskey Nurse Job Satisfaction Scale (MMSS-25) in a sample of nurses in Lebanon and Qatar. SAGE Open. DOI: 10.1177/2158244015592167

2015 Al Kouatly, I, Al Hassan, M, **Dumit, N. Y.**, Soubra, M., Malak, S., Badr, L.K. (2015) Psychometric testing of a comprehensive inpatient satisfaction survey in Arabic. *Journal of Nursing Measurement*, *23*(2), 204-220. DOI: http://dx.doi.org/10.1891/1061-3749.23.2.204

2014 Noureddine, S., **Dumit, N. Y.**, & Saab, M. Deciding to seek emergency care for acute myocardial infarction. Clinical Nursing Research. DOI: 10.1177/1054773814548508

2014 Daouk-Öyry, L., Anouze, AL., Otaki, F., **Dumit, NY.**, Osman, I. The JOINT model of nurse absenteeism and turnover: A systematic review. International Journal of Nursing Studies, 51, 93-110. DOI:10.1016/j.ijnurstu.2013.06.018

Souha Fares, PhD
Assistant Professor of Biostatistics
Hariri School of Nursing
American University of Beirut
Tel: 01-350000 Ext. 5980/5950

Research Focus & Areas of Interest

- Blood pressure variability in hypertension
- Psychometric analysis of research instruments

Recent Publications

2019 Younan L, Clinton ME, **Fares S**, Samaha H. The translation and cultural adaptation validity of the Actual Scope of Practice Questionnaire. *Eastern Mediterranean Health Journal, 25*(3), 181-188.

2019 Yamout R, Ammar W, Tabbara J, **Fares S,** Assi M, Sibai AM. Waist circumference cutoff points for predicting metabolic Abnormalities in Lwebanese adults. *Archives of Medical Sciences-Civilization Diseases,* 4(1), 64-71

2019 Clinton ME, Younan LS, **Fares S.** Multidimensional Rasch analysis of the Arabic Occupational Fatigue Exhaustion. *Journal fo Nursing Measurement, 27*(1), 64-76

2019 Younan L, Clinton M, **Fares S**, El Jardali F, Samaha H. The relationship between work-related musculoskeletal disorders, chronic occupational fatigue,l and work organization: A multi-hospital cross-sectional study. *Journal of Advanced Nursing,* 75(8), https://doi.org/10.1111/jan.13952

2019 Younan L, Clinton M, **Fares S,** Samaha H. A descriptive study of the composisiotn and scope of practice of nursing staff in acute care hospitals of Lebanon. *Journal of Nursing Regulation,* 9(4), 34-41.

2019 El Hajj C, **Fares S**, Chardigny JM, Boirie Y, Walrand S. Vitamin D supplementation and muscle strength in pre-sarcopenic elderly Lebanese people: a randomized controlled trial. *Archives of osteoporosis,* 14(1), 4 pages

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2018 Lina Younan, Michael Clinton, **Souha Fares** and Helen Samaha. The Translation and Cultural Adaptation Validity of an Instrument to Measure the Actual Scope of Nursing Practice. *Eastern Mediterranean Health Journal*. In press.

2018 **Souha Fares**, Michael Clinton and Lina Younan. Complexity of nursing activities in the first Arabic version of the Actual Scope of Nursing Practice Scale *A-ASCOP*. A multidimensional scaling approach. *The Journal of Nursing Management.* In press..

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2014 Denker, M., **Fares, S.** (2014). Richter's local limit theorem and Black-Scholes type formulas. *Statistics and Probability Letters.* 92, 241–248. DOI: 10.1016/j.spl.2014.06.003

Published reports

The Initiative of Cardiovascular Service in the PHC Network of Lebanon. Published on the MOPH website. Team Leader: Dr. Walid Ammar, MD, PhD . Principal Investigator: Rouham Yamout, MD, MPH . Contributors (By alphabetical order):

Dr. Salim Adib, MD, PhD
Dr. Mohammad-Samir Arnaout, MD
Mr. Moubadda Assi, MPH
Dr. Souha Fares, PhD
Ms. Alia Freidi, ParmD, MPH
Dr. Ghassan Hamadeh, MD
Randa Hamadeh, MPH, PhD Candidate
Ms. Fatima El-Masry, MPH
Mr. Joe Noun, MPH
Mr. Ali Roumani, BE
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Research Focus: PTSD, Depression & Social support in Lebanese civilian population.

Ongoing Research

- Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessments in civilians exposed to traumatic war events in the South of Lebanon

Recent Publications

2018 Farhoud L, Fares S, Hamady C, Maalouf F. Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessments in civilians exposed to traumatic war events in the South of Lebanon. **Mental Health and Family Medicine,** 13: 772-781

2018 Farhood L, Fares S, Hamady C. (2018). PTSD and gender: could gender differences in war trauma types, symptom clusters and risk factors predict gender differences in PTSD prevalence? Archives of women's mental health. DOI: 10.1007/s00737-018-0874-6

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2018 **Farhood L**, Fares S, Hamady C. An Investigation of War Trauma Types, Symptom Clusters, and Risk Factors Associated with Post-Traumatic Stress Disorder: Where Does Gender Fit? *Archives of women's mental health*. doi: 10.1007/s00737-018-0874-6.

2018 Semaan, V., Noureddine, S**.**, **Farhood, L**. Prevalence of Depression and Anxiety in End-Stage Renal Disease: A Survey of Patients Undergoing Hemodialysis. Applied Nursing Research, 43, 80-85

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2016 **Farhood Laila**, Fares Souha, Rachel Sabbagh and Carmen Hamady. (June 2016). PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample. *European Journal of Psychotraumatology*, [S.l.], v. 7, jul. 2016. ISSN 2000-8066. doi:http://dx.doi.org/10.3402/ejpt.v7.31509.

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2014 Bayrakdar, A., Noureddne, S., **Farhood, L.,** Nasrallah, M. Comparison of quality of life in a group of Lebanese type 1 diabetics on insulin pump and those on multiple daily injections. *Lebanese Medical Journal, 62*(1), 22-26.

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Research Interest

- A research trajectory focusing on CRC screening, participation, facilitators and barriers, and intervention studies to increase screening participation
- Capacity building for community health nurses. A multi-year, multi-phasic project aiming to empower community health nurses with training on the core competencies of a primary health care nurse
- Qualitative methodology consultation for various faculty at AUB-MC and other Lebanese universities.

Ongoing Research

- Community Health Assessment of Needs and Continuous Empowerment (CHANCE) - An experience-based co-design approach
- Informal Provision of Health Services for Syrian Refugees in Lebanon
- User acceptance of electronic patient portal (EPP) for self-management of diabetes and chronic high blood pressure at the Family Practice Clinic of the American University of Beirut, Lebanon
- Towards a Family - Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce.
- Exploring the benefits and drawbacks of a new approach for managing conflict of interest in guideline development
- Evidence synthesis in Low & Middle Income Countries (LMIC): Assessing the capacity building needs of the Global Evidence Synthesis Initiative (GESI) Network centres
- Perceived factors influencing participation in Fecal Immunochemical screening test for colorectal cancer among the Lebanese population"
- Exploring the factors impacting the trust of the Lebanese public in physicians: a qualitative study
- Fellowship and Residency Research Program at AUBMC - Moving Forward
- Best practices to increase motivation and entering nursing: A Systematic review

Recent Publications

2019 Ibrahim N, **Honein-Abu Haidar G**, Jomaa L. Perceived impact of community kitchens on the food security of Syrian refugees and kitchen workers in Lebanon: Qualitative evidence in a displacement context. *PloS one,* 14(1),e0210814

2019 Dumit NY, **Honein-Abu Haidar G**. The Impact of the Syrian Refugee Crisis on Nurses and the Healthcare System in Lebanon: A Qualitative Exploratory Study. *Journal of Nursing Scholarship, 51(*3), 2890-298.

2018 Ayoub JJ, Abiad M, Forman MR, **Honein-Abu Haidar G,** Naja F. the interaction of personal, contextual, and sutudy characteristics and their effect on recruitment and participation of pregnant women in research: a qualitative study in Lebanon. *BMC medical research methodlodgy,* 18(1), article # 155

2018 Avedissian T, **Honein-AbouHaidar G**, Nuhad DumitN. "Anaphylaxis management in Lebanese schools and day cares: current practices, needs and recommendations for practice guidelines" BMJ Open, 2018 DOI: 2018-000260

2018 Fadlallah, R., Hemadi, N., Morsi, R., Abou Samra, C., Ahmad, A., Arif, K., Hishi, L., **Honein-AbouHaidar, G.N.,** Akl, E., El-Jardali, F. "Barriers and Facilitators to Implementation, Uptake and Sustainability of Community-Based Health Insurance Schemes in Low and Middle Income Countries: A Systematic Review of Narrative Synthesis". International Journal for Equity in Health - IJEH-D-17-00316. 2018, 17:13

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2017 Lama Bou-Karroum, Fadi El-Jardali, Nour Hemadi, Yasmine Faraj, Utkarsh Ojha, Maher Shahrour, Andrea Darzi, Maha Ali, Carine Doumit, Etienne V. Langlois, **Gladys N. Honein-AbouHaidar**, Elie A. Akl. 'Using Media to Impact Health Policy-Making: An integrative systematic review' accepted for publication, March 2017, Implementation Sciences. 2017 Apr 18;12(1):52. doi: 10.1186/s13012-017-0581-0.

2017 Nancy N Baxter, Corinne Daly, Rinku Sutradhar, Qing Li, **Gladys N Honein-AbouHaidar**, Devon P Richardson, Lisa Del Giudice, Jill Tinmouth, Lawrence Paszat, Linda Rabeneck. Do primary care provider strategies improve patient participation in colorectal cancer screening? The American Journal of Gastroenterology, February 2017. Volume 112, Issue 2. doi: 10.1038/ajg.2017.4

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2014 **Honein-AbouHaidar G.N.**, Rabeneck L, Paszat LF, Sutradhar R, Tinmouth J, Baxter NN. Evaluating the impact of public health initiatives on trends in fecal occult blood test participation in Ontario. *BMC Cancer*. 07/2014; 14(1):537

2014 **Honein-AbouHaidar G.N.**, Kastner M, Vuong V, Perrier L, Rabeneck L, Tinmouth J, Straus S, Baxter NN. Benefits and barriers to participation in colorectal cancer

screening: a protocol for a systematic review and synthesis of qualitative studies. *BMJ Open*. 02/2014; 4(2):e004508.

Report Publications

2017 Honein-AbouHaidar G.N., Avedissian T., Arevian M. Dyer E. Towards a Family-Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce. World Health Organization, July, 2017

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Research interests: Health behaviors; cardiovascular risk reduction, management of the chronically ill, cardiopulmonary resuscitation practices

Ongoing Research projects

- Study of the health status, health behaviors, and related work conditions of working Nurses in Lebanon.
- Current practice related to the management of patients with ST elevation myocardial infarction in Lebanon
- Psychometric testing of the Arabic version of the Minnesota Living with Heart Failure Questionnaire (MLHFQ).
- Survey of the Knowledge, Attitude and Practices related to out of hospital Resuscitation among Nurses in Lebanon.
- Attitudes and Practices related to Cardiopulmonary Resuscitation Practices by Intensive Care Physicians in Lebanon.

Recent Publications

2019 Noureddine, S., Dumit, N. Y., Maatouk, H. Patients' knowledge and attitudes about Myocardial Infarction. *Nursing & Health Sciences;*1-8. https://doi. org/10.1111/nhs.12642

2019 Noureddine S., Massouh, A. Factors Associated with Continued Smoking in Lebanese Patients with Acute Coronary Syndrome Patients. *Journal of Cardiovascular Nursing, 34*(1), 94-98. doi: 10.1097/JCN.0000000000000514.

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2018 Noureddine S, Zahwe M, Isma'eel H, Tamim H, Al Hajje A, Rachidi S, Skouri, H. (2018). Validation of the Arabic Version of the Minnesota Living with Heart Failure Questionnaire. *Cardiology, 140* (suppl 1), 283

2018 Semaan, V., **Noureddine, S.**, Farhood, L. Prevalence of Depression and Anxiety in End-Stage Renal Disease: A Survey of Patients Undergoing Hemodialysis. *Applied Nursing Research*, 43, 80-85

2017 Assaf, G., **Noureddine*, S.**, Kouyoumjian, S., El Khoury, J. Medical Students' Knowledge, Attitudes and Practices of Substance Use in Lebanon: A Cross Sectional Survey. *Eastern Mediterranean Health Journal*, 23(11), 734-743.

2017 Deek, H., Chang, S., Newton, P. J., **Noureddine, S**., Inglis, S. C., Al Arab, G., Kabbani, S., Chalak, W., Timany, N., MacDonald, P. S., Davidson, P. M. An evaluation of involving family caregivers in the self-care of heart failure patients on hospital readmission: Randomised controlled trial (the FAMILY study). *International Journal of Nursing Studies*, 75, 101-111. http://dx.doi.org/10.1016/j.ijnurstu.2017.07.015

2017 Al Touby, S., Larson, E., **Noureddine, S.**, Altaweli, R., Al Nagshabandi, E., El Seesy, N.A.A., Fathy, N., Abubakar, F., Ibrahim, R. H. Building Evidence-Based Practice in Resource Limited Settings: Exemplars of success. *Global Journal for Research Analysis*, 6(4), 715-9.

2016 Deek, H., Hamilton, S., Brown, N., Inglis, S. C., Digiacomo, M., Newton, P. J., **Noureddine, S.**, Macdonald, P. S., Davidson, P. M. Family-centered approaches to healthcare interventions in chronic diseases in adults: A quantitative systematic review. *Journal of Advanced Nursing*, 72(5):968-79. doi: 10.1111/jan.12885. http://dx.doi.org/10.1016/j.colegn.2014.11.001.

2016 **Noureddine, S.,** Avedissian, T., Ismaeel, H., El Sayed, M. Assessment of Cardiopulmonary Resuscitation Practices in Emergency Departments for Out of Hospital Cardiac Arrest Victims in Lebanon. *J Emerg Trauma* Shock, 9(3):115-21. doi: 10.4103/0974-2700.185275.

2016 **Noureddine, S.** (2016). Investigating Cardiovascular Risk in a Conflict Zone. In S. Ketefian (Ed.) *Shaping Nursing Science and Improving Health*. Michigan: Michigan Publishing

2016 Al Rajoub, B., **Noureddine, S.**, El Chami, S., Haidar, M., Itani, B., Zaiter, A., Akl, E. (2016). Prognostic value of left bundle branch block in patients with acute myocardial infarction. Published online Dec 9. *Heart & Lung: The Journal of Acute and Critical Care.* doi: 10.1016/j.hrtlng.2016.11.002. [Epub ahead of print]

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2016 Deek, H., **Noureddine, S.**, Newton, P. J., Inglis, S. C., Peter S. MacDonald, P. S., & Davidson, P. M. A family-focused intervention for heart failure self-care: conceptual underpinnings of a culturally appropriate intervention. *Journal of Advanced Nursing*, 72(2), 434-450. DOI: 10.1111/jan.12768

2015 **Noureddine, S**., Dumit, N.Y., Saab, M.. Deciding to seek care for acute myocardial infarction in Lebanon. *Clinical Nursing Research*, 24(5), 487-503. DOI: 10.1177/1054773814548508

2015 Deek, H., Newton, P., Inglis, S., Kabbani, S., **Noureddine, S.**, MacDonald, P., Davidson, P. Heart health in Lebanon and considerations for addressing the burden of cardiovascular disease. *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research*, 22(3), 333-39

2014 Deek, H., Newton, P., Sheerin, N., **Noureddine, S.**, Davidson, P.M. Contrast media induced nephropathy: a literature review and recommendations for practice.. Australian Critical Care. 27(4):166-71. doi: 10.1016/j.aucc.2013.12.002

2014 DeVon, H., **Noureddine, S.** (2014). Twenty things you did not know about heart disease in women. Journal of Cardiovascular Nursing, 29, 384-385.

2014 Saab, M., **Noureddine, S.**, Huijer, H., DeJong, J. Surviving Testicular Cancer: The Lebanese Lived Experience. *Nursing Research*, 63(3), 203-210.

2014 **Noureddine, S.**, Metzger, B. Do health-related feared possible selves motivate healthy eating? *Health Psychology Research*, 2:1043, 25-29. doi:10.4081/hpr.2014.1043

2014 Bayrakdar, A., **Noureddine, S**., Farhood, L. Nasrallah, M. Comparison of Quality of Life in Lebanese Subjects with Type 1 Diabetes on Insulin Pump and those on Multiple Injections. *Lebanese Medical Journal*, 62(1), 22-26.

2014 Jaarsma, T., Kjellstrom,B., Deaton, C., Fitzsimmons, D., Hardig, B. M., Mahrer-Imhof, R., Moons, P., **Noureddine, S.**, O'Donnell, S., Pederswen, S. S., Thompson, D., Tokem, Y., Stewart, S., Strömberg on behalf of Council on Cardiovascular Nursing and Allied Professionals (CCNAP) of the European Society of Cardiology. CCNAP ESC Research in Cardiovascular Care: A position statement of the Council on Cardiovascular Nursing and Allied Professionals (CCNAP). *European Journal of Cardiovascular Nursing*, 13(1), 9-21. DOI: 10.1177/1474515113509761

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Research interest: Understanding mechanisms linking risk factors to cardiovascular disease development

Ongoing Research Projects

- Vascular biomarkers and the progression of aortic stiffness in chronic kidney disease
- The association of oxidative markers, arterial stiffness and renal vascular indices in diabetic kidney disease
- Vascular reactivity and vascular-specific markers of inflammation in HIV-Infected Individuals
- Dietary regimens and arterial stiffness in obese patients on a GLP-1 receptor agonist: a Randomized Controlled Trial

Recent Publications

2018 Lockwood, M, Chung, S, **Puzantian, H,** Bronas, U, Ryan, C, Park, C, and DeVon, H. Symptom Cluster Science in Chronic Kidney Disease: A Literature Review. *Western Journal of Nursing Research.* (epub ahead of print) PMID: 30378466.

2018 **Puzantian, H**, Akers, SR, Oldland, G, Javaid, K, Miller, R, Ge, Y, Ansari, B, Lee, J, Suri, A, Hasmath, Z, Townsend, R, and Chirinos, JA. Circulating dp-ucMGP is associated with kidney dysfunction and arterial stiffness. *American Journal of Hypertension*; 31(9): 988-994. PMID: 29788226.

2017 Vuckovic, K and **Puzantian, H.** Estimated glomerular filtration rate and 6-minute walk distance in African Americans with mild to moderate heart failure. *Cardiorenal Medicine;* 7: 227-233. PMID: 28736563.

2017 Swallow, V, **Puzantian H**, Bronas UG, and Krischok L. Insights into Living with Kidney Disease. *BioMed Research International;* Volume 2017. PMID: 28656140. [Invited Editorial, special issue in nephrology]

2017 Bronas, UG, **Puzantian, H** and Hannan, M**.** Cognitive impairment in chronic kidney disease: Vascular milieu and the potential therapeutic role of exercise. *BioMed Research International;* Volume 2017, Article ID 2726369, 10 pages. PMID: 28503567.

2015 **Puzantian, H**, Teff, K, and Townsend, R. Investigating the effect of glucose on aortic pulse wave velocity using pancreatic clamping methodology. *Biological Research for Nursing;* 17(3): 270-275. PMID: 25802385.

2014 Masterson Creber, R, Topaz, M, Lennie, TA, Lee, CS, **Puzantian H**, Riegel B. Identifying predictors of high sodium excretion in patients with heart failure: a mixed effect analysis of longitudinal data. *European Journal of Cardiovascular Nursing;*13:549-558. PMID: 24366985.

2013 **Puzantian, H** and Townsend, R. Understanding Kidney Function Assessment: The Basics and Advances. *Journal of the American Association of Nurse Practitioners; 25*(7): 334-341. PMID: 24170616. (Selected as CE Article)

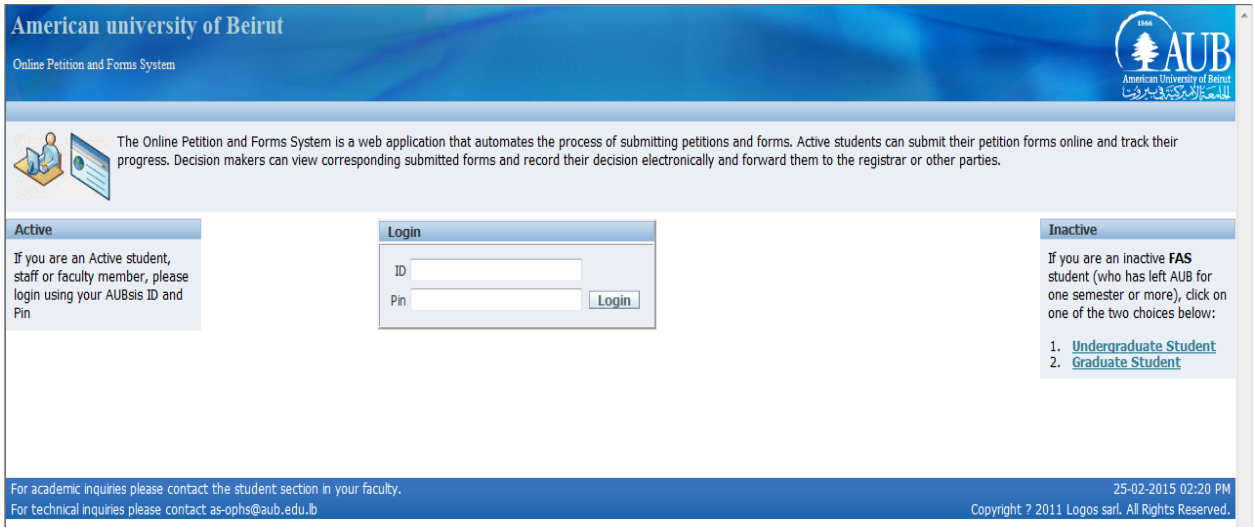
2013 **Puzantian, H**, Mosenkis, A, and Townsend, R. Vascular Compliance during Insulin Infusion and Oral Glucose Challenge. *Artery Research; 7*(1): 36-41. PMID: 23997837.

APPENDIX E

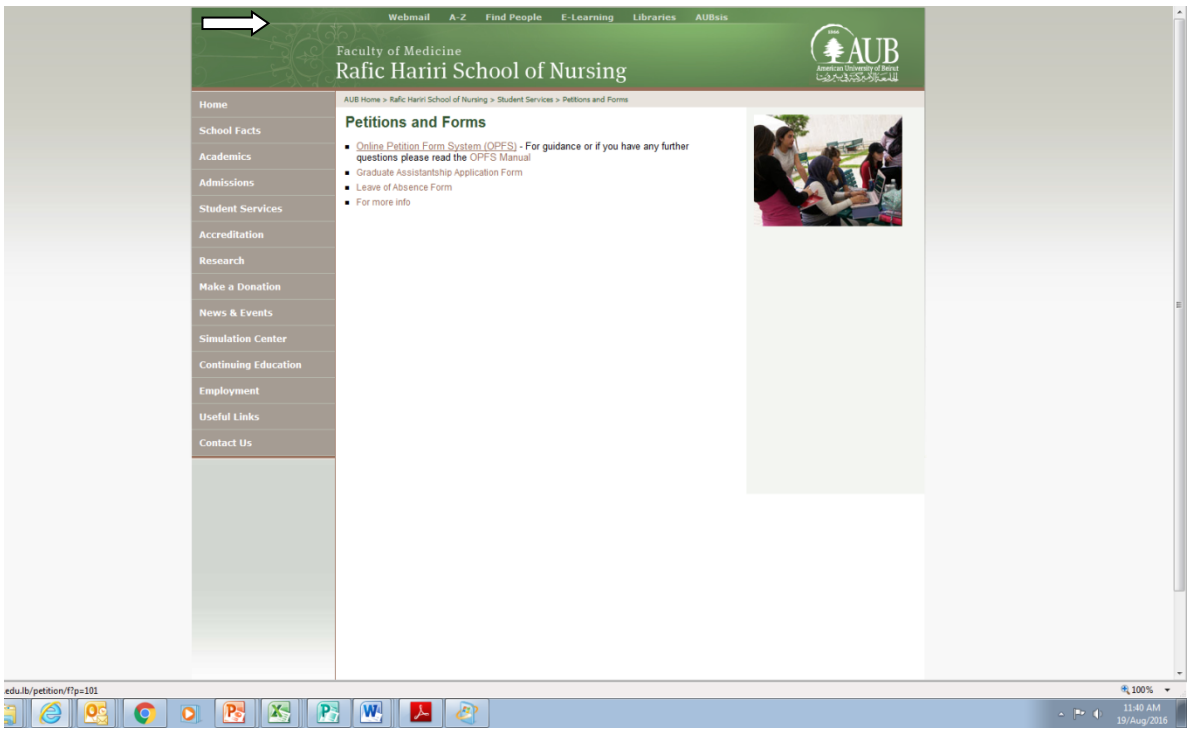
Online Petition and Forms System: OPFS

Login Page:

OPFS link: opfs.aub.edu.lb/petition/f?p=101



Or go to AUB webpage:click on Academics ⇨Faculties⇨Rafic Hariri Hariri School of Nursing ⇨ Student Services ⇨Petitions and Forms ⇨OPFS



Types of Petitions you can submit online:

- *Leave of Absence*
- *Residency Extension (Master's)*
- *Master's Thesis/Project Topic/Committee*
- *Residency Extension (PhD)*
- *PhD Transfer of Credits*
- *PhD Candidacy*
- *PhD Thesis Topic/Committee*
- *Graduate Reactivation (with Thesis)*

Types of Petitions you can submit online:

	Title	Workflow	Level
1	Correction of Record (Late Drop-Add)	Adviser-Instructor -Student Services Office-Chair of ACC	Undergraduate
2	General Petition	Adviser- Student Services Office-Chair of ACC or Deanof HSON	Undergraduate
3	Withdrawal From a Course	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
4	Oveload/Underload	Adviser- Student Services Office-Chair of ACC	Undergraduate
5	GE called Exceptions related to GE requirements	Adviser- Student Services Office-Director of GE Board-Chair of ACC	GE
6	Course Equivalence	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
7	General petition that is routed to the graduate committee or dean of HSON.	Adviser- Student Services Office-Chair of GSC	Graduates
8	Residency Extension	Adviser- Student Services Office-Chair of GSC	Graduates

Rafic Hariri School of Nursing

GRADUATE
STUDENT HANDBOOK

ACADEMIC YEAR 2018-19

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WELCOME

Welcome to the Rafic Hariri Hariri School of Nursing (HSON). We are delighted that you have chosen to study nursing at AUB and look forward to meeting each one of you. This is an exciting time for nursing—both at AUB and throughout the world.

In the field of nursing generally, nurses are taking on new and greater responsibilities. Although taking care of patients is still our primary responsibility, we are also playing a role in setting health care policy at the national, regional, and international levels and researching important health care issues.

Here at AUB, we celebrated our 100th anniversary in 2005 and our 110th anniversary in 2015. We have introduced new programs and are constantly updating and revising our curriculum. Our graduates are in great demand and they are occupying leadership positions in different countries in the world. In 2007 the BSN and MSN programs were granted unconditional accreditation by the Commission on Collegiate Nursing Education (CCNE) in the USA for five years and in 2012 the programs were reaccredited for a period of 10 years. AUB Hariri School of Nursing is the first school to be accredited by CCNE outside the USA. In 2008 the HSON received a $10M gift to endow the school and the building and in 2009 the Rafic Hariri School of Nursing building was inaugurated. The building houses faculty offices, classrooms, an auditorium, a computer lab, skills and simulation lab, a research center, and student facilities.

In 2015, HSON won three major regional awards; HSON received the best institution award, Dr. Huda Huijer the distinguished researcher award, and an MSN graduate the best thesis award. The Chi Iota Honor Society Chapter, the first in the region, was formally chartered by Sigma Theta Tau International (STTI) in 2015 and 131 members were inducted into this prestigious honor society. In 2017, the PhD in Nursing Science program was fully approved to be formally launched in 2018-19. In 2018, AUB granted HSON independent Faculty status and appointed Dr. Huijer as founding dean of the school. We continue to be proud of these accomplishments and we look forward to working with you to celebrate these achievements. We hope this handbook will be a useful guide for you especially during the first couple of weeks when everything is so unfamiliar. If, however, you are lost or need help, please come and find us. We are eager to do whatever we can to make this a positive and rewarding experience for you.

We also welcome any comments or suggestions you may have on how we might change and improve on this handbook in order to make it more helpful for future Hariri School of Nursing students.

Good luck!

Dr. Huda Abu-Saad Huijer, RN, PhD, FEANS, FAAN
Dean, Hariri School of Nursing

OFFICERS, FACULTY AND STAFF

Fadlo R. Khouri	President
Mohamed Harajli	Interim Provost
Huda Abu-Saad Huijer	Founding Dean, Rafic Hariri School of Nursing

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Preface

This handbook has been prepared for graduate students in order to provide detailed information about the Master of Science in Nursing Program at the American University of Beirut. Guidelines and policy statements are given to assist in clarifying the process from entry to the program through graduation.

The MSN program in the Hariri School of Nursing was launched Fall 2003-2004. The curriculum with emphasis on Advanced Nursing Practice provides educational opportunities for nurses seeking further specialization.

The faculty and administration of the Hariri School of Nursing hope that the educational process at the American university of Beirut will be a rewarding and challenging experience for each student. We pledge ourselves to assist students in the pursuit of their professional and educational goals.

In addition to the policies found here that are specific to the Graduate Program at the Hariri School of Nursing, the student should obtain and keep a copy of the AUB Graduate Catalogue, which contains policies and procedures that apply to all graduate programs in the University.

The American University of Beirut

The American University of Beirut (AUB) is a private, non-sectarian institution of higher learning, founded in 1866. It functions under a charter from the State of New York and is administered by a private, autonomous Board of Trustees.

The University has five faculties: Arts and Sciences, Medicine-including the Hariri School of Nursing, Engineering and Architecture, Agricultural and Food Sciences, and Health Sciences. In addition to these faculties, the University has a School of Business. At present, AUB offers programs leading to both bachelor's, master's degrees and a number of PhD programs in some Arts and Science and Engineering majors. The University is co-educational. The language of instruction is English.

AUB is a teaching-centered research university, where excellence in teaching and research go hand-in-hand. Its mission is to enhance education, primarily the education of the peoples of the Middle East, to serve society through its educational functions, and to participate in the advancement of knowledge. AUB bases its educational perspective and methods, and its academic organization on the American model of higher education.

The university emphasizes scholarship that enables students to think for themselves, stresses academic excellence, and promotes high principles of character. It aims to produce men and women who are not only technically competent in their professional fields but also life-long learners who have breadth of vision, a sense of civic and moral responsibility, and devotion to the fundamental values of human life. The University believes in and encourages freedom of thought and expression. It expects, however, that this freedom will be enjoyed in a spirit of integrity and with full sense of responsibility.

General Information about the MSN Program

The Hariri School of Nursing at AUB offers the Degree of *Master of Science in Nursing* (MSN) with emphasis on Advanced Nursing Practice. Four tracks are available: Adult-Gerontology Clinical Nurse Specialist with optional minor in Nursing Education, Psychiatric Mental Health Clinical Nurse Specialist with optional minor in Nursing Education, Community and Public Health Nursing with optional minor in Nursing Education, and Nursing Administration and Management. This MSN program is designed to meet the health challenges of the 21st century in Lebanon and the region, and prepare students for continued studies towards PhD degrees. The clinical tracks prepare graduates as clinical nurse specialists.

The Hariri School of Nursing faculty members are renowned for their research, clinical expertise, innovative teaching strategies, and contribution to professional practice at the national level.

Mission Statement

The mission of the Hariri School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high–quality, compassionate nursing care in Lebanon and beyond, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles. It is based on the use and generation of research-based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech.

Philosophy

The Master of Science in Nursing Program is consistent with the philosophy of the American University of Beirut and the mission of the Hariri School of Nursing, and builds upon the knowledge and competencies that characterize the undergraduate program. Graduate education denotes the critical appraisal of concepts and theories basic to the Nursing discipline. The unifying focus in graduate education is specialized and research-directed nursing practice. Graduate education promotes the process of inquiry for the expansion and testing of knowledge; and fosters creativity, critical thinking, professional development, research**,** and leadership skills.

Learning Outcomes

The program provides students with a thorough understanding of the theoretical basis of practice and also incorporates managerial, administrative and educational skills. The graduate is expected to be an expert clinician, an informed educator, a knowledgeable researcher and a skilled manager.

Specifically, the MSN program will prepare nurses who:

1. Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.
2. Participate in conducting research within collaborative teams to improve care outcomes and support policy changes
3. Deliver advanced practice nursing based on critical thinking, research evidence, and advanced knowledge and skills in specialized area of nursing.
4. Demonstrate advanced clinical and data driven decision-making across health care settings.
5. Analyze the impact of socio-cultural, economic, ethical, legal and political issues on nursing practice, health promotion strategies and health care delivery.
6. Assume leadership roles in education and management, utilizing inter-and intra-disciplinary approaches and systems thinking.
7. Analyze current and emerging technologies to optimize patient safety, cost-effective care, and quality and health outcomes'.

Admission to the MSN program

A student is eligible for consideration for admission to the MSN program if s/he fulfills AUB admission requirements for graduate studies. The criteria for admission to the MSN program are:

1. Meeting all the university admission requirements to graduate studies.
2. Having a BSN degree or its equivalent from an accredited/recognized institution.
3. Having a cumulative undergraduate average of at least 75, with an undergraduate average of at least 80 in the major Nursing.
4. Demonstrating evidence of knowledge and competence in physical assessment skills (for the clinical tracks).
5. Satisfactory scores on the English Entrance Exam or Test of English as a Foreign Language, as per AUB requirements for graduate studies.
6. License to practice nursing from country of residence.
7. One year work experience in nursing.

Categories of Admission

Applicants for graduate study may be considered for admission in one of the following categories:

Graduate Regular
A candidate qualifies for this category if s/he holds a bachelor's degree from AUB or an equivalent degree from another recognized institution with an undergraduate average of at least 80 or its equivalent in nursing.

Graduate on probation
Candidates who fail to meet any of the admission requirements but who, in the opinion of the faculty, demonstrate potential for graduate study, are admitted as 'graduates on probation.' Students with a cumulative undergraduate average of at least 75 but less than 80 in the major field (nursing) may be conditionally admitted as graduate student on probation. These students should score 80 or above in the first nine graduate credits in order to be transferred from special status to regular status.

Readiness for University Studies in English (RUSE)

Upon admission to AUB and prior to registration, students admitted to AUB must demonstrate a level of English proficiency consistent with the demands of a program carried out almost exclusively in the English language. This should be done as early as possible (in general, no later than 1 month prior to the start of the semester) by submitting official test scores for (at least) one of the following tests listed in the below RUSE tables for undergraduate or graduate admissions. Students joining AUB at the undergraduate level should reference the "Undergraduate RUSE" table while students joining AUB at the graduate level should reference the "Graduate RUSE" table.

Please note that some applicants might be exempted from the RUSE requirements; such exemptions are listed in the "RUSE Exemption" table at the end of this page.

Graduate RUSE: Applicable to students joining AUB at the graduate level

Exam **English Course Placement**	**NEW AUB EEE (After Jan 2017)**	**AUB EEE (English Entrance Exam)**	**TOEFL (PBT)**	**TOEFL (IBT)**	**IELTS (Academic)**	**GRE (Verbal)**	**GMAT (Verbal)**
Exam Validity	***1year***	***1year***	***2years***	***2years***	***2years***	***5years***	***5years***
No English courses	>=40	>=530	>= 583	>= 97	7.0	>= 147	>= 25
English 300	32-39	500-529	573-582	88-96			
Intensive English 100A/100B (If faculty approves)	25-31	375-499	490-570	57-87			
Summer Preparatory English Program (UPGR 001)	Graduate candidates who have not met the English language requirements or who have not yet taken any English test, have the option of registering in a 7-week intensive English summer preparatory program. You may check the program details (Description, Learning Outcomes, Requirements, Course Registration and Timeline) at the University Preparatory Program (UPP) - Graduate Course site.						

Transfer of Credits

School of Nursing

Transfer of Credits from One Master's Degree to Another Graduate courses taken at AUB (or at other recognized institutions), in which the applicant earned an equivalent grade of 80 or above, may be transferred to another master's degree at AUB. No more than 9 credits are transferable provided they are not credits earned by an internship, thesis or practicum, and degree minimum residency requirement is maintained. Approval by the department or the academic unit concerned and the Faculty/School Graduate Studies Committee is required for all transfers. Normally, credits counted toward another graduate degree at AUB or another institution cannot be transferred if they have already been used to satisfy requirements for another awarded graduate degree.

Graduate Council

The Graduate Council (GC) reports to the Provost of the University and plays a vital role in implementing the rules and regulations governing graduate work uniformly across the University, in accordance with policies approved by the Board of Graduate Studies (BGS) and the Senate, and as recommended by the faculties and schools. The Graduate Council facilitates and coordinates graduate education and follows up on the implementation of graduate policies and deadlines. The Graduate Council works closely with the BGS and Faculty Graduate Studies Committees to provide mechanisms for the quality control of all aspects of graduate education. In cooperation with faculty, students, and staff, the Graduate Council undertakes preparatory steps and coordinates graduate recruitment programs to ensure a selection process from a highly qualified pool of student applicants; provides information about admissions to all graduate programs; administers graduate standards of scholarship and policy; and encourages the development and success of students through workshops, training activities, counseling, and initiatives that promote timely degree completion. The Graduate Council also administers AUB policies concerning graduate assistantship appointments.

Registration

Academic Year
The academic year at AUB includes two semesters, fall, and spring, followed by a summer session. Each semester has a reading period and a final exam week. For the exact dates, see the AUB Calendar.

Orientation
All entering students attend the three –day orientation program consisting of meetings in Faculties and Departments; meetings with representatives of various university services; tours of the campus; Agriculture Research and Educational Center (AREC), and the country; and acquaintance social events.

Course Registration

New students register on-line via the Internet during August/September at a date indicated at the University Registrar for the fall semester of an academic year.
Check details of on-line registration under Course Registration for New Students and Consult the Registration Guide available in the Office of the Registrar.
Continuing students will register before the end of each semester for the upcoming academic semester. The registrar announces all registration dates.

Deferred Registration
Graduate students who are offered admission in the Fall semester and who do not register for that semester may be eligible for admission to the following Fall semester of the, pending availability of places. A petition should be submitted to the Office of Admissions.

Late Registration
Students unable, for some unforeseen reason, to register at the scheduled time may attempt late registration. A late registration fee of LL150, 000 for students will be charged late registration is to be avoided, as many courses may become full.

Drop and Add
After the start of classes, at a date indicated in the University Registrar, students may make changes in their schedules through a process known as Drop and Add. After obtaining the approval of their advisers, students may make changes in their courses on the web according to a pre-announced schedule. They may need to settle their accounts at the Office of the Comptroller.

Fees and Expenses

The American University of Beirut is a non-profit institution. The charge to students is kept at the minimum consistent with the provision of high quality instruction and adequate resources. The University reserves the right to change any or all fees at any time without prior notice. Such changes will be applicable to students currently registered in the university as well as to new students.
Students will not be permitted to enter classes at the beginning of the term until their fees are paid or special arrangements have been made with the university comptroller. All fees are quoted in Lebanese pounds and US dollars.

Payment of Fees
Each AUB student must pay all his/her tuition fees and other charges levied.

1. All students must finalize registration, including payment of tuition fees and other charges according to the academic calendar for the first and second semesters. Under special circumstances, late registration will be permitted during a period of no more than five working days after the announced deadline, but subject to a late registration fee.
2. Students who demonstrate financial need may make formal application for deferred payment arrangements for tuition fees only to the Office of the Comptroller according to the academic calendar for the first and second semesters. No applications for deferrals will be accepted thereafter. Deferred payments are not a right and will only be agreed to under specific and special circumstances. Students who arrange for deferred payments are still required to complete all registration formalities within the set deadlines. Deferred payment arrangements are not permitted for the summer session in any faculty.
3. A graduate student who applies for deferred payment must pay at least 50% of the net amount of tuition due. All other charges must be paid in full with no deferrals. A student must pay a deferred payment application fee of $33, whether approved or not. Should the student's application be approved, the student must pay the balance, plus a deferred application fee of $33, together with the late payment fee, if applicable. All the above arrangements must be concluded by the announced deadlines.
4. Every student granted deferred payment must sign a statement indicating agreement that failure to complete payment by the set deadline will result in receiving no credit for the semester in which the student has defaulted on payment.

Students are expected to meet all financial obligations by the appropriate due date. The university reserves the right to place an encumbrance on the student's record, which will prevent registration for future semesters and the release of transcripts and diplomas, as well as access to other university services by any student who fails to promptly meet his/her financial obligations to the university. It is each student's responsibility to be informed of all registration and payment dates and deadlines.
Up-to-date schedules for registration and payment of fees may be obtained from the Office of the Registrar (ext: 2570 /2571), or at the e-mail address: registrar@aub.edu.lb

Academic Rules and Regulations

Categories of Students

To be considered a full-time student, a student must carry a minimum load of 9 credits per semester. For summer full-time, the required load is 6 credits. Students can normally register for up to 12 credits per semester and 6 credits during the summer session. The category of part-time students applies to those carrying less than 9 credits per regular semester or less than 6 credits for the summer.

Supervision

Each student has an academic adviser who must approve the student's schedule each semester. The student's adviser is appointed by the graduate faculty of the school. These advisers will maintain their relationship with the students until they graduate from the graduate program.
Every academic adviser is expected to guide and help in planning the student's course of study. Not all courses need to be in nursing, but they should be in the judgment of the department relevant to the field in which the student is specializing. For students working towards a thesis, a thesis adviser is assigned who must be a full-time faculty member and will serve as chairperson of the thesis committee. The thesis adviser and the members of the thesis committee should be of professorial rank.

Attendance

- Students are expected to attend all classes, laboratories and any required activities. Absence of students, whether excused or not, from any class or laboratory session does not excuse them from their responsibility for the work done or for any announcements made during their absence.
- Students who absent themselves during a semester more than ***one third*** of the number of hours of any course lose all credit for the course.
- Students may *not* be excused from laboratory and field requirements. All missed clinical and field requirements must be made up. In case of repeated absences from clinical courses, ***over one third of the total hours***, the student may be asked to drop the course.
- Students who fail to sit for scheduled examinations, or fail to fulfill course requirements, will be given the minimum grade for graduate courses, which is 55. Results of tutorial courses, clinical and administrative residencies, projects, or theses will be reported as pass (P) or fail (F).

Examinations and Quizzes

Students may not absent themselves from announced final examinations and quizzes unless they present an excuse considered valid by the coordinator of the course. The course coordinator may then require the student to take a make-up examination.

Computer Literacy

Masters students are expected to have a basic level of computer literacy. Ability to use Microsoft Word, Power Point and spread sheets software is a minimum requirement, since most courses require term papers and oral presentations. For students who are weak in this area, a

number of workshops on the use of various computer programs are offered regularly by the Academic Computing Center, accessible through AUB website, or by calling 2260 or 3580. Students must also know how to do electronic literature searches using databases such as MEDLINE and CINHAL. The Saab Medical librarian offers regular sessions Mondays at 6 pm, or per request about searching the literature. Call Miss Aida Farha at 5911 for further questions.

RCR Requirement

The Responsible Conduct of Research (RCR) Requirement must be completed by all newly admitted degree seeking graduate students, both at the Master's and PhD levels. The requirement includes prospective graduates and graduates admitted on probation.

The requirement is fulfilled by in the RCR course section determined by the student's respective Faculty and department/program. RCR courses "cover core norms, principles, regulations, and rules governing the practice of research." Topics include research misconduct, data management, authorship, peer review, mentoring, using animal subjects in research, conflicts of interest, collaborative research, and research involving human subjects. Additional topics may be included according to research discipline.
The requirement must be fulfilled within the first month and is marked by a passing grade. Failure to fulfill the requirement in a timely manner results in a registration hold that is removed once the student has fulfilled the requirement.

Courses and Grades

Courses taken as part of a student's graduate study program fall in one of two categories: graduate or prerequisite, with different grading systems.

- *Graduate Level Courses*
  Graduate level courses in Nursing are numbered 500 and above. The minimum passing grade for a graduate course is 70. However, students are required to maintain a cumulative average of at least 80 in all courses taken for graduate credit. Projects, thesis and residency courses are graded as Pass/Fail.

- *Prerequisite Courses*
  These are usually undergraduate courses taken to make up for any deficiencies in the student's background. They do not carry graduate credit. The minimum passing grade for a prerequisite course is 70.

Grading System

Evaluation of the student's achievement will include their work in theory, practice, as well as professional attitudes and behavior.

In the Hariri School of Nursing the following grading system is used:

Cumulative Average	GPA	Cumulative Average	GPA	Cumulative Average	GPA	Cumulative Average	GPA
‹60	0	67	1.86	75	2.73	83	3.46
60	1	68	1.98	76	2.82	84	3.54
61	1.13	69	2.09	77	2.92	85	3.63
62	1.26	70	2.2	78	3.02	86	3.7
63	1.38	71	2.31	79	3.11	87	3.78
64	1.5	72	2.42	80	3.2	88	3.86
65	1.63	73	2.52	81	3.29	89	3.93
66	1.74	74	2.62	82	3.38	›=90	4
I Incomplete							
P Pass Normally Used for Theses and Projects							
PR In Progress							
W Withdraw							
F Fail							

All final grades are expressed in multiples of one.

Incomplete Grades

A student who has an incomplete on one course must complete the work required for the course within one month of the start of the next regular semester. In exceptional circumstances the graduate committee may decide to give the student additional time to complete the course. Incomplete course work will be reported as “I” that is followed by a numerical grade reflecting the evaluation of the student available at the end of the semester. This evaluation is based on a grade of zero on all missed work and should be reported in units of five. If the work is not completed within the period specified, the “I” is dropped and the numerical grade becomes the final grade.

Probation and Dismissal

A student working towards a master’s degree in Nursing “MSN” may be placed on probation by the Hariri School of Nursing Graduate Committee if he/she:

- Is admitted to graduate study on probation,
- Fails in any course taken for graduate credit, and
- Does not maintain the required cumulative average of 80.

The probation may be removed upon the recommendation of the Graduate Studies Committee of the School if the student has completed a minimum of 9 credits of graduate level courses within the two consecutive semesters after being placed on probation, has passed all courses, and has obtained the cumulative average of 80. If the student fails to meet any of these conditions, s/he will be dropped from the program.

The Graduate Studies Committee may discontinue a master’s student from graduate study if:

- Probation status is not removed within a period of two semesters in which the courses that are taken are for credit, or

- In the opinion of the department, and irrespective of the grades obtained, the work of the student is deemed unsatisfactory, or
- The student fails the comprehensive examination twice, or fails the thesis defense twice.

Leave of Absence

- All graduate students are expected to make steady and satisfactory progress toward the completion of degrees. Students who are not enrolled for a period of more than one academic year (two consecutive regular terms and one summer) will be considered to have withdrawn from the program unless they apply for a leave of absence and secure approval of the department, School Graduate Studies Committee, and Graduate Council.

- The leave of absence application can be up to one academic year at a time. The maximum period of approved leave of absence is for two academic years. An approved leave of absence does not count towards maximum residency. Non-enrollment by the student for one semester without securing leave of absence will count towards maximum residency.

- Students who seek to return without having secured leave of absence approval after a non-enrolment period of 12 months must reapply and will be considered for readmission following regular AUB application/admission procedures. If re-admitted into the same graduate program, then their earlier status as graduate student will count towards maximum residency.

- The Leave of Absence Application Form should normally be submitted to the respective department/faculty at least one month prior to the beginning of the semester in which absence is planned. The form can be downloaded from the following site:http://www.aub.edu.lb/graduatecouncil/Pages/regulationsandforms.aspx

Readmission

The following factors govern students seeking readmission:

- Students in good standing who withdrew voluntarily shall be granted readmission to the School if the period between the end of the semester or session of withdrawal and the beginning of the semester for which readmission is sought is not more than four regular semesters. The readmission request must be submitted to the Office of the Registrar at least one month prior to the beginning of the semester or the summer session to which readmission is sought.
- Students who have left the university for more than two years must submit the readmission request to the Office of the Registrar and must have the approval of the Admissions Committee of the Hariri School of Nursing.
- Students who have left the School while on probation will remain on probation for one semester and have to clear the probation status at the end of a regular semester, or else they will be dropped from the School.

Masters' Completion Program

Overview of the Curriculum

The curriculum includes 37 to 40 credits (depending on the track of study) and may be completed in two years on a full-time basis. Part time students must complete the program requirements within a maximum period of four years. Extension beyond the maximum allowed period of study requires the approval of the Graduate Studies Committee of the faculty and the Graduate Council.
The components of the master's program include: 1) Core courses, 2) Specialty courses, and 3) Elective Courses. The Hariri School of Nursing offers the MSN degree in the following four tracks:

1. Adult-Gerontology Clinical Nurse Specialist (39 credits), with an optional minor in Nursing Education,
2. Nursing Administration and Management (37 credits)
3. Psychiatric Mental Health Clinical Nurse Specialist, with an optional minor in Nursing Education.(40 credits)
4. Community and Public Health Nursing, with an optional minor in Nursing Education (40 credits)

Both thesis and non-thesis options are available in all tracks. Below is a general description of the courses required for graduate education in nursing. Students may receive credit for graduate level courses only. Appendix A provides sample study plans for students in the various tracks for full time and part time study.

Curriculum Masters of Science in Nursing

Core Courses		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 500	Theories, Concepts and Ethical frameworks for Advanced Nursing Practice	2	0	2
NURS 501	Advanced Nursing Practice: Scope and Roles	2	0	2
NURS 530	Statistical Reasoning and Application in Nursing Research	1	2	2
NURS 502	Advanced Nursing Research	3	0	3
NURS 527	Systems Approach to the Development and Evaluation of Health Care Services	3	0	3
Concentration Courses		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
Adult-Gerontology Track				
NURS 503	Advanced Health Assessment	2	3	3
NURS 504	Advanced Pathophysiology	3	0	3
NURS 505A	Advanced Practice in Adult-Gerontology I	2	8	4
NURS 505B	Advanced Practice in Adult-Gerontology II	2	8	4

NURS 506	Advanced Practice in Adult-Gerontology III (residency)	0	16	4
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
	Electives	-	-	0-3
Nursing Administration and Management Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 507	Essentials of Nursing Administration and Management	2	0	2
NURS 508	Advanced Practice in Nursing Administration (residency)	0	16	4
NURS 531	Practical Applications of Budgeting in Nursing	1	0	1
NURS 525	Leadership Theories and Applications for Nurse Managers	3	0	3
NURS 520	Managing Quality with Teams	3	0	3
NURS 533	Advanced Health and Nursing Informatics	3	0	3
MNGT 332	Human Capital Management	3	0	3
	Electives	-	-	0-3
Psychiatric Mental Health Nursing Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 503A	Advanced Health Assessment for Mental Health	1	0	1
NURS 504	Advanced Pathophysiology	3	0	3
NURS 512	Advanced Psychiatric and Mental Health Assessment	1	3	2
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
NURS 516	Psychopathology and Human Behavior	3	0	3
NURS 517	Models of Treatment Psychotherapy (Bio-behavioral Nursing Interventions)	1	6	3
NURS 518	Group and Family Psychotherapy	1	6	3
NURS 519	Clinical Residency in Acute Psychiatric Care (residency)	0	16	4
	Electives	-	-	0-3
Community and Public Health Nursing Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 503	Advanced Health Assessment	2	3	3
NURS 504	Advanced Pathophysiology	3	0	3
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3

EPHD 300	Principles of Epidemiology	3	0	3
NURS 522	Principles and Practice of Community Health Nursing	2	3	3
NURS 523	Advanced Community Assessment	2	3	3
NURS 524	Clinical Residency in Community Health Care (residency)	0	16	4
	Electives	-	-	0-3
Minor in Education				
EDU 318	Test Construction in Education	3	0	3
EDU 326	Theory and Design of Curriculum	3	0	3
NURS 509	Role development in Nursing Education	3	0	3
	Elective in education	3	0	3
Thesis/Project				
NURS 599 or	Thesis	–	–	6
NURS 598 and	Project	–	–	3
Elective		–	–	3
NURS 526	Comprehensive Exam	-	-	0

Students may take an equivalent of 3 credits as elective in any major that helps them with their studies. For students doing a minor in nursing education, the elective credits must be in education.
The Hariri School of Nursing also offers special topic courses ranging from 1 to 3 credits that cover nursing issues of interest to students in the various tracks. These courses can be counted toward the elective credits.

Course Description

NURS 500 Theories, Concepts and Ethical Frameworks for Advanced Nursing Practice 2.0; 2 cr.

This course introduces students at an advanced level to conceptual resources for advanced nursing practice. The course is organized around four themes: conceptions of science and nursing knowledge; antecedents and applications of theories relevant to nursing practice; healthcare ethics; and, nursing and politics. The course focuses on the application of conceptual models to current and future nursing practice.

NURS 501 Advanced Nursing Practice: Scope and Roles 2.0; 2 cr.

This course provides the student with knowledge related to the advanced practice roles and competencies. Students develop a vision and structure for Advanced Nursing Practice that includes the Consensus Model for Advanced Practice Registered Nurse, regulation, credentialing, and emerging professional issues. The course concentrates on the foundations and philosophy of care in different specialties and health care.

NURS 502 Advanced Nursing Research 3.0; 3 cr.
This course focuses on complex research designs, interpretation of research findings and development of research proposals. The interrelationship of theoretical frameworks, quantitative/qualitative design, sample selection, data collection instruments, and data analysis are analyzed in terms of clinical nursing research problems.

NURS 503 Advanced Health Assessment 2.3; 3 cr.
This course focuses on the advanced comprehensive assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, psychosocial and physical assessment, and diagnostic reasoning.

NURS 503A Advanced Health Assessment for Mental Health 1.0; 1 cr.
This theory course focuses on the comprehensive health assessment of clients using a biopsychosocial approach. Mental health students will build on their knowledge and skills in clinical interviewing, focused history taking, and critical analysis of client data to identify actual and potential health problems. The focus will be on the differential diagnosis of various case presentation with organic and psychological etiologies.

NURS 504 Advanced Pathophysiology 3.0; 3 cr.
This is a course in advanced pathophysiology related to acute and chronic illnesses experienced by adults. Emphasis is placed on pathophysiologic nursing phenomena experienced across diseases, their manifestations and assessment measures. Case studies are used to illustrate application to advanced nursing practice.

NURS 505A Advanced Practice in Adult-Gerontology I 2.8; 4 cr.
This course builds on N504 & N503 and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of clients with a spectrum of health problems. Health promotion and risk reduction strategies are also addressed. *Prerequisite: NURS 503*.

NURS 505B Advanced Practice in Adult-Gerontology II 2.8; 4 cr.
This course addresses advanced nursing practice in adult care and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of adults and older adults with acute and critical care conditions. . *Prerequisites: NURS 503 and NURS 504*.

NURS 506 Advanced Practice in Adult-Gerontology III 0.16; 4 cr.
This is a practicum in which students apply content learned in NURS 503, 504, 505and 515, and use concepts learned in NURS 501 and PHRM 314, in the advanced management of adult clients with various illnesses. Interdisciplinary collaboration, research utilization, educational activities and case management are emphasized in a specialty area of practice. *Prerequisites: NURS505B and PHRM 314.*

NURS 507 Essentials of Nursing Administration and Management 2.0; 2 cr.
This course introduces management concepts and techniques. It focuses on three core topics: roles and responsibilities of managers; leading organizational effectiveness; and strategic planning. The focus is on using management models and concepts to work towards improved organizational effectiveness. Case studies of organizational problems provide the basis for group practical work.

NURS 508 Advanced Practice in Nursing Administration 0.16; 4 cr.

This practicum focuses on developing advanced management and administrative nursing skills in hospitals and primary health care settings. *Prerequisite: NURS 507.*

NURS 509 Role Development in Nursing Education 3.0; 3 cr.
This course addresses principles of teaching and learning, instructional methods, test construction and use, as well as curriculum and program development as applied to nursing. The course enables students to apply educational theory and research in various settings such as schools of nursing and staff development centers. **Required for the minor in education.**

NURS 512 Advanced Psychiatric and Mental Health Assessment 1.3; 2 cr.
This course focuses on the advanced comprehensive mental health assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, mental status examination and diagnostic reasoning. The student performs comprehensive assessment and D.S.M. IV diagnosis on adult populations.

PHRM 314 Advanced Pharmacology and Therapeutics 3.0; 3 cr.
This course covers pharmacology and drug therapy related to advanced nursing practice. General principles of pharmacokinetics pharmacotherapeutics, pharmacogenetics and considerations for special populations are covered. Classes of drugs, their mechanism of action, drug selection, dosage, therapeutic and adverse effects, and patient monitoring are discussed using case studies of clinical conditions. *Students are required to have taken pharmacology at the undergraduate level before PHRM 314*.

NURS 516 Psychopathology and Human Behavior 3.0; 3 cr.
This theory course examines the effects and/or sequels of alterations in selected bio-behavioral processes in the adult human suffering from illnesses with critical onsets and long-term unstable conditions. It focuses on the study of the brain and behavior and the neurological, physiological and biochemical foundations of cognition, mood and affect. Students will be exposed to advanced assessment skills, selected theories and research to identify complex psychiatric disorders and interventions utilizing case studies.

NURS 517 Models of Treatment-Psychotherapy 1.6; 3 cr.
(Bio-behavioral Nursing Interventions)
In this course, students learn the models of treatment of psychiatric and mental health disorders, and become trained on psychotherapeutic interventions in acute settings. Theories on individual psychotherapy, crisis intervention, group and family therapy are covered. This course has a clinical component where students do practicum in a psychiatric care department. In this course students learn the application of the acquired knowledge in the field of practice and start to practice their role.

NURS 518 Group and Family Psychotherapy 1.6; 3 cr.
This course is complementary to the “Models of Treatment” course, and it focuses on group and family psychotherapeutic interventions. Students synthesize knowledge of theories in the provision of care to groups and families with complex psychiatric problems. Family and group intervention strategies are discussed in a variety of settings. Students explore the practice of these interventions in psychiatric care departments.

NURS 519 Clinical Residency in Acute Psychiatric Care 0.16; 4 cr.
The purpose of this clinical practicum course is to provide opportunities for students to apply the content learned from courses. Students will use assessment skills, selected theories, and research to identify complex health problems and interventions for diverse populations. The focus

is on advanced case management and practice of the role, which is further developed as the student integrates theory and practice skills in acute and chronic or community settings. Students will spend 224 hours of clinical hours under the supervision of a preceptor.

NURS 520 Managing Quality With Teams 3.0; 3 cr.
This course addresses theory and application of quality teams, their composition, purposes, function, and decision making tools. Process improvement team and the use of mapping processes for process improvement are a main focus.

NURS 522 Principles and Practice of Community Health Nursing 2.3; 3 cr.
This course introduces concepts and issues relevant to the advanced practice of public and community health nursing. Areas of focus include health promotion, management of chronic disease and health education. The course will use case studies in class and field work in the community.

NURS 523 Advanced Community Assessment and Interventions 2.3; 3 cr.
This course focuses on the nursing assessment of the health of communities using a case based approach. Students are provided with advanced knowledge and skills in population and individual needs assessment and community based interventions. Clinical experience will be provided.

NURS 524 Clinical Residency in Public and Community Health Care 0.16; 4 cr.
The purpose of this clinical course is to provide students with opportunities to apply content learned in community courses, with a focus on advanced case management and health promotion. Assessment skills, theories and research will be utilized in identifying health problems and planning community interventions. *Prerequisites: NURS 522 and NURS 523.*

NURS 525 Leadership Theories and Applications for Nurse Managers 3.0; 3 cr.
The aim of this course is to promote familiarity with, critical thinking about, and applications of evidence-based theories of leadership in nursing settings. The course encourages a reflective and analytical approach to cultivating effective personal leadership behaviors. The course introduces the full spectrum leadership model, examines its transformational leadership components in depth, and explores similarities and differences between transformational leadership and related leadership theories.

NURS 527 Systems Approach to the Development and Evaluation of Health Care Services 3.0; 3 cr.
The purpose of this course is to introduce students to the development and implementation of health service programs/projects intended to improve health care, practice, and health system's outcomes. The course addresses assessment of contemporary issues affecting health such as those of the epidemiology of diseases, healthcare policies, socio-cultural, geo-political, and economic. It focuses on the theory and practice of planning from a system's perspective and introduces conceptual approaches and techniques of program evaluation. Students will prepare a project plan as part of the course.

NURS 526 Comprehensive Exam 0 cr.

NURS 530 Statistical Reasoning and Application in Nursing Research 1.2; 2 Cr.
This class introduces students to the basic concepts and applications of statistics for nursing research and how to carry these applications using SPSS. The primary objective of the course is to provide students with the skills necessary to understand basic statistical analyses and carry

out those analyses using SPSS. Descriptive, bivariate and linear multiple regression are covered.

NURS 531 Practical Applications of Budgeting in Nursing 1.0; 1 cr.
This course focuses on practical applications of concepts in budgeting and basic financial management. Participants will learn to develop a budget and evaluate the financial status of a department or operating unit and determine what, if any, corrective actions need to be taken. The course presents various analytical methods in management decision making, including variance analysis, and break-even analysis.

NURS 533 Advanced Health and Nursing Informatics 3.0;3 Cr.

This course helps students acquire a foundational and practical understanding of the discipline of health informatics. It introduces health informatics concepts and competencies utilized in monitoring and evaluating nursing practice. The course examines the use of digital tools to foster engagement of patients, families and consumers in their health care. Emphasis is also placed on how Electronic and Personal Health Records can facilitate health information exchange.

NURS 598 Project 3 cr.
Special projects directed toward acquiring skills needed in the development of programs relevant to nursing care within the student's area of interest. Projects vary depending on the track of study.

NURS 599 Thesis 6 cr.

Below are courses in other faculties that students in the Nursing Administration and Management track and Community and Public Health Nursing track can take:

HMPD 302 Health Management & Policy (3 credits): The course focuses on the managerial and planning skills needed by all public health graduates. The course is designed to introduce students to policy making; the role of private and public sector planners, decision makers and administrators in the policy-making process; policy/program implementation; management; and evaluation.

HMPD 311 Health Information Systems (2 credits): This course will introduce basic concepts of information systems, with an emphasis on applications in the management and operations of health care organizations.

HMPD 315 Performance Improvement (3 credits): The course examines the two dimensions of the service delivery process; the provider, and the service. In this context, the course consists of two interrelated modules emphasizing the role of human resources management and service excellence in improving the performance in health care settings.

HMPD 325 Quality Management and Accreditation in Health Care (2 credits):
A course that examines at multiple levels the theory and practice of quality management and accreditation in health care organizations. The objectives of the course are to: (1) convey an understanding of quality of care, with particular attention to conceptual framework for continuous quality improvement, quality assessment, improvement and patient safety including approaches, methods and tools, (2) explain how to develop a quality improvement plan, performance indicators and measurement systems for quality and accreditation; and (3) address ethical

issues related to quality management, risk management and patient safety with particular attention to Lebanon and the region.

HMPD 342 Financial Management and Accounting (3 credits): The course covers the basic skills of modern financial management and accounting, and the utilization of its concepts and tools to make decisions in health care organizations

MNGT 330 Total Quality Management (3 credits): An advanced analytical account of TQM as a modern management philosophy and program for achieving and sustaining customer satisfaction. Relevant TQM knowledge base will be highlighted with emphasis on the executive role and intensive use of practical applications.

MNGT 332 Human Capital Management (3 credits): An advanced analysis of the human resource function and the challenge of managing human capital in a modern corporation. The course highlights the interrelationships of the different human resource management functions and the strategic role of the HR in today's environment, and capitalizes on new trends and actual case examples to illustrate current HR best practices. **Required in the nursing administration and management track.**

MNGT 340 Organization Theory (3 credits): An analytical overview of management thinking with special emphasis on concept-formation, methodology, organizational models, management functions, processes and major schools of thought.

EPHD 300 Principles of Epidemiology (3 credits): A course in principles, concepts and applications of epidemiology in the public health field. The course consists of lectures, assigned readings and complementary practical sessions that provide students with basic epidemiological knowledge and tools relevant to public health practice. Students are given the opportunity to acquire an understanding of the vocabulary of epidemiology and methods of epidemiological research, investigation and control. Topics covered include rubrics of epidemiology, morbidity and mortality measures, sources of epidemiological data, outbreak investigation, epidemiological study designs, causal inference and causation in epidemiology. This course also covers an overview of the major biological agents associated with infectious and communicable diseases with a focus on disease ecology, etiology, transmission and contagion modes. **Required for the Community and Public Health Nursing Track students.**

Minor in Education. *Possible Courses include:*

EDUC 301 Seminar in the History and Philosophy of Education (3 credits*):* Development of educational thought and practice through primary sources. Systems of educational theory will be examined from the age of Pericles to post World War II, with special emphasis on contemporary educational practice. *Annually.*

EDUC 315 Psychology of Education (Advanced) (3 credits): A comprehensive analysis of instructional theory, measurement skills, cognitive development, learning theory, and methods of applying behavior modification in the classroom*. Prerequisite: EDUC 215. Annually.*

EDUC 326 Theory and Design of Curriculum (3 credits): Examination of organization, scope, and sequence of curricula with special emphasis on various approaches to curriculum development. *Annually.* **Required for the minor in education.**

EDUC 318 Test Construction in Education (3 credits): Development of testing techniques and skills for appraisal of the cognitive and affective objectives of instruction. *Alternate years*. Other possible courses include EDUC 303, 313, & 330. **Required for the minor in education.**

Comprehensive Examination

Students are required to sit for a written comprehensive examination according to AUB regulations. The purpose of this exam is to assess the students' overall synthesis of all the components of the Master's degree program, i.e. integrating of theory, practice, and research.
The student must pass the comprehensive examination after completion of most of the course requirements for the MSN degree. Students must register NURS 526 (zero credit course) the semester during which they plan to take the comprehensive exam. Students must take the comprehensive exam before doing their residencies and projects, except full time students who may take it concurrent with their project or residency. The Graduate Committee of the Hariri School of Nursing shall set the timing of the examination. The student who does not pass the comprehensive examination may take it a second time after a period of at least three months. See Appendix B. **The comprehensive examination is offered twice per year (November and April); dates are announced early during the academic year**.

Thesis/Project

Two types of master's degree programs are available:

- *A master's program requiring a thesis* based on independent research work. Students following this program are required to present a 6 credit thesis, in addition to completion of the courses required in the track of study.

- *A non-thesis master's program*: The student following this program is required to do a 3 credit hour project that should be approved by the student's advising team and the Graduate Studies Committee, in addition to completion of the courses required in the track of study.

For those students enrolled in the MSN with thesis option, the student must submit a thesis based on original, independent research. The thesis must be in English. An abstract not exceeding 350 words must be submitted with the thesis. Once approval for writing the thesis/project is granted, students must conform to the University Thesis Manual found in the library. Application of the thesis manual is mandatory, and those not conforming to its requirements will not be accepted. The student must submit copies of the thesis to the members of thesis committee, unbound but ready for binding, at least two weeks before the thesis defense. The thesis manual guidelines are available at http://website.aub.edu.lb/ulibraries/Documents/ThesisManual/thesis-manual.pdf

Guidelines for Thesis and Project

All MSN students are required to develop a scholarly product that contributes to the generation or application of knowledge to enhance practice, education, theory or policy. The student should negotiate the scope and objectives of the product with the faculty advisement team. For a thesis, the advisement team would be the thesis committee. For a project, the team would include the student's adviser and a second reader. The composition of the project advisement team shall be approved by/communicated to the program coordinator.

MSN students need to declare their choices of the thesis/project soon after enrollment, preferably making specific plans about the thesis/project by the time they have completed 12 credits so that this requirement can be completed in a timely manner.

The AUB HSON utilizes the writing guidelines of the American Psychological Association (APA) 6th Edition in all written requirements such as term papers of courses. The link below provides adequate guidance for how to organize papers, cite references inside the text and display the reference list using the APA style:

https://owl.english.purdue.edu/owl/resource/560/01/

Project

Project types assume comparable levels of student involvement, performance and scholarship. Projects must be over and above papers and projects completed for course requirements. Options for the project include:

1. **Report of Research Findings**: students may use existing data under a faculty member's guidance to prepare a scholarly paper of publishable quality.
2. **Research Experience**: Active participation in a Faculty member's project with hands-on experience in phases of the project, like writing a proposal, design of the study, data collection, data analysis and reporting of results. The product of this experience would include a summary of the student's learning in the experience, a description of the student's contribution to the project, and a paper on a topic relevant to the project.
3. **Innovations in Practice**: These may include:
    a. **Research Utilization**: Development of an action plan for research utilization in targeted areas. This includes development of the associated clinical protocols/clinical practice guidelines and plans for implementation and evaluation.
    b. **Small needs assessment studies for program development**.
    c. **Educational Media**: Development of an instructional media project or web-based instruction and demonstration of the appropriateness of the product to a specific audience.
4. **Policy Development or Analysis:** This may include:
    a. **Organizational/ Institutional Studies**.
    b. **Policy Initiatives**: Development of a position paper which is research- based, aimed at changing a specific policy or policies. This must be aimed at a group of policy makers to effectively promote change.
5. **Other Options**: Any other project of interest to students that is related to significant clinical, theoretical, management or policy topics. All projects should demonstrate a research emphasis.

Any project that involves human subjects' research needs to be approved by the institutional review board (IRB) before data collection begins. See the IRB website for guidance on the process.

Procedure for Project Completion

First the project advisement team is approved by the Graduate Studies Committee at least 4 months before the project defense. The adviser is a faculty member with the primary

responsibility of overseeing the ongoing work of the project. The reader is not necessarily involved in continuous advisement but brings expertise. His/her role may vary in the amount of involvement.
Once initial approval is sought, the student submits a one page prospectus outlining the proposed project and gets approval of the advisement team from the Graduate Studies Committee. The student meets regularly with the adviser during the project work. A final meeting is then scheduled with the advisement team to ensure successful completion of the project. Criteria for evaluation of projects in administration, adult care, and education are attached in appendix B. Projects are graded as Pass/Fail. Grading criteria for projects are shown in Appendix C.

- First registration (3 credit course) to be billed for 3 credits.
- Second registration (zero credits) to be billed for 0 credits.
- Registrations beyond the second time should be the exception for projects and, thus, will require Faculty Graduate Committee approval and students will register for the project (zero credits) and be billed for 1 credit.

Thesis

Thesis Proposal
Students prepare a proposal outlining the research plan. This proposal needs to be approved by the student's thesis chair and other review committees before proceeding to the data collecting stage. The thesis proposal plan needs to be approved by the Graduate Studies Committee at least 4 months prior to the thesis defense.

Thesis Committee
The Master's thesis committee should be composed of at least three members approved by the chairperson of the program. The thesis topic and Committee membership must be approved at least 4 months prior to the thesis defense date. It is advisable that the thesis committee includes one member from outside the Hariri School of Nursing, who may be from an institution outside AUB. All committee members should hold professorial rank. The thesis committee approves the thesis topic and research program and conducts the thesis defense.

Thesis Defense
The thesis defense is open to the public and must be carried out no later than the dates specified in the table below depending on the graduation semester.
'Pass' or 'fail' is reported for the thesis and defense. In case of failure, the students may resubmit the thesis and defend it after a period of at least three months. Failure the second time leads to discontinuation from graduate work.
Students must be registered for the thesis or at least one course in the semester or session during which they expect to graduate in order to present their defense.

For Master's Candidates Graduation in:	Summer 2017-18	Fall 2018-19	Spring 2018-19
Deadline for approval of thesis topic and committee[3]	May 7, 2018	September 21, 2018	December 14, 2018
Deadline for thesis defense[3]	September 7, 2018	January 28, 2019	April 25, 2019
Deadline for thesis deposit at library[3]	September 17, 2018	February 7, 2019	May 6, 2019

Deposit of Thesis in the Library
After passing the thesis defense examination, the student is required to deposit two hard copies and one CD copy of the thesis at Jafet Memorial Library. A library receipt of these copies must be delivered to the Office of the Registrar before the student is awarded the degree. The student should sign a release form indicating whether or not the library is authorized to supply copies of the thesis to other libraries or to individuals. The non-authorization option is valid for a period of two years only, after which copies of the thesis will be supplied on request.

Residence Requirements

To meet the minimum residence requirements for the master's degree, a student should register and be in residence as a graduate student for at least two semesters and two summers, or four summers.

Research

The faculty of the Hariri School of Nursing believes that research is a major component of the MSN program and is basic to the development of a scientific knowledge base for practice. Information on faculty research is available on the web and is updated on a regular basis with new faculty. Appendix D lists the graduate faculty research profiles.

The faculty of the Hariri School of Nursing at AUB believes that:

- Nursing research contributes to the advancement of knowledge development in general and to the body of nursing knowledge in particular.
- Nursing research is basic to effective nursing practice.
- Programs of research generate more in–depth knowledge in a focused area of research.
- A thesis could be generated from established programs of research. This improves the depth and quality of studies. It provides the student with unique opportunity of working with a circumscribed area of research under the mentorship of an expert faculty member.
- Possibilities also are made available for students to generate their own thesis topics under the supervision of available expertise. This encourages originality and applicability of research. Students are encouraged to choose topics of interest in close consultation with their adviser.

Publication rights based on thesis/project work

- Students publishing Thesis/Project Work, which is within established programs of research at the Hariri School of Nursing should do that in close consultation with their mentors. Agreement on authorship needs to be established in advance.
- It is customary that students writing articles based on original thesis work should be designated as first authors and faculty members mentoring their work as second and consecutive authors unless previously agreed otherwise.

AUB Policy on Graduate Assistantships

Assistantships covering tuition and partial living expenses are available for students at the graduate level in return for a specified number of hours of work per week (maximum of 20 hrs /week) for the Hariri School of Nursing. Assistantships are awarded on the basis of the academic record and departmental needs. Applications for new students are provided within the admissions application package. Refer to AUB's website http://www.aub.edu.lb. Continuing students may obtain applications from the Office of the Dean of the School. Applications should be submitted early in the semester preceding the semester for which one is applying. For more information about Graduate Assistantship, consult the Dean's Office and the Students Services Officer Mrs Lynn Berbary Najem, 4th floor, Hariri School of Nursing Building.

General Policies and Information

Non-Discrimination Policy

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. In addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Academic and Professional Integrity

Academic integrity and honesty are central components of student's education. Ethical conduct maintained in an academic context will be taken eventually into a student's professional career.

Academic honesty is essential to a community of scholars searching for and learning to seek the truth. Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and the faculty are responsible for insuring the academic integrity of the University.
Academic dishonesty, including but not limited to cheating and plagiarism, is deplored and not to be tolerated. Any act for cheating may be ground for probation, suspension and/or expulsion. Any act for plagiarism may be grounds for a failing grade on the paper and in the course. In addition, other sanctions may be imposed by the school for acts of academic dishonesty.

Students are expected to have high standards of integrity in both the clinical and academic settings. Integrity is a reflection of the respect that one holds for oneself and others. It is reflected by students' behavior in class and in the clinical practicum.
In the clinical settings, students are expected to protect patients' confidentiality, and to be honest in any documentation regarding the patient's condition and their own assessment and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally and academically prepared when caring for patients.

Student Code of Conduct (http://pnp.aub.edu.lb/general/conductcode/index.html)

The purpose of this code is to provide students with a clear statement of the standards of behavior expected in an educational environment, so that they make responsible choices regarding their participation in the academic community and understand the consequences of their infringement of these standards. Violations may be of an academic or non-academic nature.
Jurisdiction of academic violations lies initially under the authority of the dean of the faculty or school to which the student belongs. Misconduct that is clearly non-academic falls under the jurisdiction of the dean of student affairs who will take the necessary action in consultation with the dean(s) of the faculty or school to which the student belongs.
The following are examples of actions deemed in violation of the Student Code of Conduct; they are not intended to define misconduct in exhaustive or exclusive terms. Any student who violates the principles described in the preamble to this document shall be subject to disciplinary action in accordance with the Student Code of Conduct.

Definitions of Misconduct

A. Academic Misconduct

Offences involving academic misconduct include, but are not limited to, the following:

1. **Cheating**[1]
   While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work.
   Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

2. **Plagiarism**[2]

[1] **Adapted from the Villanova Academic Integrity Code.**
[2] **Adapted from the Modern Language Association Style Manual and Guide to Scholarly Publishing, as found on Duke University's web page.**

Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

3. **In-Class Disruption**
   Students in class are expected to behave appropriately, and shall not disrupt classes or exams by extraneous conversation and/or misbehaving.

4. **Dishonesty**[3]
   Students are expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

   a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
   b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
   c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.
   d. Stealing or damaging library books.
   e. Unlawfully copying computer software.
   f. Engaging in bribery of any kind.

B. Non-Academic Misconduct

1. Disruption/Obstruction
Students have the right to express their opinions on matters of concern to the University in an organized manner and in a public space, excluding residences on campus, but they must notify and consult with the dean of student affairs before doing so. The nature of the event and any publicity accompanying it must be reviewed by the dean to assure that neither Lebanese law, nor university policies and norms are being violated.

In cases where student-sponsored events, including protests, sit-ins, and demonstrations are, after such consultation, not approved by the dean of student affairs, or, if needed by the Board of Deans or the president, it may become necessary for the dean of student affairs to undertake disciplinary measures and even to instruct campus protection to bring the public gathering to an end.

Disrupting or obstructing the normal educational process or any university function or activity by student demonstrations, sit-ins, or 'strikes' is strictly prohibited. This includes, but is not limited to: disrupting classes, library operations, seminars, exhibitions, meetings, ceremonial events, or examinations; impeding or preventing others from attending such events; falsely activating a disaster alarm; or making a threat.

Under no circumstances are any members of the university family to be intimidated or threatened in the execution of their normal duties and responsibilities. That means that students and faculty who wish to hold or attend classes or to go to their offices or places of

[3] **Adapted from the Villanova University Academic Integrity Code.**

study shall not be prevented from doing so; non-academic staff and administrators shall not be impeded from going to their places of work.

2. Distribution of Unauthorized Published Material

The public distribution and posting of published materials such as fliers, leaflets, posters, audiovisuals, etc., must be approved and stamped by the dean of student affairs. The campus protection office will remove from display any such unauthorized material.

3. Theft

Stealing on campus or at a university-authorized event off campus, including unauthorized use of university equipment or services (e.g., telephones, photocopiers, or computer facilities), or possession of stolen property, is prohibited.

4. Destruction of Property/Endangering Public Safety

Students are expected to protect university property and to respect the safety of others. Acts contrary to these principles, which include, but are not restricted to, the following, are subject to disciplinary procedure:

a. Engaging in vandalism or other intentional damage (such as spray painting or graffiti) to property on campus or at university-authorized events off campus.

b. Littering, such as disposing of waste (empty bottles, cigarette butts, food containers, etc.) in other than designated places on campus.

c. Unjustified discharge, damaging, or tampering with any fire extinguisher, fire alarm, or other safety devices.

d. Taking, or attempting to take, action that damages or could damage private property, without the consent of the owner or person legally responsible.

e. Appropriating, or attempting to appropriate or possess, private property, without the consent of the owner or person legally responsible.

f. Unauthorized entry, unapproved duplication of keys or use of such, or unauthorized use of campus facilities.

5. Mental or Physical Harm

Acts that inflict mental or physical harm are prohibited, including the following:

a. Engaging in physical aggression including, but not limited to, assault.

b. Engaging, or attempting to engage, in intimidation, coercion, extortion, blackmail, or bribery; bullying; threatening violence, injury, or harm to others on campus or at university-authorized events off campus; endangering or tending to endanger the safety, health, or life of any person.

c. Engaging in behavior that creates a substantial risk of, or results in, injury to others, such as committing arson or causing a riot.

d. Using force, inciting violence, inflicting or attempting to inflict injury to others on campus or at a university-authorized event off campus.

e. Engaging in any activity that endangers the health and safety of an individual or demeans an individual in conduct of an unbecoming or humiliating nature, or in any way that detracts from an individual's academic pursuits.

6. Possession of Dangerous Weapons or Materials

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

7. Discrimination and Harassment

Students are not allowed to discriminate on the basis of race, gender, age, religion, national origin, ethnic origin, marital status, mental or physical disability. Nor shall they harass, intimidate, insult, or threaten others whether verbally, in writing, or through electronic means.

Engaging in sexual harassment, e.g., requests for sexual favors, unwelcome sexual advances, unwelcome physical contact of a sexual nature, spoken comments or abuse (including email) of a sexual nature, and the public display of sexually suggestive objects or pictures is prohibited (refer to the University Policy Against Discrimination and Harassment).

8. Smoking and Alcohol

The consumption of alcohol, on campus, by students is not permitted. Smoking is not permitted in university buildings other than private residences and those areas within the student dormitories, as may be designated from time to time by the dean of student affairs (refer to the University Policy on Smoking). Students must abide by the following:

- Smoking is not permitted in any University building, including the Medical Center, except for private residences and student dormitory rooms, as may be designated by the Dean of Student Affairs. Smoking is prohibited in all dormitory common rooms, corridors, lavatories, and other public spaces. Smoking is prohibited in all university vehicles.
- Persons smoking in outside open areas, or in private residences, or in designated dormitory rooms where smoking is permitted, are required to ensure that smoking materials are disposed of in a tidy and safe manner. On no account are cigarette butts to be disposed of on the ground or thrown into the wooded or landscaped areas.
- All persons on AUB property are expected to respect this Smoking Policy. Breaches of the Policy should be reported to the Environmental Health and Safety Center, extension 2360. Persons who are found to have breached the Policy will be subject to disciplinary actions.

9. Inappropriate Sexual Behavior

Publicly engaging in sexual behavior is prohibited as deemed by Lebanese law.

10. Use of Computers

Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses, and unethical use of AUB access is prohibited (refer to the University Policy on the Use of Computers).

Jurisdiction over Violations

AUB holds all students responsible for actions occurring on campus and at the AUB Farm, the AUB medical center, and university-authorized events.

Students attending an off-campus function as representatives of the University (such as, but not limited to, students serving on academic or athletic teams or engaging in club activities) are subject to disciplinary sanctions for violations of this code.

Disciplinary Actions

Disciplinary action will be imposed according to the nature (academic or non-academic) and severity level of the violation.

A. Academic Misconduct

In principle, enforcement of disciplinary actions for academic violations is carried out by those immediately responsible.

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously.

A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred.

When the instructor has taken disciplinary action, he or she should send a letter to the Student Affairs Committee in the faculty or school in which the student is enrolled, informing that committee of the incident and the action taken. A copy of the letter will be placed in the student's file, as well as forwarded to the student's adviser for follow-up.

B. Non-Academic Misconduct

Violations of a non-academic nature are the responsibility of the dean of student affairs, in consultation with the dean of the faculty or school in which the student is enrolled and, as necessary, the chief of campus protection. Students should know that the laws of the Republic of Lebanon apply on campus, and those who violate these laws may be subject to criminal prosecution.

C. List of Primary Disciplinary Actions

Documentation of disciplinary actions, other than suspension and expulsion, will not become part of the student's permanent record. Records of the University Disciplinary Committee decisions, including charges and sanctions, will be maintained as part of the confidential records in the office of the respective dean, for a period of up to four years after the student graduates or ceases to be a student.

Range of Actions:
Informal Warning

This may be oral or written. It is a statement that the student has inadvertently violated a university regulation. The warning will be recorded in the respective dean's records and the student will be documented.

Examples: *Littering and smoking in prohibited areas.*

Reprimand

This will be in writing. It is a statement that the student has violated a university regulation. It is intended to communicate most strongly, both the disapproval and the reprimand of the university community. The reprimand will be kept in the respective dean's records.

Examples: *Inadvertent plagiarism - failure to cite sources appropriately, and inappropriate physical contact.*

Dean's Warning

This will be in writing. Only two Dean's Warnings are allowed in a student's academic career at AUB. It is recommended that any violation of university regulations after the second Dean's Warning results in consideration of suspension. Such a warning is kept in the file of the student and the respective dean's records.

Examples: *Plagiarism, academic dishonesty, disruption-obstruction, mental or physical harm, discrimination and harassment.*

Suspension

This will be in writing and will form part of the student's permanent record. A student will be suspended for a fixed period of time during which the student may not participate in any academic or other activities at the University. At the end of the suspension period, the student may be readmitted to the University, only upon the recommendation of the University Disciplinary Committee.

Examples: *Cheating, theft, and destruction of property.*

Expulsion

This will be in writing and will form part of the student's permanent record. Expulsion denies the student the right to participate in any academic or other activities of the University for an indefinite time. Only under the most unusual circumstances, and upon the recommendation of the University Disciplinary Committee, will an expelled student be readmitted to the University.

Examples: *Academic dishonesty, possession of dangerous weapons or materials, and endangering public safety.*

N.B. Any person who maliciously lies to cover up an act sanctioned by the code of conduct will be considered to be an accessory after the fact and may be subject to disciplinary action.

D. Required Withdrawal from Campus Pending Hearing

In extraordinary circumstances, when the student's continued presence is deemed a danger to the university community, the student will be required to withdraw from the campus, pending a meeting of the University Disciplinary Committee. This action shall normally require the approval of the president of the University.

E. Secondary Disciplinary Actions

In addition to the disciplinary actions listed above, the following secondary disciplinary actions may be imposed upon those who violate the Student Code of Conduct. Secondary disciplinary actions may be of an academic or non-academic nature.

Secondary Disciplinary Actions – Academic

- The student may be prohibited from participating in the work study program.

- The student may be prohibited from receiving any form of financial aid, scholarship, or monetary award.
- The student may be prohibited from receiving any form of honor, merit award, or other academic recognition award.
- The student may be prohibited from holding a graduate assistantship.
- The student may be given a failing grade in a course or a test or any other form of academic assessment.

Secondary Disciplinary Actions – Non-Academic

- The student may be prohibited from representing AUB in any official role, activity, or event.

- The student may be prohibited from serving as an officer of any AUB organization including club, team, or society.
- The student may be prohibited from living in any AUB hall of residence or similar facility.
- The student may be strongly advised to attend treatment or counseling as determined by the director of the counseling center, in consultation with the dean of student affairs.
- The student may be required to make financial restitution.
- The student's case may be referred to an external agency for further action (this could include the filing of criminal charges).

Complaint Procedure

Any person subject to, or who witnesses, a violation of the Student Code of Conduct should forward a written complaint to a faculty member, a chairperson, or any university official. Academic violations shall be forwarded to the dean of the faculty to which the student accused of the violation belongs. Non-academic violations shall be referred to the dean of student affairs. Violations that may require suspension or expulsion will be referred by the concerned dean to the University Disciplinary Committee.

Formal Hearing by the University Disciplinary Committee

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation understand the charge and the evidence against them and are afforded a reasonable right of rebuttal.
The University Disciplinary Committee shall inform the student of the charge in writing.
Evidence shall be presented in the presence of the student who shall have a reasonable right of rebuttal including the right to cross-examine witnesses. In determining penalties, the committee may take into consideration the student's cumulative discipline record.

Appeal Procedure
Any student who is charged with a disciplinary offense has the right to a full and fair hearing for any disciplinary charges brought against him or her under university regulations.
If any of the following apply, a student may appeal to the dean of the faculty or school regarding faculty or departmental decisions, or to the University Disciplinary Committee against disciplinary action taken by the dean of student affairs or the dean of the faculty or school to which the student belongs:

1. Procedural error
2. New evidence
3. Unsupported conclusion
4. Disproportionate sanctions

The outcome of this appeal may result in higher, lower, identical, or no sanctions at all being imposed. The University Disciplinary Committee's decision shall be final.

Other Policies

Student Representation on Faculty Committees
Student representation on the Hariri School of Nursing Committee is encouraged.
Students can request that items be put on any Hariri School of Nursing Committee agenda regarding graduate students. At the discretion of the Graduate Program convener or the Deanof the Hariri School of Nursing, this request may be granted.

Facility and Supervision Guidelines for Graduate Student Practice
The Faculty and students will discuss qualifications for clinical facilities and preceptors. Any student may seek new learning experiences in facilities that are not currently used by the Hariri School of Nursing. In order to accomplish the negotiations that are normally done when a graduate student requests placement at a new clinical facility, placement is expected to begin (at least 8 weeks ahead of lead time is preferred). Student selection of clinical facilities and /or preceptors is under the supervision of the Graduate Faculty.

Students with Disabilities
Students with disabilities applying to AUB are strongly encouraged to make their disability known to the Admission Office. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus. Therefore any student who had a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an adviser as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of requirements for graduation.
As old buildings are renovated and new ones built, wheelchair access ramps are being constructed. Some parking lots have been assigned and dedicated for special persons and they are located on different AUB sites. These areas are labeled for "Special Permit" holders. A room for the Visually Impaired is located in the West Hall.

Students Rights and Responsibilities

Students are members of the academic community and are also citizens. Students enjoy the same freedom of speech, peaceful assembly and right to petition. Students have the responsibility to know and obey the Lebanese Laws & that of the University. It is the responsibility of the student to know institutional regulations, policies and established guidelines as stated in this handbook. Students are accountable for their own behavior at all times. Students have the right to freedom from discrimination on the basis of race, color, religion, sex, and age. Students have the right to be informed, in writing, of the expected behaviors and standards by which they will be evaluated prior to participating in clinical classrooms activities. Students have the right to academic evaluations which are not prejudiced and which are based on stated course requirements. As constituents of the academic community, students are free,

individually or collectively, to voice constructive criticism through identified channels on issues such as curriculum, and matters of general interest to the student body without fear of reprisal.

While under the direct supervision of an instructor, students also have the right to adequate safety precautions provided by the Hariri School of Nursing. Students also have the right to negotiate participation in clinical situations which they feel are threatening to their personal health or life. Students, individually or collectively, have the right to expect, within a reasonable length of time, feedback concerning all student related issues presented to the faculty.

Freedom in Classroom
Students are responsible for learning the content of the courses in which they enroll, though they should be free to take reasoned exception to the data or views offered in any course of study, and reserve judgment about matters of opinion.
Students are responsible for complying with standards of academic performance required by each course in which they are enrolled. Such standards shall be communicated clearly in writing on or before the first meeting of each course. Students should have protection against prejudiced, arbitrary, and capricious academic evaluation.
Knowledge of student's views, beliefs and political associations acquired by the faculty members in the course of their work as instructors, advisers, and counselors are to be considered confidential.

Freedom of Inquiry and Expression
Students are free to examine and discuss questions and issues of interest to them, to express their opinions whether in public or in private. Such freedom does not, however, permit student groups to disrupt the orderly processes of the educational environment, nor does it permit the expression of ideas in ways which violate civil or criminal law, blatantly disregard the truth, threaten, demean, or libel others. In expressing their views, students should make clear that such views are not necessarily those of the University.

Getting in Touch with the Right People at the Rafic Hariri School of Nursing

Students are encouraged to communicate any concerns they might have to the appropriate persons. They can refer to the Student Services Officer for the following issues:

- Answering queries about the MSN program
- Student orientation and advising
- Follow up on graduate assistantships and scholarships available to nursing students
- Problems in registration (opening capacity, removing restrictions, resolving time conflict problems, removing holds, selection of elective courses, drop and add courses)
- Dealing with the administrative body (Registrar's office, Office of Financial Aid, Office of Student Affairs and specific committees at HSON)
- Writing and submitting petition letters (underload/overload credits, late registration, medical reports, course withdrawal, reactivation and readmission etc.)
- Selection of specific academic forms for internal and external procedures
- Program evaluation and satisfaction surveys
- Career guidance and work opportunities
- Student related activities such as student elections, NSS activities and graduation parties etc.
- Requesting credentials after graduation.

The Student services office seeks to assist and guide nursing students to develop their plan to academic success, by referring them to the appropriate resources and procedures, and ensuring that they are complying with AUB academic rules and regulations.

Issues related to a particular course are best discussed with the course coordinator. Problems with a student's academic progress should be followed up with the assigned academic adviser. Students may discuss issues related to a particular class with their advisers. If the student cannot resolve problems with the course coordinator or adviser, he/she should talk to the track coordinator, and then the MSN convener. If necessary, issues are referred to the Dean of the School.

University Services

University Libraries

The AUB library system consists of two main libraries: the University Libraries and Saab Memorial Medical Library.
The University Libraries include the Jafet memorial Library as the Central Library, with two branch libraries: the Engineering and Architecture Library, and the Science and Agriculture Library with its annex AREC (Farm) Library.

The University Libraries have over 558,932 volumes, with 2,708 subscriptions to periodicals, of which about 238 are in Arabic. There are also nearly 1,051,794 audiovisuals items of all kinds. The Archives and Special Collection include 435 linear feet of archives, 1,392 manuscripts, 11,139 volumes of theses projects and dissertation, 24,477 photographs, 3, 870 posters and 1,462 maps. The University Libraries are currently open 90 hours per week. All Libraries have photocopying machines available for student use. A card containing 100 photocopying units may be bought for LL5, 000 in vending machines located in each Library. Photocopying is also offered at the University Book store for a small fee.

The Saab Memorial Medical Library (SML) is dedicated to the Memory of Dr. Nicholas Saab (AUB School of Medicine graduate 1959) through a generous gift from his parents.
SML has been functioning in its present quarters as part of the Medical Center since 1975, and qualifies as one of the best medical libraries in the Middles East. The collection consists of 1,200 printed periodical subscriptions , over 82,320 backfile periodical volumes, nearly 42,000 books , over 2,000 of which are of historical value such as (Avicenna's "Cannon of Medicine," 1593, which has been digitized and published on the Web under http://ddc.aub.edu.lb/projects/saab/avicenna/index.html, and nearly 2300 audio-visual items, including computer software. SML now acts as a hybrid library that is constantly increasing its e-resources while maintaining its traditional services. It has a large number of the most important bibliographic medical and allied health data bases, and more than 2,500 e- journals. SML has been automated since 1990 and is accessible through the internet at http://www.aub.edu.lb/libraries/medical. In 1978, SML was designated by WHO as the National Focal Point of Lebanon. The Library has a special collection called the Lebanese Corner, http://192.168.100.187/, which includes publications about Lebanon or by Lebanese authors in the fields of medicine and other health related topics. SML services are provided mainly to AUB clientele, but also to all other medical and allied health users throughout Lebanon. With its rich, up-to-date medical collection, SML aims to promote research in the medical and allied health fields. SML is open 80 hours a week. Databases are currently accessible via library or home search via AUBs' website.

Office of Information Technology

The office of information technology (OIT) manages AUB and AUB Medical center's central information technology. The OIT manages the Student Information System (AUBsis) operated by the Registrar's; the Library Information System, Financial Information System; the Learning Management System (Moodle); and the integrated hospital information system operated by the hospital administration and departments. You can view the services provided by the IT organization by visiting: www.aub.edu.lb/it/.

Before using any of the services below, you must activate that specific computer accounts first.

AUBnet account: The AUB net account provides e-mail, intranet, and Internet access in addition to other services such as roaming storage space, network printing, and personal web site space. Students must activate their AUB net account first as it is required to activate other accounts.

AUBsis account: The AUB sis account provides access to the AUB student Information System, a web-based application designed to provide the following on-line self services to students and faculty over the intranet and the Internet: On-line Registration, Drop and Add, Class Schedules, Grades, Student Transcripts, Address Information, and Billing Statements.

Student computer labs, located in Agriculture, Bliss, Business, Engineering (Wing B), Fisk, Physics, Van Dyck, Diana Tamari Sabbagh buildings, as well as all Libraries and dorms are used for instruction by the various departments and for personal use by the students. Many popular and PC software packages are available on the lab servers.

An Internet fee of LL60, 000 is charged every semester and will automatically be added to the statement of fees. The quota of Internet data per month per student is 100MB. This is a combined quota of web and e-mail data. Through the AUB Net Resources web site you can find out your Internet data usage for the month.

No limit exists on the time spent browsing and sending information on the web. The limit is only on the volume of data that is sent/ received in the process.

Access to AUB Computing Facilities

Access to computer hardware, software, intranet, and the Internet services is provided to members of the University for the primary purpose of enhancing the academic experience. Access to the use of AUB computer facilities is through authorized computer accounts. To be granted the use of a computer account, users must agree to abide by the AUBnet Code of Conduct for Users of Computing System and Internet Services.

A computer account consists of a unique log-in ID and a password. You identify yourself to the computer system when you log in. Your log-in ID tells the computer who you are. Like the PIN on your bank ATM card, your password is the key to your account. You must always keep your password secret.

To activate your AUB computing accounts go to http://website.aub.edu.lb/it/Pages/index.aspxthen click on account creation and management and follow instructions..

Available facilities:

- **Intranet and Internet Services**

IT provides a wired and wireless network infrastructure ensuring secure, reliable and widespread access for AUB users across the entire campus and hospital, including all dorms and faculty apartments. AUB students can connect to the AUB network from public computer labs or personal laptops and mobile devices via the campus-wide wireless network using any web browser. Students can access many web enhanced

courses and online material that they are registered in.
With an AUBnet account, all students, faculty and staff have full access to Internet, email, personal websites and other services such as network printers, intranet applications and the High Performance Computing (HPC) system.
AUB also offers the Eduroam service that allows students, faculty and staff to access the Internet from other universities around the globe, which are members of the Eduroam network, using their AUBnet account.

- **Computer Labs**

There are several computer labs on campus which provide access to the Internet and a variety of other resources (such as printers) and applications (such as SPSS).
Students may also request access to servers hosting applications such as Microsoft Office, special software for statistics and graphics, and various programming languages.

- **Microsoft Office**

All current students can download the Microsoft Office 365 suite of applications on up to 10 devices (5 laptops and 5 mobile devices) free of charge. For more details, visit www.aub.edu.lb/it/.

- **Mobile App**

AUB offers a mobile app that allows students to check course holds, grades, schedule, deadlines, academic calendar as well as program offerings. The mobile application also facilitates search for library books and articles as well as access to e-learning (Moodle), Instructor Course Evaluation (ICE) and the latest issue of MainGate.

- **IT Help Desk**

Friendly and knowledgeable IT help desk specialists are always ready to support students, faculty and staff. For IT-related support, contact the IT help desk by email at it.helpdesk@aub.edu.lb, dial ext. 2260, or visit one of the many IT support locations on campus in person anytime Monday-Friday 8:00am-5:00pm (7:30am-3:00pm during summer hours).
For more information, visit our website: www.aub.edu.lb/it.

Graduate Student E-mail Address

The University makes extensive use of electronic mail for communication and to keep in touch with students. To ensure that students receive timely communication and important announcements, the student's current email address must always be on file in the Hariri School of Nursing. Every graduate student is provided with an AUB Computer Account, which includes e-mail. It is strongly recommended that all graduate students use their AUB e-mail address as their primary one for the duration of the time they are studying here. This will help to prevent students missing announcements or other important communication from faculty and staff.

Bookstore

The University Bookstore is located at the back of Bliss Hall across from Penrose Hall. It stocks most of the required textbooks for specific courses, dictionaries, and other reference works, and a limited number of general publications. Assorted AUB items and gifts such as clocks, mugs, diploma, and picture frames, T-shirts, and binders are also on sale.

The Writing Center

For students who need assistance in writing papers or projects, the AUB writing center located in West Hall Room 307 provides assistance. Tutors from the Department of English are available Monday through Friday 9 am – 3 pm and consulting services are free. The extension to call for taking appointments is 3157.

University Health Services

Medical Records

An entrance medical record form will be sent to all admitted students who have made the commitment to enroll at AUB. It is to be completed by the student's family physician and mailed as soon as possible and before the period of registration in a pre-addressed envelope AUB provides. Alternatively the completed medical record form may be delivered by hand to the Office of Admissions.

All new students must have a tuberculin test at the time of the preliminary medical check, held during registration, and must report 48 hours later for the check on the test. Upon clearing the medical test, the student will be issued a clearance slip to proceed with registration. Students will not be registered unless they obtain this clearance slip. Students who report late for the medical check will be charged a late fee.

Medical checkups may be completed in advance of registration, provided that the student reports to the University Health Services on Campus and brings along a letter of acceptance and the entrance medical record.

Returning students are not required to complete any medical forms. Important changes in the student's medical condition and/or updating immunizations should be reported to a University Physician by appointment at the Health Services Center early in the first semester. Information will be kept confidential.

Health Insurance Plan (HIP)

The University Health Services (UHS) on campus provide medical care to members of the university community at large. Patients are seen Monday through Friday 8 am to noon and 1 to 4 pm in the Gulbenkian Infirmary located in the Sawwaf Building facing the Children Cancer Center in Lebanon. Appointments can be made at the reception desk in advance, either in person or by telephone between 8:30 and 4 pm. A physician is also available to receive patients on a walk-in basis. Such patients must have problems of an urgent nature; otherwise, they will be given return appointments for a later time. In case of emergency, the patient should report directly to the Emergency Unit at the Medical Center or to the nearest Emergency service or Physician.

Students may elect to enroll in the University's Health Insurance Plan (HIP, provided they register for at least six credit hours. Auditors are not considered students. A graduate student registered for a thesis is eligible to continue the HIP coverage for two consecutive years only.

Regular students enrolling For twelve months beginning with October registration , pay 514,000 L.L. .

For one semester and summer session beginning with February registration , pay 386.000 L.L.

Students enrolled in the Spring Semester are covered through the summer until September 30, provided they do not leave the University or drop all their courses. A married student will have

the option of including spouse and children at additional fees as outlined in the regulations for the Health Insurance Plan. A student may be exempt from enrolling in the HIP if he/she presents proof of coverage by another health insurance plan.
HIP covers expenses incurred at AUB Medical Center exclusively. Medical bills from other institutions are not covered.
NSSF fee per student per year is 202.500 L.L.

National Social Security Fund (NSSF) Medical Branch

Membership in the NSSF is mandatory by Law for all Lebanese students excluding freshman and special students, and students who are older than 30 years. Non-Lebanese students may not join. To facilitate enrollment in the NSSF Medical Branch, students are required to bring the following items when registering:

- A social security application form filled correctly. Copies of this form will be available for distribution at the time of registration to students who have not completed it.
- A photocopy of their Lebanese Identity Card.
- Their NSSF number if already registered.
- The NSSF number of either parent if insured with the NSSF through father or mother.
- Family record is required of married students only.

Extra-Curricular Services

Nursing Student Society

The Nursing Student Society (NSS) brings together nursing students from all levels to engage in various professional and social activities, under the guidance of an assigned faculty advisor. Objectives of the NSS are to:

- Serve as an organization through which matters related to the welfare of students and the school is transacted.
- Provide a channel for coordination of activities between the students and faculty members, and with other student organizations.
- Organize activities that promote a spirit of loyalty and fellowship among the student body.
- Provide means for active participation in activities that foster the personal, professional and civic development of students.

The NSS has three standing committees:

1. The Educational Committee organizes educational programs of interest to the community.
2. The Social Committee is responsible for social and recreational activities.
3. The Publicity and Finance Committee is responsible for publicity and financial matters.

Clubs and Societies

Opportunities for students to participate in extra-curricular activities, generally organized under the auspices of student-governed societies or clubs are numerous. Membership is open to all registered students upon completion of an application and payment of a nominal fee. For further

information or to obtain a list of active Clubs and Societies, go to the Department of Student Activities in the West Hall, extension 3182, or AUB Catalogue.

Athletics and Recreation
The University offers a wide range of sports, athletic and recreational programs through its Athletics Department. Facilities include AUB's Green Field, which hosts international, national, and varsity sports tournament. The Green Field includes the University's soccer field, light outdoor basketball courts, lighted outdoor volleyball courts and a lighted 450-meter track, in addition to the Charles W. Hostler center.

Student Housing
AUB is a residential University in the American liberal arts tradition. It was the first and still is one of the few residential universities in the Middle East offering a beautiful Campus where a rich extra-curricular and community life flourishes. Life in the AUB residence system offers a high degree of reliability. Dorm life in AUB establishes strong, supportive communities. For extra details, check AUB catalog.

Student Transportation
AUB allows limited automobile access to campus. Only students suffering from illness or disabilities may bring cars on campus. Authorization from Infirmary must be received before a permit can be issued, and then the student can contact Business Services at extension 3510 for a special permit.

Passports and Visas
Foreign students joining AUB must have passports valid for a period of not less than 13 months from the date of joining the University. They should also secure an entry visa to Lebanon from the nearest Lebanese Embassy or Consulate in their country. The Office of Students Affairs, in coordination with Personnel, the Office of Admissions, and the Office of Registrar, will help provide the necessary certificates for registered foreign students to acquire residence permits from the Lebanese authorities.

Mail Service
The University Post Office, located in the basement of Ada Dodge Hall, handles local campus mail and mail for the Lebanese postal services. To secure a campus mailbox a student must show a receipt of fee payment at the AUB Post Office.
Urgent mail may be sent by Aramex through the AUB Post Office. A special rate is offered to the AUB community. Also DHL offers special rates at the AUB Bookstore.

Food Service
The University operates a modern, cafeteria-style food service on the Campus in Ada Dodge Hall. Students have the option of using these food service facilities or eating elsewhere. In addition to the main cafeteria the University also maintains the Mary Dodge Hall Cafeteria, the Engineering Cafeteria, and the Agriculture Kiosk. These facilities provide a variety of hot and cold refreshments for students and their guests. Vending machines are available in a number of University buildings and at the beach tunnel. You can also ty the Coffee Shop on the first floor of AUBMC, the hospital cafeteria or Lavazza café on the hospital's second floor.

APPENDIX A

Full Time and Part Time Study Plan by Track

Masters of Sciences in Nursing – Administration and Management Track

Full time study plan

	Fall semester	Credits	Spring semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 507 NURS 531	2 2 2 2 1 9	NURS 502 NURS 520 NURS 525	3 3 3 9		
Year 2	NURS 527 NURS 533 MNGT 332 **NURS 526 Comprehensive exam**	3 3 3 0 9	NURS 508 NURS 599 (thesis) or N598 and elective	4 6 or 3+3 10	Total credits	37

Sample Part time study plan

	Fall semester	Credits	Spring semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 531	2 2 2 1 7	NURS 502 NURS 520	3 3 6		
Year 2	NURS 507 NURS 527 MNGT 332	2 3 3 8	NURS 525 Elective **NURS 526 Comprehensive exam**	3 3 0 6		
Year 3	NURS 533 NURS 508	3 4 7	NURS 599 (thesis) or N598 and elective	6 Or 3+3 6	Total credits	37

Adult-Gerontology Clinical Nurse Specialist Track

Full Time study plan

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 504	2 2 2 3 9	NURS 502 NURS 503 PHRM 314	3 3 3 9		
Year 2	N505A N527	4 3 7	NURS 505B NURS 526 Comprehensive Exam NURS 599 (thesis) or N598 and elective	4 0 6 or 3+3 10	NURS 506 Total credits	4 39

Sample Part time study schedule Plan

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 502 NURS 503	3 3 6		
Year 2	NURS 504 NURS 505A	3 4 7	PHRM 314 NURS 505B **NURS 526 Comprehensive exam**	3 4 0 7		
Year 3	NURS 527 NURS 506	3 4 7	NURS 599 or NURS 598 + electives	6 or 3+3 6	Total credits	39

Master of Science in Nursing – Psychiatric Mental Health Clinical Nurse Specialist Track

Full time study plan

	Fall Semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 502 NURS 512 NURS 503 A NURS 516 PHRM 314	3 2 1 3 3 12		
Year 2	NURS 504 NURS 527 NURS 517	3 3 3 9	NURS 518 **NURS 526 Comprehensive Exam** NURS 599 Thesis or NURS 598 Project + Elective	3 0 6 or 3+3 9	NURS 519 **Total Credits**	4 4 **40**

Sample Part time study plan

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 503A NURS 516 NURS 512	1 3 2 6		
Year 2	NURS 517 NURS 504	3 3 6	NURS 518 NURS 502 **NURS 526 Comprehensive Exam**	3 3 0 6		
Year 3	NURS 527 NURS 519	3 4 7	PHRM 314 NURS 599 Thesis or NURS 598 Project + Elective	3 6 or 3+3 9	Total Credits	40

Master of Science in Nursing Program – Community and Public Health Nursing Track

	Fall semester	**Credits**	**Spring Semester**	**Credits**	**Summer**	**Credits**
Year 1	NURS 500 NURS 501 NURS 504 NURS 530 EPHD 300	2 2 3 2 3 12	NURS 522 NURS 502 NURS 503 PHRM 314	3 3 3 3 12		
Year 2	NURS 527 NURS 523 **NURS 526 Comprehensive Exam**	3 3 0 6	NURS 524 NURS 599 OR NURS 598 + elective	4 6 or 3 + 3 10	Total credits	40

Sample Part time study schedule

	Fall semester	Credits	Spring Semester	Credits	Summer	**Credits**
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 503 NURS 502	3 3 6		
Year 2	EPHD 300 NURS 504	3 3 6	NURS 522 PHRM 314	3 3 6		
Year 3	NURS 523 NURS 527 **NURS 526 comprehensive exam**	3 3 0 6	NURS 524 NURS 599 OR NURS 598 + elective	4 6 or 3 + 3 10	Total credits	40

APPENDIX B

GUIDELINES FOR THE MSN COMPREHENSIVE EXAM

A. To complete requirements for the Master of Science in Nursing, students must pass a comprehensive examination. To be eligible to take the examination, the student should have:
    a. Completed all core courses and most specialty courses.
    b. Be in good graduate standing.
    c. Met with his/her adviser to determine eligibility.

B. The comprehensive examination process:

    a. The examination will be taken after most of the course work is finished. Students are advised to take the comprehensive examination as early as possible, before beginning their thesis or project.

    b. There will be three examination questions which will be based on content from the MSN core courses (Foundations of Advanced Practice; Nursing Research); and the Area of Specialty.

    c. Two faculty members will read and grade each question blindly.

    d. A final grade of Pass is required to pass the exam. The grade of Pass will be given if the student passes all three questions.

    e. Criteria for grading will be based on knowledge of content, as well as evidence of critical and analytical thinking. The desired learning outcome is the synthesis and application of knowledge of advanced nursing practice.

    f. Students who receive PR (i.e. Unsatisfactory) on the examination may take it a second time after a period of at least three months.

APPENDIX C

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N.598 MASTERS PROJECT: Nursing administration and Management project
Guidelines for Course Grade Pass/Fail

Student name: _____ **Date:** _____

Paper:

1. Introduction to project development _____
   a. Brief overview of the project area
   b. Rationale for choosing the topic
   c. Relevance to the area of specialty

2. Description of the project components _____
   a. Clear review of literature (including leadership theory, functional area of project, etc……)
   b. Comprehensive plan for the project
   c. Organization of process implementation
   d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
   a. Appropriate use of APA style
   b. Adequate English and grammar
   c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) _____

Oral presentation:

1. Clarity and organization of project _____

2. Appropriate use of audio-visual aids _____

3. Ability to answer questions effectively _____

4. Professional communication style _____

4. Professional demeanor _____

Pass/Fail

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N.598 MASTERS PROJECT: Clinical Project
Guidelines for Course Grade Pass/Fail

Student name: _____ **Date:** _____

Paper:

1. Introduction to project development _____
    a. Brief overview of the project area
    b. Rationale for choosing the topic
    c. Relevance to the area of specialty

2. Description of the project components _____
    a. Clear review of empirical support for the project
    b. Comprehensive plan for the project
    c. Organization of process implementation
    d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
    a. Appropriate use of APA style
    b. Adequate English and grammar
    c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) _____

Oral presentation:

1. Clarity and organization of project _____

2. Appropriate use of audio-visual aids _____

3. Ability to answer questions effectively _____

4. Professional demeanor _____

Pass/Fail

NB: The adult-gerontology clinical project may be a research utilization project, such as creation and implementation of a protocol, or development and testing of an assessment tool, or a research experience or quality improvement project within an established academic or clinical setting, or a small research study.

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N. 598 MASTERS PROJECT: Education Minor
Guidelines for Course Grade PASS/FAIL

Student Name: _____ **Date:** _____

Paper:

1. Description of project development ____
   a. Rationale for content
   b. Rationale for structure
   c. Teaching/learning theory basis
   d. Learning needs assessment, if applicable

2. Description of project components ____
   a. Creative
   b. Practical and appropriate content and delivery
   c. Correct information for content
   d. Comprehensive approach to chosen topic

3. Scholarly written communication for write up of project ____
   a. Scholarly writing style
   b. Appropriate APA style citations and references
   c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) ____

Presentation:

1. Description of project components ____

2. Scholarly verbal communication ____

3. Professional demeanor and presence ____

Pass/Fail

APPENDIX D

Faculty List

Research and Publications

Faculty List

Huda Abu-Saad Huijer RN, PhD, FEANS, FAAN
Professor of Nursing Science & Dean Hariri School of Nursing
Extension 5952/3
E-mail: Huda.Huijer@aub.edu.lb

Research Focus & Areas of Interest:

- Research expertise: pain management and palliative care across the life span.
- Research Interest: effectiveness of expanded role of the nurse.

Ongoing Research

Principal Investigator: Huda Abu-Saad Huijer
Palliative Care in Older Adults in Lebanon
The purpose of this study is to evaluate the quality of palliative care (PC), the quality of life (QoL), symptom management, and functional ability among hospitalized older adults in need of palliative care in Lebanon.
The study will follow the observational survey design. Data will be collected from three hospitals: AUBMC, St. George, and Ain Wazein. Face to face interviews will be carried out using the Quality of Palliative Care Questionnaire-Adult (QPCQ-A) assembled using several instruments measuring quality of life, symptom prevalence and management, quality of care, and functional ability.
Coinvestigators: **Marina Adra, Hala Darwish, Souha Fares**, Hussam Ghusn, Ramzi Hajjar, George Karam, **Samar Noureddine**
Funding: CNRS
Status: Data Collection

Principal Investigator: Huda Abu-Saad Huijer
Chronic Pain: The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)
Chronic pain is believed to be a disease on its own and has been increasing in prevalence. While reporting or anticipating pain, patients experience a negative "mental set" of catastrophizing that has been described as an exaggerated cognitive-affective response to actual or anticipated pain. The 13-item Pain Catastrophizing Scale (PCS) is the most widely used measure of pain-specific catastrophizing and assesses three dimensions: rumination, magnification, and helplessness. The PCS has been translated and validated in several languages though no Arabic version exists that measures an important predictor of pain and pain-related outcomes. Thus, the purpose of the project is to develop and psychometrically evaluate PCS in the Arabic language among a sample of 150 adults in Lebanon.
Coinvestigator: Dr. Douglas French, Professor of Psychology, University of Moncton, Canada
Funding: Pfizer
Status: Ongoing

Recent Publications

2018 Abu-Saad Huijer, H, Deek, H., Noureddine, S. Nursing and Midwifery Research in the Eastern Mediterranean Region (EMR). *EMHJ*. Accepted.

2018 Abu Saad Huijer, H, Fares S. , Bejjani R., Dhainy S, Noureddine,S, Ghusn H. Symptom Prevalence and Management in Older Adult Patients in Lebanon. *Palliative and Supportive Care*. In Press.

2018 Abu Saad, H., Fares, S., Dakessian S., Dhainy, S., Ghusn, H., Karam, G. Predictors of Quality of Life in Older Adult Patients in Lebanon. *Geriatric Nursing*. Submitted

2018 Dakessian Sailian, S., **Abu-Saad Huijer, H**., Dhaini, S.R., Adra, M. Palliative Care Assessment Tools for Older Adults: A Review. *LMJ*. Submitted.

2018 Sweileh, W.S., **Abu-Saad Huijer, H**., Al-Jabi, S.W., Zyoud, S.H., Sawalha, A.F. Nursing and midwifery research activity in Arab countries (1950 – 2017). *BMC Health Services Research,* Submitted.

2018 Elsabbagh, L., Al-Atwi, T., AlDossary, D., Alshami, A., Hill, J. C., Abu-Ras, A., **Abu Saad Huijer, H.**, Brooks, D. Cross-Cultural Adaptation and Validation of the STarT Back Tool for Arabic Speaking Adults with Low Back Pain in Saudi Arabia. *Journal of Orthopaedic Science.* Submitted.

2017 Knaul FM, Farmer PE, Krakauer EK, et al on behalf of the Lancet Commission on Palliative Care and Pain Relief Study Group*. Alleviating the access abyss in palliative care and pain relief—an imperative of universal health coverage: the Lancet Commission report. Lancet, October 12, 2017.
* Knaul FM, Farmer PE, **Abu-Saad HH**, Alleyne GAO, Atun R, et al.

2017 Abu-Saad Huijer, H, Noureddine, S., Deek, H. Nursing and Midwifery Research in the Eastern Mediterranean Region (EMRO). Report submitted to WHO EMRO.

2017 Abu-Saad, H., Fares, S., French, D. The Development and Psychometric Validation of an Arabic-language Version of the Pain Catastrophizing Scale (PCS-A). *Pain Research & Management,* Volume 2017, Article ID 1472792, 7 pages. https://doi.org/10.1155/2017/1472792

2017 Abu-Saad Huijer, H. Looking Forward; HSON Facts & Figures. July 2017 (booklet).

2017 Abu-Saad Huijer, H. Rafic Hariri School of Nursing at AUB; Facts & Figures. AUB Alumni Association Abu-Dhabi 30th Gala Book. Pp. 86-102.

2017 Sun, C., Dohrn, J., Oweis, A., **Abu-Saad Huijer, H**., Abu-Moghli, F., Dawani, H., Ghazi, C., Larson, E. Delphi Survey of Clinical Nursing and Midwifery Research Priorities in the Eastern Mediterranean Region. *Journal of Nursing Scholarship*, February 8, DOI: 10.1111/jnu.12280.

2016 Abu-Saad Huijer, H., Saab, M. Hajjar, R. Palliative Care for Older Adults in Lebanon. *Lebanese Medical Journal,* 64(1):27-32.

2016 Abu-Saad Huijer, H. Afram, G. 110 Years of Nursing Education at AUB; A Brief History; 1905-2015. Booklet, AUB.

2015 Abu-Saad Huijer, H., Sagherian, K., Tamim, H. Validation of the Arabic version of the Memorial Symptom Assessment Scale among Lebanese Cancer Patients. *Journal of Pain and Symptom Management.* 50(1): 559–565. DOI:10.1016/j.jpainsymman.2014.08.014.

2015 Darwish H, Adra M, Abu-Saad Huijer H. Incorporating gerontological content in the nursing curriculum; the case of AUB School of Nursing. J Med Liban 2015; 63 (1): 21-26.

2015 Al-Gharib RM, Abu-Saad Huijer H, Darwish H. Quality of care and relationships as reported by children with cancer and their parents. Ann Palliat Med 2015. doi: 10.3978/j.issn.2224-5820.2015.01.04

2015 Al-Gharib RM, Abu-Saad Huijer H, Darwish H. Evaluating quality of care , spirituality, and relationships among children with cancer and parents. Lebanese Journal of Nursing, 4: 22-26.

2014 Saab, M., Noureddine, S., Abu-Saad Huijer, H., De Jong, J. Surviving Testicular Cancer: the Lebanese Lived Experience. *Nursing Research*, 603(3): 203-210. DOI: 10.1097/NNR.0000000000000033

2013 Abu-Saad Huijer H, Deeb ME, Ghusn H, Karam GE, Zeineddine S. Palliative care research in *Lebanon. J Med Liban,* 2013 ; 61 (4) : 204-209

2013 Abdul Rahman, M. Abu-Saad Huijer, H., & Noureddine, S. Lebanese Nurses Knowledge Regarding Pain Management. *Lebanese Journal of Nursing*, Issue 3, 10-12.

2013 Hajj, M, Abu-Saad Huijer, H., Noureddine, S., & Kanazi, G. Patients; Experiences and Satisfaction with Postoperative Pain Management. *Lebanese Journal of Nursing*, Issue 3, 24-28.

2013 Abu-Saad Huijer, H., Sagherian, K., Tamim, H. Khoury, M.N., Abboud, A.R. Quality of palliative care in cancer children at a major hospital in Lebanon. *Lebanese Medical Journal,* 61 (4) : 228-236.

2013 Abu-Saad Huijer, H., Sagherian, K., Tamim, H. Quality of life and symptom prevalence as reported by children with cancer in Lebanon. *European Journal of Oncology Nursing,* 17 (2013) 704-710. DOI information: 10.1016/j.ejon.2013.09.004.

2013 Abu-Saad Huijer, H., Abboud, S. Predictors of Quality of Life in a Sample of Lebanese Patients with Cancer. *Europe's Journal of Psychology, 9*(1), 8-18. Doi:10.5964/ejop.v9i1.444

2013 Abu-Saad Huijer, H., Sagherian, K., Tamim, H. Quality of life and symptom prevalence in children with cancer in Lebanon: the perspective of parents. *Annals of Palliative Medicine,* 2(2): 59-70.

2013 Naifeh Khoury, M., Abu-Saad Huijer, H,. Doumit, M. Lebanese parents' experience with a child with cancer. *European Journal of Oncology Nursing*, 17 (1): 16-21.

2012 Abu-Saad Huijer, H., Sagherian, K., Tamim, H. Validation of the Arabic Version of the EORTC QLQ Quality of Life Questionnaire among Cancer Patients in Lebanon. *Quality of Life Research,* 22 (6): 1473-1481. (DOI) 10.1007/s11136-012-0261-0.

2012 Abu-Saad Huijer, H. Doumit, M., Abboud, S. Dimassi, H. Quality of Palliative Care; Perspectives of Lebanese Patients with cancer, *Lebanese Medical Journal*, 60 (2), 91-98.

2012 Abu-Saad Huijer, H., Abboud, S. Doumit, M. Symptom Prevalence and Management of Cancer Patients in Lebanon *Journal of Pain and Symptom Management,* 42 (1), 147-154.

2012 Abu-Saad Huijer, H., Abboud, S. Health-Related Quality of Life among Breast Cancer Patients in Lebanon. *European Journal of Oncology Nursing, 16,* 491-497. doi:10.1016/j.ejon.2011.11.003.

2011 Ballout, S. Noureddine, S., Abu-Saad Huijer, H., Kanazi, G. Psychometric Evaluation of the Arabic Brief Pain Inventory in a Sample of Lebanese Cancer Patients. *Journal of Pain and Symptom Management,* 42 (1); 147-154.

2011 Saad, R. Abu-Saad Huijer, H. Noureddine, S. Muwakkit, S. Saab, R. Abboud, MR. Bereaved Parents' Evaluation of the Quality of a Palliative Care Program in Lebanon. *Pediatric Blood & Cancer*, 57, 310-316.

2010 Marini, SD. Hasman, A. Huijer Abu-Saad, H. Dimassi, H. Nurses' attitudes toward the use of the bar-Coding Medication Administration System, *CIN: Computers, Informatics, Nursing*, 28(2): 112-123.

2010 Sakr, G.E., Elhajj, I.H., Abu-Saad Huijer, H. "Support Vector Machines to Define and Detect Agitation Transition," *IEEE Transactions on Affective Computing*, IEEE Transactions on Affective Computing, 1 (2): 98-108. IEEE computer Society Digital Library. IEEE Computer Society, <http://doi.ieeecomputersociety.org/10.1109/T-AFFC.2010.2>

2010 Abboud, S. Noureddine, S. Huijer Abu-Saad, H. DeJong, J. & Mokhbat, J. Quality of life in people living with HIV/AIDS in Lebanon, *AIDS Care*, 22 (6); 687-696.

2010 Abu-Saad Huijer H. Chronic pain in children and adolescents: A review. J Med Liban 58 (2): 105-110.

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2010 Huijer Abu-Saad, H. Transformational nursing partnerships between academia and practice. Guest Editorial. *International Journal of Nursing Studies,* 47 (2010): 1199–1200

2010 Sakr, GE, Elhajj, IH, Abu-Saad Huijer, H. Support Vector Machine to define and detect agitation. *IEEE* Transactions on Affective Computing, Vol. 1, No. 2, pp. 98-108, July-December 2010.

2010 Doumit, M, Abu-Saad Huijer, H, Kelley, J., El Saghir, N, & Nassar, N.(2010) Coping With Breast Cancer, a phenomenological study. Cancer Nursing, 33(2):33-39.

2010 Doumit, MAA, El Saghir, N, Abu-Saad Huijer, H. Kelley, J, Nassar, N. Living with breast cancer, a Lebanese experience. *European Journal of Oncology Nursing,* 14 (2010) 42–48.

2010 Abu-Saad Huijer H. Chronic pain: A review. J Med Liban; 58(1): 21-27.

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Research Focus and Areas of Interest

My research focus is action research, i.e. community- based (interventional) studies that address current and salient problems and issues in the community. My research interests and publications have evolved from working with women and adolescents to including patients with chronic conditions, such as diabetes and CAD. The common thread which links my research projects is the emphasis on health education and prevention. If one examines my research involvement, it would appear to be multi-faceted.

Papers submitted or in Progress

Honein-AbuHaidar, G., **Arevian, M**., Avedissian, T., Dyer, E. Towards a Family- Practice Based Primary Care in Eastern Mediterranean Region (EMRO): Roles and Functions of Nursing and Midwifery Workforce. (In process).(Funded by WHO, $15,000).

Honein-AbuHaidar, G., **Arevian, M**., Avedissian, T., Dyer, E. Towards an Interdisciplinary Approach to Primary Health Care in Lebanon, one of the Largest Host Country of Syrian Refugees in the Eastern Mediterranean Region. (In process)

Arevian M., Kabakian T. Perception of Health Related Quality of Life and Adherence to therapeutic Regimen in Type 2 Diabetic Patients. (In progress).

Khoury M., **Arevian M**., Fares S. Palliative Care: Educational Intervention for Nurses Lebanon: An attempt. (In Process).

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2017 Doumit M, Fares S and **Arevian M.** (July 2017). Women's Knowledge, Practices and Attitudes of Women towards Breast Cancer in Lebanon. The American Journal of Hematology/Oncology. 13(7):21-28 (Funded by LAU $12.000).

2014 **Arevian M**., Kabakian, Khasholian T. Impact of a peer-led educational program on knowledge and attitudes about prevention of substance abuse among Lebanese/Armenian adolescents: A pilot study. *Journal of Community Medicine and Health Education, 4*(5), 1-6.

2011 **Arevian, M.,** Noureddine, S., Abboud S (2011). Beliefs Related to Breast Cancer and Breast Cancer Screening among Lebanese Armenian Women. *Health Care for Women International, 32*, 972 - 989. DOI: 10.1080/07399332.2011.580405**.**

2010 **Arevian, M.** Training Trainees, young activists, to conduct awareness campaigns about prevention of substance abuse among Lebanese/Armenian young people. *Journal of Interprofessional Care*. 24. (2): 173-182.

2008 Noureddine, S., **Arevian, M**., Adra, M. Response to signs and symptoms of acute coronary syndrome: Differences between Lebanese men and women. *American journal of Critical care*. (17), 1, 14-23.

2006 **Arevian, M.,** Noureddine, S., & Kabakian, T. Raising awareness and providing free screening improves cervical cancer screening among economically disadvantaged Lebanese/Armenian women. *Journal of Transcultural Nursing.* (17), 4,357-365.

2006 Noureddine, S, Adra, M., **Arevian, M.**, Dumit, N., Puzantian, H. & Shehab, D. Factors associated with delay in seeking health care among persons experiencing symptoms of acute coronary syndromes. *Journal of Transcultural Nursing.* (17), 4, 341-349.

2006 Abu Saad Huijer, H., Balian, S., & **Arevian, M.** Cherishing the Past: Hundred years of Nursing Education at American University of Beirut. *Journal of Transcultural Nursing.* (17) 4, 327-333.

Invited Book Chapters

2008 **Arevian, M.,** Chap. on Armenia In C E D'Avanzo (Editor) Cultural Health Assessment. 4th ed. USA: Mosby.

Publication in a special booklet by UNFPA

2006 **Arevian, M.** Chadarevian A.B. & El Roueiheb, Z. Knowledge, Perceptions and Practices of Young People in Borj Hammoud Community Regarding Reproductive Tract Infections (RTIs) : An Operational Research.

Michael Clinton RN, PhD, MSc, BA
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Research Focus & Areas of Interest

- Conceptualization and measurement of nursing and health phenomena
- Research expertise 'qualitative research methodologies, especially phenomenology, grounded theory, and Foucauldian discourse analysis; quantitative expertise Rasch analysis and applications of item response theory.
- Research interests 'empirical ethics, philosophy and ethics of mental health, national health policy, health services research, nurse education'

Current Research

Clinton, M., From Education to Practice: The Challenges that Nursing Students and Novice Nurses Face in Lebanon
Clinton, M., Comparison of organizational research climates in universities in Lebanon, Canada and Australia: An initial study
Clinton, M., Doumit, M., Ezeneddine, S, Lebanese students' perceptions of undergraduate preparation for transition to the role of the registered nurse (In progress)
Clinton, M., Springer, R.A. Conceptions of genealogy in Foucault and Agamben (In progress)
Clinton, M., Ethical considerations in Syrian refugee research in the Levant.

Publications:

2018 **Clinton, M**., Madi, M., Doumit, M., Ezzeddine, S., & Rizk, U. (2018). "My Greatest Fear Is Becoming a Robot": The Paradox of Transitioning to Nursing Practice in Lebanon. SAGE Open, 8(2), 2158244018782565.

2018 Madi, D., & **Clinton, M.** (2018). pain and its Impact on the Functional Ability in Children Treated at the Children's Cancer Center of Lebanon. Journal of pediatric nursing, 39, e11-e20.

2018 Madi, M., **Clinton, M.,** Doumit, M., Ezzeddine, S., & Rizk, U. (2018). Transitioning to nursing practice in Lebanon: Challenges in professional, occupational and cultural identity formation. Journal of Nursing Education and Practice, 8(6), 38.

2017 **Clinton, M.E.,** Younan, L. & Fares, S. Multidimensional analysis of the Arabic version of the Actual Scope of Nursing Practice Scale. Journal of Nursing Measurement. Accepted for publication August, 2017.

2017 **Clinton, ME.** (2017 Why Syrian refugees living in informal settlements in the Levant need the same research protections as U.S. prisoners. International Journal of Evidence-Based Practice, 15(1), 1-2. doi: 10.1097/XEB.0000000000000101

2017 Springer, R.A. & **Clinton, M.E**. (2017) Inquiring into the effects of the corporatized university and its implications for graduate nurse education. Nursing Inquiry. 2017; e12197. https://doi.org/10.1111/nin.12197

2017 **Clinton, ME.** & Springer, R.A. (2017). Representation, archaeology and genealogy: Three "spatial metaphors" for inquiring into nursing phenomena with Foucauldian discourse analysis Nursing Philosophy. doi: 10.1111/nup.12166

2017 **Clinton, M.E**. & Tchaparian, H. Rasch analysis of Lebanese nurses' responses to the Occupational Fatigue Exhaustion Recovery (OFER) Scale. Journal of Nursing Measurement. 25(3), 459-475. http://dx.doi.org/10.1891/1061-3749.25.3.459

2016 Farah, N., Nasreddine, L., Al-Anoud, A., Al Thani, M., Yunis, K; **Clinton, M.E**., Nassar, A., Jarrar, S.F., Moghames, P., Ghazeeri, G., Rahman, S., Al-Chetachi, W., Sadoun, E., Lubbad, N., Bashwar, Z., Bawadi, B., & Hwalla, N. (2016). Study protocol: Mother and Infant Nutritional Assessment (MINA) cohort study in Qatar and Lebanon. BMC Pregnancy and Childbirth. 16:98. doi: 10.1186/s12884-016-0864-5

2015 **Clinton, M.E.** & Khaled, A. Rasch Measurement Analysis of the Hospital Survey on Patient Safety Culture Survey (HSOPSC) in a Sample of Lebanese Nurses. Submitted to SAGE Open 31 August, 2015.

2015 **Clinton, ME.** & Springer, R.A (2015) Foucault's legacy for nursing: are we beneficiaries or intestate heirs Nursing Philosophy, doi: 10.1111/nup.12113

2015 Springer, R.A &. **Clinton, ME.** (2015) Doing Foucault: Inquiring into Nursing Knowledge with Foucauldian Discourse Analysis. Nursing Philosophy, doi: 10.1111/nup.12079

2015 **Clinton, M.E.** Dumit, N.Y., El-Jardali, F. Rasch Measurement Analysis of a 25-Item Version of the Mueller/McCloskey Nurse Job Satisfaction Scale in a Sample of Nurses in Lebanon and Qatar. SAGE Open June 2015, DOI: 10.1177/2158244015592167

2014 Madi, D. & **Clinton, M.E.** (2014) Rasch analysis of the Arabic language version of the Functional Disability Inventory. Journal of Pediatric Oncology Nursing. Nov 2014 DOI: 10.1177/1043454214554010

2014 **Clinton, M.E.,** Alayan, N., El-Alti, L. Rasch analysis of Lebanese nurses' responses to the EIS questionnaire. SAGE Open Aug 2014,4(3)DOI: 10.1177/2158244014547182

2013 Al-Diabat, K. & **Clinton, M.E.** (2013) Becoming an exhausted smoker: The beginning of the end. American Journal of Nursing Science.2(1), 6-13.

2013 Springer, R.A. & **Clinton, M.** (2013) 'Technologies of the self' as instrumentality: Becoming instruments of the pharmaceutical industry through normative practices. Aporia, La Revue en Sciences Infirmieres. 5(1), 22-31.

2013 El-Jardali, F,. Murray, F.S., Dimassi, H., Jamal, D., AbuAlRub, R., Al-Surimi, K., **Clinton, M**., Dumit, N.Y. (2013). Intention to stay of nurses in current posts in difficult-to-staff areas of Yemen, Jordan, Lebanon and Qatar: A cross-sectional study. International Journal of Nursing Studies. 50(11): 1481-1494

2012 **Clinton, M.** What I should like to know about team nursing. International Journal of Evidence Based Healthcare: 10(4), 307-8.

2012 Al-Diabat, K. & **Clinton, M.E.** (2012) Contextualizing smoking behavior over time: A smoking journey from pleasuring to suffering. Turkish Online Journal of Qualitative Inquiry. 3(1), 1-19.

2012 **Clinton, M.** Ethical conduct of research in developing countries. International Journal of Evidence Based Healthcare: 8(2), 43-4.

2011 **Clinton, M.** Why empiricism is not enough. *International Journal of Evidence Based Healthcare*

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Dr. Hala Darwish is an associate professor at American University of Beirut, Hariri School of Nursing; her research area focuses on cognitive rehabilitation; biological and environmental factors that modulate the cognitive function in adults. She has examined the biological and learning and memory changes that follow traumatic brain injury, and factors associated with enhancement and impairment of cognitive performance in ageing, and multiple sclerosis. She has experience in basic science and clinical research methods. She explored the effect of vitamin D deficiency and supplementation on cognitive function in older adults and in multiple sclerosis and identified norms of widely used cognitive assessment measures for the Lebanese population. She is currently examining the effects of environmental enrichment and exercise on learning and memory post severe traumatic brain injury in an animal model of TBI and the effects of virtual reality nature on cognitive fatigue in multiple sclerosis patients. She has presented scientific papers in national, regional & international conferences. She was the recipient of NIH training grants and the international organization of the MS nurses research award.

Research: Traumatic Brain Injury, Multiple Sclerosis, Dementia and Ageing

Research Focus: Cognitive Rehabilitation and performance: learning and memory

Ongoing Research

Principal Investigator: Hala Darwish
Interacting with Nature using virtual reality: A pilot intervention to restore cognitive fatigue in patients with Multiple Sclerosis (MS)
The aim of the study is to test the effect of interaction with Nature (nature walks) compared to urban environment using virtual reality on cognitive fatigue in MS patients.
Co-Investigator: Pia Zeinoun, Hani Tamim, Nabil el Ayoubi
Co-Lead: Mariette Awad
Funding: CRS

Principal Investigator: Hala Darwish
Environmental Enrichment and Exercise affects memory and epigenetic events post severe traumatic brain injury
The aim of this study is to explore the effects of environmental enrichment and exercise on learning and memory post severe TBI in a mice model. The epigenetic changes and neurogenesis that follow will be explored as well
Co-Investigator: Firas Kobeissy
Funding: CNRS

Principal Investigator: Hala Darwish
Longitudinal effect of Vitamin D3 replacement on cognitive performance and MRI markers in Multiple Sclerosis patients: A Single-Blind Randomized Clinical Trial

The aim of this study is to investigate the effect of vitamin D supplementation (high compared to low doses) on cognitive performance and brain MRI makers in MS patients with low vitamin D levels at 6 and 12 months post supplementation.
Co- PI: Samia Khoury, Hani Tamim, Nabil el Ayoubi and Salem Hanoun
Funding MPP

Principal Investigator: Hala Darwish
Brief International cognitive assessment for MS (BICAMS)-Arabic
The aim of this study is to validate the well-established Brief International Cognitive Assessment for Multiple Sclerosis (BICAMS) in Arabic.
The test stimuli and administration procedures will be standardized in Arabic. The validity and t he test-
retest reliability of the different tests will be assessed. Finally, we will establish the normative d ata for Lebanon
Co- PIs: Samia Khoury and Bassem Yamout
Funding: Novartis/ MENACTRIMS

Principal Investigator: Hani Tamim
Assessment of Traumatic Brain Injury in Lebanon: A Retrospective Cohort Study
The aims of this study are to assess the burden and magnitude of TBI in Lebanon through estimating the period prevalence, demographics of patients, types and mechanisms of injuries and to assess clinical outcomes of TBI patients and to evaluate hospital management of TBI after classifying them into mild, moderate or severe groups, based on clinical judgment and CT findings as per 2014 CDC guidelines.
Co-investigators: Hala Darwish, Firas Kobaissy, Mazen El Sayyed
Funding: MPP
Status: Data collection.

Principal Investigator: Monique Chaaya
Dementia in Lebanon: a follow-up study
This proposed study aims to follow up on the initial cohort of 408 older adults in order to assess the risk of dementia in terms of incidence and to provide an update on its prevalence. In addition, the study will investigate risk factors of dementia, mortality and morbidity levels, and major health outcomes, specifically hospitalization and nursing home placement. The study also aims to measure caregivers' mental health and burden of care.
Co- PI: Hala Darwish, Ramzi Hajjar
Funding: CNRS
Status: Ongoing

Principle Investigator: Samia Khoury
Microglial activation and neural stem cells cross talk post Traumatic Brain Injury
Microglia are macrophage cells in the Central Nervous System, at the front line of CNS immunological defense. They play an important role in Mild Traumatic Brain Injury (mTBI) which may be beneficial or detrimental depending on their state of activation. This project aims to:

1. Evaluate spatio-temporal activation of microglia cells and the role of microglial activation at 2, 7 & 35 days post-TBI, in rodents.
2. Characterize the behavioral deficits post TBI and correlate outcomes with neural injury and immunological indices.

Co-Investigators: Hala Darwish and Firas Kobeissy
Funding: Office of Naval Research- US Department of Defense (DOD)
Status: Ongoing.

Principal Investigator: Wassim Abou Kheir
Young versus Old: A Potential Role for Vitamin D Supplementation in Modulating Adult Neurogenesis and Hippocampal-Related Functions
The overall aim of this study is to examine the effect of the supplementation with the active metabolite of Vitamin D on hippocampal neurogenesis and hippocampal-related functions in 2-3 months young as well as 24-25 months older adult mice. Our current hypothesis is that Vitamin D3 supplementation will increase the rate of hippocampal neurogenesis and will enhance the hippocampal-related functions, especially in the older adult mice group that is subjected to continuous supplementation. This work will show the importance of Vitamin D in protecting cognitive functions and in inducing adult neurogenesis.
Co PI: Hala Darwish and Noel Ghanem
Funding: Farouk Jabre Award
Status: Ongoing.

Publications

2018 **Darwish, H**., Zeinoun, P., Farran,N., Fares, S. Rey Figure Test With Recognition Trial: Normative Data for Lebanese Adults (2018). *The Clinical Neuropsychologist*, June, 1-12

2018 Ghazale, H., Ramadan, N., Mantash, S., Zibara, K., El-Sitt, S., **Darwish, H**., Chamaa, F., Boustany, R. M., Mondello, S., and Abou-Kheir, W., Soueid, J., Kobeissy, F. Docosahexaenoic acid (DHA) enhances the therapeutic potential of neonatal neural stem cell transplantation post—Traumatic brain injury (2018). *Behavioural Brain Research* 340, 1-13

2018 Dekmak, A., Mantash, S., Shaito, A., Toutonji, A., Ramadan, N., Ghazale, H., Kassem, N., **Darwish, H**., and Zibara, K. Stem cells and combination therapy for the treatment of traumatic brain injury (2018). *Behavioural Brain Research* 340, 49-62

2017 **Darwish, H**., Haddad, R., Osman, S., Ghassan, S., Yamout, B., Tamim, H., and Khoury, S. (2017) Effect of Vitamin D Replacement on Cognition in Multiple Sclerosis Patients. *Scientific Reports* 7, 1-9

2016 Ayoubi, N; Ghassan,S, Said, M; Allam; J., Darwish,H., Khoury, SJ. Retinal Measures Correlate with Cognitive and Physical Disability in Early Multiple Sclerosis. J Neurol. 2016 Aug 20.

2016 Nasser, M,Bejjani, F., Raad, M., Abou El Hassan, H., Mantash, S., Nokkari, M., Ramadan, N., Kassem, N., Mondello, S., Hamadeh, E., **Darwish**, **H.,** Zibara, K and Kobeissy F. Traumatic Brain Injury and Blood-Brain Barrier Cross-Talk. CNS & Neurological Disorders - Drug Targets, 2016, 15.

2016 Abou-Abbass H, Bahmad H, Abou-El-Hassan H, Zhu R, Zhou S, Dong X, Hamade E, Mallah K, Zebian A, Ramadan N, Mondello S, Fares J, Comair Y, Atweh S, **Darwish H**, Zibara K, Mechref Y, Kobeissy F. Deciphering glycomics and neuroproteomic alterations in experimental traumatic brain injury: Comparative analysis of aspirin and clopidogrel treatment. Electrophoresis. 2016 Jun;37(11):1562-76. Epub 2016 Mar 29.

2016 Abou-Abbass H, Abou-El-Hassan H, Bahmad H, Zibara K, Zebian A, Youssef R, Ismail J, Zhu R, Zhou S, Dong X, Nasser M, Bahmad M, **Darwish H**, Mechref Y, Kobeissy F. Glycosylation and other PTMs alterations in neurodegenerative diseases: Current status and future role in neurotrauma. Electrophoresis. 2016 Jun;37(11):1549-61. Epub 2016 Apr 4. Review.

2016 Farran, N., Ammar, D., **Darwish, H.** Coping strategies and Quality of Life in Multiple sclerosis patients: A pilot study. Multiple Sclerosis and Related Disorders. 6 (2016) 21–27

2015 Fawaz, C., Makki, Iman S., Kazan, J., Gebara, N., Andary, F., Itani, M., Zeidnan, A., El sayyed, M., **Darwish, H,** Mondello, S. Neuroproteomics and miRNAS in Multiple Sclerosis: Transforming Research and Clinical Knowledge. *Expert Rev Proteomics*. 2015 Oct 19:1-14

2015 **Darwish, H**, Zeinoun, P , Ghusn, P, Khoury, B, Tamim, H, Khoury, S.J. Serum 25-hydroxyvitamin D predicts cognitive performance in adults. *Neuropsychiatric Disease and Treatment* (2015) August:11 2217–2223

2015 Mouheidine, T[1], **Darwish,H[1]**, Fawaz, L, Yamout, B, Tamim, H, Khoury, S.J. Risk factors of Multiple Sclerosis and associations with anti-EBV antibody titers: a retrospective case-control study in Lebanon. *Clinical Immunology* (2015) May: 158, Issue 1, 59–66 (First author equal contribution)

2015 Mosleh Al-Gharib, R, Abu-Saad Huijer, H, **Darwish, H**. Quality of care and relationships as reported by children with cancer and their parents. *Annals of Palliative Medicine* (2015) Jan 21; doi: 10.3978/j.issn.2224-5820.2015.01.04.

2015 **Darwish,H.,** Adra, M., Huijer, H., Incorporating gerontological content in the nursing curriculum at AUB school of Nursing. *J Med Liban*. 2015 Jan-Mar;63(1):21-6***.***

2014 **Darwish, H**., Mahmood, A., Schallert, T., Chopp, M., and Therrien, B. The effect of simvastatin and environmental enrichment on recognition and temporal order memory after mild traumatic brain injury. Submitted to journal of Brain Injury. *Brain Injury.* (2014); 28(2): 211-26.

2012 Briones TL, **Darwish H.** Vitamin D mitigates age-related cognitive decline through the modulation of pro-inflammatory state and decrease in amyloid burden. J Neuroinflammation. *2012* Oct 25;9:244. doi: 10.1186/1742-2094-9-244.

2012 **Darwish, H**., Mahmood, A., Schallert, T., Chopp, M., and Therrien, B. Mild traumatic brain injury leads to spatial learning deficits. *Brain Injury* (2012), 26(2): 151-165.

2010 Hebda-Bauer, EK, Pletsch, A, **Darwish, H**, Fentress, H, Simmons, TA, Wei, Q, Watson, SJ, and Akil, H. Forebrain glucocorticoid receptor overexpression increases environmental reactivity and produces a stress-induced spatial discrimination deficit. *Neuroscience* (2010). 169(2):645-53.

Nuhad Yazbik Dumit, RN, PhD
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Current Research:

Principal Investigator: Analyzing the antecedents of absenteeism among nurses in Lebanon, supported by the Evidence-based Healthcare Management Unit at AUBMC

Principal Investigator: Assessing Continuing Education Learning Needs of Nurses in Lebanon, supported by the Order of Nurses in Lebanon.

Principal Investigator: Assessing the Basic and Continuing Education Learning Needs of Nurse Managers in Lebanon, supported by the Order of Nurses in Lebanon.

Recent Publications:

2018 Avedissian, T., Honein, G., **Dumit, N.Y**., & Richa N. (2018). Anaphylaxis management: a survey of school and day care nurses in Lebanon. Accepted to the BMJ Paediatrics Open

2017 **Dumit**, **N.Y**. (2017). Des infirmières engagées au service de la communauté dans différentes régions au Liban (Éditorial). Revue Francophone Internationale de Recherche Infirmière. Available online 13 September 2017. https://doi.org/10.1016/j.refiri.2017.07.003

2016 **Dumit, N. Y.**, Noureddine, S.N., Magilvy, J.K. Perspectives on Barriers and Facilitators to Self-Care in Lebanese Cardiac Patients: a qualitative descriptive study, International Journal of Nursing Studies, 60, 69–78. http://dx.doi.org/10.1016/j.ijnurstu.2016.03.009

2016 Baydoun, M., **Dumit, N. Y.** (corresponding author), & Daouk-Oyry, L. What do nurse managers say about nurses' sickness absenteeism? A new perspective. Journal of Nursing Management, 24(1), 97-104. DOI: 10.1111/jonm.12277

2016 **Dumit, N. Y.**, Magilvy, J. K., Afifi, R.. The Cultural Meaning of Cardiac Illness and Self-care among Lebanese Patients with Coronary Artery Disease. Journal of Transcultural Nursing, 27(4), doi: 10.1177/1043659615573080

2015 **Dumit, N. Y.**, Abboud, S., & Massouh, A. Role of the Lebanese Family Caregivers in Cardiac Self-Care: A Collective Approach. Journal of clinical Nursing, in press. Published online before print August 7, 2015, doi: 10.1111/jocn.12949.

2015 Clinton, M., **Dumit, N. Y.**, & El Jardali, F. Rasch measurement analysis of a 25-item version of the Mueller/McCloskey Nurse Job Satisfaction Scale (MMSS-25) in a sample of nurses in Lebanon and Qatar. SAGE Open. DOI: 10.1177/2158244015592167

2015 Al Kouatly, I, Al Hassan, M, **Dumit, N. Y.**, Soubra, M., Malak, S., Badr, L.K. (2015) Psychometric testing of a comprehensive inpatient satisfaction survey in Arabic. *Journal of Nursing Measurement, 23*(2), 204-220. DOI: http://dx.doi.org/10.1891/1061-3749.23.2.204

2014 Noureddine, S., **Dumit, N. Y.**, & Saab, M. Deciding to seek emergency care for acute myocardial infarction. Clinical Nursing Research. DOI: 10.1177/1054773814548508

2014 Daouk-Öyry, L., Anouze, AL., Otaki, F., **Dumit, NY.**, Osman, I. The JOINT model of nurse absenteeism and turnover: A systematic review. International Journal of Nursing Studies, 51, 93-110. DOI:10.1016/j.ijnurstu.2013.06.018

2013 El-Jardali, F., Alameddine, M., Jamal, D., Dimassi, H., **Dumit, NY.**, McEwen, MK., Jaafar, M., Murray, SF. A national study on nurses' retention in healthcare facilities in underserved areas in Lebanon. Human Resources for Health. 11(1):49. DOI:10.1186/1478-4491-11-49

2013 El-Jardali, F., Murray, SF., Dimassi, H., Jamal, D., Abualrub, R., Al-Surimi, K., Clinton, M., **Dumit, NY.**. Intention to stay of nurses in current posts in difficult-to-staff areas of Yemen, Jordan, Lebanon and Qatar: A cross-sectional study. International Journal of nursing studies. 03/2013; DOI:10.1016/j.ijnurstu.2013.02.013

2013 Saab, S., Noureddine, S., **Dumit, N.Y.** Readmission Rates and Emergency Department Visits after Coronary Artery Bypass Graft Surgery and Related Factors. Lebanese Medical Journal, 61 (3), 155-160. Available at: http://www.lebanesemedicaljournal.org/articles/61-3/original6.pdf

2011 El-Jardali, F., Alameddine, M., **Dumit, N.Y.**, Dimassi, H., Jamal, D., & Maalouf, S. Nurses' Work environment and intent to leave in Lebanese hospitals: Implications for policy and practice. International Journal of Nursing Studies, 48(2), 204-14.

2010 **Dumit, N.Y.**, Abboud, S., Noureddine, S., Arevian, M. Rapid Assessment of Sexual and Reproductive Health and HIV Service Linkages in Lebanon; UNFPA Beirut

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Research Focus & Areas of Interest:
Blood pressure variability in hypertension
Psychometric analysis of research instruments

Recent Publications:

2018 Huda Huijer, **Souha Fares**, Suzanne Dhaini, Samar Noureddine. Symptom Prevalence and Management in Older Adult Patients in Lebanon. Accepted in Palliative & Supportive Care.

2018 Darwish H, Zeinoun P, Farran N, **Fares S**. Rey Figure Test with recognition trial: normative data for Lebanese adults. Clin Neuropsychol. 2018 Jun 12:1-12. doi: 10.1080/13854046.2018.1480802.

2018 Farhood Laila, **Fares Souha**, and Carmen Hamady. An Investigation of War Trauma Types, Symptom Clusters, and Risk Factors Associated with Post-Traumatic Stress Disorder: Where Does Gender Fit? *Archives of women's mental health*. doi: 10.1007/s00737-018-0874-6.

2018 Mohamad Minhem, MD; Sali Sarkis, BS; **Souha Fares, PhD**; Bassem Safadi, MD; Ramzi Alami, MD. Comparison of Early Morbidity and Mortality between Sleeve Gastrectomy and Gastric Bypass in Patients with Liver Disease. Analysis of American College of Surgeons National Surgical Quality Improvement Program. *Obesity Surgery*. 2018. doi: 10.1007/s11695-018-3304-y.

2018 Lina Younan, Michael Clinton, **Souha Fares** and Helen Samaha. The Translation and Cultural Adaptation Validity of an Instrument to Measure the Actual Scope of Nursing Practice. *Eastern Mediterranean Health Journal*. In press.

2018 **Souha Fares**, Michael Clinton and Lina Younan. Complexity of nursing activities in the first Arabic version of the Actual Scope of Nursing Practice Scale *A-ASCOP*. A multidimensional scaling approach. *The Journal of Nursing Management.* In press..

2018 Michael Clinton, Lina Younan and **Souha Fares.** A Multidiemsnional Rasch analysis model of the Arabic version Arabic version of the Actual Scope of Nursing Practice Scale (A-ASCOP). *The Journal of Nursing Measurement*. In press.

2018 Clinton, M., Younan, L., & **Fares, S**. Multidimensional Rasch Analysis of the Arabic Occupational Fatigue Exhaustion Recovery Subscales. The *Journal of Nursing Measurement.* In press.

2017 Doumit M, **Fares S** and Arevian M. (July 2017). Women's Knowledge, Practices and Attitudes of Women towards Breast Cancer in Lebanon*. The American Journal of Hematology/Oncology.* 13(7):21-28

2017 Abou Omar T, Sukhn C, **Fares S**, Abiad M, Habib R and Dhaini H. (June 2017). Bisphenol A exposure assessment from olive oil consumption. *Environmental Monitoring Assessment*.189:341 DOI 10.1007/s10661-017-6048-6

2017 Pierre Obeid, **Souha Fares**, Ghada Farhat, Bilal El-Khoury, Rana Nassif, John El-Nakat and Hassan R. Dhaini. (February 2017). Mercury health risk assessment among a young adult Lebanese population. *Environmental Science and Pollution Research*. 24(10):9370-9378. doi: 10.1007/s11356-017-8621-5.

2017 Abu-Saad**,** H., **Fares, S**., French, D. (January 2017). The Development and Psychometric Validation of an Arabic- language Version of the Pain Catastrophizing Scale (PCS-A). *Pain Research & Management*. 1472792. doi: 10.1155/2017/1472792.

2016 **Souha Fares**, Joseph Habib, Milo Engoren, Kamal Badr and Robert Habib. (June 2016). Effect of Salt Intake on Beat-to-Beat Blood Pressure Nonlinear Dynamics and Entropy in Salt Sensitive versus Protected Rats. *Physiological Reports, 4(11). pii: e12823. doi: 10.14814/phy2.12823.*

2016 Farhood Laila, **Fares Souha**, Rachel Sabbagh and Carmen Hamady. (June 2016). PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample. *European Journal of Psychotraumatology*, [S.l.], v. 7, jul. 2016. ISSN 2000-8066. doi:http://dx.doi.org/10.3402/ejpt.v7.31509.

2016 Rima R. Habib, Blanche Ghandour, **Souha Fares**, Fadi El-Jardali, Iman Nuwayhid. (June 2016). Occupational Health and Safety in Hospitals Accreditation System: The Case of Lebanon. *The International Journal of Occupational and Environmental Health.* **DOI:**10.1080/10773525.2016.1200211

2016 Abla Sibai, Mohamad Iskandarani, Andrea Darzi, Rima Nakkash, Shadi Saleh, **Souha Fares,** Nahla Hwalla. (February 2016 *).* Cigarette smoking in a Middle-Eastern country and its association with hospitalization use: a nation-wide cross-sectional study*. BMJ Open;6:e009881 doi:10.1136/bmjopen-2015-009881.*

2015 Anthony Rizk, Nabil M Kronfol, Suzanne Moffatt, Shahaduz Zaman, **Souha Fares** and Abla Mehio Sibai. (2015). A survey of Knowledge-to-Action pathways of aging policies and programs in the Arab region: the role of institutional arrangements. *BMC Implementation Science,* 10:170

2014 Denker, M., **Fares, S.** (2014). Richter's local limit theorem and Black-Scholes type formulas. *Statistics and Probability Letters.* 92, 241–248. DOI: 10.1016/j.spl.2014.06.003

2013 Semaan M., Fredman E., Shah J., **Fares S.**, Murray G., Megerian C. (2013). Surgical Duration of Cochlear Implantation in an Academic University-Based Residency Training Program*.* ***American Journal of Otolaryngology - Head and Neck Medicine and Surgery*****, 35(5), 382-387.**

2012 Semaan M., Gehani N., Tummala N., Coughlan C., **Fares S.,** Hsu D., Murray G., Megerian C. (2012). Cochlear Implantation Outcome in Patients with Far Advanced Otosclerosis. *Otology & Neurotology,* 33(5), 608-614.

2011 Momin S., Melki S., Obokhare J., **Fares S.,** Alagramam K., Megerian C. (2011). Hearing Preservation in Guinea Pigs with Long-Standing Endolymphatic Hydrops*. Otology & Neurotology*, 32(9), 1583-9.

2010 Aftab S., Semaan M., Murray G., Megerian C. (2010). Cochlear Implantation Outcomes in Patients with Autoimmune and Immune-Mediated Inner Ear Disease. *Otology & Neurotology*, 31(8), 1337-42 (**Acknowledged for statistical analysis**).

Published reports:

The Initiative of Cardiovascular Service in the PHC Network of Lebanon. Published on the MOPH website. Team Leader: Dr. Walid Ammar, MD, PhD . Principal Investigator: Rouham Yamout, MD, MPH . Contributors (By alphabetical order):

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Dr. Ghassan Hamadeh, MD
Randa Hamadeh, MPH, PhD Candidate
Ms. Fatima El-Masry, MPH
Mr. Joe Noun, MPH
Mr. Ali Roumani, BE
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Research Focus: PTSD, Depression & Social support in Lebanese civilian population.

Current research: Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessments in civilians exposed to traumatic war events in the South of Lebanon (MPP and URB funded). **Farhood,** Fares, Hamade and Maalouf. *Manuscript is under preparation.*

Publications:

2018 Talih Farid, Ajaltouni Jean, and **Farhood Laila** (2018). Depression and Burnout Among Nurses in a Lebanese Academic Medical Center .*Lebanese Medical Journal, vol.66(2)*

2018 **Farhood Laila**, Fares Souha, and Carmen Hamady (2018). An Investigation of War Trauma Types, Symptom Clusters, and Risk Factors Associated with Post-Traumatic Stress Disorder: Where Does Gender Fit? *Archives of women's mental health*. doi: 10.1007/s00737-018-0874-6.

2016 Doumit, M., **Farhood, L**., & Hamady, C. (2016). Identifying Mental Health Concerns of Teachers and Parents of Students in a South Lebanese Sample: A Pressing Need *Journal of transcultural Nursing.doi:10.1177(2017*)

2016 **Farhood Laila**, Fares Souha, Rachel Sabbagh and Carmen Hamady. (June 2016). PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample. *European Journal of Psychotraumatology*, [S.l.], v. 7, jul. 2016. ISSN 2000-8066. doi:http://dx.doi.org/10.3402/ejpt.v7.31509.

2015 **Farhood, L. F.,** Dimassi, H. (2015). Validation of an Arabic version of the GHQ-28 against the Beck Depression Inventory for screening for depression in war-exposed civilians. *Psychological Reports, 116*, 470-484.

2014 **Farhood, L.**, Richa, H., Masalkhi. (2014). Group mental health interventions in civilian populations in war-conflict areas: a Lebanese pilot study. *Journal of Transcultural Nursing, 25,* 176-182.

2014 Bayrakdar, A., Noureddne, S., **Farhood, L.,** Nasrallah, M. (2014). Comparison of quality of life in a group of Lebanese type 1 diabetics on insulin pump and those on multiple daily injections. *Lebanese Medical Journal, 62*(1), 22-26.

2013 **Farhood, L.,** Dimassi.H & Strauss.N. (2013). Understanding post-conflict mental health: Assessment of PTSD, depression, general health and life events in civilian population one year after the 2006 War in South Lebanon. *Journal of Traumatic Stress Disorders & Treatmen*t. Vol.2 (2) 1-8

2013 **Farhood, L.** (2013). Predictors of child's health in war conditions: the Lebanese experience *The Arab Journal of Psychiatry, 24* (1), 16 – 26. *doi:10.12816/0000094*

2012 **Farhood, L**. & Dimassi, H. (2012). Prevalence and Predictors for PTSD, Depression and General Health in a Population from six Villages in South Lebanon. *Social Psychiatry and Psychiatric Epidemiology, 47,* 639-649.

2010 **Farhood, L**. Chaaya, M & Saab, B. (2010). Detainment and Health: The case of the Lebanese hostages of war, *International Journal of Mental Health Nursing, 19*(2), 83-91

2010 **Farhood, L.** (2010). Mental Health and Psychosocial Care for Citizens Affected by War in Lebanon: Training Projects for Healthcare Professionals. In B. K. Wiederhold (Ed.), NATO Science of Peace and Security Series: Human and Societal Dynamics, Vol. 18. Coping with Posttraumatic Stress Disorder in Returning Troops: Wounds of War II (pp. 263-276). IOS Press.

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Research Interest:

- A research trajectory focusing on CRC screening, participation, facilitators and barriers, and intervention studies to increase screening participation
- Capacity building for community health nurses. A multi-year, multi-phasic project aiming to empower community health nurses with training on the core competencies of a primary health care nurse
- Qualitative methodology consultation for various faculty at AUB-MC and other Lebanese universities.

Ongoing Research

- Community Health Assessment of Needs and Continuous Empowerment (CHANCE) - An experience-based co-design approach
- Informal Provision of Health Services for Syrian Refugees in Lebanon
- Medical Practice Plan-American University of Beirut (MPP-AUB)

Completed Research

Principal Investigator: Nuhad Dumit
The Impact of the Syrian Refugee Crisis on Nurses and the health care system in Lebanon
The main purpose of this study was to assess the impact of the Syrian Refugee crisis on the health care system and on nurses in particular as voiced by nurses themselves.
Co-Investigators: Gladys Honein, Nathalie Richa
Status: Manuscript preparation

Principal Investigator: Fouad Fouad
Informal Provision of Health Services for Syrian Refugees in Lebanon
This project aims to conduct a mapping of the informal community-led health initiatives within the Syrian refugee population in Lebanon, and to understand how they are coping with the humanitarian assistance gap to cover their needs.
Co-Investigators: Gladys Honein, Lamis Jomaa, Mona Osman, Nasser Yassin, Shadi Saleh.
Status: Manuscript preparation

Principal Investigator: Gladys Honein
User acceptance of electronic patient portal (EPP) for self-management of diabetes and chronic high blood pressure at the Family Practice Clinic of the American University of Beirut, Lebanon
The aim of this study is to explore the demographic characteristics, the perceived ease and usefulness, the subjective and social norms of potential users of Electronic Patient Portal (EPP) at the American University of Beirut Medical Center- Family Practice Clinic (FMC-AUBFMC).
Co-researchers: Dr. Joumana Antoun
Funding: Medical Practice Plan (MPP)
Status: Manuscript preparation

Principal Investigator: Gladys Honein
Towards a Family - Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce.
In this study, our aim is to gather evidence based on actual practices to evaluate and scale up the primary care workforce in support of implementing family practice in EMRO region. In this report, the main focus is describing the nurses and midwives' roles as part of an inter-disciplinary team and the factors that influence these roles.
Co-investigators: T. Avedissian, M. Arevian, E. Dyer
Funding: World Health Organization, Eastern Mediterranean Office
Status: Report submitted in July; Manuscript will be submitted to Eastern Mediterranean Health Journal on health workforce.

Principal Investigator: Gladys Honein
Community Health Assessment of Needs and Continuous Empowerment (CHANCE) - An experience-based co-design approach
To assess the learning needs of community-based nurses and to develop an intervention training program to address the top priority learning need.
Co-Investigators: Nuhad Dumit, Nathalie Richa, **Mary Arevian, Tamar Avedissian**, Bahia Abdallah
Status: Data collection

Principal Investigator: Gladys Honein
Exploring the benefits and drawbacks of a new approach for managing conflict of interest in guideline development
The Canadian guideline for use of opioids in chronic non-cancer pain used an innovative approach to the management of financial and intellectual conflicts of interest, which was to have a team of unconflicted clinician-methodologists serving on the voting guideline panel, and to have a team of content experts, including individuals with financial and/or intellectual conflicts of interest, to guide the panelists and provide content expertise. This study aims to explore the benefits and drawbacks of this approach, and whether it could serve as a potential model for managing important aspects of conflict of interest in future guidelines.
Co-Investigators: Elie Akl, Samantha Craigie, Jason Busse, Justin Ho, Gordon Guyatt
Status: Manuscript preparation

Principal Investigator: Gladys Honein
Patients' Perceptions of Nurses and Physicians' Listening Behaviors, Education, and Empathy
The purpose of this study is to understand the ways in which medical/ surgical patients, during hospital stay at AUBMC recognize, identify and understand, the ways in which bedside nurses and physicians' behaviors conveyed aspects of communication (listening versus the absence of listening; empathy projected, interpersonal skills and education provider by nurses and physicians).The objective of this study is to assess the patients' perception regarding communication by the physician and nurse and how this affects patient experience and satisfaction.
Co-investigators: Ahmad Diab, Lama Al Jurdi
Status: Waiting IRB approval

Principal Investigator: Lamis Joumaa
Perceptions and Experiences of Community Workers and Syrian Refugees towards Community Kitchens in Lebanon: A Qualitative Study

This research aims at exploring the perceptions and experiences of Syrian refugees and community workers towards community kitchens in Lebanon and identifying the factors associated with the success and sustainability of these kitchens.
Co-Investigators: Gladys Honein, Shady Hamadeh, Nadiya Ibrahim (MSc. Nut.C)
Principal Investigator: Farah Naja
Barriers and opportunities for enhancing subject recruitment and retention in mother and child cohort studies: Findings from the MINA cohort
In this study, we aim at investigating barriers and challenges to participation in cohort studies from the perspectives of both study participants' as well as staff members carrying the immediate responsibility of subjects' recruitment
Co-investigators: Gladys Honein, Ghina Ghazeeri, Lara Nasreddine
Funding: Qatar National Research Fund (QNRF) under the National Priorities Research Program (NPRP)
Status: Manuscript submitted for publication

Principal Investigator: Marlene Chakhtoura
Research Fellowship Program at AUB-MC
In this study, we aim to develop, implement and evaluate a "Research Fellowship Program (RFP)", following the "Six-Step Approach" of curriculum development for medical education
Co-investigators: Gladys Honein, Elsa Salim Karam1, Marlene Chakhtoura2,3,4, Elie A Akl3,4,5,6, Gladys Honein-AbouHaidar7, Rola El Rassi8
Funding: no funding
Status: Manuscript preparation

Principal Investigator: Tamara Lotfi
Evidence synthesis in Low & Middle Income Countries (LMIC): Assessing the capacity building needs of the Global Evidence Synthesis Initiative (GESI) Network centres
The Global Evidence Synthesis Initiative (GESI) is a network of 37 established evidence synthesis centers from 24 LMICs that is meant to enhance the south-south collaboration, knowledge exchange and experience. The goal of GESI to enhance capacity of evidence synthesis centers to undertake multidisciplinary research syntheses. Understanding needs and capacity building for GESI centers is crucial. This study aims to identify the needs of the GESI Network members in order to tailor capacity building activities and link members to potential funders.
Co-investigators: Gladys Honein,
Funding: GESI funding
Status: Manuscript preparation

Principal Investigator: Yasser Shuaib
"Perceived factors influencing participation in Fecal Immunochemical screening test for colorectal cancer among the Lebanese population"
This study aims to examine the perceived factors influencing participation in Fecal Immunochemical screening test for colorectal cancer among the Lebanese population.
Co-investigators: Gladys Honein, Tarek Nammour, Hana Nimer
Funding: no funding
Status: IRB approval

Principal Investigator: Elie Akl
Exploring the factors impacting the trust of the Lebanese public in physicians: a qualitative study

The objective of this study was to explore the factors that impact the trust of the Lebanese public in physicians.
Co-investigators: Gladys Honein, Shaya, Bashir; Al Homsi, Nadine; Eid, Kevin; Haidar, Zeinab; Khalil, Ali; Merheb, Kelly
Funding: No funding
Status: Manuscript preparation

Principal Investigator: Elie Akl
Fellowship and Residency Research Program at AUBMC - Moving Forward
In this study, we aim to explore the views of FRRP residents about the respective programs and the challenges they face in order to fine-tune these programs
Co-investigators: Pamela Abi Khalil, Gladys Honein, Hani Tamim, Bilal Kaafarani, Lara Al Hakim, Zeina Akiki, Rola El Rassi,
Funding:
Status: Manuscript preparation

Principal Investigator: Gladys Honein
"Best practices to increase motivation and entering nursing: A Systematic review
Shortage in nursing is global phenomenon. One important factor leading to this shortage is poor enrollment in nursing education. While a plethora of studies explored the motivation for entering nursing education, understanding effective and best practices to increase motivation and entering nursing education is still not appropriately explored. The purpose of this study is to examine best practices to increase motivation and entering nursing.
Co-investigators: Suzanne Dhaini, Lina Abi Fakhr; Nour Abdallah; Reem Al Sabbagh; Dayana Nasser El Traboulsi; Hisham Jaber
Funding: no funding
Status: Data collection

Recent Publications

2018 Tamar Avedissian, **Gladys Honein-AbouHaidar**, Nuhad Dumit "Anaphylaxis management in Lebanese schools and day cares: current practices, needs and recommendations for practice guidelines" BMJ Open, 2018 DOI: 2018-000260

2018 Fadlallah, R., Hemadi, N., Morsi, R., Abou Samra, C., Ahmad, A., Arif, K., Hishi, L., **Honein-AbouHaidar, G.N.,** Akl, E., El-Jardali, F. "Barriers and Facilitators to Implementation, Uptake and Sustainability of Community-Based Health Insurance Schemes in Low and Middle Income Countries: A Systematic Review of Narrative Synthesis". International Journal for Equity in Health - IJEH-D-17-00316. 2018, 17:13

2017 **Honein-AbouHaidar, G.N.**, Hoch, J.S., Dobrow, M.J., Stuart-McEwan, T., McCready, D.R., Gagliardi, A.R.: "Cost analysis of breast cancer diagnostic assessment programs". Current Oncology, 2017 Oct;24(5):e354-e360.

2017 Rima Hajjar, Aya Bassatne, Mohamad Ali Cheaito, Rabie Naser El Dine, Sarah Traboulsy, Fadi Haddadin, **Gladys Honein-AbouHaidar**, Elie A. Akl. "Characterizing the interaction between physicians, pharmacists and pharmaceutical representatives in a middle-income country: a qualitative study" PLOS ONE. 2017 Sep 12; 12(9):e0184662. doi: 10.1371

2017 Gagliardi, A.R., **Honein-AbouHaidar G.N.,** Stuart-McEwan T, Arnaout A, Seely J, Gilbert J, Wright FC, Dobrow MJ, Brouwers MC, McCready DR. "How do the characteristics of breast cancer diagnostic assessment programmes influence service delivery: A mixed methods study". European Journal of Clinical Oncology (DOI) - 10.1111/ecc.12727). June 2017.

2017 Lama Bou-Karroum, Fadi El-Jardali, Nour Hemadi, Yasmine Faraj, Utkarsh Ojha, Maher Shahrour, Andrea Darzi, Maha Ali, Carine Doumit, Etienne V. Langlois, **Gladys N. Honein-AbouHaidar**, Elie A. Akl. 'Using Media to Impact Health Policy-Making: An integrative systematic review' accepted for publication, March 2017, Implementation Sciences. 2017 Apr 18;12(1):52. doi: 10.1186/s13012-017-0581-0.

2017 Nancy N Baxter, Corinne Daly, Rinku Sutradhar, Qing Li, **Gladys N Honein-AbouHaidar**, Devon P Richardson, Lisa Del Giudice, Jill Tinmouth, Lawrence Paszat, Linda Rabeneck. Do primary care provider strategies improve patient participation in colorectal cancer screening? The American Journal of Gastroenterology, February 2017. Volume 112, Issue 2. doi: 10.1038/ajg.2017.4

2017 **Honein-AbouHaidar G.N.,** Stuart-McEwan T, Waddell T., Salvarrey A., Smiley J., Dobrow MJ, Brouwers MC, , Gagliardi, A.R. : "How do organizational characteristics influence teamwork and service delivery in lung cancer diagnostic assessment programs?: a mixed methods study" BMJ Open 2017;7:e013965. doi:10.1136/bmjopen-2016-013965

2016 **Honein-AbouHaidar G.N.,** Monika Kastner, Vincent Vuong, Laure Perrier, Corinne Daly, Linda Rabeneck, Sharon Straus, Nancy N. Baxter (2015). ' A systematic review and meta-study synthesis of qualitative studies evaluating facilitators and barriers to participation in colorectal cancer screening'. Cancer Epidemiology, Biomarkers and Prevention. June 2016 25; 907-917

2014 **Honein-AbouHaidar G.N.**, Rabeneck L, Paszat LF, Sutradhar R, Tinmouth J, Baxter NN. Evaluating the impact of public health initiatives on trends in fecal occult blood test participation in Ontario. *BMC Cancer*. 07/2014; 14(1):537 Impact Factor (IF): 3.33

2014 **Honein-AbouHaidar G.N.**, Kastner M, Vuong V, Perrier L, Rabeneck L, Tinmouth J, Straus S, Baxter NN. Benefits and barriers to participation in colorectal cancer screening: a protocol for a systematic review and synthesis of qualitative studies. *BMJ Open*. 02/2014; 4(2):e004508. IF: 1.58

2013 **Honein-AbouHaidar G**.**N**., Nancy N. Baxter, Rahim Moineddin, David R. Urbach, Linda Rabeneck, Arlene S. Bierman. Trends and Inequities in Colorectal Cancer Screening in Ontario, Canada, 2005-2011. Cancer Epidemiology, 2013; 37(6):946-56. IF: 2.588

Report Publications

2017 Honein-AbouHaidar G.N., Avedissian T., Arevian M. Dyer E. Towards a Family-Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce. World Health Organization, July, 2017

Samar Noureddine, PhD, RN, FAHA, FAAN.
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Cardiopulmonary Nursing
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Research interests: Health behaviors; cardiovascular risk reduction, management of the chronically ill, cardiopulmonary resuscitation practices

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Current Research projects:

1. **Principal Investigator: Samar Noureddine**
   Title: Study of the health status, health behaviors, and related work conditions of working Nurses in Lebanon.
   Purpose of the research: The purpose of this study is to describe the health status, risk factors,
   and related work conditions among Nurses in Lebanon
   Co-investigators: Nuhad Dumit, Myrna Doumit, Joelle Seoud, Hiba Chakhtoura.
   Funding: None
   Status: Proposal in preparation.

2. **Principal investigaqtor: Samar Noureddine**
   Title: Current practice related to the management of patients with ST elevation myocardial infarction in Lebanon
   Purpose of the research: This project aims to examine current practices related to the management of patient with ST elevation myocardial infarction among Lebanese cardiologists.
   Co-investigators: Hussain Isma'eel, Sanaa Daouk
   Funding: Vascular Medicine Program, AUBMC
   Status: Proposal writing.

3. **Principal investigator: Samar Noureddine**
   Title: Psychometric testing of the Arabic version of the Minnesota Living with Heart Failure Questionnaire (MLHFQ). A total of 210 heart failure patients are interviewed using the MLHFQ.
   Co-investigators: Mariam Zahweh, Hani Tamim, Amal el Hajje, Samar Rachidi, Hadi Skouri and Hussain Isma'eel.
   Purpose of the Research: The aim of the study is to examine the cultural validity and psychometric properties of an Arabic version of the Minnesota Living with Heart Failure Questionnaire in Lebanese patients with Heart Failure
   Funding: Vascular Medicine Program, AUBMC
   Status: Data collection in progress

4. **Principal Investigator: Samar Noureddine**
   Title: Survey of the Knowledge, Attitude and Practices related to out of hospital Resuscitation among Nurses in Lebanon.

Co-investigators: Tamar Avedissian, Nina Khatib and Joanna Irani.
Purpose of the research: The purpose of this study is to examine the knowledge, attitude and practice of nurses in Lebanon related to out of hospital cardiopulmonary resuscitation. A second aim is to identify factors associated with the willingness of nurses to attempt resuscitation outside the hospital setting.
Funding: Partial funding by the Order of Nurses in Lebanon.
Status: Data collection in progress

5. **Principal Investigator: Samar Noureddine**
Title: Attitudes and Practices related to Cardiopulmonary Resuscitation Practices by Intensive Care Physicians in Lebanon.
Co-investigators: Mira Obeid, Ahmad Husari.
Purpose of the research: The purpose of this study is to examine the attitudes, practices of physicians working in intensive care units and the challenges they face in making resuscitation decisions.
Funding: None
Status: Data collection in progress

Recent Publications:

2018 Haidar, M. H., **Noureddine, S.,** Isma'eel, H., El Sayed, M. Resuscitation of Out of Hospital Cardiac Arrest Victims in Lebanon: The Experience of Paramedic Personnel. Accepted by *Journal of Emergencies Trauma and Shock.*

2018 Noureddine S., Massouh, A. Factors Associated with Continued Smoking in Acute Coronary Syndrome Patients. Accepted by the *Journal of Cardiovascular Nursing.*

2018 Abu Saad Huijer, H, Fares S. , Bejjani R., Dhainy S, Noureddine,S, Ghusn H. Symptom Prevalence and Management in Older Adult Patients in Lebanon. *Palliative and Supportive Care*. In Press.

2018 Abu-Saad Huijer H; Deek H; **Noureddine S**. A mapping of nursing and midwifery research in the Eastern Mediterranean Region, 2006–2016. *Eastern Mediterranean Health Journal, 24*(7):640–650. https://doi.org/10.26719/2018.24.7.XX.

2018 Semaan, V., **Noureddine, S.,** Farhood, L. Prevalence of Depression and Anxiety in End-Stage Renal Disease: A Survey of Patients Undergoing Hemodialysis. *Applied Nursing Research, 43,* 80-85

2017 Assaf, G., **Noureddine*, S.,** Kouyoumjian, S., El Khoury, J. Medical Students' Knowledge, Attitudes and Practices of Substance Use in Lebanon: A Cross Sectional Survey. *Eastern Mediterranean Health Journal, 23*(11), 734-743.

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Deek, H., Chang, S., Newton, P. J., **Noureddine, S.,** Inglis, S. C., Al Arab, G., Kabbani, S., Chalak, W., Timany, N., MacDonald, P. S., Davidson, P. M. An evaluation of involving family caregivers in the self-care of heart failure patients on hospital readmission: Randomised controlled trial (the FAMILY study). *International Journal of Nursing Studies, 75*, 101-111. http://dx.doi.org/10.1016/j.ijnurstu.2017.07.015

2017

Al Touby, S., Larson, E., **Noureddine, S.,** Altaweli, R., Al Nagshabandi, E., El Seesy, N.A.A., Fathy, N., Abubakar, F., Ibrahim, R. H. Building Evidence-Based Practice in Resource Limited Settings: Exemplars of success. *Global Journal for Research Analysis, 6*(4), 715-9.

2016

Deek, H., Hamilton, S., Brown, N., Inglis, S. C., Digiacomo, M., Newton, P. J., **Noureddine, S.,** Macdonald, P. S., Davidson, P. M. Family-centered approaches to healthcare interventions in chronic diseases in adults: A quantitative systematic review. *Journal of Advanced Nursing, 72*(5):968-79. doi: 10.1111/jan.12885. http://dx.doi.org/10.1016/j.colegn.2014.11.001.

2016

Noureddine, S., Avedissian, T., Ismaeel, H., El Sayed, M. Assessment of Cardiopulmonary Resuscitation Practices in Emergency Departments for Out of Hospital Cardiac Arrest Victims in Lebanon. J Emerg Trauma Shock. 2016 Jul-Sep;9(3):115-21. doi: 10.4103/0974-2700.185275.

2016

Noureddine, S. (2016). Investigating Cardiovascular Risk in a Conflict Zone. In S. Ketefian (Ed.) Shaping Nursing Science and Improving Health. Michigan: Michigan Publishing

2016

Al Rajoub, B., ***Noureddine, S***., El Chami, S., Haidar, M., Itani, B., Zaiter, A., Akl, E. (2016). Prognostic value of left bundle branch block in patients with acute myocardial infarction. Published online Dec 9. Heart & Lung: The Journal of Acute and Critical Care. doi: 10.1016/j.hrtlng.2016.11.002. [Epub ahead of print]

2016 Dumit, N. Y., **Noureddine, S. N.,** Magilvy, J. K. Perspectives on Barriers and Facilitators to Self-Care in Lebanese Cardiac Patients: a qualitative descriptive study. *International Journal of Nursing Studies, 60,* 69-78. doi:10.1016/j.ijnurstu.2016.03.009

2016 Deek, H., Skouri, H., **Noureddine, S.** Readmission Rates and Related Factors in Heart Failure Patients: A Study in Lebanon. *Collegian: The Australian Journal of Nursing*

Practice, Scholarship and Research, 23(1), 61-68. doi:10.1016/j.colegn.2014.11.001

2016 Deek, H., Newton, P. J., **Noureddine, S.,** Al Arab, G., Kabbani, S., Inglis, S., Chalak, W., Timany, N., MacDonald, Davidson, P. M. Protocol for a block randomised controlled trial of an intervention to improve heart failure care. *Nurse Researcher, 23*(4), 24-30.

2016 Deek, H., **Noureddine, S.,** Newton, P. J., Inglis, S. C., Peter S. MacDonald, P. S., & Davidson, P. M. A family-focused intervention for heart failure self-care: conceptual underpinnings of a culturally appropriate intervention. *Journal of Advanced Nursing, 72*(2), 434-450. DOI: 10.1111/jan.12768

2015 **Noureddine, S.,** Dumit, N.Y., Saab, M.. Deciding to seek care for acute myocardial infarction in Lebanon. *Clinical Nursing Research, 24*(5), 487-503. DOI: 10.1177/1054773814548508

2015 Deek, H., Newton, P., Inglis, S., Kabbani, S., **Noureddine, S.,** MacDonald, P., Davidson, P. Heart health in Lebanon and considerations for addressing the burden of cardiovascular disease. *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research, 22*(3), 333-39

2014 Deek, H., Newton, P., Sheerin, N., **Noureddine, S.,** Davidson, P.M. Contrast media induced nephropathy: a literature review and recommendations for practice. *Australian Critical Care. Australian Critical Care.* 27(4):166-71. doi: 10.1016/j.aucc.2013.12.002

2014 Deek, H., Skouri, H., **Noureddine, S.** Readmission Rates and Related Factors Heart Failure Patients: A Study in Lebanon. Published online at the *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research* November 24, 2014. DOI: http://dx.doi.org/10.1016/j.colegn.2014.11.001.

2014 **Noureddine, S.,** Dumit, N.Y., Saab, M. Deciding to seek care for acutemyocardial infarction in Lebanon. *Clinical Nursing Research.* Published online August 26, 2014. DOI: 10.1177/1054773814548508

2014 Deek, H., Newton, P., Inglis, S., Kabbani, S., **Noureddine, S.,** MacDonald, P., Davidson, P. Heart health in Lebanon and considerations for addressing the burden of cardiovascular disease. Published on line in *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research* May 9, 2014.

2014 DeVon, H., **Noureddine, S.** (2014). Twenty things you did not know about heart disease in women. *Journal of Cardiovascular Nursing, 29,* 384-385.

2014 Deek, H., Newton, P., Inglis, S., Kabbani, S., **Noureddine, S.,** MacDonald, P., Davidson, P. (2014). Heart health in Lebanon and considerations for addressing the burden of cardiovascular disease. Published on line in *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research* May 9, 2014.

2014 Saab, M., **Noureddine, S.**, Huijer, H., DeJong, J. Surviving Testicular Cancer: The Lebanese Lived Experience. *Nursing Research, 63*(3), 203-210.

2014 **Noureddine, S.,** Metzger, B. Do health-related feared possible selves motivate healthy eating? *Health Psychology research, 2:1043,* 25-29*.* *doi:10.4081/hpr.2014.1043*

2014 Bayrakdar, A., **Noureddine, S.,** Farhood, L. Nasrallah, M. Comparison of Quality of Life in Lebanese Subjects with Type 1 Diabetes on Insulin Pump and those on Multiple Injections. *Lebanese Medical Journal, 62*(1), 22-26*.*

2014 Jaarsma, T., Kjellstrom,B., Deaton, C., Fitzsimmons, D., Hardig, B. M., Mahrer-Imhof, R., Moons, P., **Noureddine, S.,** O'Donnell, S., Pederswen, S. S., Thompson, D., Tokem, Y., Stewart, S., Strömberg on behalf of Council on Cardiovascular Nursing and Allied Professionals (CCNAP) of the European Society of Cardiology. CCNAP ESC Research in Cardiovascular Care: A position statement of the Council on Cardiovascular Nursing and Allied Professionals (CCNAP). *European Journal of Cardiovascular Nursing, 13*(1), **9-21.** DOI: 10.1177/1474515113509761

2013 Saab, S., **Noureddine, S.,** Dumit, N. (2013). Readmission Rates after Coronary Artery Bypass Graft Surgery and Related Factors. *Lebanese Medical Journal, 61(3),* 155-160

2013 Abdul Rahman, M., Abu-Saad Huijer, H., **Noureddine, S.** Lebanese Nurses' Knowledge Regarding Pain Management. *Lebanese Journal of Nursing, 3,* 10-12.

2013 Hajj, M., Abu-Saad Huijer, H., **Noureddine, S.,** Kanazi, G. Patients' Experiences and Satisfaction with Postoperative Pain Management. *Lebanese Journal of Nursing, 3,* 24-28.

2013 Baydoun, M., Otrock, Z. K., Okaily, S.,Nehme, R., Abu-Chahine, R.Hamdan, A., **Noureddine, S**., Kanj, S., Kanafani, Z., Bazarbachi, A., Kharfan-Dabaja, M. A. Prophylactic Administration of Infections in Patients Undergoing Hematopoietic Cell Transplantation. *Mediterranean Journal of Hematology and Infectious Disease, 5*(1): e2013015, DOI: 10.4084/MJHID.2013.015

2013 **Noureddine, S.,** & Froelicher, E.S. "Psychometric testing of an Arabic version of the Illness Perception Questionnaire for Heart Disease". *Heart and Lung, 42,* 51 – 58. http://dx.doi.org/10.1016/j.hrtlng.2012.08.002*.*

2013 **Noureddine, S.,** Massouh, A., & Froelicher, E.S. Perceptions of heart disease in community-dwelling Lebanese. *European Journal of Cardiovascular Nursing, 12,* 56 – 63*.* DOI: 10.1177/1474515111430899

2011 Kjellstrom, B., Hardig, B. M., Mahrer-Imhof, R., Moons, P., **Noureddine, S.,** Pedersen, S., Tokem, Y., Jaarsma, T. (2011). The science committee of the CCNAP: Eager to start. *European Journal of Cardiovascular Nursing,* 10(4), 195-196.

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Younan, L. et al. (2018). Prevalence and Relationship of Work-Related Musculoskeletal Injuries, Work-Related Fatigue, and Work organization among Lebanese Nurses. Submitted to the Journal of Advanced Nursing on Aug 2018.

Younan, L. et al. (2018). A Descriptive Study of the composition and Scope of Nursing Practice in Acute Care Hospitals of Lebanon. Submitted to the Journal of Nursing Regulation on May 24, 2018.

Accepted articles:

Younan, L. et al. (2018). The Translation and Cultural Adaptation of an Instrument to Measure the Actual Scope of Nursing Practice. EMHJ. Accepted for publication on March 27, 2018. EMHJ.3/83 Manuscript No.: 17-00557

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2014 El-Jardali, F., Hammoud, R., **Younan, L**., et al. (2014). The making of nursing practice Law in Lebanon: a policy analysis case study. *Health Research Policy and Systems, 12*(52), 1-15.

2013 **Younan, A.L**., Fralic, M.F. (2013). Using "Best-Fit" Interventions to Improve the Nursing Intershift Handoff Process at a Medical Center in Lebanon. *Joint Commission journal on Quality and Patient Safety, 39*(10), 460-467.

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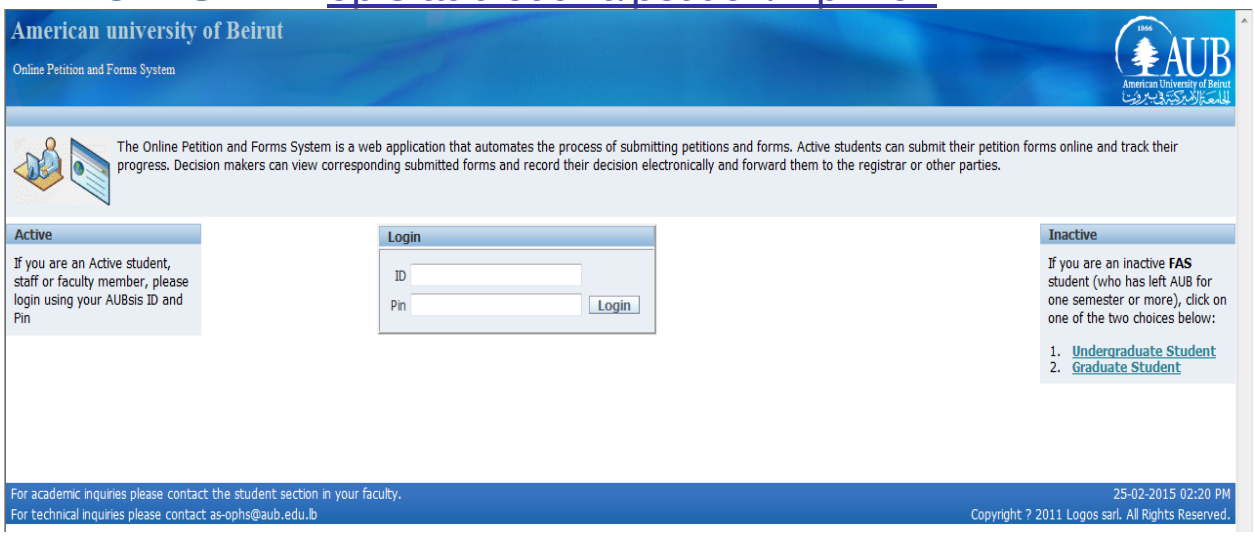
APPENDIX E

Online Petition and Forms System: OPFS

Online Petition and Forms System: OPFS

Login Page:

OPFS link: opfs.aub.edu.lb/petition/f?p=101



Or go to AUB webpage:click on Academics ⇨ Faculties ⇨ Rafic Hariri Hariri School of Nursing ⇨ Student Services ⇨ Petitions and Forms ⇨ OPFS

Types of Petitions you can submit online:

	Title	Workflow	Level
1	Correction of Record (Late Drop-Add)	Adviser-Instructor -Student Services Office-Chair of ACC	Undergraduate
2	General Petition	Adviser- Student Services Office-Chair of ACC or Deanof HSON	Undergraduate
3	Withdrawal From a Course	Adviser-Instructor-Chairperson of course - Student Services Office-Chair of ACC	Undergraduate
4	Oveload/Underload	Adviser- Student Services Office-Chair of ACC	Undergraduate
5	GE called Exceptions related to GE requirements	Adviser- Student Services Office-Director of GE Board-Chair of ACC	GE
6	Course Equivalence	Adviser-Instructor-Chairperson of course - Student Services Office-Chair of ACC	Undergraduate
7	General petition that is routed to the graduate committee or dean of HSON.	Adviser- Student Services Office-Chair of GSC	Graduates
8	Residency Extension	Adviser- Student Services Office-Chair of GSC	Graduates

Rafic Hariri School of Nursing

GRADUATE STUDENT HANDBOOK

Academic Year 2017-2018

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WELCOME

Welcome to the Rafic Hariri Hariri School of Nursing (HSON). We are delighted that you have chosen to study nursing at AUB and look forward to meeting each one of you. This is an exciting time for nursing—both at AUB and throughout the world.

In the field of nursing generally, nurses are taking on new and greater responsibilities. Although taking care of patients is still our primary responsibility, we are also playing a role in setting health care policy at the national, regional, and international levels and researching important health care issues.

Here at AUB, we celebrated our 100th anniversary in 2005 and our 110th anniversary in 2015. We have introduced new programs and are constantly updating and revising our curriculum. Our graduates are in great demand and they are occupying leadership positions in different countries in the world. In 2007 the BSN and MSN programs were granted unconditional accreditation by the Commission on Collegiate Nursing Education (CCNE) in the USA for five years and in 2012 the programs were reaccredited for a period of 10 years. AUB Hariri School of Nursing is the first school to be accredited by CCNE outside the USA. In 2008 the HSON received a $10M gift to endow the school and the building and in 2009 the Rafic Hariri Hariri School of Nursing building was inaugurated. The building houses faculty offices, classrooms, an auditorium, a computer lab, skills and simulation lab, a research center, and student facilities.

In 2015, HSON won three major regional awards; HSON received the best institution award, Dr. Huda Huijer the distinguished researcher award, and an MSN graduate the best thesis award. The Chi Iota Honor Society Chapter, the first in the region, was formallychartered by Sigma Theta Tau International (STTI) in 2015 and 131 members were inducted into this prestigious honor society. We continue to be proud of these accomplishments and we look forward to working with you to celebrate these achievements.
We hope this handbook will be a useful guide for you especially during the first couple of weeks when everything is so unfamiliar. If, however, you are lost or need help, please come and find us. We are eager to do whatever we can to make this a positive and rewarding experience for you.

We also welcome any comments or suggestions you may have on how we might change and improve on this handbook in order to make it more helpful for future Hariri School of Nursing students.

Good luck!

Dr. Huda Abu-Saad Huijer, RN, PhD, FEANS, FAAN
Director, Hariri Hariri School of Nursing

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Preface

This handbook has been prepared for graduate students in order to provide detailed information about the Master of Science in Nursing Program at the American University of Beirut. Guidelines and policy statements are given to assist in clarifying the process from entry to the program through graduation.

The MSN program in the Hariri School of Nursing was launched Fall 2003-2004. The curriculum with emphasis on Advanced Nursing Practice provides educational opportunities for nurses seeking further specialization.

The faculty and administration of the Hariri School of Nursing hope that the educational process at the American university of Beirut will be a rewarding and challenging experience for each student. We pledge ourselves to assist students in the pursuit of their professional and educational goals.

In addition to the policies found here that are specific to the Graduate Program at the Hariri School of Nursing, the student should obtain and keep a copy of the AUB Graduate Catalogue, which contains policies and procedures that apply to all graduate programs in the University.

The American University of Beirut

The American University of Beirut (AUB) is a private, non-sectarian institution of higher learning, founded in 1866. It functions under a charter from the State of New York and is administered by a private, autonomous Board of Trustees.
The University has five faculties: Arts and Sciences, Medicine-including the Hariri School of Nursing, Engineering and Architecture, Agricultural and Food Sciences, and Health Sciences. In addition to these faculties, the University has a School of Business. At present, AUB offers programs leading to both bachelor's, master's degrees and a number of PhD programs in some Arts and Science and Engineering majors. The University is co-educational. The language of instruction is English.
AUB is a teaching-centered research university, where excellence in teaching and research go hand-in-hand. Its mission is to enhance education, primarily the education of the peoples of the Middle East, to serve society through its educational functions, and to participate in the advancement of knowledge. AUB bases its educational perspective and methods, and its academic organization on the American model of higher education.
The university emphasizes scholarship that enables students to think for themselves, stresses academic excellence, and promotes high principles of character. It aims to produce men and women who are not only technically competent in their professional fields but also life-long learners who have breadth of vision, a sense of civic and moral responsibility, and devotion to the fundamental values of human life. The University believes in and encourages freedom of thought and expression. It expects, however, that this freedom will be enjoyed in a spirit of integrity and with full sense of responsibility.

General Information about the MSN Program

The Hariri School of Nursing at AUB offers the Degree of *Master of Science in Nursing* (MSN) with emphasis on Advanced Nursing Practice. Four tracks are available: Adult-Gerontology Clinical Nurse Specialist with optional minor in Nursing Education, Psychiatric Mental Health

Clinical Nurse Specialist with optional minor in Nursing Education, Community and Public Health Nursing with optional minor in Nursing Education, and Nursing Administration and Management. This MSN program is designed to meet the health challenges of the 21st century in Lebanon and the region, and prepare students for continued studies towards PhD degrees. The clinical tracks prepare graduates as clinical nurse specialists.

The Hariri School of Nursing faculty members are renowned for their research, clinical expertise, innovative teaching strategies, and contribution to professional practice at the national level.

Mission Statement

The mission of the Hariri School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high–quality, compassionate nursing care in Lebanon and beyond, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles. It is based on the use and generation of research-based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech.

Philosophy

The Master of Science in Nursing Program is consistent with the philosophy of the American University of Beirut and the mission of the Hariri School of Nursing, and builds upon the knowledge and competencies that characterize the undergraduate program. Graduate education denotes the critical appraisal of concepts and theories basic to the Nursing discipline. The unifying focus in graduate education is specialized and research-directed nursing practice. Graduate education promotes the process of inquiry for the expansion and testing of knowledge; and fosters creativity, critical thinking, professional development, research**,** and leadership skills.

Learning Outcomes

The program provides students with a thorough understanding of the theoretical basis of practice and also incorporates managerial, administrative and educational skills. The graduate is expected to be an expert clinician, an informed educator, a knowledgeable researcher and a skilled manager.

Specifically, the MSN program will prepare nurses who:

1. Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.
2. Participate in conducting research within collaborative teams to improve care outcomes and support policy changes

3. Deliver advanced practice nursing based on critical thinking, research evidence, and advanced knowledge and skills in specialized area of nursing.
4. Demonstrate advanced clinical and data driven decision-making across health care settings.
5. Analyze the impact of socio-cultural, economic, ethical, legal and political issues on nursing practice, health promotion strategies and health care delivery.
6. Assume leadership roles in education and management, utilizing inter-and intra-disciplinary approaches and systems thinking.
7. Analyze current and emerging technologies to optimize patient safety, cost-effective care, and quality and health outcomes'.

Admission to the MSN program

A student is eligible for consideration for admission to the MSN program if s/he fulfills AUB admission requirements for graduate studies. The criteria for admission to the MSN program are:

1. Meeting all the university admission requirements to graduate studies.
2. Having a BSN degree or its equivalent from an accredited/recognized institution.
3. Having a cumulative undergraduate cumulative average of at least 75, with an undergraduate average of at least 80 in the major Nursing.
4. Demonstrating evidence of knowledge and competence in physical assessment skills.
5. Satisfactory scores on the English Entrance Exam or Test of English as a Foreign Language, as per AUB requirements for graduate studies.
6. License to practice nursing from country of residence.
7. One year work experience in nursing.

Categories of Admission

Applicants for graduate study may be considered for admission in one of the following categories:

Graduate Regular
A candidate qualifies for this category if s/he holds a bachelor's degree from AUB or an equivalent degree from another recognized institution with an undergraduate average of at least 80 or its equivalent in nursing.

Graduate on probation
Candidates who fail to meet any of the admission requirements but who, in the opinion of the faculty, demonstrate potential for graduate study, are admitted as 'graduates on probation.' Students with a cumulative undergraduate average of at least 75 but less than 80 in the major field (nursing) may be conditionally admitted as graduate student on probation. These students should score 80 or above in the first nine graduate credits in order to be transferred from special status to regular status.

English Language Proficiency Requirement (ELPR)

Applicants to any graduate program other than AUB graduates and graduates of recognized colleges or universities in North America, Great Britain, Australia, and New Zealand, must demonstrate proficiency in the English language. This can be done by submitting official test scores for (at least) one of the following tests: English Entrance Examination (EEE), Test of English as a Foreign Language (TOEFL), International English Language Testing System

(IELTS), GRE (Verbal Part), GMAT (Verbal Part).
A score of 550 on the English Entrance Examination (EEE), or 600 on the paper-based Test of English as a Foreign Language (TOEFL), or 250 on the computer-based TOEFL or 97 on the internet-based TOEFL, or 7.0 on the IELTS, or 153 on the Verbal Part of the GRE (or 500 if the GRE test was taken prior to August 1, 2011), or 25 on the Verbal Part of the GMAT exempts applicants who have been admitted from taking additional English language courses.

Graduate ELPR: Applicable to students joining AUB at the graduate level

Exam English Course Placement	NEW AUB EEE (After Jan 2017)	AUB EEE (English Entrance Exam)	TOEFL (PBT)	TOEFL (IBT)	IELTS (Academic)	GRE (Verbal)	GMAT (Verbal)
Exam Validity	***1year***	***1year***	***2years***	***2years***	***2years***	***5years***	***5years***
Intensive English 100A/100B (If faculty approves)	25-31	375-499	490-570	57-87			
English 300	32-39	500-529	573-582	88-96			
No English courses	>=40	>=530	>= 583	>= 97	7.0	>= 147	>= 25

ELPR Exemption: Some applicants might be exempted from the ELPR requirements as per below

Application Type	Conditions for ELPR Exemption
Freshman	Not Applicable
Sophomore	No ELPR exemption applies to those application types
Transfer (Advanced Standing)	Given to Candidates who studied for 2 years at a university in US/UK/Canada/Australia/New Zealand
Visiting Exchange Non-Degree	Given to Candidates who studied for 2 years at a university in US/UK/Canada/Australia/New Zealand, or to those who have completed 2 years of higher education with English as the primary language of instruction, or to those who are enrolling ONLY in Arabic language courses
Second Degree Diploma Graduate & PhD First Year Medicine	Given to AUB graduates or graduates of recognized colleges and universities in US/UK/Canada/Australia/New Zealand
Pro-Green Diploma	Given to AUB graduates or graduates of recognized colleges and universities in US/UK/Canada/Australia/New Zealand, and graduates of universities where the language of instruction is English

Summer Preparatory English Program

Applicants who score between 475 and 499 on the EEE, or between 550 and 572 on the TOEFL (or between 213 and 229 on the computer-based TOEFL or between 81 and 87 on the internet-based TOEFL), or between 6.0 and 6.5 on the IELTS, may take UPGR 001 Preparatory English for Graduate Students, as shown in the table below. Those students need to pass UPGR 001 with an average grade of 70 in order to enroll in their majors (see UPP section pp. 195 in the Graduate Catalogue).

Score on English language proficiency test					English course
Computer-	**Paper-**	**Internet-**	**EEE**	IELTS	

based TOEFL	based TOEFL	based TOEFL			
213-229	550-572	81-87	475-499	6.0-6.5	UPGR 001

Applicants who do not submit official English language proficiency test scores or those whose test scores fall below 475 on the EEE, or 550 on the paper-based TOEFL (or below 213 on the computer-based TOEFL, or below 81 on the internet-based TOEFL), or below 6.0 on the IELTS, may also register in UPGR 001. Those applicants will not be able to join their graduate programs unless (1) they pass UPGR 001 with an average grade of 70 and (2) obtain a minimum score of 475 on the EEE, or 550 on the paper-based TOEFL (or 213 on the computer-based TOEFL, or 81 on the internet-based TOEFL), or 6.0 on the IELTS. For more information, students should contact their respective departments.
After successful completion of UPGR 001, students must take English 300.

Transfer of Credits

School of Nursing**Revised**

Transfer of Credits from One Master's Degree to Another Graduate courses taken at AUB (or at other recognized institutions), in which the applicant earned an equivalent grade of 80 or above, may be transferred to another master's degree at AUB. No more than 9 credits are transferable provided they are not credits earned by an internship, thesis or practicum, and degree minimum residency requirement is maintained. Approval by the department or the academic unit concerned and the Faculty/School Graduate Studies Committee is required for all transfers. Normally, credits counted toward another graduate degree at AUB or another institution cannot be transferred if they have already been used to satisfy requirements for another awarded graduate degree.

Graduate Council

The Graduate Council (GC) reports to the Provost of the University and plays a vital role in implementing the rules and regulations governing graduate work uniformly across the University, in accordance with policies approved by the Board of Graduate Studies (BGS) and the Senate, and as recommended by the faculties and schools. The Graduate Council facilitates and coordinates graduate education and follows up on the implementation of graduate policies and deadlines. The Graduate Council works closely with the BGS and Faculty Graduate Studies Committees to provide mechanisms for the quality control of all aspects of graduate education. In cooperation with faculty, students, and staff, the Graduate Council undertakes preparatory steps and coordinates graduate recruitment programs to ensure a selection process from a highly qualified pool of student applicants; provides information about admissions to all graduate programs; administers graduate standards of scholarship and policy; and encourages the development and success of students through workshops, training activities, counseling, and initiatives that promote timely degree completion. The Graduate Council also administers AUB policies concerning graduate assistantship appointments.

Registration

Academic Year
The academic year at AUB includes two semesters, fall, and spring, followed by a summer session. Each semester has a reading period and a final exam week. For the exact dates, see the AUB Calendar.

Orientation
All entering students attend the three –day orientation program consisting of meetings in Faculties and Departments; meetings with representatives of various university services; tours of the campus; Agriculture Research and Educational Center (AREC), and the country; and acquaintance social events.

Course Registration

New students register on-line via the Internet during September at a date indicated at the University Registrar for the fall semester of an academic year.
Check details of on-line registration under Course Registration for New Students and Consult the Registration Guide available in the Office of the Registrar.
Continuing students will register before the end of each semester for the upcoming academic semester. The registrar announces all registration dates.

Deferred Registration
Graduate students who are offered admission for a semester and who do not register for that semester may be eligible for admission to the spring semester of the same academic year, pending availability of places. A petition should be submitted to the Office of Admissions.

Late Registration
Students unable, for some unforeseen reason, to register at the scheduled time may attempt late registration. A late registration fee of LL150, 000 for students will be charged Late registration is to be avoided, as many courses may become full.

Drop and Add
After the start of classes, at a date indicated in the University Registrar, students may make changes in their schedules through a process known as Drop and Add. After obtaining the approval of their advisers, students may make changes in their courses on the web according to a pre-announced schedule. They may need to settle their accounts at the Office of the Comptroller.

Fees and Expenses

The American University of Beirut is a non-profit institution. The charge to students is kept at the minimum consistent with the provision of high quality instruction and adequate resources. The University reserves the right to change any or all fees at any time without prior notice. Such changes will be applicable to students currently registered in the university as well as to new students.
Students will not be permitted to enter classes at the beginning of the term until their fees are paid or special arrangements have been made with the university comptroller. All fees are quoted in Lebanese pounds and US dollars.

Payment of Fees
Each AUB student must pay all his/her tuition fees and other charges levied.

1. All students must finalize registration, including payment of tuition fees and other charges according to the academic calendar for the first and second semesters. Under special circumstances, late registration will be permitted during a period of no more than five working days after the announced deadline, but subject to a late registration fee.
2. Students who demonstrate financial need may make formal application for deferred payment arrangements for tuition fees only to the Office of the Comptroller according to the academic calendar for the first and second semesters. No applications for deferrals will be accepted thereafter. Deferred payments are not a right and will only be agreed to under specific and special circumstances. Students who arrange for deferred payments are still required to complete all registration formalities within the set deadlines. Deferred payment arrangements are not permitted for the summer session in any faculty.
3. A graduate student who applies for deferred payment must pay at least 50% of the net amount of tuition due. All other charges must be paid in full with no deferrals. A student must pay a deferred payment application fee of $33, whether approved or not. Should the student's application be approved, the student must pay the balance, plus a deferred application fee of $33, together with the late payment fee, if applicable. All the above arrangements must be concluded by the announced deadlines.
4. Every student granted deferred payment must sign a statement indicating agreement that failure to complete payment by the set deadline will result in receiving no credit for the semester in which the student has defaulted on payment.

Students are expected to meet all financial obligations by the appropriate due date. The university reserves the right to place an encumbrance on the student's record, which will prevent registration for future semesters and the release of transcripts and diplomas, as well as access to other university services by any student who fails to promptly meet his/her financial obligations to the university. It is each student's responsibility to be informed of all registration and payment dates and deadlines.
Up-to-date schedules for registration and payment of fees may be obtained from the Office of the Registrar (ext: 2570 /2571), or at the e-mail address: registrar@aub.edu.lb

Academic Rules and Regulations

Categories of Students

To be considered a full-time student, a student must carry a minimum load of 9 credits per semester. For summer full-time, the required load is 6 credits. Students can normally register for up to 12 credits per semester and 6 credits during the summer session. The category of part-time students applies to those carrying less than 9 credits per regular semester or less than 6 credits for the summer.

Supervision

Each student has an academic adviser who must approve the student's schedule each semester. The student's adviser is appointed by the graduate faculty of the school. These advisers will maintain their relationship with the students until they graduate from the graduate program.
Every academic adviser is expected to guide and help in planning the student's course of study. Not all courses need to be in nursing, but they should be in the judgment of the department relevant to the field in which the student is specializing. For students working towards a thesis, a thesis adviser is assigned who must be a full-time faculty member and will serve as chairperson

of the thesis committee. The thesis adviser and the members of the thesis committee should be of professorial rank.

Attendance

- Students are expected to attend all classes, laboratories and any required activities. Absence of students, whether excused or not, from any class or laboratory session does not excuse them from their responsibility for the work done or for any announcements made during their absence.
- Students who absent themselves during a semester more than ***one third*** of the number of hours of any course lose all credit for the course.
- Students may *not* be excused from laboratory and field requirements. All missed clinical and field requirements must be made up. In case of repeated absences from clinical courses, ***over one third of the total hours***, the student may be asked to drop the course.
- Students who fail to sit for scheduled examinations, or fail to fulfill course requirements, will be given the minimum grade for graduate courses, which is 55. Results of tutorial courses, clinical and administrative residencies, projects, or theses will be reported as pass (P) or fail (F).

Examinations and Quizzes

Students may not absent themselves from announced final examinations and quizzes unless they present an excuse considered valid by the coordinator of the course. The course coordinator may then require the student to take a make-up examination.

Computer Literacy

Masters students are expected to have a basic level of computer literacy. Ability to use Microsoft Word, Power Point and spread sheets software is a minimum requirement, since most courses require term papers and oral presentations. For students who are weak in this area, a number of workshops on the use of various computer programs are offered regularly by the Academic Computing Center, accessible through AUB website, or by calling 2260 or 3580. Students must also know how to do electronic literature searches using databases such as MEDLINE and CINHAL. The Saab Medical librarian offers regular sessions Mondays at 6 pm, or per request about searching the literature. Call Miss Aida Farha at 5911 for further questions.

Courses and Grades

Courses taken as part of a student's graduate study program fall in one of two categories: graduate or prerequisite, with different grading systems.

- *Graduate Level Courses*
  Graduate level courses in Nursing are numbered 500 and above. The minimum passing grade for a graduate course is 70. However, students are required to maintain a cumulative average of at least 80 in all courses taken for graduate credit. Projects, thesis and residency Courses are graded as Pass/Fail.

- *Prerequisite Courses*

These are usually undergraduate courses taken to make up for any deficiencies in the student's background. They do not carry graduate credit. The minimum passing grade for a prerequisite course is 70.

Grading System

Evaluation of the student's achievement will include their work in theory, practice, as well as professional attitudes and behavior.

In the Hariri School of Nursing the following grading system is used:

90-100	Outstanding	I	Incomplete
85-89	Excellent	P	Pass
80-84	Very Good	PR	In Progress
75-79	Good	W	Withdrew
70-74	Fair	X	No Grade Reported
60-69	Weak		
Below 60	Fail		

Incomplete Grades

A student who has an incomplete on one course must complete the work required for the course within one month of the start of the next regular semester. In exceptional circumstances the graduate committee may decide to give the student additional time to complete the course. Incomplete course work will be reported as "I" that is followed by a numerical grade reflecting the evaluation of the student available at the end of the semester. This evaluation is based on a grade of zero on all missed work and should be reported in units of five. If the work is not completed within the period specified, the "I" is dropped and the numerical grade becomes the final grade.

Probation and Dismissal

A student working towards a master's degree in Nursing "MSN" may be placed on probation by the Hariri School of Nursing Graduate Committee if he/she:

- Is admitted to graduate study on probation,
- Fails in any course taken for graduate credit, and
- Does not maintain the required cumulative average of 80.

The probation may be removed upon the recommendation of the Graduate Studies Committee of the School if the student has completed a minimum of 9 credits of graduate level courses within the two consecutive semesters after being placed on probation, has passed all courses, and has obtained the cumulative average of 80. If the student fails to meet any of these conditions, s/he will be dropped from the program.

The graduate committee may discontinue a master's student from graduate study if:

- Probation status is not removed within a period of two semesters in which the courses that are taken are for credit, or
- In the opinion of the department, and irrespective of the grades obtained, the work of the student is deemed unsatisfactory, or
- The student fails the comprehensive examination twice, or fails the thesis defense twice.

Leave of Absence

- All graduate students are expected to make steady and satisfactory progress toward the completion of degrees. Students who are not enrolled for a period of more than one academic year (two consecutive regular terms and one summer) will be considered to have withdrawn from the program unless they apply for a leave of absence and secure approval of the department, Faculty/School Graduate Studies Committee, and Graduate Council.

- The leave of absence application can be up to one academic year at a time. The maximum period of approved leave of absence is for two academic years. An approved leave of absence does not count towards maximum residency. Non-enrollment by the student for one semester without securing leave of absence will count towards maximum residency.

- Students who seek to return without having secured leave of absence approval after a non-enrolment period of more than one academic year must reapply and will be considered for readmission following regular AUB application/admission procedures. If re-admitted into the same graduate program, then their earlier status as graduate student will count towards maximum residency.

- The Leave of Absence Application Form should normally be submitted to the respective department/faculty at least one month prior to the beginning of the semester in which absence is planned.

Readmission

The following factors govern students seeking readmission:

- Students in good standing who withdrew voluntarily shall be granted readmission to the School if the period between the end of the semester or session of withdrawal and the beginning of the semester for which readmission is sought is not more than four regular semesters. The readmission request must be submitted to the Office of the Registrar at least one month prior to the beginning of the semester or the summer session to which readmission is sought.
- Students who have left the university for more than two years must submit the readmission request to the Office of the Registrar and must have the approval of the Admissions Committee of the Hariri Hariri School of Nursing.
- Students who have left the School while on probation will remain on probation for one semester and are required to take 12 or 13 credits. If they do not remove the probation at the end of the semester, they will be dropped from the School.

Masters' Completion Program

Overview of the Curriculum

The curriculum includes 37 to 40 credits (depending on the track of study) and may be completed in two years on a full-time basis. Part time students must complete the program requirements within a maximum period of four years. Extension beyond the maximum allowed

period of study requires the approval of the Graduate Studies Committee of the faculty and the Graduate Council.
The components of the master's program include: 1) Core courses, 2) Specialty courses, and 3) Elective Courses. The Hariri School of Nursing offers the MSN degree in the following four tracks:

1. Adult-Gerontology Clinical Nurse Specialist (39 credits), with an optional minor in Nursing Education,
2. Nursing Administration and Management (37 credits)
3. Psychiatric Mental Health Clinical Nurse Specialist, with an optional minor in Nursing Education.(40 credits)
4. Community and Public Health Nursing, with an optional minor in Nursing Education (40 credits)

Both thesis and non-thesis options are available in all tracks. Below is a general description of the courses required for graduate education in nursing. Students may receive credit for graduate level courses only. Appendix A provides sample study plans for students in the various tracks for full time and part time study.

Curriculum Masters of Science in Nursing

Core Courses		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 500	Theories, Concepts and Ethical frameworks for Advanced Nursing Practice	2	0	2
NURS 501	Advanced Nursing Practice: Scope and Roles	2	0	2
NURS 530	Statistical Reasoning and Application in Nursing Research	1	2	2
NURS 502	Advanced Nursing Research	3	0	3
NURS 527	Systems Approach to the Development and Evaluation of Health Care Services	3	0	3
RCRN500	Responsible Conduct of Research			0
Concentration Courses		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
Adult-Gerontology Track				
NURS 503	Advanced Health Assessment	2	3	3
NURS 504	Advanced Pathophysiology	3	0	3
NURS 505A	Advanced Practice in Adult-Gerontology I	2	8	4
NURS 505B	Advanced Practice in Adult-Gerontology II	2	8	4
NURS 506	Advanced Practice in Adult-Gerontology III (residency)	0	16	4
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
	Electives	-	-	0-3

Nursing Administration and Management Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 507	Essentials of Nursing Administration and Management	2	0	2
NURS 508	Advanced Practice in Nursing Administration (residency)	0	16	4
NURS 531	Practical Applications of Budgeting in Nursing	1	0	1
NURS 525	Leadership Theories and Applications for Nurse Managers	3	0	3
NURS 520	Managing Quality with Teams	3	0	3
NURS533	Digitals Tools for Connected Health	3	0	3
MNGT 332	Human Capital Management	3	0	3
	Electives	-	-	0-3
Psychiatric Mental Health Nursing Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 503A	Advanced Health Assessment for Mental Health	1	0	1
NURS 504	Advanced Pathophysiology	3	0	3
NURS 512	Advanced Psychiatric and Mental Health Assessment	1	3	2
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
NURS 516	Psychopathology and Human Behavior	3	0	3
NURS 517	Models of Treatment Psychotherapy (Bio-behavioral Nursing Interventions)	1	6	3
NURS 518	Group and Family Psychotherapy	1	6	3
NURS 519	Clinical Residency in Acute Psychiatric Care (residency)	0	16	4
	Electives	-	-	0-3
Community and Public Health Nursing Track		**Lecture Hrs/Week**	**Clinical Hrs/Week**	**Credit Hrs.**
NURS 503	Advanced Health Assessment	2	3	3
NURS 504	Advanced Pathophysiology	3	0	3
PHRM 314	Advanced Pharmacology and Therapeutics	3	0	3
EPHD 300	Principles of Epidemiology	3	0	3
NURS 522	Principles and Practice of Community Health Nursing	2	3	3
NURS 523	Advanced Community Assessment	2	3	3

NURS 524	Clinical Residency in Community Health Care (residency)	0	16	4
	Electives	-	-	0-3
Minor in Education				
EDU 318	Test Construction in Education	3	0	3
EDU 326	Theory and Design of Curriculum	3	0	3
NURS 509	Role development in Nursing Education	3	0	3
	Elective in education	3	0	3
Thesis/Project				
NURS 599 or NURS 598 and Elective	Thesis Project 	– – –	– – –	6 3 3
NURS 526	Comprehensive Exam	-	-	0

Students may take an equivalent of 3 credits as elective in any major that helps them with their studies. For students doing a minor in nursing education, the elective credits must be in education.
The Hariri Hariri School of Nursing also offers special topic courses ranging from 1 to 3 credits that cover nursing issues of interest to students in the various tracks. These courses can be counted toward the elective credits.

Course Description

NURS 500 Theories, Concepts and Ethical Frameworks for Advanced Nursing Practice 2.0; 2 cr.

This course introduces students at an advanced level to conceptual resources for advanced nursing practice. The course is organized around four themes: conceptions of science and nursing knowledge; antecedents and applications of theories relevant to nursing practice; healthcare ethics; and, nursing and politics. The course focuses on the application of conceptual models to current and future nursing practice.

NURS 501 Advanced Nursing Practice: Scope and Roles 2.0; 2 cr.

This course provides the student with knowledge related to the advanced practice roles and competencies. Students develop a vision and structure for Advanced Nursing Practice that includes the Consensus Model for Advanced Practice Registered Nurse, regulation, credentialing, and emerging professional issues. The course concentrates on the foundations and philosophy of care in different specialties and health care.

NURS 502 Advanced Nursing Research 3.0; 3 cr.

This course focuses on complex research designs, interpretation of research findings and development of research proposals. The interrelationship of theoretical frameworks, quantitative/qualitative design, sample selection, data collection instruments, and data analysis are analyzed in terms of clinical nursing research problems.

NURS 503 Advanced Health Assessment 2.3; 3 cr.
This course focuses on the advanced comprehensive assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, psychosocial and physical assessment, and diagnostic reasoning.

NURS 503A Advanced Health Assessment for Mental Health 1.0; 1 cr.
This theory course focuses on the comprehensive health assessment of clients using a biopsychosocial approach. Mental health students will build on their knowledge and skills in clinical interviewing, focused history taking, and critical analysis of client data to identify actual and potential health problems. The focus will be on the differential diagnosis of various case presentation with organic and psychological etiologies.

NURS 504 Advanced Pathophysiology 3.0; 3 cr.
This is a course in advanced pathophysiology related to acute and chronic illnesses experienced by adults. Emphasis is placed on pathophysiologic nursing phenomena experienced across diseases, their manifestations and assessment measures. Case studies are used to illustrate application to advanced nursing practice.

NURS 505A Advanced Practice in Adult-Gerontology I 2.8; 4 cr.
This course builds on N504 & N503 and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of clients with a spectrum of health problems. Health promotion and risk reduction strategies are also addressed. *Prerequisites: NURS 503*.

NURS 505B Advanced Practice in Adult-Gerontology II 2.8; 4 cr.
This course addresses advanced nursing practice in adult care and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of adults and older adults with acute and critical care conditions. . *Prerequisites: NURS 503 and NURS 504*.

NURS 506 Advanced Practice in Adult-Gerontology III 0.16; 4 cr.
This is a practicum in which students apply content learned in NURS 503, 504, 505and 515, and use concepts learned in NURS 501 and PHRM 314, in the advanced management of adult clients with various illnesses. Interdisciplinary collaboration, research utilization, educational activities and case management are emphasized in a specialty area of practice. *Prerequisites: NURS505B and PHRM 314.*

NURS 507 Essentials of Nursing Administration and Management 2.0; 2 cr.
This course introduces management concepts and techniques. It focuses on three core topics: roles and responsibilities of managers; leading organizational effectiveness; and strategic planning. The focus is on using management models and concepts to work towards improved organizational effectiveness. Case studies of organizational problems provide the basis for group practical work.

NURS 508 Advanced Practice in Nursing Administration 0.16; 4 cr.
This practicum focuses on developing advanced management and administrative nursing skills in hospitals and primary health care settings. *Prerequisite: NURS 507.*

NURS 509 Role Development in Nursing Education 3.0; 3 cr.

This course addresses principles of teaching and learning, instructional methods, test construction and use, as well as curriculum and program development as applied to nursing. The course enables students to apply educational theory and research in various settings such as schools of nursing and staff development centers. **Required for the minor in education.**

NURS 512 Advanced Psychiatric and Mental Health Assessment 1.3; 2 cr.
This course focuses on the advanced comprehensive mental health assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, mental status examination and diagnostic reasoning. The student performs comprehensive assessment and D.S.M. IV diagnosis on adult populations.

PHRM 314 Advanced Pharmacology and Therapeutics 3.0; 3 cr.
This course covers pharmacology and drug therapy related to advanced nursing practice. General principles of pharmacokinetics pharmacotherapeutics, pharmacogenetics and considerations for special populations are covered. Classes of drugs, their mechanism of action, drug selection, dosage, therapeutic and adverse effects, and patient monitoring are discussed using case studies of clinical conditions. *Students are required to have taken pharmacology at the undergraduate level before PHRM 314*.

NURS 516 Psychopathology and Human Behavior 3.0; 3 cr.
This theory course examines the effects and/or sequels of alterations in selected bio-behavioral processes in the adult human suffering from illnesses with critical onsets and long-term unstable conditions. It focuses on the study of the brain and behavior and the neurological, physiological and biochemical foundations of cognition, mood and affect. Students will be exposed to advanced assessment skills, selected theories and research to identify complex psychiatric disorders and interventions utilizing case studies.

NURS 517 Models of Treatment-Psychotherapy 1.6; 3 cr.
(Bio-behavioral Nursing Interventions)
In this course, students learn the models of treatment of psychiatric and mental health disorders, and become trained on psychotherapeutic interventions in acute settings. Theories on individual psychotherapy, crisis intervention, group and family therapy are covered. This course has a clinical component where students do practicum in a psychiatric care department. In this course students learn the application of the acquired knowledge in the field of practice and start to practice their role.

NURS 518 Group and Family Psychotherapy 1.6; 3 cr.
This course is complementary to the "Models of Treatment" course, and it focuses on group and family psychotherapeutic interventions. Students synthesize knowledge of theories in the provision of care to groups and families with complex psychiatric problems. Family and group intervention strategies are discussed in a variety of settings. Students explore the practice of these interventions in psychiatric care departments.

NURS 519 Clinical Residency in Acute Psychiatric Care 0.16; 4 cr.
The purpose of this clinical practicum course is to provide opportunities for students to apply the content learned from courses. Students will use assessment skills, selected theories, and research to identify complex health problems and interventions for diverse populations. The focus is on advanced case management and practice of the role, which is further developed as the student integrates theory and practice skills in acute and chronic or community settings. Students will spend 224 hours of clinical hours under the supervision of a preceptor.

NURS 520 Managing Quality With Teams 3.0; 3 cr.
This course addresses theory and application of quality teams, their composition, purposes, function, and decision making tools. Process improvement team and the use of mapping processes for process improvement are a main focus.

NURS 522 Principles and Practice of Community Health Nursing 2.3; 3 cr.
This course introduces concepts and issues relevant to the advanced practice of public and community health nursing. Areas of focus include health promotion, management of chronic disease and health education. The course will use case studies in class and field work in the community.

NURS 523 Advanced Community Assessment and Interventions 2.3; 3 cr.
This course focuses on the nursing assessment of the health of communities using a case based approach. Students are provided with advanced knowledge and skills in population and individual needs assessment and community based interventions. Clinical experience will be provided.

NURS 524 Clinical Residency in Public and Community Health Care 0.16; 4 cr.
The purpose of this clinical course is to provide students with opportunities to apply content learned in community courses, with a focus on advanced case management and health promotion. Assessment skills, theories and research will be utilized in identifying health problems and planning community interventions. *Prerequisites: NURS 522 and NURS 523.*

NURS 525 Leadership Theories and Applications for Nurse Managers 3.0; 3 cr.
The aim of this course is to promote familiarity with, critical thinking about, and applications of evidence-based theories of leadership in nursing settings. The course encourages a reflective and analytical approach to cultivating effective personal leadership behaviors. The course introduces the full spectrum leadership model, examines its transformational leadership components in depth, and explores similarities and differences between transformational leadership and related leadership theories.

NURS 527 Systems Approach to the Development and Evaluation of Health Care Services 3.0; 3 cr.
The purpose of this course is to introduce students to the development and implementation of health service programs/projects intended to improve health care, practice, and health system's outcomes. The course addresses assessment of contemporary issues affecting health such as those of the epidemiology of diseases, healthcare policies, socio-cultural, geo-political, and economic. It focuses on the theory and practice of planning from a system's perspective and introduces conceptual approaches and techniques of program evaluation. Students will prepare a project plan as part of the course.

NURS 526 Comprehensive Exam 0 cr.

NURS 530 Statistical Reasoning and Application in Nursing Research 1.2; 2 Cr.
This class introduces students to the basic concepts and applications of statistics for nursing research and how to carry these applications using SPSS. The primary objective of the course is to provide students with the skills necessary to understand basic statistical analyses and carry out those analyses using SPSS. Descriptive, bivariate and linear multiple regression are covered.

NURS 531 Practical Applications of Budgeting in Nursing 1.0; 1 cr.
This course focuses on practical applications of concepts in budgeting and basic financial management. Participants will learn to develop a budget and evaluate the financial status of a department or operating unit and determine what, if any, corrective actions need to be taken. The course presents various analytical methods in management decision making, including variance analysis, and break-even analysis.

NURS 533 Digital Tools for Connected Health 3.0;3 Cr.
The above course is currently taken in collaboration with the University of Colorado Denver as NURS 6284.The course examines the use of digital tools to foster engagement of patients, families and consumers in their health care. This course examines the evidence and the legal, ethical, social and policy issues within the context of connected health

NURS 598 Project 3 cr.
Special projects directed toward acquiring skills needed in the development of programs relevant to nursing care within the student's area of interest. Projects vary depending on the track of study.

NURS 599 Thesis 6 cr.

Below are courses in other faculties that students in the Nursing Administration and Management track and Community and Public Health Nursing track can take:

HMPD 302 Health Management & Policy (3 credits): The course focuses on the managerial and planning skills needed by all public health graduates. The course is designed to introduce students to policy making; the role of private and public sector planners, decision makers and administrators in the policy-making process; policy/program implementation; management; and evaluation.

HMPD 311 Health Information Systems (2 credits): This course will introduce basic concepts of information systems, with an emphasis on applications in the management and operations of health care organizations.

HMPD 315 Performance Improvement (3 credits): The course examines the two dimensions of the service delivery process; the provider, and the service. In this context, the course consists of two interrelated modules emphasizing the role of human resources management and service excellence in improving the performance in health care settings.

HMPD 325 Quality Management and Accreditation in Health Care (2 credits):
A course that examines at multiple levels the theory and practice of quality management and accreditation in health care organizations. The objectives of the course are to: (1) convey an understanding of quality of care, with particular attention to conceptual framework for continuous quality improvement, quality assessment, improvement and patient safety including approaches, methods and tools, (2) explain how to develop a quality improvement plan, performance indicators and measurement systems for quality and accreditation; and (3) address ethical issues related to quality management, risk management and patient safety with particular attention to Lebanon and the region.

HMPD 342 Financial Management and Accounting (3 credits): The course covers the basic skills of modern financial management and accounting, and the utilization of its concepts and tools to make decisions in health care organizations

MNGT 330 Total Quality Management (3 credits): An advanced analytical account of TQM as a modern management philosophy and program for achieving and sustaining customer satisfaction. Relevant TQM knowledge base will be highlighted with emphasis on the executive role and intensive use of practical applications.

MNGT 332 Human Capital Management (3 credits): An advanced analysis of the human resource function and the challenge of managing human capital in a modern corporation. The course highlights the interrelationships of the different human resource management functions and the strategic role of the HR in today's environment, and capitalizes on new trends and actual case examples to illustrate current HR best practices. **Required in the nursing administration and management track.**

MNGT 340 Organization Theory (3 credits): An analytical overview of management thinking with special emphasis on concept-formation, methodology, organizational models, management functions, processes and major schools of thought.

EPHD 300 Principles of Epidemiology (3 credits): A course in principles, concepts and applications of epidemiology in the public health field. The course consists of lectures, assigned readings and complementary practical sessions that provide students with basic epidemiological knowledge and tools relevant to public health practice. Students are given the opportunity to acquire an understanding of the vocabulary of epidemiology and methods of epidemiological research, investigation and control. Topics covered include rubrics of epidemiology, morbidity and mortality measures, sources of epidemiological data, outbreak investigation, epidemiological study designs, causal inference and causation in epidemiology. This course also covers an overview of the major biological agents associated with infectious and communicable diseases with a focus on disease ecology, etiology, transmission and contagion modes. **Required for the Community and Puublic Health Nursing Track students.**

Minor in Education. *Possible Courses include:*

EDUC 301 Seminar in the History and Philosophy of Education (3 credits*):* Development of educational thought and practice through primary sources. Systems of educational theory will be examined from the age of Pericles to post World War II, with special emphasis on contemporary educational practice. *Annually.*

EDUC 315 Psychology of Education (Advanced) (3 credits): A comprehensive analysis of instructional theory, measurement skills, cognitive development, learning theory, and methods of applying behavior modification in the classroom*. Prerequisite: EDUC 215. Annually.*

EDUC 326 Theory and Design of Curriculum (3 credits): Examination of organization, scope, and sequence of curricula with special emphasis on various approaches to curriculum development. *Annually.* **Required for the minor in education.**

EDUC 318 Test Construction in Education (3 credits): Development of testing techniques and skills for appraisal of the cognitive and affective objectives of instruction. *Alternate years*. Other possible courses include EDUC 303, 313, & 330. **Required for the minor in education.**

Comprehensive Examination

Students are required to sit for a written comprehensive examination according to AUB regulations. The purpose of this exam is to assess the students' overall synthesis of all the components of the Master's degree program, i.e. integrating of theory, practice, and research.
The student must pass the comprehensive examination after completion of most of the course requirements for the MSN degree. Students must register NURS 526 (zero credit course) the semester during which they plan to take the comprehensive exam. Students must take the comprehensive exam before doing their residencies and projects, except full time students who may take it concurrent with their project or residency. The Graduate Committee of the Hariri School of Nursing shall set the timing of the examination. The student who does not pass the comprehensive examination may take it a second time after a period of at least three months. See Appendix B. **The comprehensive examination is offered twice per year (November and April); dates are announced early during the academic year**.

Thesis/Project

Two types of master's degree programs are available:

- *A master's program requiring a thesis* based on independent research work. Students following this program are required to take a minimum of 31 graduate credit hours and to present a 6 credit thesis.

- *A non-thesis master's program*: The student following this program is required to take a minimum of 34 graduate credit hours and do a 3 credit hour project that should be approved by the student's advising team.

For those students enrolled in the MSN with thesis option, the student must submit a thesis based on original, independent research. The thesis must be in English. An abstract not exceeding 350 words must be submitted with the thesis. Once approval for writing the thesis/project is granted, students must conform to the University Thesis Manual found in the library. Application of the thesis manual is mandatory, and those not conforming to its requirements will not be accepted. The student must submit copies of the thesis to the members of thesis committee, unbound but ready for binding, at least two weeks before the thesis defense.

Guidelines for Thesis and Project

All MSN students are required to develop a scholarly product that contributes to the generation or application of knowledge to enhance practice, education, theory or policy. The student should negotiate the scope and objectives of the product with the faculty advisement team. For a thesis, the advisement team would be the thesis committee. For a project, the team would include the student's adviser and a second reader. The composition of the project advisement team shall be approved by/communicated to the program coordinator.
MSN students need to declare their choices of the thesis/project soon after enrollment, preferably making specific plans about the thesis/project by the time they have completed 12 credits so that this requirement can be completed in a timely manner.

The AUB HSON utilizes the writing guidelines of the American Psychological Association (APA) 6th Edition in all written requirements such as term papers of courses. The link below provides

adequate guidance for how to organize papers, cite references inside the text and display the reference list using the APA style:

https://owl.english.purdue.edu/owl/resource/560/01/

Project

Project types assume comparable levels of student involvement, performance and scholarship. Projects must be over and above papers and projects completed for course requirements. Options for the project include:

1. **Report of Research Findings**: students may use existing data under a faculty member's guidance to prepare a scholarly paper of publishable quality.
2. **Research Experience**: Active participation in a Faculty member's project with hands-on experience in phases of the project, like writing a proposal, design of the study, data collection, data analysis and reporting of results. The product of this experience would include a summary of the student's learning in the experience, a description of the student's contribution to the project, and a paper on a topic relevant to the project.
3. **Innovations in Practice**: These may include:
    a. **Research Utilization**: Development of an action plan for research utilization in targeted areas. This includes development of the associated clinical protocols/clinical practice guidelines and plans for implementation and evaluation.
    b. **Small needs assessment studies for program development**.
    c. **Educational Media**: Development of an instructional media project or web-based instruction and demonstration of the appropriateness of the product to a specific audience.
4. **Policy Development or Analysis:** This may include:
    a. **Organizational/ Institutional Studies**.
    b. **Policy Initiatives**: Development of a position paper which is research- based, aimed at changing a specific policy or policies. This must be aimed at a group of policy makers to effectively promote change.
5. **Other Options**: Any other project of interest to students that is related to significant clinical, theoretical, management or policy topics. All projects should demonstrate a research emphasis.

Any project that involves human subjects' research needs to be approved by the institutional review board (IRB) before data collection begins. See the IRB website for guidance on the process.

Procedure for Project Completion

First the project advisement team is approved by the Graduate Studies Committee at least 4 months before project defense. The adviser is a faculty member with the primary responsibility of overseeing the ongoing work of the project. The reader is not necessarily involved in continuous advisement but brings expertise. His/her role may vary in the amount of involvement.
Once initial approval is sought, the student submits a one page prospectus outlining the proposed project and gets approval of the advisement team from the Graduate Studies Committee. The student meets regularly with the adviser during the project work. A final

meeting is then scheduled with the advisement team to ensure successful completion of the project. Criteria for evaluation of projects in administration, adult care, and education are attached in appendix B. Projects are graded as Pass/Fail. Grading criteria for projects are shown in Appendix C.

- First registration (3 credit course) to be billed for 3 credits.
- Second registration (zero credits) to be billed for 0 credits.
- Registrations beyond the second time should be the exception for projects and, thus, will require Faculty Graduate Committee approval and students will register for the project (zero credits) and be billed for 1 credit.

Thesis

Thesis Proposal
Students prepare a proposal outlining the research plan. This proposal needs to be approved by the student's thesis chair and other review committees before proceeding to the data collecting stage. The thesis proposal plan needs to be approved by the Graduate Studies Committee at least 4 months prior to the thesis defense.

Thesis Committee
The Master's thesis committee should be composed of at least three members approved by the chairperson of the program. The thesis topic and Committee membership must be approved at least 4 months prior to the thesis defense date. It is advisable that the thesis committee includes one member from outside the Hariri School of Nursing, who may be from an institution outside AUB. All committee members should hold professorial rank. The thesis committee approves the thesis topic and research program and conducts the thesis defense.

Thesis Defense
The thesis defense is open to the public and must be carried out no later than the dates specified in the table below depending on the graduation semester.
'Pass' or 'fail' is reported for the thesis and defense. In case of failure, the students may resubmit the thesis and defend it after a period of at least three months. Failure the second time leads to discontinuation from graduate work.
Students must be registered for the thesis or at least one course in the semester or session during which they expect to graduate in order to present their defense.

Deposit of Thesis in the Library
After passing the thesis defense examination, the student is required to deposit two hard copies and one CD copy of the thesis at Jafet Memorial Library. A library receipt of these copies must be delivered to the Office of the Registrar before the student is awarded the degree. The student should sign a release form indicating whether or not the library is authorized to supply copies of the thesis to other libraries or to individuals. The non-authorization option is valid for a period of two years only, after which copies of the thesis will be supplied on request.

The dates for thesis procedure deadlines s per graduation dates are shown below:

For Master's candidates Graduating in	*Fall 2017-18*	*Spring 2017-18*
Deadline for approval of thesis topic and committee	*Wednesday, September 20, 2017*	*Friday, December 15, 2017*
Deadline for thesis defense	*Monday, February 05, 2018*	*Thursday, May 03, 2018*
Deadline for thesis deposit at library	*Monday, February 12, 2018*	*Monday, May 14, 2018*

Residence Requirements

To meet the minimum residence requirements for the master's degree, a student should register and be in residence as a graduate student for at least two semesters and two summers, or four summers.

Research

The faculty of the Hariri School of Nursing believes that research is a major component of the MSN program and is basic to the development of a scientific knowledge base for practice. Information on faculty research is available on the web and is updated on a regular basis with new faculty. Appendix D lists the graduate faculty research profiles.

The faculty of the Hariri School of Nursing at AUB believes that:

- Nursing research contributes to the advancement of knowledge development in general and to the body of nursing knowledge in particular.
- Nursing research is basic to effective nursing practice.
- Programs of research generate more in–depth knowledge in a focused area of research.
- A thesis could be generated from established programs of research. This improves the depth and quality of studies. It provides the student with unique opportunity of working with a circumscribed area of research under the mentorship of an expert faculty member.
- Possibilities also are made available for students to generate their own thesis topics under the supervision of available expertise. This encourages originality and applicability of research. Students are encouraged to choose topics of interest in close consultation with their adviser.

Publication rights based on thesis/project work

- Students publishing Thesis/Project Work, which is within established programs of research at the Hariri School of Nursing should do that in close consultation with their mentors. Agreement on authorship needs to be established in advance.
- It is customary that students writing articles based on original thesis work should be designated as first authors and faculty members mentoring their work as second and consecutive authors unless previously agreed otherwise.

AUB Policy on Graduate Assistantships

Assistantships covering tuition and partial living expenses are available for students at the graduate level in return for a specified number of hours of work per week (maximum of 20 hrs /week) for the Hariri School of Nursing. Assistantships are awarded on the basis of the academic record and departmental needs. Applications for new students are provided within the admissions application package. Refer to AUB's website http://www.aub.edu.lb. Continuing students may obtain applications from the Office of the Director of the School. Applications should be submitted early in the semester preceding the semester for which one is applying. For more information about Graduate Assistantship, consult the Director's Office and the Students Services Officer Mrs Lynn Berbary Najem, 4th floor, Hariri Hariri School of Nursing Building.

General Policies and Information

Non-Discrimination Policy

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. In addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Academic and Professional Integrity

Academic integrity and honesty are central components of student's education. Ethical conduct maintained in an academic context will be taken eventually into a student's professional career. Academic honesty is essential to a community of scholars searching for and learning to seek the truth. Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and the faculty are responsible for insuring the academic integrity of the University.
Academic dishonesty, including but not limited to cheating and plagiarism, is deplored and not to be tolerated. Any act for cheating may be ground for probation, suspension and/or expulsion. Any act for plagiarism may be grounds for a failing grade on the paper and in the course. In addition, other sanctions may be imposed by the school for acts of academic dishonesty.

Students are expected to have high standards of integrity in both the clinical and academic settings. Integrity is a reflection of the respect that one holds for oneself and others. It is reflected by students' behavior in class and in the clinical practicum.
In the clinical settings, students are expected to protect patients' confidentiality, and to be honest in any documentation regarding the patient's condition and their own assessment and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally and academically prepared when caring for patients.

Student Code of Conduct (http://pnp.aub.edu.lb/general/conductcode/index.html)

The purpose of this code is to provide students with a clear statement of the standards of behavior expected in an educational environment, so that they make responsible choices regarding their participation in the academic community and understand the consequences of their infringement of these standards. Violations may be of an academic or non-academic nature.
Jurisdiction of academic violations lies initially under the authority of the dean of the faculty or school to which the student belongs. Misconduct that is clearly non-academic falls under the jurisdiction of the dean of student affairs who will take the necessary action in consultation with the dean(s) of the faculty or school to which the student belongs.
The following are examples of actions deemed in violation of the Student Code of Conduct; they are not intended to define misconduct in exhaustive or exclusive terms. Any student who violates the principles described in the preamble to this document shall be subject to disciplinary action in accordance with the Student Code of Conduct.

Definitions of Misconduct

A. Academic Misconduct

Offences involving academic misconduct include, but are not limited to, the following:

1. **Cheating**[1]
   While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work.
   Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

2. **Plagiarism**[2]
   Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
3. **In-Class Disruption**
   Students in class are expected to behave appropriately, and shall not disrupt classes or exams by extraneous conversation and/or misbehaving.

4. **Dishonesty**[3]

[1] Adapted from the Villanova Academic Integrity Code.
[2] Adapted from the Modern Language Association Style Manual and Guide to Scholarly Publishing, as found on Duke University's web page.

Students are expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.
d. Stealing or damaging library books.
e. Unlawfully copying computer software.
f. Engaging in bribery of any kind.

B. Non-Academic Misconduct

1. Disruption/Obstruction

Students have the right to express their opinions on matters of concern to the University in an organized manner and in a public space, excluding residences on campus, but they must notify and consult with the dean of student affairs before doing so. The nature of the event and any publicity accompanying it must be reviewed by the dean to assure that neither Lebanese law, nor university policies and norms are being violated.

In cases where student-sponsored events, including protests, sit-ins, and demonstrations are, after such consultation, not approved by the dean of student affairs, or, if needed by the Board of Deans or the president, it may become necessary for the dean of student affairs to undertake disciplinary measures and even to instruct campus protection to bring the public gathering to an end.

Disrupting or obstructing the normal educational process or any university function or activity by student demonstrations, sit-ins, or 'strikes' is strictly prohibited. This includes, but is not limited to: disrupting classes, library operations, seminars, exhibitions, meetings, ceremonial events, or examinations; impeding or preventing others from attending such events; falsely activating a disaster alarm; or making a threat.

Under no circumstances are any members of the university family to be intimidated or threatened in the execution of their normal duties and responsibilities. That means that students and faculty who wish to hold or attend classes or to go to their offices or places of study shall not be prevented from doing so; non-academic staff and administrators shall not be impeded from going to their places of work.

2. Distribution of Unauthorized Published Material

The public distribution and posting of published materials such as fliers, leaflets, posters, audiovisuals, etc., must be approved and stamped by the dean of student affairs. The campus protection office will remove from display any such unauthorized material.

3. Theft

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[3] **Adapted from the Villanova University Academic Integrity Code.**

Stealing on campus or at a university-authorized event off campus, including unauthorized use of university equipment or services (e.g., telephones, photocopiers, or computer facilities), or possession of stolen property, is prohibited.

4. Destruction of Property/Endangering Public Safety

Students are expected to protect university property and to respect the safety of others. Acts contrary to these principles, which include, but are not restricted to, the following, are subject to disciplinary procedure:

a. Engaging in vandalism or other intentional damage (such as spray painting or graffiti) to property on campus or at university-authorized events off campus.

b. Littering, such as disposing of waste (empty bottles, cigarette butts, food containers, etc.) in other than designated places on campus.

c. Unjustified discharge, damaging, or tampering with any fire extinguisher, fire alarm, or other safety devices.

d. Taking, or attempting to take, action that damages or could damage private property, without the consent of the owner or person legally responsible.

e. Appropriating, or attempting to appropriate or possess, private property, without the consent of the owner or person legally responsible.

f. Unauthorized entry, unapproved duplication of keys or use of such, or unauthorized use of campus facilities.

5. Mental or Physical Harm

Acts that inflict mental or physical harm are prohibited, including the following:

a. Engaging in physical aggression including, but not limited to, assault.

b. Engaging, or attempting to engage, in intimidation, coercion, extortion, blackmail, or bribery; bullying; threatening violence, injury, or harm to others on campus or at university-authorized events off campus; endangering or tending to endanger the safety, health, or life of any person.

c. Engaging in behavior that creates a substantial risk of, or results in, injury to others, such as committing arson or causing a riot.

d. Using force, inciting violence, inflicting or attempting to inflict injury to others on campus or at a university-authorized event off campus.

e. Engaging in any activity that endangers the health and safety of an individual or demeans an individual in conduct of an unbecoming or humiliating nature, or in any way that detracts from an individual's academic pursuits.

6. Possession of Dangerous Weapons or Materials

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm.

Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

7. Discrimination and Harassment

Students are not allowed to discriminate on the basis of race, gender, age, religion, national origin, ethnic origin, marital status, mental or physical disability. Nor shall they harass, intimidate, insult, or threaten others whether verbally, in writing, or through electronic means.

Engaging in sexual harassment, e.g., requests for sexual favors, unwelcome sexual advances, unwelcome physical contact of a sexual nature, spoken comments or abuse (including email) of a sexual nature, and the public display of sexually suggestive objects or pictures is prohibited (refer to the University Policy Against Discrimination and Harassment).

8. Smoking and Alcohol

The consumption of alcohol, on campus, by students is not permitted. Smoking is not permitted in university buildings other than private residences and those areas within the student dormitories, as may be designated from time to time by the dean of student affairs (refer to the University Policy on Smoking). Students must abide by the following:

- Smoking is not permitted in any University building, including the Medical Center, except for private residences and student dormitory rooms, as may be designated by the Dean of Student Affairs. Smoking is prohibited in all dormitory common rooms, corridors, lavatories, and other public spaces. Smoking is prohibited in all university vehicles.
- Persons smoking in outside open areas, or in private residences, or in designated dormitory rooms where smoking is permitted, are required to ensure that smoking materials are disposed of in a tidy and safe manner. On no account are cigarette butts to be disposed of on the ground or thrown into the wooded or landscaped areas.
- All persons on AUB property are expected to respect this Smoking Policy. Breaches of the Policy should be reported to the Environmental Health and Safety Center, extension 2360. Persons who are found to have breached the Policy will be subject to disciplinary actions.

9. Inappropriate Sexual Behavior

Publicly engaging in sexual behavior is prohibited as deemed by Lebanese law.

10. Use of Computers

Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses, and unethical use of AUB access is prohibited (refer to the University Policy on the Use of Computers).

Jurisdiction over Violations

AUB holds all students responsible for actions occurring on campus and at the AUB Farm, the AUB medical center, and university-authorized events.
Students attending an off-campus function as representatives of the University (such as, but not limited to, students serving on academic or athletic teams or engaging in club activities) are subject to disciplinary sanctions for violations of this code.

Disciplinary Actions

Disciplinary action will be imposed according to the nature (academic or non-academic) and severity level of the violation.

A. Academic Misconduct

In principle, enforcement of disciplinary actions for academic violations is carried out by those immediately responsible.

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously.

A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred.

When the instructor has taken disciplinary action, he or she should send a letter to the Student Affairs Committee in the faculty or school in which the student is enrolled, informing that committee of the incident and the action taken. A copy of the letter will be placed in the student's file, as well as forwarded to the student's adviser for follow-up.

B. Non-Academic Misconduct

Violations of a non-academic nature are the responsibility of the dean of student affairs, in consultation with the dean of the faculty or school in which the student is enrolled and, as necessary, the chief of campus protection. Students should know that the laws of the Republic of Lebanon apply on campus, and those who violate these laws may be subject to criminal prosecution.

C. List of Primary Disciplinary Actions

Documentation of disciplinary actions, other than suspension and expulsion, will not become part of the student's permanent record. Records of the University Disciplinary Committee decisions, including charges and sanctions, will be maintained as part of the confidential records in the office of the respective dean, for a period of up to four years after the student graduates or ceases to be a student.

Range of Actions:
Informal Warning

This may be oral or written. It is a statement that the student has inadvertently violated a university regulation. The warning will be recorded in the respective dean's records and the student will be documented.

Examples: *Littering and smoking in prohibited areas.*

Reprimand

This will be in writing. It is a statement that the student has violated a university regulation. It is intended to communicate most strongly, both the disapproval and the reprimand of the university community. The reprimand will be kept in the respective dean's records.

Examples: *Inadvertent plagiarism - failure to cite sources appropriately, and*

inappropriate physical contact.

Dean's Warning
This will be in writing. Only two Dean's Warnings are allowed in a student's academic career at AUB. It is recommended that any violation of university regulations after the second Dean's Warning results in consideration of suspension. Such a warning is kept in the file of the student and the respective dean's records.
Examples: *Plagiarism, academic dishonesty, disruption-obstruction, mental or physical harm, discrimination and harassment.*

Suspension
This will be in writing and will form part of the student's permanent record. A student will be suspended for a fixed period of time during which the student may not participate in any academic or other activities at the University. At the end of the suspension period, the student may be readmitted to the University, only upon the recommendation of the University Disciplinary Committee.
Examples: *Cheating, theft, and destruction of property.*

Expulsion
This will be in writing and will form part of the student's permanent record. Expulsion denies the student the right to participate in any academic or other activities of the University for an indefinite time. Only under the most unusual circumstances, and upon the recommendation of the University Disciplinary Committee, will an expelled student be readmitted to the University.
Examples: *Academic dishonesty, possession of dangerous weapons or materials, and endangering public safety.*
N.B. Any person who maliciously lies to cover up an act sanctioned by the code of conduct will be considered to be an accessory after the fact and may be subject to disciplinary action.

D. Required Withdrawal from Campus Pending Hearing
In extraordinary circumstances, when the student's continued presence is deemed a danger to the university community, the student will be required to withdraw from the campus, pending a meeting of the University Disciplinary Committee. This action shall normally require the approval of the president of the University.

E. Secondary Disciplinary Actions
In addition to the disciplinary actions listed above, the following secondary disciplinary actions may be imposed upon those who violate the Student Code of Conduct. Secondary disciplinary actions may be of an academic or non-academic nature.

Secondary Disciplinary Actions – Academic

- The student may be prohibited from participating in the work study program.
- The student may be prohibited from receiving any form of financial aid, scholarship, or monetary award.
- The student may be prohibited from receiving any form of honor, merit award, or other academic recognition award.
- The student may be prohibited from holding a graduate assistantship.
- The student may be given a failing grade in a course or a test or any other

form of academic assessment.

Secondary Disciplinary Actions – Non-Academic

- The student may be prohibited from representing AUB in any official role, activity, or event.

- The student may be prohibited from serving as an officer of any AUB organization including club, team, or society.
- The student may be prohibited from living in any AUB hall of residence or similar facility.
- The student may be strongly advised to attend treatment or counseling as determined by the director of the counseling center, in consultation with the dean of student affairs.
- The student may be required to make financial restitution.
- The student's case may be referred to an external agency for further action (this could include the filing of criminal charges).

Complaint Procedure

Any person subject to, or who witnesses, a violation of the Student Code of Conduct should forward a written complaint to a faculty member, a chairperson, or any university official. Academic violations shall be forwarded to the dean of the faculty to which the student accused of the violation belongs. Non-academic violations shall be referred to the dean of student affairs. Violations that may require suspension or expulsion will be referred by the concerned dean to the University Disciplinary Committee.

Formal Hearing by the University Disciplinary Committee

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation understand the charge and the evidence against them and are afforded a reasonable right of rebuttal.
The University Disciplinary Committee shall inform the student of the charge in writing.
Evidence shall be presented in the presence of the student who shall have a reasonable right of rebuttal including the right to cross-examine witnesses. In determining penalties, the committee may take into consideration the student's cumulative discipline record.

Appeal Procedure
Any student who is charged with a disciplinary offense has the right to a full and fair hearing for any disciplinary charges brought against him or her under university regulations.
If any of the following apply, a student may appeal to the dean of the faculty or school regarding faculty or departmental decisions, or to the University Disciplinary Committee against disciplinary action taken by the dean of student affairs or the dean of the faculty or school to which the student belongs:

1. Procedural error
2. New evidence
3. Unsupported conclusion
4. Disproportionate sanctions

The outcome of this appeal may result in higher, lower, identical, or no sanctions at all being imposed. The University Disciplinary Committee's decision shall be final.

Other Policies

Student Representation on Faculty Committees
Student representation on the Hariri Hariri School of Nursing Committee is encouraged. Students can request that items be put on any Hariri School of Nursing Committee agenda regarding graduate students. At the discretion of the Graduate Program convener or the Director of the Hariri School of Nursing, this request may be granted.

Facility and Supervision Guidelines for Graduate Student Practice
The Faculty and students will discuss qualifications for clinical facilities and preceptors. Any student may seek new learning experiences in facilities that are not currently used by the Hariri School of Nursing. In order to accomplish the negotiations that are normally done when a graduate student requests placement at a new clinical facility, placement is expected to begin (at least 8 weeks ahead of lead time is preferred). Student selection of clinical facilities and /or preceptors is under the supervision of the Graduate Faculty.

Students with Disabilities
Students with disabilities applying to AUB are strongly encouraged to make their disability known to the Admission Office. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus. Therefore any student who had a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an adviser as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of requirements for graduation.
As old buildings are renovated and new ones built, wheelchair access ramps are being constructed. Some parking lots have been assigned and dedicated for special persons and they are located on different AUB sites. These areas are labeled for "Special Permit" holders. A room for the Visually Impaired is located in the West Hall.

Students Rights and Responsibilities

Students are members of the academic community and are also citizens. Students enjoy the same freedom of speech, peaceful assembly and right to petition. Students have the responsibility to know and obey the Lebanese Laws & that of the University. It is the responsibility of the student to know institutional regulations, policies and established guidelines as stated in this handbook. Students are accountable for their own behavior at all times. Students have the right to freedom from discrimination on the basis of race, color, religion, sex, and age. Students have the right to be informed, in writing, of the expected behaviors and standards by which they will be evaluated prior to participating in clinical classrooms activities. Students have the right to academic evaluations which are not prejudiced and which are based on stated course requirements. As constituents of the academic community, students are free, individually or collectively, to voice constructive criticism through identified channels on issues such as curriculum, and matters of general interest to the student body without fear of reprisal.

While under the direct supervision of an instructor, students also have the right to adequate safety precautions provided by the Hariri School of Nursing. Students also have the right to

negotiate participation in clinical situations which they feel are threatening to their personal health or life. Students, individually or collectively, have the right to expect, within a reasonable length of time, feedback concerning all student related issues presented to the faculty.

Freedom in Classroom
Students are responsible for learning the content of the courses in which they enroll, though they should be free to take reasoned exception to the data or views offered in any course of study, and reserve judgment about matters of opinion.
Students are responsible for complying with standards of academic performance required by each course in which they are enrolled. Such standards shall be communicated clearly in writing on or before the first meeting of each course. Students should have protection against prejudiced, arbitrary, and capricious academic evaluation.
Knowledge of student's views, beliefs and political associations acquired by the faculty members in the course of their work as instructors, advisers, and counselors are to be considered confidential.

Freedom of Inquiry and Expression
Students are free to examine and discuss questions and issues of interest to them, to express their opinions whether in public or in private. Such freedom does not, however, permit student groups to disrupt the orderly processes of the educational environment, nor does it permit the expression of ideas in ways which violate civil or criminal law, blatantly disregard the truth, threaten, demean, or libel others. In expressing their views, students should make clear that such views are not necessarily those of the University.

Getting in Touch with the Right People at the Rafic Hariri School of Nursing

Students are encouraged to communicate any concerns they might have to the appropriate persons. They can refer to the Student Services Officer for the following issues:

- Answering queries about the BSN and MSN programs
- Student orientation and advising
- Follow up on different awards and scholarships available to nursing students
- Problems in registration (opening capacity, removing restrictions, resolving time conflict problems, removing holds, selection of elective courses, drop and add courses)
- Dealing with the administrative body (Registrar's office, Office of Financial Aid, Office of Student Affairs and specific committees at HSON)
- Writing and submitting petition letters (underload/overload credits, late registration, medical reports, course withdrawal, reactivation and readmission etc.)
- Selection of specific academic forms for internal and external procedures
- Program evaluation and satisfaction surveys
- Career guidance and work opportunities
- Student related activities such as student elections, NSS activities and graduation parties etc.
- Requesting credentials after graduation.

The Student services office seeks to assist and guide nursing students to develop their plan to academic success, by referring them to the appropriate resources and procedures, and ensuring that they are complying with AUB academic rules and regulations.

Issues related to a particular course are best discussed with the course coordinator. Problems with a student's academic progress should be followed up with the assigned adviser. Students may discuss issues related to a particular class with their advisers. If the student cannot resolve

problems with the course coordinator or adviser, he/she should talk to the track coordinator, and then the MSN convener. If necessary, issues are referred to the Director of the School.

University Services

University Libraries

The AUB library system consists of two main libraries: the University Libraries and Saab Memorial Medical Library.
The University Libraries include the Jafet memorial Library as the Central Library, with two branch libraries: the Engineering and Architecture Library, and the Science and Agriculture Library with its annex AREC (Farm) Library.

The University Libraries have over 558,932 volumes, with 2,708 subscriptions to periodicals, of which about 238 are in Arabic. There are also nearly 1,051,794 audiovisuals items of all kinds. The Archives and Special Collection include 435 linear feet of archives, 1,392 manuscripts, 11,139 volumes of theses projects and dissertation, 24,477 photographs, 3, 870 posters and 1,462 maps. The University Libraries are currently open 90 hours per week. All Libraries have photocopying machines available for student use. A card containing 100 photocopying units may be bought for LL5, 000 in vending machines located in each Library. Photocopying is also offered at the University Book store for a small fee.

The Saab Memorial Medical Library (SML) is dedicated to the Memory of Dr. Nicholas Saab (AUB School of Medicine graduate 1959) through a generous gift from his parents.
SML has been functioning in its present quarters as part of the Medical Center since 1975, and qualifies as one of the best medical libraries in the Middles East. The collection consists of 1,200 printed periodical subscriptions , over 82,320 backfile periodical volumes, nearly 42,000 books , over 2,000 of which are of historical value such as (Avicenna's "Cannon of Medicine," 1593, which has been digitized and published on the Web under http://ddc.aub.edu.lb/projects/saab/avicenna/index.html, and nearly 2300 audio-visual items, including computer software. SML now acts as a hybrid library that is constantly increasing its e-resources while maintaining its traditional services. It has a large number of the most important bibliographic medical and allied health data bases, and more than 2,500 e- journals. SML has been automated since 1990 and is accessible through the internet at http://www.aub.edu.lb/libraries/medical. In 1978, SML was designated by WHO as the National Focal Point of Lebanon. The Library has a special collection called the Lebanese Corner, http://192.168.100.187/, which includes publications about Lebanon or by Lebanese authors in the fields of medicine and other health related topics. SML services are provided mainly to AUB clientele, but also to all other medical and allied health users throughout Lebanon. With its rich, up-to-date medical collection, SML aims to promote research in the medical and allied health fields. SML is open 80 hours a week. Databases are currently accessible via library or home search via AUBs' website.

Office of Information Technology

The office of information technology (OIT) manages AUB and AUB Medical center's central information technology. The OIT manages the Student Information System (AUBsis) operated by the Registrar's; the Library Information System, Financial Information System; the Learning Management System (Moodle); and the integrated hospital information system operated by the

hospital administration and departments. You can view the services provided by the IT organization by visiting: www.aub.edu.lb/it/.
Before using any of the services below, you must activate that specific computer accounts first.
AUBnet account: The AUB net account provides e-mail, intranet, and Internet access in addition to other services such as roaming storage space, network printing, and personal web site space. Students must activate their AUB net account first as it is required to activate other accounts.

AUBsis account: The AUB sis account provides access to the AUB student Information System, a web-based application designed to provide the following on-line self services to students and faculty over the intranet and the Internet: On-line Registration, Drop and Add, Class Schedules, Grades, Student Transcripts, Address Information, and Billing Statements.

NETg account: The NETg account provides 100+ computer-based training (CBT) courses available within AUB intranet. NETg's engaging and interactive, stimulation-based content will increase your performance by ensuring that you learn exactly what you need, when you need it. Current offerings include computer related courses such as, Internet, HTML, Java and JavaScript courses, Microsoft Office and Developer suites, Cisco, Novell, and Lotus Notes among others.

Student computer labs, located in Agriculture, Bliss, Business, Engineering (Wing B), Fisk, Physics, Van Dyck, Diana Tamari Sabbagh buildings, as well as all Libraries and dorms are used for instruction by the various departments and for personal use by the students. Many popular and PC software packages are available on the lab servers.
An Internet fee of LL60, 000 is charged every semester and will automatically be added to the statement of fees. The quota of Internet data per month per student is 100MB. This is a combined quota of web and e-mail data. Through the AUB Net Resources web site you can find out your Internet data usage for the month.
No limit exists on the time spent browsing and sending information on the web. The limit is only on the volume of data that is sent/ received in the process.

Access to AUB Computing Facilities

Access to computer hardware, software, intranet, and the Internet services is provided to members of the University for the primary purpose of enhancing the academic experience. Access to the use of AUB computer facilities is through authorized computer accounts. To be granted the use of a computer account, users must agree to abide by the AUBnet Code of Conduct for Users of Computing System and Internet Services.
A computer account consists of a unique log-in ID and a password. You identify yourself to the computer system when you log in. Your log-in ID tells the computer who you are. Like the PIN on your bank ATM card, your password is the key to your account. You must always keep your password secret.
To activate your AUB computing accounts go to http://www.aub.edu.lb/it/services/students/Pages/index.aspx then click on account creation and management and follow instructions..

Graduate Student E-mail Address

The University makes extensive use of electronic mail for communication and to keep in touch with students. To ensure that students receive timely communication and important announcements, the student's current email address must always be on file in the Hariri School

of Nursing. Every graduate student is provided with an AUB Computer Account, which includes e-mail. It is strongly recommended that all graduate students use their AUB e-mail address as their primary one for the duration of the time they are studying here. This will help to prevent students missing announcements or other important communication from faculty and staff.

Bookstore

The University Bookstore is located at the back of Bliss Hall across from Penrose Hall. It stocks most of the required textbooks for specific courses, dictionaries, and other reference works, and a limited number of general publications. Assorted AUB items and gifts such as clocks, mugs, diploma, and picture frames, T-shirts, and binders are also on sale.

The Writing Center

For students who need assistance in writing papers or projects, the AUB writing center located in West Hall Room 307 provides assistance. Tutors from the Department of English are available Monday through Friday 9 am – 3 pm and consulting services are free. The extension to call for taking appointments is 3157.

University Health Services

Medical Records

An entrance medical record form will be sent to all admitted students who have made the commitment to enroll at AUB. It is to be completed by the student's family physician and mailed as soon as possible and before the period of registration in a pre-addressed envelope AUB provides. Alternatively the completed medical record form may be delivered by hand to the Office of Admissions.
All new students must have a tuberculin test at the time of the preliminary medical check, held during registration, and must report 48 hours later for the check on the test. Upon clearing the medical test, the student will be issued a clearance slip to proceed with registration. Students will not be registered unless they obtain this clearance slip. Students who report late for the medical check will be charged a late fee.
Medical checkups may be completed in advance of registration, provided that the student reports to the University Health Services on Campus and brings along a letter of acceptance and the entrance medical record.
Returning students are not required to complete any medical forms. Important changes in the student's medical condition and/or updating immunizations should be reported to a University Physician by appointment at the Health Services Center early in the first semester. Information will be kept confidential.

Health Insurance Plan (HIP)

The University Health Services (UHS) on campus provide medical care to members of the university community at large. Patients are seen Monday through Friday 8 am to noon and 1 to 4 pm in the Gulbenkian Infirmary located in the Sawwaf Building facing the Children Cancer Center in Lebanon. Appointments can be made at the reception desk in advance, either in person or by telephone between 8:30 and 4 pm. A physician is also available to receive patients on a walk-in basis. Such patients must have problems of an urgent nature; otherwise, they will be given return appointments for a later time. In case of emergency, the patient should report

directly to the Emergency Unit at the Medical Center or to the nearest Emergency service or Physician.
Students may elect to enroll in the University's Health Insurance Plan (HIP, provided they register for at least six credit hours. Auditors are not considered students. A graduate student registered for a thesis is eligible to continue the HIP coverage for two consecutive years only.
Regular students enrolling For twelve months beginning with October registration , pay 514,000 L.L. .
For one semester and summer session beginning with February registration , pay 386.000 L.L.
Students enrolled in the Spring Semester are covered through the summer until September 30, provided they do not leave the University or drop all their courses. A married student will have the option of including spouse and children at additional fees as outlined in the regulations for the Health Insurance Plan. A student may be exempt from enrolling in the HIP if he/she presents proof of coverage by another health insurance plan.
HIP covers expenses incurred at AUB Medical Center exclusively. Medical bills from other institutions are not covered.
NSSF fee per student per year is 202.500 L.L.
National Social Security Fund (NSSF) Medical Branch

Membership in the NSSF is mandatory by Law for all Lebanese students excluding freshman and special students, and students who are older than 30 years. Non-Lebanese students may not join. To facilitate enrollment in the NSSF Medical Branch, students are required to bring the following items when registering:

- A social security application form filled correctly. Copies of this form will be available for distribution at the time of registration to students who have not completed it.
- A photocopy of their Lebanese Identity Card.
- Their NSSF number if already registered.
- The NSSF number of either parent if insured with the NSSF through father or mother.
- Family record is required of married students only.

Extra-Curricular Services

Nursing Student Society

The Nursing Student Society (NSS) brings together nursing students from all levels to engage in various professional and social activities, under the guidance of an assigned faculty advisor. Objectives of the NSS are to:

- Serve as an organization through which matters related to the welfare of students and the school is transacted.
- Provide a channel for coordination of activities between the students and faculty members, and with other student organizations.
- Organize activities that promote a spirit of loyalty and fellowship among the student body.
- Provide means for active participation in activities that foster the personal, professional and civic development of students.

The NSS has three standing committees:

1. The Educational Committee organizes educational programs of interest to the community.
2. The Social Committee is responsible for social and recreational activities.
3. The Publicity and Finance Committee is responsible for publicity and financial matters.

Clubs and Societies

Opportunities for students to participate in extra-curricular activities, generally organized under the auspices of student-governed societies or clubs are numerous. Membership is open to all registered students upon completion of an application and payment of a nominal fee. For further information or to obtain a list of active Clubs and Societies, go to the Department of Student Activities in the West Hall, extension 3182, or AUB Catalogue.

Athletics and Recreation

The University offers a wide range of sports, athletic and recreational programs through its Athletics Department. Facilities include AUB's Green Field, which hosts international, national, and varsity sports tournament. The Green Field includes the University's soccer field, light outdoor basketball courts, lighted outdoor volleyball courts and a lighted 450-meter track, in addition to the Charles W. Hostler center.

Student Housing

AUB is a residential University in the American liberal arts tradition. It was the first and still is one of the few residential universities in the Middle East offering a beautiful Campus where a rich extra-curricular and community life flourishes. Life in the AUB residence system offers a high degree of reliability. Dorm life in AUB establishes strong, supportive communities. For extra details, check AUB catalog.

Student Transportation

AUB allows limited automobile access to campus. Only students suffering from illness or disabilities may bring cars on campus. Authorization from Infirmary must be received before a permit can be issued, and then the student can contact Business Services at extension 3510 for a special permit.

Passports and Visas

Foreign students joining AUB must have passports valid for a period of not less than 13 months from the date of joining the University. They should also secure an entry visa to Lebanon from the nearest Lebanese Embassy or Consulate in their country. The Office of Students Affairs, in coordination with Personnel, the Office of Admissions, and the Office of Registrar, will help provide the necessary certificates for registered foreign students to acquire residence permits from the Lebanese authorities.

Mail Service

The University Post Office, located in the basement of Ada Dodge Hall, handles local campus mail and mail for the Lebanese postal services. To secure a campus mailbox a student must show a receipt of fee payment at the AUB Post Office.
Urgent mail may be sent by Aramex through the AUB Post Office. A special rate is offered to the AUB community. Also DHL offers special rates at the AUB Bookstore.

Food Service

The University operates a modern, cafeteria-style food service on the Campus in Ada Dodge Hall. Students have the option of using these food service facilities or eating elsewhere. In

addition to the main cafeteria the University also maintains the Mary Dodge Hall Cafeteria, the Engineering Cafeteria, and the Agriculture Kiosk. These facilities provide a variety of hot and cold refreshments for students and their guests. Vending machines are available in a number of University buildings and at the beach tunnel. You can also ty the Coffee Shop on the first floor of AUBMC, the hospital cafeteria or Lavazza café on the hospital's second floor.

APPENDIX A

Full Time and Part Time Study Plan by Track

Masters of Sciences in Nursing – Administration and Management Track

Full time study plan

	Fall semester	Credits	Spring semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 507 NURS 531	2 2 2 2 1 9	NURS 502 NURS 520 NURS 525	3 3 3 9		
Year 2	NURS 527 Informatics MNGT 332 **NURS 526 Comprehensive exam**	3 3 3 0 9	NURS 508 NURS 599 (thesis) or N598 and elective	4 6 10	Total credits	37

Sample Part time study plan

	Fall semester	Credits	Spring semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 531	2 2 2 1 7	NURS 502 NURS 520	3 3 6		
Year 2	NURS 507 NURS 527 MNGT 332	2 3 3 8	NURS 525 Elective **NURS 526 Comprehensive exam**	3 3 0 6		
Year 3	Informatics NURS 508	3 4 7	NURS 599 (thesis) or N598 and elective	6 Or 3+3 6	Total credits	37

Adult-Gerontology Clinical Nurse Specialist Track

Full Time study plan

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 504	2 2 2 3 9	NURS 502 NURS 503 PHRM 314	3 3 3 9		
Year 2	N505A N527	4 3 0 7	NURS 505B NURS 526 Comprehensive Exam NURS 599 (thesis) or N598 and elective	4 6 10	NURS 506 Total credits	4 39

Sample Part time study schedule Plan

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 502 NURS 503	3 3 6		
Year 2	NURS 504 NURS 505A	3 4 7	PHRM 314 NURS 505B **NURS 526 Comprehensive exam**	3 4 0 7		
Year 3	NURS 527 NURS 506	3 4 7	NURS 599 or NURS 598 + electives	6 or 3+3 6	Total credits	39

Master of Science in Nursing – Psychiatric Mental Health Clinical Nurse Specialist Track

Full time study plan

	Fall Semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 502 NURS 512 NURS 503 A NURS 516 PHRM 314	3 2 1 3 3 12		
Year 2	NURS 504 NURS 527 NURS 517	3 3 3 9	NURS 518 NURS 599 Thesis or NURS 598 **NURS 526 Comprehensive Exam** Project + Elective	3 6 or 3+3 9	NURS 519 **Total Credits**	4 **40**

Sample Part time study plan

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530	2 2 2 6	NURS 503A NURS 516 NURS 512	1 3 2 6		
Year 2	NURS 517 NURS 504	3 3 6	NURS 518 NURS 502 **NURS 526 Comprehensive Exam**	3 3 6		
Year 3	NURS 527 NURS 519	3 4 0 7	PHRM 314 NURS 599 Thesis or NURS 598 Project + Elective	3 6 9	Total Credits	40

Master of Science in Nursing Program – Community and Public Health Nursing Track

	Fall semester	**Credits**	**Spring Semester**	**Credits**	**Summer**	**Credits**
Year 1	NURS 500 NURS 501 NURS 504 NURS 503 EPHD 300	2 2 3 3 3 13	NURS 522 NURS 502 NURS 530 PHRM 314	3 3 2 3 11		
Year 2	NURS 527 NURS 523 **NURS 526 Comprehensive Exam**	3 3 0 6	NURS 524 NURS 599 OR NURS 598 + elective	4 6 or 3 + 3 10	Total credits	40

Sample Part time study schedule

	Fall semester	Credits	Spring Semester	Credits	Summer	**Credits**
Year 1	NURS 500 NURS 501 EPHD 300	2 2 3 7	NURS 530 NURS 502	2 3 5		
Year 2	NURS 503 NURS 504	3 3 6	NURS 522 PHRM 314	3 3 6		
Year 3	NURS 523 NURS 527 **NURS 526 comprehensive exam**	3 3 0 6	NURS 524 NURS 599 OR NURS 598 + elective	4 6 or 3 + 3 10	Total credits	40

APPENDIX B

GUIDELINES FOR THE MSN COMPREHENSIVE EXAM

A. To complete requirements for the Master of Science in Nursing, students must pass a comprehensive examination. To be eligible to take the examination, the student should have:
    a. Completed all core courses and most specialty courses.
    b. Be in good graduate standing.
    c. Met with his/her adviser to determine eligibility.

B. The comprehensive examination process:

    a. The examination will be taken after most of the course work is finished. Students are advised to take the comprehensive examination as early as possible, before beginning their thesis or project.

    b. There will be three examination questions which will be based on content from the MSN core courses (Foundations of Advanced Practice; Nursing Research); and the Area of Specialty.

    c. Two faculty members will read and grade each question blindly.

    d. A final grade of Pass is required to pass the exam. The grade of Pass will be given if the student passes all three questions.

    e. Criteria for grading will be based on knowledge of content, as well as evidence of critical and analytical thinking. The desired learning outcome is the synthesis and application of knowledge of advanced nursing practice.

    f. Students who receive PR (i.e. Unsatisfactory) on the examination may take it a second time after a period of at least three months.

APPENDIX C

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N.598 MASTERS PROJECT: Nursing administration and Management project
Guidelines for Course Grade Pass/Fail

Student name: _____ **Date:** _____

Paper:

1. Introduction to project development _____
   a. Brief overview of the project area
   b. Rationale for choosing the topic
   c. Relevance to the area of specialty

2. Description of the project components _____
   a. Clear review of literature (including leadership theory, functional area of project, etc……)
   b. Comprehensive plan for the project
   c. Organization of process implementation
   d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
   a. Appropriate use of APA style
   b. Adequate English and grammar
   c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) _____

Oral presentation:

1. Clarity and organization of project _____

2. Appropriate use of audio-visual aids _____

3. Ability to answer questions effectively _____

4. Professional communication style _____

4. Professional demeanor _____

Pass/Fail

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N.598 MASTERS PROJECT: Clinical Project
Guidelines for Course Grade Pass/Fail

Student name: _____ **Date:** _____

Paper:

1. Introduction to project development _____
    a. Brief overview of the project area
    b. Rationale for choosing the topic
    c. Relevance to the area of specialty

2. Description of the project components _____
    a. Clear review of empirical support for the project
    b. Comprehensive plan for the project
    c. Organization of process implementation
    d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
    a. Appropriate use of APA style
    b. Adequate English and grammar
    c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) _____

Oral presentation:

1. Clarity and organization of project _____

2. Appropriate use of audio-visual aids _____

3. Ability to answer questions effectively _____

4. Professional demeanor _____

Pass/Fail

NB: The adult-gerontology clinical project may be a research utilization project, such as creation and implementation of a protocol, or development and testing of an assessment tool, or a research experience or quality improvement project within an established academic or clinical setting, or a small research study.

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N. 598 MASTERS PROJECT: Education Minor
Guidelines for Course Grade PASS/FAIL

Student Name: _____ **Date:** _____

Paper:

1. Description of project development ____
   a. Rationale for content
   b. Rationale for structure
   c. Teaching/learning theory basis
   d. Learning needs assessment, if applicable

2. Description of project components ____
   a. Creative
   b. Practical and appropriate content and delivery
   c. Correct information for content
   d. Comprehensive approach to chosen topic

3. Scholarly written communication for write up of project ____
   a. Scholarly writing style
   b. Appropriate APA style citations and references
   c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) ____

Presentation:

1. Description of project components ____

2. Scholarly verbal communication ____

3. Professional demeanor and presence ____

Pass/Fail

APPENDIX D

Faculty List

Research and Publications

Faculty List

Huda Abu-Saad Huijer RN, PhD, FEANS, FAAN
Professor of Nursing Science & Director Hariri School of Nursing
Extension 5952/3
E-mail: Huda.Huijer@aub.edu.lb

Research Focus & Areas of Interest:

- Research expertise: pain management and palliative care across the life span.
- Research Interest: effectiveness of expanded role of the nurse.

Ongoing Research

Principal Investigator: Huda Abu-Saad Huijer
Palliative Care in Older Adults in Lebanon
The purpose of this study is to evaluate the quality of palliative care (PC), the quality of life (QoL), symptom management, and functional ability among hospitalized older adults in need of palliative care in Lebanon.
The study will follow the observational survey design. Data will be collected from three hospitals: AUBMC, St. George, and Ain Wazein. Face to face interviews will be carried out using the Quality of Palliative Care Questionnaire-Adult (QPCQ-A) assembled using several instruments measuring quality of life, symptom prevalence and management, quality of care, and functional ability.
Coinvestigators: **Marina Adra, Hala Darwish, Souha Fares**, Hussam Ghusn, Ramzi Hajjar, George Karam, **Samar Noureddine**
Funding: CNRS
Status: Data Collection

Principal Investigator: Huda Abu-Saad Huijer
Chronic Pain: The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)
Chronic pain is believed to be a disease on its own and has been increasing in prevalence. While reporting or anticipating pain, patients experience a negative “mental set” of catastrophizing that has been described as an exaggerated cognitive-affective response to actual or anticipated pain. The 13-item Pain Catastrophizing Scale (PCS) is the most widely used measure of pain-specific catastrophizing and assesses three dimensions: rumination, magnification, and helplessness. The PCS has been translated and validated in several languages though no Arabic version exists that measures an important predictor of pain and pain-related outcomes. Thus, the purpose of the project is to develop and psychometrically evaluate PCS in the Arabic language among a sample of 150 adults in Lebanon.
Coinvestigator: Dr. Douglas French, Professor of Psychology, University of Moncton, Canada
Funding: Pfizer
Status: Ongoing

Completed Research

1. Title: Palliative Care in Lebanon; Needs Assessment for Palliative Care Services for Adults and Children.
   Role: PI

Funding: American University of Beirut, Lebanon, 2005-2008, MPP and URB Funding.

Recent Publications

2016 Abu-Saad Huijer, H., Saab, M. Hajjar, R. Palliative Care for Older Adults in Lebanon. *Lebanese Medical Journal,* 64(1):27-32.

2016 Abu-Saad Huijer, H., Saab, M. Hajjar, R. (2016). Palliative Care for Older Adults in Lebanon. Lebanese Medical Journal, 64(1):27-32.

2016 Abu-Saad Huijer, H. Afram, G. (2016). 110 Years of Nursing Education at AUB; A Brief History; 1905-2015. Booklet, AUB

2016 Abu-Saad, H., Fares, S., French, D. The Development and Psychometric Validation of an Arabic-language Version of the Pain Catastrophizing Scale (PCS-A). Pain Research & Management, In Press.

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2015 Abu-Saad Huijer, H., Sagherian, K., Tamim, H. Validation of the Arabic version of the Memorial Symptom Assessment Scale among Lebanese Cancer Patients. *Journal of Pain and Symptom Management.* 50(1): 559–565. DOI:10.1016/j.jpainsymman.2014.08.014

2015 Darwish H, Adra M, Abu-Saad Huijer H. Incorporating gerontological content in the nursing curriculum; the case of AUB School of Nursing. J Med Liban 2015; 63 (1): 21-26.

2015 Al-Gharib RM, Abu-Saad Huijer H, Darwish H. Quality of care and relationships as reported by children with cancer and their parents. Ann Palliat Med 2015. doi: 10.3978/j.issn.2224-5820.2015.01.04

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2014 Saab, M., Noureddine, S., Abu-Saad Huijer, H., De Jong, J. Surviving Testicular Cancer: the Lebanese Lived Experience. *Nursing Research*, 603(3): 203-210. DOI: 10.1097/NNR.0000000000000033

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2010 Doumit, MAA, El Saghir, N, Abu-Saad Huijer, H. Kelley, J, Nassar, N. Living with breast cancer, a Lebanese experience. *European Journal of Oncology Nursing,* 14 (2010) 42–48.

2010 Abu-Saad Huijer H. Chronic pain: A review. J Med Liban; 58(1): 21-27.

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2008 Abu-Saad Huijer, H. Abboud, S., and Dimassi, H. Practices in pediatric palliative care in Lebanon. *European Journal of Palliative Care*, 15 (4): 190-192.

2008 Doumit, M; Abu-Saad Huijer, H., Kelley, J., & Nassar, N. The Lived Experience of Lebanese Family Caregivers of Cancer Patients. *Cancer Nursing*. 31(4): 36-42.

2008 Doumit, M., & Abu-Saad Huijer, H. Communication And Truth Telling Preferences. *Contemporary Nurse*. 28:1-2.

2008 Bruchem-van de Scheur, GG, van der Arend, AJG, Huijer Abu-Saad, H, van Wijmen, FCB, Spreeuwenberg, C, & ter Meulen, RHJ. Euthanasia and assisted suicide in Dutch hospitals: the role of nurses. *Journal of Clinical Nursing,* 17, 1618–1626.

2008 Sakr, G., Elhajj, I., Abu-Saad Huijer, H., Riley-Doucet, C., Debnath, D. "Subject Independent Agitation Detection," IEEE/ASME International Conference on Advanced Intelligent Mechatronics, China, July 2008.

2008 Abu-Saad Huijer, H. White Paper, Fulbright Academy Workshop in Doha, March 23-25, 2008, Developing the Nursing Workforce: Challenges and Opportunities in Lebanon.www.FulbrightAcademy.org

2008 Abu-Saad Huijer H. Pediatric palliative care; State of the Art. *Lebanese Medical Journal*, 2008; 56 (2): 86-92.

2008 Daher M, Estephan E, Abu-Saad Huijer H, Naja Z. Implementation of palliative care in Lebanon : Past, present, and future. *Lebanese Medical Journal*, 2008; 56 (2): 70-76.

2008 Bejjani-Gebara, J, Tahshjian, H, Abu-Saad Huijer, H. End-of-Life care for Muslims and Christians in Lebanon. *European Journal of Palliative Care,* 15(1); 38-43.

2008 Bruchem-van de Scheur, A, van der Arend, A, van Wijmen, F, Huijer Abu-Saad, H, ter Meulen, R. Dutch Nurses' Attitudes Towards Euthanasia and Physician-Assisted Suicide. *Nurs Ethics* 2008; 15; 186-198. DOI: 10.1177/0969733007086016

2007 Van Bruchem-van de Scheur, G.G., van der Arend, A.J.G., Spreeuwenberg, C., Huijer Abu-Saad, H. & ter Meulen, R.H.J. Euthanasia and physician-assisted suicide in the Dutch homecare sector: the role of the district nurse. *Journal of Advanced Nursing*, *58*, 44–52.

2007 De Jong, N, Kester, ADM, Schouten, HC, Huijer Abu-Saad, H, Courtens, AM. Course of Fatigue between Two Cycles of Adjuvant Chemotherapy in Breast Cancer Patients, *Oncologica,* 3: 26-39.

2007 De Jong, N, Kester, ADM, HCS, Huijer Abu-Saad, H, Courtens, AM. Ergebnisse einer Untersuchung von Fatigue bei Brustkrebspatientinnen mit adjuvanter Chemotherapie: Die ersten vier Tage nach dem Zyklus Sind am belastendsten (Results of a study on fatigue in breast cancer patients receiving adjuvant chemotherapy: The first four days after treatment are the worst), *Pflegewissenschaft* (Nursing Science) 11: 620-625.

2007 Abu-Saad Huijer, H. & Dimassi, H. Palliative Care in Lebanon; knowledge, attitudes, and practices of physicians and nurses. *Lebanese Medical Journal,* 55(3):121-128.

2007 Doumit, MAA, Abu-Saad Huijer, H, Kelley, JH. The lived experience of Lebanese oncology patients receiving palliative care *European, Journal of Oncology Nursing*, 11: 309–319.

2007 Kraag, G, van Breukelen, G, Lamberts, P, Vugts, O, Kok, G, Fekkes, M, Huijer Abu-Saad, H.. Process Evaluation of 'Learn Young, Learn Fair'; a Stress Management Programme for 5th and 6th Graders. *School Psychology International*, 28 (2): 206–219.

2007 Craig, F, Abu-Saad Huijer, H, Benini, F, Kuttner, L, Wood, C, Cornaglia, P, Zernikow, B. IMPaCCT: Standards for Pediatric Palliative Care in Europe. *European Journal of Palliative Care*, 14(3): 109-114.

2007 Ramelet, AS, Rees, N, McDonald, S, Bulsara, M, Huijer Abu-Saad, H. Development and preliminary psychometric testing of the Multidimensional Assessment of Pain Scale: MAPS. *Pediatric Anesthesia,* 17: 333–340.

2007 Proot, IM, ter Meulen, RHJ, Huijer Abu-Saad, H, & Crebolder, FJM. Supporting stroke patients' autonomy during rehabilitation, *Nursing Ethics,* 14 (2): 229-241.

2007 Peters M, Vydelingum V, Abu-Saad HH, Dowson A. Migraine and chronic daily headache management: implications for primary care practitioners, *Journal of Nursing and Healthcare of Chronic Illness*, in association with *Journal of Clinical Nursing*, 16, 7B, 159–167.

2006 De Jong, N, Kester, ADM, Schouten, HC, Huijer Abu-Saad, H, Courtens, AM. Course of Fatigue between Two Cycles of Adjuvant Chemotherapy in Breast Cancer Patients, *Cancer Nursing*, 29 (6): 467-477.

2006 Goldsteen, M, Houtepen, R, Proot, IM, Huijer Abu-Saad, H, Spreeuwenberg, C, Widdershoven, G. What is a good death? Terminally ill patients dealing with normative expectations around death and dying, *Patient Education and Counseling,* 54: 378-386 http://dx.doi.org/10.1016/j.pec.2006.04.008

2006 Ramelet, AS., Rees, N., McDonald, S., Bulsara, MK., Huijer Abu-Saad, H. Development and preliminary testing of the Multidimensional Assessment of Pain Scale: MAPS. *Pediatric Anesthesia,* 1-8.

2006 Abu-Saad Huijer, H. Editor, Special Issue on Nursing in the Middle East – Cherishing the Past; 100 Years of Nursing Education at AUB. *Journal of Transcultural Nursing,* 17 (4) October Issue.

2006 Abu-Saad Huijer, H. Editorial "100 years of Nursing Education at the American University of Beirut (AUB); A Milestone in International Nursing", *Journal of Transcultural Nursing,* 17 (4): 325-326.

2006 Abu Saad Huijer H, Balian S & Arevian M. Cherishing the Past: Hundred years of Nursing Education at American University of Beirut. *Journal of Transcultural Nursing,* 17 (4) 327-332.

2006 De Jong, N., Candel, MJJM. Schouten, HC. Huijer Abu-Saad, H., Courtens, AM. Course of the fatigue dimension ‘‘Activity Level’’ and the interference of fatigue with daily living activities for patients with breast cancer receiving adjuvant chemotherapy, *Cancer Nursing*, 29 (5): E 1-13.

2006 Proot, I., Schrijnemakers, V., van Hoef, L., Courtens, A., Abu-Saad Huijer, H. Measuring patient and family satisfaction with terminal care: The development and testing of the Maastricht Instrument on Satisfaction with terminal care (MITTZ). *Supportive Palliative Cancer Care,* 2: 7-14.

2006 Peters, M., Huijer Abu-Saad, H., Robbins, I., Duivenvoorden, H., Dowson, A., & Vydelingum, V. Management strategies as predictors of physicians’ consultations in migraine and chronic daily headache sufferers. *Headache & Migraine 9,* 143-155.

2006 Zwakhalen, SMG., Hamers, JPH., Huijer Abu-Saad, H., Berger, MPF. Pain in elderly people with severe dementia: A systematic review of behavioral pain assessment tools. *BMC Geriatrics 2006, 6:3, 27 January.*

2006 Ramelet, AS., Huijer Abu-Saad, H., Bulsara, MK., Rees, N., McDonald, S. Capturing postoperative pain responses in critically ill infants aged 0 to 9 months. *Pediatric Critical Care Medicine,* 7(1): 19-26.

2006 Abu-Saad Huijer, H. Palliative care; views of patients, home carers, and health professionals, *Supportive Palliative & Cancer Care*, 3: 97-103.

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Research Focus and Areas of Interest

My research focus is action research, i.e. community- based (interventional) studies that address current and salient problems and issues in the community. My research interests and publications have evolved from working with women and adolescents to including patients with chronic conditions, such as diabetes and CAD. The common thread which links my research projects is the emphasis on health education and prevention. If one examines my research involvement, it would appear to be multi-faceted.

Current Research

1. **Arevian M.,** Kabakian T. Perception of Health Related Quality of Life and Adherence to therapeutic Regimen in Type 2 Diabetic Patients. (In progress).
2. Doumit M., Fares R., **Arevian M.** Knowledge, Attitudes and Practice of Lebanese Women Towards BSE, CBE, and Mammography. (In progress).

Publications

2014 **Arevian M**., Kabakian, Khasholian T. Impact of a peer-led educational program on knowledge and attitudes about prevention of substance abuse among Lebanese/Armenian adolescents: A pilot study. *Journal of Community Medicine and Health Education, 4*(5), 1-6.

2011 **Arevian, M.,** Noureddine, S., Abboud S (2011). Beliefs Related to Breast Cancer and Breast Cancer Screening among Lebanese Armenian Women. *Health Care for Women International, 32*, 972 - 989. DOI: 10.1080/07399332.2011.580405**.**

2010 **Arevian, M.** Training Trainees, young activists, to conduct awareness campaigns about prevention of substance abuse among Lebanese/Armenian young people. *Journal of Interprofessional Care*. 24. (2): 173-182.

2008 Noureddine, S., **Arevian, M**., Adra, M. Response to signs and symptoms of acute coronary syndrome: Differences between Lebanese men and women. *American journal of Critical care*. (17), 1, 14-23.

2006 **Arevian, M.,** Noureddine, S., & Kabakian, T. Raising awareness and providing free screening improves cervical cancer screening among economically disadvantaged Lebanese/Armenian women. *Journal of Transcultural Nursing.* (17), 4,357-365.

2006 Noureddine, S, Adra, M., **Arevian, M.**, Dumit, N., Puzantian, H. & Shehab, D. Factors associated with delay in seeking health care among persons experiencing symptoms of acute coronary syndromes. *Journal of Transcultural Nursing.* (17), 4, 341-349.

2006 Abu Saad Huijer, H., Balian, S., & **Arevian, M.** Cherishing the Past: Hundred years of Nursing Education at American University of Beirut. *Journal of Transcultural Nursing.* (17) 4, 327-333.

Invited Book Chapters

2008 **Arevian, M.,** Chap. on Armenia In C E D'Avanzo (Editor) Cultural Health Assessment. 4th ed. USA: Mosby.

Publication in a special booklet by UNFPA

2006 **Arevian, M.** Chadarevian A.B. & El Roueiheb, Z. Knowledge, Perceptions and Practices of Young People in Borj Hammoud Community Regarding Reproductive Tract Infections (RTIs) : An Operational Research.

Michael Clinton RN, PhD, MSc, BA(Hons)
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Research Focus & Areas of Interest:

- Conceptualization and measurement of nursing and health phenomena
- Research expertise 'qualitative research methodologies, especially phenomenology, grounded theory, and Foucauldian discourse analysis; quantitative expertise Rasch analysis and applications of item response theory.
- Research interests 'empirical ethics, philosophy and ethics of mental health, national health policy, health services research, nurse education'

Current Research

Clinton, M., From Education to Practice: The Challenges that Nursing Students and Novice Nurses Face in Lebanon

Clinton, M., Comparison of organizational research climates in universities in Lebanon, Canada and Australia: An initial study

Clinton, M., Doumit, M., Ezeneddine, S, Lebanese students' perceptions of undergraduate preparation for transition to the role of the registered nurse (In progress)

1. Clinton, M. Younan, L., Fares, S. Rasch analysis of the Actual Scope of Nursing Practice Survey (In Progress)
2. Clinton, M., Springer, R.A. Conceptions of genealogy in Foucault and Agamben (In progress)

Completed Research Projects:

1. Creating an Interprofessional Learning Environment through Communities of Practice
   Jointly with Calgary Health Region, University of Alberta, Southern Alberta Institute of Technology, Bow Valley College, Mount Royal College
   Health Canada – Interprofessional Education for Collaborative Patient Centred Care Program
   $1,295,519

2. Grant to establish the T.G. Smith Dementia Services Research and Development Unit in the Freemasons' Centre for Research into Aged Care Services.
   Jointly with R. Marquis, D. Boldy and B. Horner
   Fremasons of Western Australia - $400,000.

3. Evaluation of the Western Australian after-hours Primary Medical Care TrialJointly with I. Rouse. L. Adams. D. Boldy, R.Donovan. A. Mylvaganam
   Health Department of Western Australia - $232,000

4. Development, implementation and evaluation of a shared care model for the continuing treatment of heamatology cancer patients.
   Jointly with A. Thomas. B. O'Connell, H. Myers, G. Russell, M. Surveyor, D. Joske
   General Practice Innovation Fund, Western Australian Department of Health and Aged Care - $70,000.

5. Jointly with Professor Ken Sellick, B. Mirolo, Patsy Yates.
   ARC Collaborative Research Grant Proposal - $143,406

6. Development and evaluation of a professional development program to improve the practice of mental health nursing in rural and remote communities.
   Jointly with Professor Gail Hart and Derek Weir.

   RHSET Grant - $60,060

7. Mental health nursing interventions: Evaluation of a collaborative education program for people with schizophrenia and senior undergraduate students of nursing.
   Jointly with Sioban Nelson, Helen Edwards, Professor Gail Hart and Jennie Barr
   Commonwealth Health & Human Services Research & Development Grants - $89,426 1995-1998)

8. Strategies to promote graduate transition and lifelong learning for nurses.
   Jointly with Professor Gail Hart, Robyn Nash, Diane Collins, Deanne Gaskill, Marilyn Harris, Dr Barbara Tooth and Patsy Yates
   National Teaching Development Grant, Committee for the Advancement of University Teaching, DEET - $34,323

Publications:

Recent Articles

2015 Clinton, M.E. & Khaled, A. Rasch Measurement Analysis of the Hospital Survey on Patient Safety Culture Survey (HSOPSC) in a Sample of Lebanese Nurses. Submitted to SAGE Open 31 August, 2015.

2015 Clinton, ME. & Springer, R.A (2015) Foucault's legacy for nursing: are we beneficiaries or intestate heirs *Nursing Philosophy,* doi: 10.1111/nup.12113

2015 Springer, R.A &. Clinton, ME. (2015) Doing Foucault: Inquiring into Nursing Knowledge with Foucauldian Discourse Analysis. *Nursing Philosophy,* doi: 10.1111/nup.12079

2015 Clinton, M.E. Dumit, N.Y., El-Jardali, F. Rasch Measurement Analysis of a 25-Item Version of the Mueller/McCloskey Nurse Job Satisfaction Scale in a Sample of Nurses in Lebanon and Qatar. SAGE Open June 2015, DOI: 10.1177/2158244015592167

2014 Madi, D. & Clinton, M.E. (2014) Rasch analysis of the Arabic language version of the Functional Disability Inventory. *Journal of Pediatric Oncology Nursing*. Nov 2014 DOI: 10.1177/1043454214554010

2014 Clinton, M.E., Alayan, N., El-Alti, L. Rasch analysis of Lebanese nurses' responses to the EIS questionnaire. *SAGE Open* Aug 2014,4(3)DOI: 10.1177/2158244014547182

2013 Al-Diabat, K. & Clinton, M.E. (2013) Becoming an exhausted smoker: The beginning of the end. *American Journal of Nursing Science*.2(1), 6-13.

2013 Springer, R.A. & Clinton, M. (2013) 'Technologies of the self' as instrumentality: Becoming instruments of the pharmaceutical industry through normative practices. *Aporia, La Revue en Sciences Infirmieres*. 5(1), 22-31.

2013 El-Jardali, F,. Murray, F.S., Dimassi, H., Jamal, D., AbuAlRub, R., Al-Surimi, K., Clinton, M., Dumit, N.Y. (2013). Intention to stay of nurses in current posts in difficult-to-staff areas of Yemen, Jordan, Lebanon and Qatar: A cross-sectional study. *International Journal of Nursing Studies*. 50(11): 1481-1494

2012 Clinton, M. What I should like to know about team nursing. *International Journal of Evidence Based Healthcare*: 10(4), 307-8.

2012 Al-Diabat, K. & Clinton, M.E. (2012) Contextualizing smoking behavior over time: A smoking journey from pleasuring to suffering. *Turkish Online Journal of Qualitative Inquiry*. 3(1), 1-19.

2012 Clinton, M. Ethical conduct of research in developing countries. *International Journal of Evidence Based Healthcare*: 8(2), 43-4.

Hala Darwish, RN, MSCN, MSCS, MS, PhD
Associate Professor
Managing Director Abou Haidar Neuroscience Institute and the
Nehme and Therese Tohme Multiple Sclerosis Center.
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Dr. Hala Darwish is an associate professor at American University of Beirut, Hariri School of Nursing; her research area focuses on biological and environmental factors that modulate the cognitive function in adults. She has examined the biological and learning and memory changes that follow traumatic brain injury, ageing, and multiple sclerosis. She has experience in basic science and clinical research. She explored the effect of vitamin D deficiency and supplementation on cognitive function in older adults and in multiple sclerosis, and identified norms of widely used cognitive assessment measures for the Lebanese population. She has presented scientific papers in national, regional & international conferences.

Research: Traumatic Brain Injury, Multiple Sclerosis, Dementia and Ageing

Research Focus: Cognitive performance: learning and memory

Ongoing Research

Principal Investigator: Hala Darwish
Brief International cognitive assessment for MS (BICAMS)-Arabic
The aim of this study is to validate the well-established Brief International Cognitive Assessment for Multiple Sclerosis (BICAMS) in Arabic
The test stimuli and administration procedures will be standardized in Arabic. The validity and the test-retest reliability of the different tests will be assessed. Finally, we will establish the normative data for Lebanon
Co PIs: Samia Khoury and Bassem Yamout

Principal Investigator: Hala Darwish
Environmental enrichment affects spontaneous object recognition, temporal order memory, and epigenetic events post mild traumatic brain
Funding: MPP
Co-PI: Elie D. Al-Chaer

Principal Investigator: Hani Tamim
Assessment of Traumatic Brain Injury in Lebanon: A Retrospective Cohort Study
Co PIs: Hala Darwish, Firas Koubeissy and Mazen el Sayyed
Funding: MPP
Status: Ongoing

Principal Investigator: Monique Chaaya
Dementia in Lebanon: a follow-up study
Co- PIs: Hala Darwish, Ramzi Hajjar
Funding: MPP and LCNRS
Status: Ongoing

Principal Investigator: Hala Darwish
Brief International cognitive assessment for MS (BICAMS)- Arabic
Co PIs: Samia Khoury and Bassem Yamout
Funding: MENACTRIMS, Novartis
Status: Ongoing

Principal Investigator: **Firas Kobaissy**
Developing Sensitive and Specific Biosensor for Traumatic Brain Injury Biomarkers"
Co PIs: **Hala Darwish**, Pierre Karam and Hani Tamim
Funding: Farouk Jabre Award February 2015
Status: ongoing

Publications

2016 Ayoubi, N; Ghassan,S, Said, M; Allam; J., Darwish,H., Khoury, SJ. Retinal Measures Correlate with Cognitive and Physical Disability in Early Multiple Sclerosis. J Neurol. 2016 Aug 20.

2016 Nasser, M,Bejjani, F., Raad, M., Abou El Hassan, H., Mantash, S., Nokkari, M., Ramadan, N., Kassem, N., Mondello, S., Hamadeh, E., **Darwish**, **H.,** Zibara, K and Kobeissy F. Traumatic Brain Injury and Blood-Brain Barrier Cross-Talk. CNS & Neurological Disorders - Drug Targets, 2016, 15.

2016 Abou-Abbass H, Bahmad H, Abou-El-Hassan H, Zhu R, Zhou S, Dong X, Hamade E, Mallah K, Zebian A, Ramadan N, Mondello S, Fares J, Comair Y, Atweh S, **Darwish H**, Zibara K, Mechref Y, Kobeissy F. Deciphering glycomics and neuroproteomic alterations in experimental traumatic brain injury: Comparative analysis of aspirin and clopidogrel treatment. Electrophoresis. 2016 Jun;37(11):1562-76. Epub 2016 Mar 29.

2016 Abou-Abbass H, Abou-El-Hassan H, Bahmad H, Zibara K, Zebian A, Youssef R, Ismail J, Zhu R, Zhou S, Dong X, Nasser M, Bahmad M, **Darwish H**, Mechref Y, Kobeissy F. Glycosylation and other PTMs alterations in neurodegenerative diseases: Current status and future role in neurotrauma. Electrophoresis. 2016 Jun;37(11):1549-61. Epub 2016 Apr 4. Review.

2016 Farran, N., Ammar, D., **Darwish, H.** Coping strategies and Quality of Life in Multiple sclerosis patients: A pilot study. Multiple Sclerosis and Related Disorders. 6 (2016) 21–27

2015 Fawaz, C., Makki, Iman S., Kazan, J., Gebara, N., Andary, F., Itani, M., Zeidnan, A., El sayyed, M., **Darwish, H,** Mondello, S. Neuroproteomics and miRNAS in Multiple Sclerosis: Transforming Research and Clinical Knowledge. *Expert Rev Proteomics*. 2015 Oct 19:1-14

2015 **Darwish, H**, Zeinoun, P , Ghusn, P, Khoury, B, Tamim, H, Khoury, S.J. Serum 25-hydroxyvitamin D predicts cognitive performance in adults. *Neuropsychiatric Disease and Treatment* (2015) August:11 2217–2223

2015 Mouheidine, T[1], **Darwish,H[1]**, Fawaz, L, Yamout, B, Tamim, H, Khoury, S.J. Risk factors of Multiple Sclerosis and associations with anti-EBV antibody titers: a retrospective case-control study in Lebanon. *Clinical Immunology* (2015) May: 158, Issue 1, 59–66 (First author equal contribution)

2015 Mosleh Al-Gharib, R, Abu-Saad Huijer, H, **Darwish, H**. Quality of care and relationships as reported by children with cancer and their parents. *Annals of Palliative Medicine* (2015) Jan 21; doi: 10.3978/j.issn.2224-5820.2015.01.04.

2015 **Darwish,H.,** Adra, M., Huijer, H., Incorporating gerontological content in the nursing curriculum at AUB school of Nursing. *J Med Liban*. 2015 Jan-Mar;63(1):21-6***.***

2014 **Darwish, H**., Mahmood, A., Schallert, T., Chopp, M., and Therrien, B. The effect of simvastatin and environmental enrichment on recognition and temporal order memory after mild traumatic brain injury. Submitted to journal of Brain Injury. *Brain Injury.* (2014); 28(2): 211-26.

2012 Briones TL, **Darwish H.** Vitamin D mitigates age-related cognitive decline through the modulation of pro-inflammatory state and decrease in amyloid burden. J Neuroinflammation. *2012* Oct 25;9:244. doi: 10.1186/1742-2094-9-244.

2012 **Darwish, H**., Mahmood, A., Schallert, T., Chopp, M., and Therrien, B. Mild traumatic brain injury leads to spatial learning deficits. *Brain Injury* (2012), 26(2): 151-165.

2010 Hebda-Bauer, EK, Pletsch, A, **Darwish, H**, Fentress, H, Simmons, TA, Wei, Q, Watson, SJ, and Akil, H. Forebrain glucocorticoid receptor overexpression increases environmental reactivity and produces a stress-induced spatial discrimination deficit. *Neuroscience* (2010). 169(2):645-53.

Nuhad Yazbik Dumit, RN, PhD
Associate professor
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Current Research:

Principal Investigator: Analyzing the antecedents of absenteeism among nurses in Lebanon, supported by the Evidence-based Healthcare Management Unit at AUBMC

Principal Investigator: Assessing Continuing Education Learning Needs of Nurses in Lebanon, supported by the Order of Nurses in Lebanon

Recent Publications:

2016 **Dumit, N. Y.,** Noureddine, S.N., Magilvy, J.K. Perspectives on Barriers and Facilitators to Self-Care in Lebanese Cardiac Patients: a qualitative descriptive study, *International Journal of Nursing Studies, 60*, 69–78. http://dx.doi.org/10.1016/j.ijnurstu.2016.03.009

2016 Baydoun, M., **Dumit, N. Y**. (*corresponding author*), & Daouk-Oyry, L.. What do nurse managers say about nurses' sickness absenteeism? A new perspective. *Journal of Nursing Management, 24*(1), 97-104. DOI: 10.1111/jonm.12277

2016 **Dumit, N. Y**., Magilvy, J. K., Afifi, R.. The Cultural Meaning of Cardiac Illness and Self-care among Lebanese Patients with Coronary Artery Disease. *Journal of Transcultural Nursing, 27*(4), doi: 10.1177/1043659615573080

2015 **Dumit, N. Y**., Abboud, S., & Massouh, A. Role of the Lebanese Family Caregivers in Cardiac Self-Care: A Collective Approach. Journal of clinical Nursing**, in press.** Published online before print August 7, 2015**,** doi: 10.1111/jocn.12949.

2015 Clinton, M., **Dumit, N. Y**., & El Jardali, F. Rasch measurement analysis of a 25-item version of the Mueller/McCloskey Nurse Job Satisfaction Scale (MMSS-25) in a sample of nurses in Lebanon and Qatar. SAGE Open. DOI: 10.1177/2158244015592167

2014 Noureddine, S., **Dumit**, N. Y., & Saab, M. Deciding to seek emergency care for acute myocardial infarction. *Clinical Nursing Research*. DOI: 10.1177/1054773814548508

2014 Daouk-Öyry, L., Anouze, AL., Otaki, F., **Dumit, NY**., Osman, I. The JOINT model of nurse absenteeism and turnover: A systematic review. *International Journal of Nursing Studies, 51*, 93-110. DOI:10.1016/j.ijnurstu.2013.06.018

2013 El-Jardali, F., Alameddine, M., Jamal, D., Dimassi, H., **Dumit, NY**., McEwen, MK., Jaafar, M., Murray, SF. A national study on nurses' retention in healthcare facilities in underserved areas in Lebanon. *Human Resources for Health*. 11(1):49. DOI:10.1186/1478-4491-11-49

2013 El-Jardali, F., Murray, SF., Dimassi, H., Jamal, D., Abualrub, R., Al-Surimi, K., Clinton, M., **Dumit, NY**.. Intention to stay of nurses in current posts in difficult-to-staff areas of Yemen, Jordan, Lebanon and Qatar: A cross-sectional study. *International Journal of nursing studies*. 03/2013; DOI:10.1016/j.ijnurstu.2013.02.013

2013 Saab, S., Noureddine, S., **Dumit**, N.Y. Readmission Rates and Emergency Department Visits after Coronary Artery Bypass Graft Surgery and Related Factors. *Lebanese Medical Journal, 61* (3), 155-160. Available at: http://www.lebanesemedicaljournal.org/articles/61-3/original6.pdf

2011 El-Jardali, F., Alameddine, M., **Dumit, N.**, Dimassi, H., Jamal, D., & Maalouf, S. Nurses' Work environment and intent to leave in Lebanese hospitals: Implications for policy and practice. *International Journal of Nursing Studies*, *48*(2), 204-14.

2010 **Dumit, N.Y.,** Abboud, S., Noureddine, S., Arevian, M. Rapid Assessment of Sexual and Reproductive Health and HIV Service Linkages in Lebanon; UNFPA Beirut

2009 El-Jardali, F., Dimasi, H., **Dumit, N**., Jamal, D., & Mouro, G. A National Cross-sectional Study on Nurses Intent to Leave and Job Satisfaction in Lebanon: Implications for Policy and Practice; *BioMed Central Nursing*, [Available at], http://www.biomedcentral.com/1472-6955/8/3

2009 El-Jardali, F., Merhi, V., Jamal, D., **Dumit, N**., Mouro, G. Assessment of nurse retention challenges and strategies in Lebanese hospitals: The perspective of nursing directors. *Journal of Nursing Management, 17*, 453-462.

2008 Jardali, F., **Dumit, N.Y.,** Jamal, D., & Mouro, G. Migration of Lebanese nurses: A questionnaire survey and secondary data analysis. *International Journal of Nursing studies, 45*(10), 1490-1500.

2006 **Dumit, N.** *School Book Content Analysis of Reproductive and Sexual Health*. Educational Center for Research and Development (ECRD), and UNFPA

2006 Noureddine, S., Adra, M., Arevian, M., **Dumit, N.,** Puzantian, H., Shehab, D., & Abchee, A. Delay in seeking health care for acute coronary syndromes in a Lebanese sample. *Journal of Transcultural Nursing, 17,* 341 – 348.

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Assistant Professor of Biostatistics
Room 521
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E-mail: sf31@aub.lb

Research Focus & Areas of Interest:
Blood pressure variability in hypertension

Recent Publications:

2016 **Souha Fares**, Joseph Habib, Milo Engoren, Kamal Badr and Robert Habib. (June 2016). Effect of Salt Intake on Beat-to-Beat Blood Pressure Nonlinear Dynamics and Entropy in Salt Sensitive versus Protected Rats. *Physiological Reports, 4(11). pii: e12823. doi: 10.14814/phy2.12823.*

2016 Farhood Laila, **Fares Souha**, Rachel Sabbagh and Carmen Hamady. (June 2016). PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample. *European Journal of Psychotraumatology*, [S.l.], v. 7, jul. 2016. ISSN 2000-8066. doi:http://dx.doi.org/10.3402/ejpt.v7.31509.

2016 Rima R. Habib, Blanche Ghandour, **Souha Fares**, Fadi El-Jardali, Iman Nuwayhid. (June 2016). Occupational Health and Safety in Hospitals Accreditation System: The Case of Lebanon. *The International Journal of Occupational and Environmental Health.* **DOI:**10.1080/10773525.2016.1200211

2016 Abla Sibai, Mohamad Iskandarani, Andrea Darzi, Rima Nakkash, Shadi Saleh, **Souha Fares,** Nahla Hwalla. (February 2016 *).* Cigarette smoking in a Middle-Eastern country and its association with hospitalization use: a nation-wide cross-sectional study*. BMJ Open;6:e009881 doi:10.1136/bmjopen-2015-009881.*

2015 Anthony Rizk, Nabil M Kronfol, Suzanne Moffatt, Shahaduz Zaman, **Souha Fares** and Abla Mehio Sibai. (2015). A survey of Knowledge-to-Action pathways of aging policies and programs in the Arab region: the role of institutional arrangements. *BMC Implementation Science,* 10:170

2014 Denker, M., **Fares, S.** (2014). Richter's local limit theorem and Black-Scholes type formulas. *Statistics and Probability Letters.* 92, 241–248. DOI: 10.1016/j.spl.2014.06.003

2013 Semaan M., Fredman E., Shah J., **Fares S.**, Murray G., Megerian C. (2013). Surgical Duration of Cochlear Implantation in an Academic University-Based Residency Training Program*.* ***American Journal of Otolaryngology - Head and Neck Medicine and Surgery*, 35(5), 382-387.**

2012 Semaan M., Gehani N., Tummala N., Coughlan C., **Fares S.,** Hsu D., Murray G., Megerian C. (2012). Cochlear Implantation Outcome in Patients with Far Advanced Otosclerosis. *Otology & Neurotology,* 33(5), 608-614.

2011 Momin S., Melki S., Obokhare J., **Fares S.,** Alagramam K., Megerian C. (2011). Hearing Preservation in Guinea Pigs with Long-Standing Endolymphatic Hydrops. *Otology & Neurotology*, 32(9), 1583-9.

2010 Aftab S., Semaan M., Murray G., Megerian C. (2010). Cochlear Implantation Outcomes in Patients with Autoimmune and Immune-Mediated Inner Ear Disease. *Otology & Neurotology*, 31(8), 1337-42 (**Acknowledged for statistical analysis**).

Published reports:

The Initiative of Cardiovascular Service in the PHC Network of Lebanon. Published on the MOPH website. Team Leader: Dr. Walid Ammar, MD, PhD . Principal Investigator: Rouham Yamout, MD, MPH . Contributors (By alphabetical order):

Dr. Salim Adib, MD, PhD
Dr. Mohammad-Samir Arnaout, MD
Mr. Moubadda Assi, MPH
Dr. Souha Fares, PhD
Ms. Alia Freidi, ParmD, MPH
Dr. Ghassan Hamadeh, MD
Randa Hamadeh, MPH, PhD Candidate
Ms. Fatima El-Masry, MPH
Mr. Joe Noun, MPH
Mr. Ali Roumani, BE
Dr. Mohammad Sandid, MD
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Dr. Laila Farhood is Professor of Psychiatry Mental Health at American University of Beirut, Hariri School of Nursing & Clinical Associate at the Department of Psychiatry, Faculty of Medicine, AUB. Her research area focuses on family stress and coping and the impact of war on the Lebanese. She has published her research in international refereed journals and has also presented scientific papers in National, regional & international academic conferences. As a clinical specialist, she practices psychotherapy, family therapy & marriage counseling at the psychiatry Department at AUBMC.

Research Focus: PTSD, Depression & Social support in Lebanese civilian population.

Current research: Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessments in civilians exposed to traumatic war events in the South of Lebanon (MPP and URB funded)

Papers submitted or in Progress

2016 **Farhood, L.,** Fares, S., & Hamady, C. (2016). An Investigation of War Trauma Experiences and Post-Traumatic Stress Reactions in a South Lebanese Civilian Sample: How Does Gender Fit in the Equation? (Manuscript submitted for publication, Women & Health).

2016 Doumit, M., **Farhood, L**., & Hamady, C. (2016). Identifying Mental Health Concerns of Teachers and Parents of Students in a South Lebanese Sample: A Pressing Need (*Manuscript submitted for publication JTN*).

Recent Publications:

2016 **Farhood, L. F.,** Fares, S., Sabbagh, R., & Hamady, C. (2016). PTSD and depression construct: prevalence and predictors of co-occurrence in a South Lebanese civilian sample. *European Journal of Psychotraumatology*

2015 **Farhood, L. F.,** Dimassi, H. Validation of an Arabic version of the GHQ-28 against the Beck Depression Inventory for screening for depression in war-exposed civilians. *Psychological Reports, 116*, 470-484.

2014 **Farhood, L.**, Richa, H., Masalkhi. Group mental health interventions in civilian populations in war-conflict areas: a Lebanese pilot study. *Journal of Transcultural Nursing, 25,* 176-182.

2014 Bayrakdar, A., Noureddne, S., **Farhood, L.,** Nasrallah, M. Comparison of quality of life in a group of Lebanese type 1 diabetics on insulin pump and those on multiple daily injections. *Lebanese Medical Journal, 62*(1), 22-26.

2013 **Farhood, L.,** Dimassi.H & Strauss.N. Understanding post-conflict mental health: Assessment of PTSD, depression, general health and life events in civilian population one year after the 2006 War in South Lebanon. *Journal of Traumatic Stress Disorders & Treatmen*t. Vol.2 (2) 1-8

2013 **Farhood, L.** Predictors of child's health in war conditions: the Lebanese experience *The Arab Journal of Psychiatry, 24* (1), 16 – 26. *doi:10.12816/0000094*

2012 **Farhood, L**. & Dimassi, H. Prevalence and Predictors for PTSD, Depression and General Health in a Population from six Villages in South Lebanon. *Social Psychiatry and Psychiatric Epidemiology, 47,* 639-649.

2010 **Farhood, L**. Chaaya, M & Saab, B. (2010). Detainment and Health: The case of the Lebanese hostages of war, *International Journal of Mental Health Nursing, 19*(2), 83-91

2010 **Farhood, L.** Mental Health and Psychosocial Care for Citizens Affected by War in Lebanon: Training Projects for Healthcare Professionals. In B. K. Wiederhold (Ed.), NATO Science of Peace and Security Series: Human and Societal Dynamics, Vol. 18. Coping with Posttraumatic Stress Disorder in Returning Troops: Wounds of War II (pp. 263-276). IOS Press.

2006 **Farhood, L.,** Dimassi, H., Lehtinen, T. Exposure to war-related traumatic events, prevalence of PTSD, and general psychiatric morbidity in a civilian population from southern Lebanon. *Journal of Transcultural Nursing.17*(4), 333-340.

Gladys Honein, RN, MPH, PhD
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Research Interest:

- Primary and secondary prevention of cancer
- Harnessing the power of electronic technology to improve patient care
- Patient-centered nursing care

Ongoing Research

Principal Investigator: Gladys Honein-AbouHaidar
Co-Investigator: Joumana Antoun
Users' Acceptance of Electronic Patient Portal (EPP) for Self-Management of Diabetes and Chronic High Blood Pressure at the Family Medicine Clinic of the American University of Beirut, Lebanon
Funding: MPP
Status: Data collection

Patients often complain about difficulties booking appointments, renewing medications or sending and receiving messages from their physicians. Electronic patient portal (EPP) is a promising electronic technology allowing patients to access their clinical summaries online and facilitating interaction with physicians. Different cultures react differently to technologies and little is known about the acceptance of EPP use in health care in the Middle East region. The aim of this study is to explore users, both patients and physicians, acceptance of EPP for self-management of diabetes and chronic high blood pressure at the American University of Beirut Medical Center- Family Medicine Clinics (AUBMC-FMC)

We will use a vignette methodology to explore the determinants of EPP acceptance based on the Technology Acceptance Model (TAM) conceptual framework. 350 adult beneficiaries of AUBMC-FMC 20 years or older classified as having diabetes mellitus and/or chronic high blood pressure and all attending physicians and residents who are actively engaged in primary care services will be included.

Principal Investigator: Gladys Honein
Co-investigator and responsible for the design of the study: Tamar Avedissian
Is there a need for a guideline regarding anaphylaxis management for nurses working in schools and daycares in Lebanon
The aim of this study is to assess the Lebanese school nurses' current practices in the management of anaphylaxis reaction and to explore their perceived need for a protocol to manage anaphylaxis reaction.
Status?

Coinvestigator: Bou Akl, Imad, **Honein-AbouHaidar, Gladys**
Factors influencing the decision of end of life care
Funding: None

Status: Starting

The aim of this study is to look into factor variables involved in the decision to withhold treatment in ICU patients; to investigate relationship between religious affiliation and decision to withhold treatment in ICU patients and to investigate the relationship between the degree of religious practice and decision to withhold treatment in ICU patients. This study will rely on an exploratory qualitative research design using a semi-structured interview guide to assess mainly caregivers' perspectives on the organizational, professional, legal, cultural, social, spiritual and patient factors that influence end-of-life decision making

Principal Investigator: Gladys Honein-AbouHaidar
Co-Investigator: Mary Arevian
Addressing Modifiable Cancer Risk Factors among Under-Privileged Adults Covered by Universal Health Coverage in Greater Beirut Area Using Community-Based Participatory Action Research
Funding: Pending
Status: Starting

Developed countries made major strides towards cancer prevention. The scarcity of resources is a major barrier for cancer prevention in less developed countries. In Lebanon, a small middle-income country on the Eastern Mediterranean shore, the cancer burden is on the rise. The major risk factors for cancers in Lebanon are also on the rise. Behavioural risk factors including smoking, poor dietary habits and poor physical activity are often reported in the literature. Infectious-based risk factors for cancers are prevalent and despite being on the decline, their control remain insufficient. In this study, we will use a community-based participatory action research approach focusing on underprivileged communities located in the Eastern side of the capital Beirut in Lebanon to identify the perceived susceptibility for risk for cancer, the knowledge about the modifiable risk factors for cancer, and identify community-based approaches to address those risk factors.

Completed Research

Title: **Physicians, Pharmacists and Pharmaceutical Company Representatives views on the interaction between physicians and pharmaceutical companies: a qualitative study**
Role: CO-PI
Funding: None

Co-Investigator: Hajjar, Rima, Abou El Nasr El Bassatne, Aya, Cheaito, Mohamad Ali, Naser El Dine, Rabie, Traboulsy, Sarah, Haddadin, **Honein-AbouHaidar, Gladys,** Akl Elie
Status: Manuscript preparation

Title: **Using Media to Impact Health Policy-Making: An integrative systematic review**
Role: CO-PI
Funding: Alliance for Health Policy and Systems Research, World Health Organization
Co-Investigators: Lama Bou-Karroum, Fadi El-Jardali, Nour Hemadi, Yasmine Faraj, Utkarsh Ojha, Maher Shahrour, Andrea Darzi, Maha Ali, Carine Doumit, Etienne V. Langlois, **Gladys Honein AbouHaidar**, Elie A. Akl
Status: Pending publication

Title: **A mixed methods evaluation of multidisciplinary teamwork in lung cancer diagnostic assessment programs**
Role: CO-PI
Funding: Canadian Breast Cancer Foundation – Ontario Chapter
Co-Investigators: Gagliardi AR, **Honein-AbouHaidar G.N.**, Salvarrey, A, Stuart-McEwan T, Gilbert J, Dobrow MJ, Brouwers MC, Waddell T.
Status: Pending publication

Title: **A mixed methods evaluation of breast cancer diagnostic assessment programs**
Role: CO-PI
Funding: Canadian Breast Cancer Foundation-Ontario Chapter
Co-Investigators: Gagliardi AR, **Honein-AbouHaidar G.N.**, Stuart-McEwan T, Arnaout A, Seely J, Gilbert J, Wright FC, Dobrow MJ, Brouwers MC, McCready DR
Status: Pending publication

Title: **Cost analysis of breast and lung cancer diagnostic assessment programs: a comparison of hospital-reported and estimated costs**
Role: CO-PI
Funding: Canadian Breast Cancer Foundation – Ontario Chapter
Co-Investigators: **Honein-AbouHaidar G.N.**, Hoch JS, Stuart-McEwan T, Waddell TK, McCready DR, Gagliardi AR.
Status: Pending publication

Title: **Do primary care provider strategies improve patient participation in colorectal cancer screening?**
Role: CO-PI
Funding: Canadian Cancer Society and Cancer Care Ontario
Co-Investigators: Nancy N Baxter, Corinne Daly, Rinku Sutradhar, Qing Li, Gladys N Honein-AbouHaidar, Devon P Richardson, Lisa Del Giudice, Jill Tinmouth, Lawrence Paszat, Linda Rabeneck
Status: Pending publication

Recent Publications

2015: **Honein-AbouHaidar G.N**., Monika Kastner, Vincent Vuong, Laure Perrier, Corinne Daly, Linda Rabeneck, Sharon Straus, Nancy N. Baxter (2015). ' A systematic review and meta-study synthesis of qualitative studies evaluating facilitators and barriers to participation in colorectal cancer screening'. Cancer Epidemiology, Biomarkers and Prevention. 25(6), 1-11

2014: Honein-AbouHaidar G, Rabeneck L, Paszat LF, Sutradhar R, Tinmouth J, Baxter NN. Evaluating the impact of public health initiatives on trends in fecal occult blood test participation in Ontario. BMC Cancer. 07/2014; 14(1):537

2014: Honein-AbouHaidar G, Kastner M, Vuong V, Perrier L, Rabeneck L, Tinmouth J, Straus S, Baxter NN. Benefits and barriers to participation in colorectal cancer screening: a protocol for a systematic review and synthesis of qualitative studies.

BMJ Open. 02/2014; 4(2):e004508.

2005-2011 Honein-AbouHaidar G.,
Nancy N. Baxter, Rahim Moineddin, David R. Urbach, Linda
Rabeneck, Arlene S. Bierman. Trends and Inequities in Colorectal Cancer Screening
in Ontario, Canada, 2005-2011. Cancer Epidemiology, 2013; 37(6):946-56

2009: Nahid Azad, B. L. Abramson, R. L. Jaakkimainen, M. Kapral, R. Hall, N. Degani, **G. Honein,** A. S. Sex and Age Differences in Heart Failure Management in Ontario – Results from the POWER Study (Project for an Ontario Women's Health Evidence-Based Report). Journal of Cardiac Failure - 01/2009; 15(6): S107.

2007: Winslow W. **Honein G**. Bridges and Barriers to Health: Her Story- Emirati Women's Health Needs. Health Care for Women International, 28:3, 285 – 308, 2007.

Report Publications

2009: Bierman AS, Jaakkimainen RL, Abramson B, Kapral MK, Azad N, Hall R, Lindsay P, **Honein G**, Degani N. Cardiovascular Disease. In: Bierman AS (ed). Project for an Ontario Women's Health Evidence-Base Report: Volume 1: Toronto; December, 2009

Samar Noureddine, PhD, RN, FAHA, FAAN.
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Cardiopulmonary Nursing
HSON Room 512
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E-mail: sn00@aub.edu.lb

Research interests: Health behaviors; cardiovascular risk reduction, management of the chronically ill, cardiopulmonary resuscitation practices

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Current Research projects:

1. Principal Investigator: Samar Noureddine

Co-investigators: Tamar Avedissian, Nina Khatib and Joanna Irani. Survey of the Knowledge, Attitude and Practices related to out of hospital Resuscitation among Nurses in Lebanon. The purpose of this study is to to examine the knowledge, attitude and practice of nurses in Lebanon related to out of hospital cardiopulmonary resuscitation. A second aim is to identify factors associated with the willingness of nurses to attempt resuscitation outside the hospital setting.
Status: Awaiting IRB approval

2. Principal Investigator: Samar Noureddine

Co-investigators: Mira Obeid, Ahmad Husari.
Attitudes and Practices related to Cardiopulmonary Resuscitation Practices by Intensive Care Physicians in Lebanon.
The purpose of this study is to examine the attitudes, practices of physicians working in intensive care units and the challenges they face in making resuscitation decisions. This is part of a research program that aims at providing the empirical evidence towards a national culturally tailored policy on resuscitation.
Status: Starting

3. Principal Investigator: Samar Noureddine

Smoking Behavior after hospitalization with a coronary event. Other researchers: Habib Dakik, Angela Massouh
Status: Manuscript submitted

4. Principal Investigator: Huda Abu-Saad Huijer

Coinvestigators: **Marina Adra, Hala Darwish, Souha Fares**, Hussam Ghusn, Ramzi Hajjar, George Karam, **Samar Noureddine**
Palliative Care in Older Adults in Lebanon
The purpose of this study is to evaluate the quality of palliative care (PC), the quality of life (QoL), symptom management, and functional ability among hospitalized older adults in need of palliative care in Lebanon.
The study will follow the observational survey design. Data will be collected from three hospitals: AUBMC, St. George, and Ain Wazein. Face to face interviews will be carried out using the Quality of Palliative Care Questionnaire-Adult (QPCQ-A) assembled using several instruments measuring quality of life, symptom prevalence and management, quality of care, and functional ability.

Funding: CNRS
Status: Starting

Recent Publications:

2017

Deek, H., Chang, S., Newton, P. J., **Noureddine, S.,** Inglis, S. C., Al Arab, G., Kabbani, S., Chalak, W., Timany, N., MacDonald, P. S., Davidson, P. M. An evaluation of involving family caregivers in the self-care of heart failure patients on hospital readmission: Randomised controlled trial (the FAMILY study). *International Journal of Nursing Studies, 75*, 101-111. http://dx.doi.org/10.1016/j.ijnurstu.2017.07.015

2017

Al Touby, S., Larson, E., **Noureddine, S.,** Altaweli, R., Al Nagshabandi, E., El Seesy, N.A.A., Fathy, N., Abubakar, F., Ibrahim, R. H. Building Evidence-Based Practice in Resource Limited Settings: Exemplars of success. *Global Journal for Research Analysis, 6*(4), 715-9.

2016

Deek, H., Hamilton, S., Brown, N., Inglis, S. C., Digiacomo, M., Newton, P. J., **Noureddine, S.,** Macdonald, P. S., Davidson, P. M. Family-centered approaches to healthcare interventions in chronic diseases in adults: A quantitative systematic review. *Journal of Advanced Nursing, 72*(5):968-79. doi: 10.1111/jan.12885. http://dx.doi.org/10.1016/j.colegn.2014.11.001.

2016

Noureddine, S., Avedissian, T., Ismaeel, H., El Sayed, M. Assessment of Cardiopulmonary Resuscitation Practices in Emergency Departments for Out of Hospital Cardiac Arrest Victims in Lebanon. J Emerg Trauma Shock. 2016 Jul-Sep;9(3):115-21. doi: 10.4103/0974-2700.185275.

2016

Noureddine, S. (2016). Investigating Cardiovascular Risk in a Conflict Zone. In S. Ketefian (Ed.) Shaping Nursing Science and Improving Health. Michigan: Michigan Publishing

2016

Al Rajoub, B., ***Noureddine, S***., El Chami, S., Haidar, M., Itani, B., Zaiter, A., Akl, E. (2016). Prognostic value of left bundle branch block in patients with acute myocardial infarction. Published online Dec 9. Heart & Lung: The Journal of Acute and Critical Care. doi: 10.1016/j.hrtlng.2016.11.002. [Epub ahead of print]

2016 Dumit, N. Y., **Noureddine, S. N.,** Magilvy, J. K. Perspectives on Barriers and Facilitators to Self-Care in Lebanese Cardiac Patients: a qualitative descriptive study. *International Journal of Nursing Studies, 60,* 69-78*.* doi:10.1016/j.ijnurstu.2016.03.009

2016 Deek, H., Skouri, H., **Noureddine, S.** Readmission Rates and Related Factors in Heart Failure Patients: A Study in Lebanon. *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research, 23*(1), 61-68*.* doi:10.1016/j.colegn.2014.11.001

2016 Deek, H., Newton, P. J., **Noureddine, S.,** Al Arab, G., Kabbani, S., Inglis, S., Chalak, W., Timany, N., MacDonald, Davidson, P. M. Protocol for a block randomised controlled trial of an intervention to improve heart failure care. *Nurse Researcher, 23*(4), 24-30.

2016 Deek, H., **Noureddine, S.,** Newton, P. J., Inglis, S. C., Peter S. MacDonald, P. S., & Davidson, P. M. A family-focused intervention for heart failure self-care: conceptual underpinnings of a culturally appropriate intervention. *Journal of Advanced Nursing, 72*(2), 434-450. DOI: 10.1111/jan.12768

2015 **Noureddine, S.,** Dumit, N.Y., Saab, M.. Deciding to seek care for acute myocardial infarction in Lebanon. *Clinical Nursing Research, 24*(5), 487-503. DOI: 10.1177/1054773814548508

2015 Deek, H., Newton, P., Inglis, S., Kabbani, S., **Noureddine, S.,** MacDonald, P., Davidson, P. Heart health in Lebanon and considerations for addressing the burden of cardiovascular disease. *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research, 22*(3), 333-39

2014 Deek, H., Newton, P., Sheerin, N., **Noureddine, S.,** Davidson, P.M. Contrast media induced nephropathy: a literature review and recommendations for practice. *Australian Critical Care. Australian Critical Care.* 27(4):166-71. doi: 10.1016/j.aucc.2013.12.002

2014 Deek, H., Skouri, H., **Noureddine, S.** Readmission Rates and Related Factors Heart Failure Patients: A Study in Lebanon. Published online at the *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research* November 24, 2014. DOI: http://dx.doi.org/10.1016/j.colegn.2014.11.001.

2014 **Noureddine, S.,** Dumit, N.Y., Saab, M. Deciding to seek care for acutemyocardial infarction in Lebanon. *Clinical Nursing Research.* Published online August 26, 2014. DOI: 10.1177/1054773814548508

2014 Deek, H., Newton, P., Inglis, S., Kabbani, S., **Noureddine, S.,** MacDonald, P., Davidson, P. Heart health in Lebanon and considerations for addressing the burden of cardiovascular disease. Published on line in *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research* May 9, 2014.

2014 DeVon, H., **Noureddine, S.** (2014). Twenty things you did not know about heart disease in women. *Journal of Cardiovascular Nursing, 29,* 384-385*.*

2014 Deek, H., Newton, P., Inglis, S., Kabbani, S., **Noureddine, S.,** MacDonald, P.,

Davidson, P. (2014). Heart health in Lebanon and considerations for addressing the burden of cardiovascular disease. Published on line in *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research* May 9, 2014.

2014 Saab, M., **Noureddine, S.**, Huijer, H., DeJong, J. Surviving Testicular Cancer: The Lebanese Lived Experience. *Nursing Research, 63*(3), 203-210*.*

2014 **Noureddine, S.,** Metzger, B. Do health-related feared possible selves motivate healthy eating? *Health Psychology research, 2:1043,* 25-29*. doi:10.4081/hpr.2014.1043*

2014 Bayrakdar, A., **Noureddine, S.,** Farhood, L. Nasrallah, M. Comparison of Quality of Life in Lebanese Subjects with Type 1 Diabetes on Insulin Pump and those on Multiple Injections. *Lebanese Medical Journal, 62*(1), 22-26*.*

2014 Jaarsma, T., Kjellstrom,B., Deaton, C., Fitzsimmons, D., Hardig, B. M., Mahrer-Imhof, R., Moons, P., **Noureddine, S.,** O'Donnell, S., Pederswen, S. S., Thompson, D., Tokem, Y., Stewart, S., Strömberg on behalf of Council on Cardiovascular Nursing and Allied Professionals (CCNAP) of the European Society of Cardiology. CCNAP ESC Research in Cardiovascular Care: A position statement of the Council on Cardiovascular Nursing and Allied Professionals (CCNAP). *European Journal of Cardiovascular Nursing, 13*(1), **9-21.** DOI: 10.1177/1474515113509761

2013 Saab, S., **Noureddine, S.,** Dumit, N. (2013). Readmission Rates after Coronary Artery Bypass Graft Surgery and Related Factors. *Lebanese Medical Journal, 61(3),* 155-160

2013 Abdul Rahman, M., Abu-Saad Huijer, H., **Noureddine, S.** Lebanese Nurses' Knowledge Regarding Pain Management. *Lebanese Journal of Nursing, 3,* 10-12.

2013 Hajj, M., Abu-Saad Huijer, H., **Noureddine, S.,** Kanazi, G. Patients' Experiences and Satisfaction with Postoperative Pain Management. *Lebanese Journal of Nursing, 3,* 24-28.

2013 Baydoun, M., Otrock, Z. K., Okaily, S.,Nehme, R., Abu-Chahine, R.Hamdan, A., **Noureddine, S**., Kanj, S., Kanafani, Z., Bazarbachi, A., Kharfan-Dabaja, M. A. Prophylactic Administration of Infections in Patients Undergoing Hematopoietic Cell Transplantation. *Mediterranean Journal of Hematology and Infectious Disease, 5*(1): e2013015, DOI: 10.4084/MJHID.2013.015

2013 **Noureddine, S.,** & Froelicher, E.S. "Psychometric testing of an Arabic version of the Illness Perception Questionnaire for Heart Disease". *Heart and Lung, 42,* 51 – 58. http://dx.doi.org/10.1016/j.hrtlng.2012.08.002*.*

2013 **Noureddine, S.,** Massouh, A., & Froelicher, E.S. Perceptions of heart disease in community-dwelling Lebanese. *European Journal of Cardiovascular Nursing, 12,* 56 – 63*.* DOI: 10.1177/1474515111430899

2011 Kjellstrom, B., Hardig, B. M., Mahrer-Imhof, R., Moons, P., **Noureddine, S.,** Pedersen, S., Tokem, Y., Jaarsma, T. (2011). The science committee of the CCNAP: Eager to start. *European Journal of Cardiovascular Nursing,* 10(4), 195-196.

2011 **Noureddine, S.** Heart disease in Lebanon: Lessons learned from research. *Lebanese Journal of Nursing, 2,* 14 – 16.

2011 Arevian, M., **Noureddine, S**., Abboud S Beliefs Related to Breast Cancer and Breast Cancer Screening among Lebanese Armenian Women. *Health Care for Women International, 32*, 972 - 989. DOI: 10.1080/07399332.2011.580405.

2011 Ballout, S., **Noureddine, S.,** Abu-Saad Huijer, Kanazi, E. Psychometric testing of the Arabic Brief Pain Inventory. *Journal of Pain and Symptom Management, 42*(1)*,* 147-154*.*

2011 Saad, R., Abu-Saad Huijer, H., Noureddine, S., Muwakkit, S., Saab, R., Abboud, MR. (2011). Bereaved Parents' Evaluation of the Quality of a Palliative Care Program in Lebanon. *Pediatric Blood & Cancer,* 57(2), 310-316*.* DOI 10.1002/pbc.23082.

2011 Dumit, N., Abboud, S., **Noureddine, S.,** Arevian, M. Assessment of linkages between sexual and reproductive health and HIV/AIDS services in Lebanon. *In Press* by *the United Nations Population Fund.*

2010 Abboud, S. **Noureddine, S.,** Huijer, H., DeJong, J., Mokhbat, J. Quality Of Life in People Living with HIV/AIDS in Lebanon. *AIDS Care, 22*: 6, 687 - 696*.*

2010 **Noureddine, S.** Current evidence shows no reduction in mortality or re-infarction rate with early mobilization following myocardial infarction. [Invited commentary] *Evidence Based Nursing 13,* 39 .DOI: 10.1136/ebn1037.

2010 **Noureddine, S.,** Froelicher, E. S., Sibai, A., & Dakik, H.Response to a Cardiac Event in Relation to Cardiac Knowledge and Risk Perception: A Descriptive Study in a Lebanese Sample*. International Journal of Nursing Studies, 47(*3), 332-347.

2009 **Noureddine, S.** The American Heart Association – Council on Cardiovascular Nursing (AHA – CCVN) and European Society of Cardiology – Council on Cardiovascular Nursing and Allied Professions (ESC – CCNAP) postdoctoral mentoring program in cardiovascular nursing: Developing Cardiovascular Nursing Research in Lebanon. *Progress in Cardiovascular Nursing, 24*(3), 102-104*.*

2009 **Noureddine, S.** Patterns of responses to cardiac events over time. *Journal of Cardiovascular Nursing, 24*(5), 390-397*.*

2009 El Sadr, C. B., **Noureddine, S.,** & Kelley, J. Concept Analysis of Loneliness with Implications for Nursing Diagnosis. *International Journal of Nursing Terminologies and Classifications, 20*(1), 25 - 33*.*

2009 **Noureddine, S.** & Stein, K. F. Eating and body weight self-schemas as predictors of dietary behavior in middle aged adults. Published on line first by the *Western Journal of Nursing Research, 31(*2), 201 - 218*..* DOI: 10.1177/0193945908327157.

2008 **Noureddine, S.,** Arevian, M., Adra, M., & Puzantian, H. Response to signs and symptoms of Acute Coronary Syndrome: Differences between Lebanese men and women. *American Journal of Critical Care, 17,* 26-35.

2006 **Noureddine, S.,** Adra, M., Arevian, M., Dumit, N., Puzantian, H., Shehab, D., & Abchee, A. Delay in seeking health care for acute coronary syndromes in a Lebanese sample. *Journal of Transcultural Nursing, 17*, 341 – 348.

2006 Arevian, M., **Noureddine, S.,** & Kabakian-Kasholian, T. Raising awareness and providing free screening improves cervical cancer screening among economically disadvantaged Lebanese/Armenian Women. *Journal of Transcultural Nursing, 17*, 357 – 364.

Lina Younan, RN, MSN, DNP
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Research Interests Nursing workforce issues, organizational communication, nurses' wellbeing, and healthcare policies.

Principal Investigator: Lina Younan
Co-investigators: Michael Clinton, Fadi El Jardali, Helen Samaha, Souha Fares
How Nursing Work Is Organized in Lebanese Hospitals and Its Effects on Nurses' Wellbeing

Ongoing Research Projects
The organization of nursing work in Lebanese hospitals and its effect on nurses' wellbeing.
Role: PI
Status: Data entry in progress

Publications

2014 El-Jardali, F., Hammoud, R., **Younan, L**., et al. (2014). The making of nursing practice Law in Lebanon: a policy analysis case study. *Health Research Policy and Systems, 12*(52), 1-15.

2013 **Younan, A.L**., Fralic, M.F. (2013). Using "Best-Fit" Interventions to Improve the Nursing Intershift Handoff Process at a Medical Center in Lebanon. *Joint Commission journal on Quality and Patient Safety, 39*(10), 460-467.

2011 **Sabbagh, L.Y**. (2011). Toward a healthy population: strengthening preventive care programs in Lebanon. *Human & Health, 15*, 46-49.

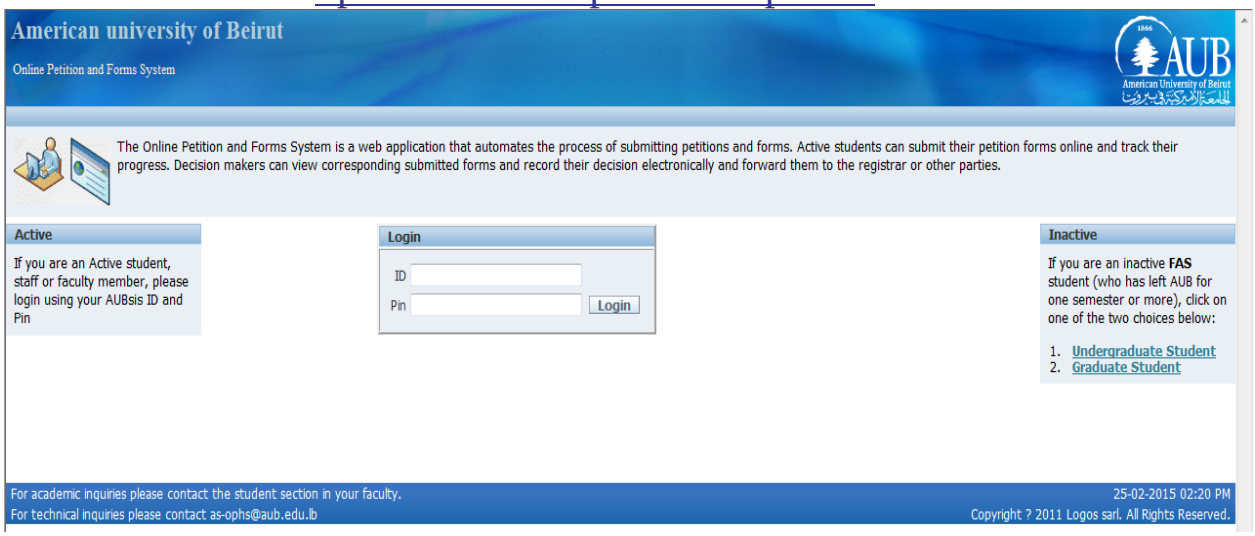
APPENDIX E

Online Petition and Forms System: OPFS

Online Petition and Forms System: OPFS

Login Page:

OPFS link: opfs.aub.edu.lb/petition/f?p=101



Or go to AUB webpage:click on Academics ⇨ Faculties ⇨ Rafic Hariri Hariri School of Nursing ⇨ Student Services ⇨ Petitions and Forms ⇨ OPFS

Types of Petitions you can submit online:

	Title	Workflow	Level
1	Correction of Record (Late Drop-Add)	Adviser-Instructor -Student Services Office-Chair of ACC	Undergraduate
2	General Petition	Adviser- Student Services Office-Chair of ACC or Director of HSON	Undergraduate
3	Withdrawal From a Course	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
4	Oveload/Underload	Adviser- Student Services Office-Chair of ACC	Undergraduate
5	GE called Exceptions related to GE requirements	Adviser- Student Services Office-Director of GE Board-Chair of ACC	GE
6	Course Equivalence	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
7	General petition that is routed to the graduate committee or director of HSON.	Adviser- Student Services Office-Chair of GSC	Graduates
8	Residency Extension	Adviser- Student Services Office-Chair of GSC	Graduates

Rafic Hariri School of Nursing

UNDERGRADUATE STUDENT HANDBOOK

ACADEMIC YEAR 2020-21

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WELCOME

Welcome to the Rafic Hariri Hariri School of Nursing (HSON). We are delighted that you have chosen to study nursing at AUB and look forward to meeting each one of you. This is an exciting time for nursing—both at AUB and throughout the world.

In the field of nursing generally, nurses are taking on new and greater responsibilities. Although taking care of patients is still our primary responsibility, we are also playing a role in setting health care policy at the national, regional, and international levels and researching important health care issues.

Here at AUB, we celebrated our 100th anniversary in 2005 and our 110th anniversary in 2015. We have introduced new programs and are constantly updating and revising our curriculum. Our graduates are in great demand and they are occupying leadership positions in different countries in the world. In 2007 the BSN and MSN programs were granted unconditional accreditation by the Commission on Collegiate Nursing Education (CCNE) in the USA for five years and in 2012 the programs were reaccredited for a period of 10 years. AUB Hariri School of Nursing is the first school to be accredited by CCNE outside the USA. In 2008 the HSON received a $10M gift to endow the school and the building and in 2009 the Rafic Hariri School of Nursing building was inaugurated. The building houses faculty offices, classrooms, an auditorium, a computer lab, skills and simulation lab, a research center, and student facilities.

In 2015, HSON won three major regional awards; HSON received the best institution award, Dr. Huda Huijer the distinguished researcher award, and an MSN graduate the best thesis award. The Chi Iota Honor Society Chapter, the first in the region, was formally chartered by Sigma Theta Tau International (STTI) in 2015 and 131 members were inducted into this prestigious honor society. In 2017, the PhD in Nursing Science program was launched in 2018-19. In 2018, AUB granted HSON independent Faculty status and appointed Dr. Huijer as founding dean of the school. We continue to be proud of these accomplishments and we look forward to working with you to celebrate these achievements.
We hope this handbook will be a useful guide for you especially during the first couple of weeks when everything is so unfamiliar. If, however, you are lost or need help, please come and find us. We are eager to do whatever we can to make this a positive and rewarding experience for you.

We also welcome any comments or suggestions you may have on how we might change and improve on this handbook in order to make it more helpful for future Hariri School of Nursing students.

Good luck!

Dr. Laila Farhood, Ph.D, CNS
Interim Dean & Professor
Hariri School of Nursing

OFFICERS, FACULTY AND STAFF

Fadlo R. Khouri President
Zaher Dawy/Lina Choueiri I/Provost
Laila Farhood I/ Dean, Rafic Hariri School of Nursing

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Dr. Souha Fares	*Assistant Professor*		521	5980	sf31@aub.edu.lb
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Ms. Lynn Berbary	*Student Services and Recruitment Officer*		402E	5954	lb07@aub.edu.lb
Mr. Toufic Karout	*Senior IT Field Support Engineer, Faculties*		201	5978	tk18@aub.edu.lb
Mr. Rabih Daher	*Junior Clerk*		402		rd19@aub.edu.lb
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Ms. Janet Zeinaty	*Secretary*		308	5951	jz03@aub.edu.lb

ADMINISTRATIVE APPOINTMENTS & COMMITTEES 2019-22

Interim Dean: Dr. Laila Farhood
Associate Dean for Academic Affairs: Dr. Samar Noureddine
Convener, Graduate Division: Dr. Samar Noureddine
Coordinators, MSN tracks:

- Nursing Administration and Management: Dr. Nuhad Dumit
- Adult Gerontology Clinical Nurse Specialist: Dr. Samar Noureddine
- Psychiatric and Mental Health Clinical Nurse Specialist: Dr. Laila Farhood
- Community and Public Health Nursing: Dr. Gladys Honein

Convener, Undergraduate Division: Dr. Nuhad Dumit:
Coordinator CNE and Offshore Projects: Dr. Lina Kantar
Co-coordinator CNE and off shore projects: Ms. Danielle Damianos

HSON COMMITTEES 2019-2022

Advisory and Search Committee:

1. Dr. Laila Farhood (Chair)
2. Dr. Samar Noureddine
3. Dr. Nuhad Dumit
4. Dr. Hala Darwish

Administrative Committee:

1. Dr. Laila Farhood (Chair)
2. Dr. Nuhad Dumit
3. Dr. Samar Noureddine

Graduate Studies Committee:

1. Dr. Hala Darwish (Chair)
2. Dr. Nuhad Dumit
3. Dr. Gladys Honein
4. Dr. Houry Puzantian
5. Dr. Lina Younan (Appointed)
6. Dr. Soha Fares (Appointed)
7. Dr. Samar Noureddine (ex-officio and representative on the Board of Graduate Studies)

Graduate Studies Departmental Assessment Committee:

1. Dr. Lina Younan (Chair)
2. Dr. Souha Fares
3. Dr. Samar Noureddine (ex-officio)

Undergraduate Curriculum & Undergraduate Student Academic Affairs Committee:

1. Dr. Lina Kantar (chair)
2. Dr. Nour Alayan
3. Mrs. Hera Tashjian
4. Dr. Dina Madi (Appointed)
5. Dr. Ghada Assaf (Appointed)
6. Dr. Angela Massouh (Appointed)
7. Dr. Nuhad Dumit (Ex-Officio)
8. Dr. Hala Darwish (Representative on the University Academic Development Committee)

Undergraduate Admissions and Financial Aid Committee:

1. Dr. Dina Madi (Chair)
2. Mrs. May Khoury
3. Mrs. Danielle Damianos
4. Dr. Ghada Assaf
5. Dr. Marina Adra (Appointed)
6. Dr. Lina Kantar (Representative on the University Admissions Committee)

Undergraduate Studies Departmental Assessment Committee:

1. Dr. Angela Massouh (Chair)
2. Dr. Marina Adra
3. Dr. Dina Madi
4. Dr. Nuhad Dumit (ex-officio)

Research Committee:

1. Dr. Samar Noureddine (Chair)
2. Dr. Angela Massouh
3. Dr. Houry Puzantian
4. Dr. Nour Alayan (Appointed)
5. Dr. Ghada Assaf (Appointed)
6. Dr. Hala Darwish (Representative on the University Research Board)
7. Dr. Lina Badr (Representative of AUBMC Nursing Services)

Student Affairs Committee:

1. Dr. Marina Adra (Chair) and representative on senate Student Affairs Committee
2. Dr. Nour Alayan, class advisor BSN II and Nursing Student Society (NSS) advisor
3. Dr. Ghada Assaf, class advisor BSN III
4. Mrs. May Khoury, class advisor BSN IV
5. Dr. Lina Younan, Graduate Student Advisor

HSON Representatives on Senate Committees:

1. Senate: Dr. Laila Farhood and Dr. Nuhad Dumit
2. University Admissions Committee : Dr. Lina Kantar
3. Board of Graduate Studies : Dr. Samar Noureddine
4. University Disciplinary Committee : Dr. Dina Madi
5. Library Committee : Dr. Souha Fares
6. University Publications Committee: Dr. Gladys Honein
7. University Research Board : Dr. Hala Darwish
8. University Committee on Student Affairs : Dr. Marina Adra
9. Academic Development Committee : Dr. Hala Darwish
10. Senate Steering Committee : Dr. Nuhad Dumit
11. Senate Committee on Faculty Affairs : to be elected by senate when senate by-laws are changed allowing two representatives from HSON to serve on senate

Representatives on University ad hoc Committees

1. Tenure and promotion Task Force: Dr. Laila Farhood
2. Task Force on Faculty workload: Dr. Samar Noureddine

Representative on FM Research Committee: Dr. Houry Puzantian (Appointed)
Representative on the University Assessment Committee: Dr. Suha Fares
Representative on the University Promotion and Tenure Committee (UPTC): Dr. Samar Noureddine

HSON Catalogue Committee

1. Dr. Samar Noureddine; Convener of the Graduate Division
2. Dr. Nuhad Dumit; Convener of the Undergraduate Division

HSON Newsletter Committee

1. Dr. Angela Massouh (Chair)
2. Dr. Gladys Honein
3. Dr. Marina Adra
4. Mrs. Talin Gulgulian
5. Mrs. Lynn Berbary Najem
6. Ms. Nisrine Ghalayini

HSON Social Committee:

1. Ms. Randa Farha (Chair)
2. Mrs. May Khoury
3. Mrs. Lynn Berbary
4. Mrs. Silva Dakessian
5. Mrs. Danielle Damianos
6. Mrs. Talin Gulgulian

HSON Representative on the Selection Committee for the Master Card Foundation (MCF) scholars: Dr. Lina Younan

PREFACE

This handbook has been prepared for undergraduate nursing students to provide detailed information about the Bachelor of Science in Nursing (BSN) program at the American University of Beirut (AUB). The handbook includes guidelines to facilitate the student's progress in the program from admission through graduation.

The faculty and administration of the Hariri School of Nursing hope that the educational experience at AUB will be a rewarding and challenging experience for each student. We are here to assist students to reach their professional and educational goals.

In addition to the policies found in this handbook that are specific to the undergraduate program at the School of Nursing, the student should obtain and keep a copy of the AUB Catalogue, which contains policies and procedures that apply to all undergraduate programs in the University. We urge you to consult the catalogue and this handbook often. If you have any questions or are unsure of a particular policy, please contact the BSN Convener who is available to assist you.

GENERAL INFORMATION ABOUT THE SCHOOL OF NURSING

Historical Background

The School of Nursing, founded in 1905, was the first nursing school in the Middle East. The five–year Bachelor of Science in Nursing program, established in 1936, was replaced in 1964 by a four–year program leading to the degree of Bachelor of Science in Nursing. Students entering the school as sophomores graduate in three calendar years. The RN-BSN program was reactivated and launched in 2003. The Masters of Science in Nursing (MSN) program was launched in 2003. The Bachelor of Science in Nursing program (BSN) and the MSN program are registered by the Department of Education of New York State, HEGIS codes 1203.00 and 1203.10, respectively. The BSN and MSN programs are accredited by CCNE, the Commission on Collegiate Nursing Education, in the USA. The AUB School of Nursing is the first School of Nursing outside the US territories to be accredited by CCNE.

Mission

The mission of the Rafic Hariri School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high–quality, compassionate nursing care in Lebanon and beyond, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles. It is based on the use and generation of research-based knowledge to guide practice. The PhD program in Nursing Science aims to provide rigorous training for research careers in nursing and healthcare. The

program is intended to produce research scientists who will make significant and original contributions to nursing practice, health promotion, health maintenance, population health and health care delivery. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech.

Programs

Undergraduate Programs:

» Bachelor of Science in Nursing (BSN)
» Registered Nurse-Bachelor of Science in Nursing (RN-BSN)
» Bachelor of Science-Bachelor of Science in Nursing (BS-BSN)

Graduate Programs:

Master of Science in Nursing (MSN)

MSN students can specialize in one of four areas:

1- Adult Gerontology Clinical Nurse Specialist
2- Psychiatric Mental Health Clinical Nurse Specialist
3- Nursing Administration and Management
4- Community and Public Health Nursing

PhD in Nursing Science (PhD)

Undergraduate Program Outline

Admission

Students holding diplomas from a 12–year secondary school may gain admission to the School of Nursing as first year nursing students (see page 38 for required courses at the freshman level). Freshman students wishing to transfer to the School of Nursing from AUB or another institution may gain admission provided they complete the required freshman courses.

Bachelor of Science in Nursing (BSN)

The School of Nursing follows the admission policies and criteria of the University.

RN–BSN Program

The curriculum is designed to permit the graduates of a technical program in nursing to pursue the degree of Bachelor of Science in Nursing provided the university entrance requirements are met. The time limit for completion of the program should not exceed six calendar years. A selected number of nursing courses may be validated if applicable.

Preferred requirement for admission to the program is three years experience in addition to the English Entrance Exam. The candidate may be asked to interview with the school's director and/or program convener.

According to the decree no. 855 dated 01/07/2015, issued by the Ministry of Education and Higher Education, holders of the technical baccalaureate (BT) are only eligible for admission to the same major as that of BT. In this case, holders of BT applying to the BSN program should complete the following remedial/pre-requisite freshman level courses prior to the BSN II year:

- 3 credits in Mathematics (MATH 101 or 102)
- 3 credits in Chemistry (CHEM-101)
- 3 credits in Biology (BIOL-101)
- 3 credits in Physics (PHYS-101, 103 or 200)

BS/BA-BSN Accelerated Program

The School of Nursing accelerated program is designed for individuals who have a BS/BA in fields other than nursing. The streamlined curriculum permits students to earn a BSN in 24 months. Students who graduate from this program are entitled to sit for the National Colloquium Exam to become registered nurses. The admission to the BS/BA-BSN program requires the following:

BS/BA degree in a field other than nursing
A minimum GPA of 75 including prerequisite courses and general education requirements
Completion of the following prerequisite courses prior to admission: ENGL 204, PSYC 201, Biostatistics course, PSYC 210, SOAN 201, and four elective courses

THE BSN DEGREE REQUIREMENTS

A student has a maximum of six (6) years to complete an undergraduate degree at AUB, if he/she enrolls as a sophomore student. You must complete all requirements for the BSN degree in order to participate in graduation activities.

Graduation Requirements

All recommendations for graduation are made by vote of the faculty, upon the recommendation of the academic committee.
To be eligible for graduation with the degree of Bachelor of Science in Nursing, the following requirements must be met:

- Completion of the prescribed program of study with a minimum of 103 credits after the freshman class or equivalent, 100 credits for those entering at English 204, 91 credits for those entering as registered nurses
- An overall average of 70 (or GPA of 2.2), excluding freshman courses.

The maximum time allowed for the completion of the degree program should be within the following specified periods:

BSN II	six calendar years
BSN III	four calendar years
BSN IV	two calendar years

Students must petition the academic committee for an extension of time if needed.
All undergraduate transfer students from AUB or from other recognized institutions of higher learning to the School of Nursing need to complete the required prerequisites and all required nursing courses. A minimum residency period of one year or 30 credits for within AUB transfers and 45 credits for transfers from outside must be completed at AUB.
Course credits pertinent to the nursing curriculum may be transferred according to criteria set by the admission and academic committees.

BSN PROGRAM OUTCOMES

I. Integrate knowledge from the arts, humanities, fundamental and basic medical sciences, and nursing theory in professional practice.
II. Demonstrate competency in clinical skills and critical thinking.
III. Utilize current research knowledge related to health promotion and maintenance, illness prevention and restoration of health of individuals, families and groups with diverse cultural backgrounds.
IV. Demonstrate leadership skills in the care management of clients in different health settings based on current health care policy.
V. Collaborate with other health providers to promote the well being of individuals.
VI. Demonstrate responsibility, accountability, and continued professional development.
VII. Participate in professional and community organizations for the promotion of the nursing profession in Lebanon and the region.
VIII. Demonstrate effective use of personal, interpersonal and group communication skills in practice.
IX. Espouse principles of professional ethics and personal integrity in nursing practice.

In order to achieve the BSN program outcomes upon graduation, the student is expected to achieve at the end of each class certain learning outcomes, called level outcomes).

BSN Student Outcomes		
BSN II (Sophomore Year)	**BSN III (Junior Year)**	**BSN IV (Senior Year)**
Upon completion of the sophomore year the student shall be able to: A. Demonstrate beginning skills in effective communication B. Identify healthcare needs of clients based on assessment of physical, psychological, and social parameters C. Identify developmental milestones in relation to the health-illness continuum D. Provide basic nursing care based on the nursing process E. Demonstrate skills in searching the nursing literature F. Identify ethical principles that govern the nursing profession	Upon completion of the junior year the student shall be able to: A. Utilize the nursing process in planning the care of the clients along the health-illness continuum B. Provide comprehensive/holistic care to individual clients across the life span C. Integrate theoretical knowledge from the social and basic sciences with that of nursing as a basis for practice D. Appreciate the use of research in nursing practice (assessment and intervention) E. Demonstrate therapeutic communication skills with clients F. Demonstrate ability to work in groups G. Identify ethical principles that govern nursing practice H. Demonstrate responsibility and accountability for personal and professional growth	Upon completion of the senior year the student shall be able to: A. Utilize appropriate theories and research findings from nursing and related fields in nursing practice B. Evaluate systematically the outcomes of care in a variety of settings based on the nursing process C. Apply knowledge of group dynamics while working with groups of clients, healthcare professionals and co-workers D. Demonstrate leadership skills in planning, managing, and evaluating care of clients E. Demonstrate responsibility and accountability to individuals, families, society at large, and personal professional growth and development F. Determine ethical, social, and political issues affecting the healthcare system in Lebanon

CURRICULUM AND COURSE REQUIREMENTS

The BSN curriculum totals 103 credits for students entering as sophomores and includes two summers of study. Students take courses in English, the Arts and Sciences, basic medical sciences, and nursing. Nursing courses include classroom teaching and clinical training in health-care settings. 12 credits electives in humanities that meet the general education requirement are required for graduation. Students will be asked to take half of the elective humanities from LIST I, and the other half from either lists I or II (check list of courses under GE section). The table below shows the curriculum plan, starting with the Freshman year

AMERICAN UNIVERSITY OF BEIRUT - FACULTY OF MEDICINE - SCHOOL OF NURSING

CURRICULUM: BACHELOR OF SCIENCE IN NURSING

Name: _____ Student No. _____ BSN I ------- Application: _____ Baccalaureate _____

Nationality: BSN II -------- Picture: English EEE TOEFL

E-mail: _____ Tel. No. _____ BSN III -------- Recom. of School Principal _____ SAT I : Verbal ____Math ____ Composite Score _____

Box: _____ Financial Aid _____ BSN IV ------- Interview _____ Others: _____

Fall Semester	Cr.	Spring semester	Cr.	Summer session	Cr.
BSN I - Freshman					
MATH 101 Calculus & Analytic Geometry I	3	MATH 102 Calculus & Analytic Geometry II	3		
BIOL 101 Basic Concepts in Biology	3	CHEM 101 General Chemistry	4		
ENGL 102 Enrichment course in English	3	ARAB 101 or ARAB 102 Readings in Arabic Heritage I & II ◈	3		
Natural Sciences •	3	Social Sciences •	3		
ELEC Elective ⁂	3	Humanities •	3		
	15		16		
Sophomore					
BIOC 246 Biochemistry for Nurses GE	4	NURS 201 Introduction to Nursing Practice	2	Elective humanities GE	3
ENGL 203 Academic English GE	3	NURS 202 Health Assessment	2	ENGL 204 Advanced Academic English GE	3
HUMR 244 Introduction to Human Biology	2	NURS 203 Biostatistics for Nurses GE*	3	Elective humanities GE	3
NURS 200 Introduction to Nursing	2	HUMR 248 Human Anatomy & Physiology GE	5		9
PSYC 201 Introduction to Psychological Sciences GE	3	MBIM 237 Microbiology & Immunology for Nursing	3		
	14		15		
Junior					
PHRM 240 Pharmacology & Therapeutics	3	NURS 302 Nursing Care of Adults & Older Adults II Theory	5	SOAN 201 Introduction to the Study	3
NURS 300 Nursing Care of Adults & Older Adults I Theory and Practicum	5	and Practicum		of Society GE	
		NURS 306 Nursing Care of Children Theory and Practicum	5	Arabic 201 GE	3
NURS 304 NURS. Care of the Expectant Family Theory and Practicum	5	NURS 210B Pathophysiology	1	NURS 307 Practicum I	0
		Elective humanities GE	3		6
NURS 210A Pathophysiology	1		14		
PSYC 210 Lifespan Developmental Psychology	3				
	17				
Senior				Total number of credits	103
NURS 400 Critical Care Nursing Theory and Practicum	4	NURS 408 Community Health Nursing Theory and Practicum**	5		
NURS 402 Psychiatric Nursing Theory and Practicum**	5	NURS 410 Leadership and Management in Nursing,	5		
NURS 406 Nursing Research	3	Theory and Practicum			
NURS 404 Nursing Informatics	2	Elective humanities GE	3		
	14	NURS 411 Intensive Practicum II	0		
		IPEC 300 Interprofessional Education & Collaboration***	1		
			14		

Freshman Courses:

- Natural Sciences: BIOL 105 or 106; CHEM. 102; GEOL 101, 102, or 103; PHYS 101, 103, or 200.
- Social Sciences: ECON 103; PSPA 101
- Humanities: ARAB 101 or 102; AROL 101; CVSP 110, 111, 112, or 150; ENGL 103, 104, 105, 106, 107, or 108; HIST 101 or 102; PHIL 101 or 102

⁂ Electives as necessary to add up to 30 credits in total

⁂ ◈ For Arabic speaking students; for others credits have to be replaced by an elective

GE Refer to List of courses & requirements under General Education section

Students will be asked to take half of the humanities and social sciences requirements from LIST I, and the other half from either lists I or II (check list of courses under GE section)

*Passing grade for NURS 203 is **60**

**Offered either fall or spring semester in the senior year

***Offered either fall or spring semester in the senior year

Students can take EDUC 225 instead of PSYC 210. EDUC 225 does not require any prerequisite.

Updated Sept. 2018

Course Descriptions

Nursing courses are numbered according to level and normally follow a sequence. Below is a list of all undergraduate nursing courses. To the right of the course title is a set of 3 numbers that indicate the following:

- The first number following the title of a course indicates the number of class hours per week.
- The second number indicates the number of clinical hours per week. (Please note that not all courses include clinical hours.)
- The third number indicates the number of credit hours applied toward graduation.

NURS 200 Introduction to Nursing 2.0; 2 cr.
Introduces concepts basic to the nursing profession. The nature of nursing as a profession, past, present, and future, is studied with a focus on the role of nurses in meeting the health needs of humanity throughout the health–illness continuum. *Fall and spring.*

NURS 201 Introduction to Nursing Practice 1.3; 2 cr.
This course introduces students to concepts and interventions basic to nursing practice. The course uses the nursing process as the organizing framework, and the concepts of health, nursing, client, and environment are integrated throughout. Performance of basic client care skills are emphasized, including the scientific rationale for both health promoting and health restoring nursing interventions. *Prerequisite: NURS 200; corequisite: HUMR 248. Spring.*

NURS 202 Health Assessment 1.3; 2 cr.
The course focuses on assessment of health across the life span and provides the student with the knowledge and skills needed to assess the health status of individuals from infancy to old age. Emphasis is placed on assessment of the physical, psychosocial, and cultural dimensions of the individual. The course includes lectures and practical experiences in the assessment of individuals to identify normal and abnormal findings. *Corequisites: NURS 201 and HUMR 248. Spring.*

NURS 203 Biotatistics for Nurses 3.0; 3 cr.
This course is designed to introduce the BSN students to the concepts and applications of statistics in the nursing field. The course starts with a general overview of probability, types of data, and ways to summarize and present them. The course then introduces the concept of hypothesis testing and the methods to carry them. Applications on the computer using the SPSS software will be discussed in class. *Summer.*

NURS 205 Foundation of Professional Nursing 2.0; 2 cr.
In this course students will explore recent issues affecting the nursing profession in terms of role expansion of the nurse. The nursing process is covered as an organizing framework for nursing practice.

NURS 210 Pathophysiology 2.0; 2 cr.
This course focuses on the biologic alterations that affect body dynamic equilibrium or homeostasis. The content of this course is organized into three areas of focus based on the health–illness continuum: 1) control of normal body function 2) pathophysiology or alteration in body function 3) system or organ failure. *Prerequisites: BIOC 246, HUMR 248, and MBIM 237. Summer.*

NURS 300 Nursing Care of Adults I, Theory and Practicum 2.8; 5 cr.
This course covers scientific principles in the care of adults presenting with medical-surgical problems. It builds on the framework of man, environment, health and nursing. The practicum provides students with opportunities to apply knowledge in clinical practice. *Prerequisites: NURS 202 and NURS 210; corequisite: PHRM 240. Fall.*

NURS 302 Nursing Care of Adults II, Theory and Practicum 2.8; 5 cr.
This course is a continuation of NURS 300. Emphasis is placed on the following dysfunctions: metabolic and endocrine, neurologic, eye ear nose and throat, renal and urinary, integumentary, hepatic and biliary, rheumatic, as well as the infectious process. *Prerequisites: PHRM 240 and NURS 300. Spring.*

NURS 304 Nursing Care of the Expectant Family, Theory and Practicum 2.8; 5 cr.
This course focuses on reproductive health, from conception to the neonatal period. The content stresses the nurse's role in reproductive health and risk management. The practicum provides clinical application of knowledge, focusing on women in the childbearing cycle, the newborn, and families as clients in the hospital and outpatient settings. *Prerequisites: NURS 202 and NURS 210; corequisite: PHRM 240. Fall.*

NURS 306 Nursing Care of Children, Theory and Practicum 2.8; 5 cr.
This course focuses on the care of children, from infancy through adolescence. Topics include ambulatory and in-patient care, as well as primary, secondary and tertiary care. The practicum provides the students with opportunities to assess health needs of children based on knowledge of growth and development, and to implement nursing care, based on the nursing process. The roles of nurse as teacher, patient advocate and nurturer are emphasized. *Prerequisites: PHRM 240, NURS 304, and PSYC 210. Spring.*

NURS 307 Practicum I 0.6; 0 cr.
This course is designed to provide students with opportunities to practice advanced nursing skills learned in previous nursing courses, and builds on experiences gained in the sophomore and junior years. *Prerequisites: NURS 302, NURS 304, and NURS 306. Summer.*

NURS 308V Maternal Child Nursing, Theory and Practicum 3.8; 6 cr.
This course focuses on the childbearing family from conception to the newborn period as well as primary and tertiary care of the ill child from infancy to adolescence. The clinical component emphasizes the application of knowledge acquired in class in the care of the childbearing family and children with illnesses from infancy to adolescence.

NURS 311V Nursing Care of Adults, Theory and Practicum 3.8; 6 cr.
Facilitates the development of advanced knowledge and application of scientific principles in the care of clients representing medical–surgical problems of the adult population. This course builds on the framework of person, environment, health status, and nursing. The clinical component provides an opportunity for advanced clinical application of concepts discussed in class in the care of patients and their families.

NURS 312 Mental Health and Psychiatric Nursing, Theory and Practicum 2.8; 5 cr.
The holistic philosophy of clients as bio–psycho–social entities is stressed in both mental health and mental illness. General theories of psychiatry and mental health therapies are presented. The course provides clinical experience in psychiatric–mental health settings. Emphasis is placed on the quality of coping abilities of clients in varying degrees of stress and crisis.

Opportunities are provided for students to work collaboratively with multi–disciplinary health teams to assess, plan, and implement relevant nursing interventions in both mental health and illness. *Prerequisites: SOAN 201 and PSYC 201. Fall and spring.*

NURS 313 Leadership and Management in Nursing, Theory and Practicum 3.6; 5 cr.

This course discusses concepts of leadership, management, creativity, analysis, power, change, and evaluation. Students investigate, analyze, and conceptualize the different modalities of leadership, utilizing nursing and management theories. The practicum allows the student to explore his/her role as a potential leader. The learner observes and assists in the practice of different modalities of leadership and managerial skills in a variety of health care settings.

NURS 314 Community Health Nursing, Theory and Practicum 2.8; 5 cr.

The course provides knowledge in the broad area of the field of nursing, public health, and primary health care. The levels of prime concern are the small group, including the family and its individual members, and the large group, including the community. The focus of the clinical component is on the promotion and maintenance of high levels of health and well-being, and prevention of illness and disability. *Fall and spring.*

NURS 400 Critical Care Nursing, Theory and Practicum 2.6; 4 cr.

This course focuses on the care of clients with critical care problems. Emphasis is placed on cardiovascular and respiratory problems, neurologic disturbances, shock, sepsis, metabolic and endocrine imbalances, altered nutrition, renal failure, emergency and disaster nursing. The practicum provides opportunities to apply knowledge in clinical settings. *Prerequisites: NURS 302 and NURS 307. Fall.*

NURS 402 Mental Health and Psychiatric Nursing, Theory and Practicum 2.8; 5 cr.

This course provides the mental health setting for self-awareness and therapeutic use of self in effective communication. The holistic philosophy of clients as bio-psycho-social entities is stressed in both mental health and mental illness. General theories of psychiatry and mental health therapies are presented. The practicum provides clinical experience in psychiatric-mental health settings. Emphasis is placed on the quality of coping abilities of clients in varying degrees of stress and crisis, with experiences in working with multi-disciplinary health teams to assess, plan, and implement relevant nursing interventions. *Prerequisites: Senior standing, SOAN 201, and PSYC 201. Fall and spring.*

NURS 404 Nursing Informatics 2.0; 2 cr.

This course focuses on the history of health care informatics, basic informatics concepts, and health information management applications. The student progresses from developing knowledge of basic concepts and methods of health care informatics; to learning about specific information management applications in health care administration, practice, education, and research; and finally to a hands-on experience with a specific application of his/her own choosing. *Prerequisite: consent of instructor. Fall.*

NURS 405V Critical Care Nursing, Theory and Practicum 2.6; 4 cr.

This course addresses the management of critically ill adults. Emphasis is placed on diagnostic reasoning, interventions, and outcome assessment in patients presenting with complex cardiovascular, respiratory, renal and metabolic problems, as well as trauma. The clinical component provides experiences where students apply concepts learned in class in critical care

areas in the hospital. *Prerequisite: NURS 311V.*

NURS 406 Nursing Research 3.0; 3 cr.
Focuses on the process involved in the scientific approach and its application to nursing. Special emphasis is on the basic research steps, the research design, assessment measures, and data analysis with a focus on research utilization. *Prerequisite: NURS 203. Fall.*

NURS 408 Community Health Nursing, Theory and Practicum 2.8; 5 cr.
This course provides knowledge in the broad field of nursing, public health, and primary health care. The levels of primary concern are the small group, including the family and its individual members, and the large group, including the community. The practicum provides field practice through collaboration with other health professionals in primary care settings, with focus on health promotion, maintenance, and the prevention of illness and disability. *Prerequisite: Senior standing. Fall and spring.*

NURS 410 Leadership and Management in Nursing, Theory and Practicum 3.6; 5 cr.
This course discusses how professional nursing incorporates the concepts of leadership, management, creativity, analysis, power, change, and evaluation. In this course students investigate, analyze, and conceptualize the different modalities of leadership, utilizing nursing and management theories. The practicum allows students to explore their role as potential leaders. Students observe and assist in the practice of different modalities of leadership and managerial skills in a variety of health care settings. *Prerequisite: Senior standing. Spring.*

NURS 411 Intensive Practicum in Area of interest 0.9; 0 cr.
This course focuses on preparing students towards their transition to professional nursing practice. Opportunities are provided for students to synthesize knowledge and refine skills acquired in the planning, provision and evaluation of nursing care, communication, and interdisciplinary practice in a clinical area of their interest. Consent of instructor is required for the site of clinical practice. *Prerequisite: Senior standing. Spring.*

IPEC 300 Interprofessional Education and Collaboration 1.0; 1 cr.
This is a required course for third-year medical, senior undergraduate nursing and Masters of Public Health students, and it aims at demonstrating how population health is best promoted and safe, patient-centered care is best provided through a collaborative health teams approach. The course will be based on cases designed by faculty members belonging to the three aforementioned disciplines, on topics on which inter-professional partnership is necessary. Discussion groups combining students from all three professions will be moderated by faculty members from the three professions. Students will learn the roles and responsibilities of other health professions and how to function in interprofessional teams. *Senior Standing*

ACADEMIC RULES AND REGULATIONS

Categories of Students

Full-Time Students

To be considered a full-time student, a student must carry a minimum load of 12 credits per semester. (Students can register for up to 17 credits per semester.) During the summer session, full-time students are required to take 9 credits. Registering for more than 17 credits (or 9 credits during the summer) requires the approval of the School of Nursing Director.

Part -Time students

These include the following categories:

- AUB staff members who are working toward a degree.
- Those who need to complete less than 12 credits for an undergraduate degree.
- Those who are granted permission by the appropriate faculty committee for health or family reasons to take less than a full course load.

Supervision

Each student will be assigned an academic adviser in his/her first semester who will guide the student on academic matters throughout his years of study. The adviser must be consulted and approve the student's schedule each semester. Students can find out the name of their advisers on the Student Information System (SIS).

Attendance

CLASSES AND LABORATORIES

Students are expected to attend all classes, laboratories, and any other required activities. Absence by students, whether excused or not, from any class or laboratory session does not excuse them from their responsibility for the work done or from any announcements made during their absence.

Students who are absent from more than one fifth of the number of lectures of any course during a semester lose all credit for the course.

Students may not be excused from laboratory and field requirements. All missed clinical and field requirements must be made up. In case of repeated absences from clinical courses, over one fifth of the total hours, the student may be asked to drop the course.

All Nursing courses that contain clinical parts should have an Objective Structured Clinical Examination (OSCE) as part of course assessment

- A cumulative average of 70 (or GPA of 2.2) and above should be scored on the exams, regardless of the total course grade
- Passing a course requires:
    - Scoring above 70 (Grade of C+) as total average on the theory part,
    - Passing the OSCE and
    - Passing the clinical part.

Examinations and Quizzes

- Students may not absent themselves from announced final examinations and quizzes unless they present an excuse considered valid by the coordinator of the course. The course coordinator may then require the student to take a make-up examination.
- Students taking non-nursing courses from the other faculties of the University are required to follow the attendance regulations of that faculty.

Computer Literacy

Undergraduate students are expected to have a basic level of computer literacy. Ability to use Microsoft Word and Power Point programs is a minimum requirement, since most courses require term papers and oral presentations. If you feel that you are weak in this area, please take advantage of the various free computer programs that the Academic Computing Center offers throughout the year. You can reach the computing center through the AUB website or by calling 2599.

Grading System

- The School of Nursing uses the following grading system:

Evaluation of the student's achievement will include their work in theory, practice, as well as professional attitudes and behavior.

Cumulative Average	GPA	Cumulative Average	GPA	Cumulative Average	GPA	Cumulative Average	GPA
‹60	0	67	1.86	75	2.73	83	3.46
60	1	68	1.98	76	2.82	84	3.54
61	1.13	69	2.09	77	2.92	85	3.63
62	1.26	70	2.2	78	3.02	86	3.7
63	1.38	71	2.31	79	3.11	87	3.78
64	1.5	72	2.42	80	3.2	88	3.86
65	1.63	73	2.52	81	3.29	89	3.93
66	1.74	74	2.62	82	3.38	›=90	4
I Incomplete							
P Pass Normally Used for Theses and Projects							
PR In Progress							
W Withdraw							
F Fail							

All final grades are expressed in multiples of one.

- The passing grade in all nursing courses is 70 (or C+) except in NURS-203 (passing grade is D).

INCOMPLETE GRADES

- Incomplete course work will be reported as an "I" followed by a numerical grade that reflects the evaluation of the student available at the end of the semester.
- To secure permission to complete the work for a course, a student must submit a valid excuse to the instructor of the course and the Academic Committee within two weeks from the date of the final exam for the course.

- Students permitted to complete work for a course must do so within **four weeks** from the start of the next regular semester. When the incomplete work has been completed and evaluated by the instructor, the director of the school (upon the recommendation of the Academic Committee) will consider changing the course grade. If this is done, a new grade will be reported to the Office of the Registrar.
- If no valid excuse is presented and the work is not completed within the time limits specified above, the "I" will be dropped, and the numeric grade available becomes the final grade in the course.

REGISTRATION

Academic Year

The academic year at AUB is divided into two semesters, fall, and spring, followed by a summer session. Each semester has a reading period and a final exam period, followed by a break before the next semester.

Course Registration

New students should register on-line via the Internet in August (Fall admissions)or January (for Spring Admission) prior to the start of the academic year. The registration procedure is explained during the orientation week that is usually held during August.

Drop and Add

After the start of classes, at a date indicated in the university calendar, students may make changes in their schedules through a process known as "Drop and Add". After obtaining the approval of their advisers, students may change their courses. Depending on the changes that are made, students may need to settle their accounts at the Office of the Comptroller to adjust their tuition fees according to the final number of credits registered.

Payment of Fees

Each AUB student must pay all his/her tuition fees and other charges levied.

1. All students must finalize registration, including payment of tuition fees according to the academic calendar for the first and second semesters. Under special circumstances, late registration will be permitted during a period of no more than five working days after the announced deadline, but subject to a late registration fee (***150, 000 L.L.).***
2. Students who demonstrate financial need may make formal application for deferred payment arrangements for tuition fees to the Office of the Comptroller according to the academic calendar for the first and second semesters. These students are still required to complete all registration formalities within the set deadlines. Deferred payments are not permitted for the summer session in any faculty.
3. A student who applies for deferred payment must pay at least 50% of the net amount of tuition due. All other charges must be paid in full with no deferrals by the set deadlines. A student must pay a deferred payment application fee of $33, whether approved or not.
4. Every student granted deferred payment must sign a statement indicating agreement that failure to complete payment by the set deadline will result in receiving no credit for the semester in which the student failed to pay.

Students are expected to meet all financial obligations by the set deadlines. The University reserves the right to place a hold on the student's record that will prevent registration for future semesters and the release of transcripts and diplomas, as well as access to other University services, if he/she fails to promptly meet his/her financial obligations to the University.
Please consult the Office of the Registrar (ext: 2570 /2571) or the Registrar's website: http://staff.aub.edu.lb/~webregist/ for up-to-date schedules for registration and payment of fees.

ACADEMIC PROGRESS

Promotion

Students shall be promoted at the end of the summer session after completion of **30 or more credits** beyond the requirements from the previous level. However, students who register in September and who lack 6 or fewer credits for completion of a class will be registered in the next higher class at the discretion of the academic committee. **In order to be promoted, students must attain a minimum average of 68(2.0) at the end of the second regular semester (sophomore year) and 70 (GPA 2.2) in the following years.**

Placement on the Dean's Honor List

To be placed on the Dean's Honor List at the end of a semester a student must:

- Be a fulltime student (registered at least twelve credits of new courses other than those repeated
- Not be on probation.
- Have passed all courses taken during the semester, have an overall average of 85 (GPA of 3.7), or be ranked in the top 10% of the class and have an average of 80 (GPA of 3.2).
- Not have been subjected to any disciplinary action within the University.

Placement on Probation

In concordance with AUB policies, a student will be placed on probation for any of the following reasons:
if the student fails 6 or more credits at the end of a semester, and/or
if the student does not attain the minimum required semester average of 65 (GPA:1.7) for the first regular semester of BSN II or 68 (GPA: 2.0) for the second regular semester of BSN II, or70 (GPA 2.2) for the following years.

Students in their freshman and sophomore years will be placed on probation at the end of their first semester only if they fail in one half or more of the credit hours carried.
These regulations do not apply to part-time students until they have completed at least 12 credits. For part-time students, a semester is defined as consecutive courses totaling 12 credits.

Removal from Probation

Action to remove probation at the end of a semester will be taken provided the full-time student:

- has passed all courses taken during the semester;

- achieved the minimum required average for that semester; and
- achieved the minimum yearly average required.

A student is expected to be removed from probation within two regular semesters.

Repeating Courses

- A student may repeat a course with the consent of the adviser and course coordinator.
- A student must repeat all required courses that he/she fails.
- When a course is repeated, the highest grade obtained will be considered in the calculation of the cumulative average.
- In exceptional cases, a student may be allowed to take a make-up exam for a course failed, within four weeks from the start of the next regular semester. S/he must have the approval of the course coordinator and the Academic Committee in order to do this.
- Repeating a course may delay the student's graduation from the program

Repeating the Year

The Academic Committee may require a student to repeat the year if he/she

- Fails in one-third or more of the credit load attempted during that year; or
- Fails to remove probation within two semesters; or
- Fails to obtain the minimum yearly average.

A student repeating the year must register for a full load and repeat all courses in which he/she has scored below the minimum required for that year.

Dismissal from the School of Nursing

A student may be **dropped from the BSN program** by vote of the faculty upon the recommendation of the Academic Committee for any of the following reasons

- fails to remove probation within two regular semesters;
- fails in one-third or more of the load attempted during that year and fails to attain the minimum yearly average;
- fails to satisfy the requirements of a repeated year; or
- is not making satisfactory academic progress, has not shown sufficient professional promise, or has behaved in a manner below the norms expected by the school.

Once the student is dropped from the BSN program, he/she will be placed as Majorless for 2 consecutive regular semesters to secure a transfer to another faculty. Failure to do so will lead to the students' **Dismissal from The Hariri School of Nursing**

Application for Readmission

When, in accordance with university regulations, a student is dropped, the implication is that the student is not qualified to continue his/her education at the School of Nursing. Consideration for readmission is given for one of the following reasons:

- If the student was not able to do his/her work efficiently because of health reasons. In such cases, the school will require a medical report from the university physician.
- If the student's adviser or a faculty member or administrative official of the University knows of certain family problems that may have influenced the academic achievement of the student.
- If, after spending one or two years at another institution, the student is able to present a satisfactory record and recommendation.

Ordinarily, supporting documents for the first two reasons must be presented within 30 days of when the student is dropped from the school, but in exceptional cases this presentation may be made at the beginning of the following regular semester.

If a student is on probation and leaves the University after the tenth week of the semester, the Academic Committee will decide whether he/she may be allowed to return to the University.

AWARDS, FINANCIAL AID AND SCHOLARSHIP

AWARDS

A number of awards are given to students who demonstrate exceptional academic achievement. The awards and related criteria are:

Penrose Award

This is a non-cash award that is made to an outstanding graduate of the school on the basis of scholarship, character, leadership, and contribution to university life.

Women's Auxiliary Awards

Cash and certificate awards are granted to senior students who meet the following criteria: academic achievement, professional integrity, and seriousness of purpose, contribution to professional and university life, and willingness to work at the AUB Medical Center after graduation. The awards are:

- Emily Asfour
- Mary Crawford (Florence Nightingale)
- Agnes Shammaa
- Laila Iliya
- Helen Zarwi
- Nada Alameddine Kanso
- Najla Morston
- Jacqueline Rubeiz
- Hanneh Shahine
- Ann Smith

Lions Award

This is a non-cash award, granted to a student who has been commendable for academic achievement and professional integrity.

Women's Auxiliary Contracted Scholarship: Annette Hajjar Scholarship.

The recipient of this award is required to work at the AUB Medical Center for a period of two years.

Janet Haddadin Nursing Award

The Janet Haddadin Nursing Award of $1000 is granted to a graduating undergraduate nursing student with the highest Cumulative GPA in Nursing"

Financial Aid and Scholarships

AUB offers financial aid to qualified students in the form of need-based financial aid grants, merit scholarships, and student work-study.
Students applying for financial aid for the first time should apply online. For more information, please visit the website of the Office of Financial Aid: http://staff.aub.edu.lb/~webfaid/ Financial need is assessed for each student on the basis of factors such as family income, number of siblings enrolled in school/university, assets such as home(s), and other property, and major

changes in financial status. Financial need is a necessary—but not a sufficient condition—for an award. Students with high need and excellent scholastic achievement records are more likely to receive awards than students with low need and average scholastic records.

Scholarships are available for Nursing students and awarded based on financial need and academic performance.

GENERAL POLICIES AND INFORMATION

Non-Discrimination Policy

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law.addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Academic and Professional Integrity

The Rafic Hariri School of Nursing follows AUB policy regarding the academic conduct of students. **The faculty and staff at the Hariri School of Nursing take all issues related to academic and professional integrity extremely seriously.**
Students are expected to have high standards of integrity in both the clinical and academic settings. Integrity is a reflection of self-respect and is demonstrated by a student's behavior in class and in the clinical setting.
Academic integrity and honesty are central components of a student's education. Ethical conduct at the University will be carried into the student's professional career.
Academic dishonesty, including but not limited to cheating and plagiarism, is deplored and not tolerated. Any act of cheating may be ground for probation, suspension, and/or expulsion from the school. Any act for plagiarism may be grounds for a failing grade on the paper and in the course. In addition, other sanctions may be imposed by the school for acts of academic dishonesty.

In clinical settings, students are expected to protect patients' confidentiality, and to be honest in any documentation regarding the patient's condition and their own assessment and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally and academically prepared when caring for patients.

Student Code of Conduct (http://pnp.aub.edu.lb/general/conductcode/index.html)

The purpose of this code is to provide students with a clear statement of the standards of behavior expected in an educational environment, so that they make responsible choices regarding their participation in the academic community and understand the consequences of their infringement of these standards. Violations may be of an academic or non-academic nature.

Jurisdiction of academic violations lies initially under the authority of the Dean of the faculty or school to which the student belongs. Misconduct that is clearly non-academic falls under the jurisdiction of the Dean of Student Affairs who will take the necessary action in consultation with the Dean(s) of the faculty or school to which the student belongs.

The following are examples of actions deemed in violation of the Student Code of Conduct; they are not intended to define misconduct in exhaustive or exclusive terms. Any student who violates the principles described in the preamble to this document shall be subject to disciplinary action in accordance with the Student Code of Conduct.

I. Definitions of Misconduct

A. Academic Misconduct

Offences involving academic misconduct include, but are not limited to, the following:

1. Cheating

While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, cell phones, or another's work.

Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

2. Plagiarism

Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

3. In-Class Disruption

Students in class are expected to behave appropriately, and shall not disrupt classes or exams by extraneous conversation and/or misbehaving.

4. Dishonesty

Students are expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different

category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

d. Stealing or damaging library books.

e. Unlawfully copying computer software.

f. Engaging in bribery of any kind.

B. Non-Academic Misconduct

1. Disruption/Obstruction

Students have the right to express their opinions on matters of concern to the University in an organized manner and in a public space, excluding residences on campus, but they must notify and consult with the Dean of Student Affairs before doing so. The nature of the event and any publicity accompanying it must be reviewed by the dean to assure that neither Lebanese law, nor university policies and norms are being violated.

In cases where student-sponsored events, including protests, sit-ins, and demonstrations are, after such consultation, not approved by the Dean of Student Affairs, or, if needed by the Board of Deans or the president, it may become necessary for the dean of student affairs to undertake disciplinary measures and even to instruct campus protection to bring the public gathering to an end.

Disrupting or obstructing the normal educational process or any university function or activity by student demonstrations, sit-ins, or 'strikes' is strictly prohibited. This includes, but is not limited to: disrupting classes, library operations, seminars, exhibitions, meetings, ceremonial events, or examinations; impeding or preventing others from attending such events; falsely activating a disaster alarm; or making a threat.

Under no circumstances are any members of the university family to be intimidated or threatened in the execution of their normal duties and responsibilities. That means that students and faculty who wish to hold or attend classes or to go to their offices or places of study shall not be prevented from doing so; non-academic staff and administrators shall not be impeded from going to their places of work.

2. Distribution of Unauthorized Published Material

The public distribution and posting of published materials such as fliers, leaflets, posters, audiovisuals, etc., must be approved and stamped by the Dean of student Affairs. The campus protection office will remove from display any such unauthorized material.

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

3. Theft

Stealing on campus or at a university-authorized event off campus, including unauthorized use of university equipment or services (e.g., telephones, photocopiers, or computer facilities), or possession of stolen property, is prohibited.

4. Destruction of Property/Endangering Public Safety

Students are expected to protect university property and to respect the safety of others. Acts contrary to these principles, which include, but are not restricted to, the following, are subject to disciplinary procedure:

a. Engaging in vandalism or other intentional damage (such as spray painting or graffiti) to property on campus or at university-authorized events off campus.

b. Littering, such as disposing of waste (empty bottles, cigarette butts, food containers, etc.) in other than designated places on campus.

c. Unjustified discharge, damaging, or tampering with any fire extinguisher, fire alarm, or other safety devices.

d. Taking, or attempting to take, action that damages or could damage private property, without the consent of the owner or person legally responsible.

e. Appropriating, or attempting to appropriate or possess, private property, without the consent of the owner or person legally responsible.

f. Unauthorized entry, unapproved duplication of keys or use of such, or unauthorized use of campus facilities.

5. Mental or Physical Harm

Acts that inflict mental or physical harm are prohibited, including the following:

a. Engaging in physical aggression including, but not limited to, assault.

b. Engaging, or attempting to engage, in intimidation, coercion, extortion, blackmail, or bribery; bullying; threatening violence, injury, or harm to others on campus or at university-authorized events off campus; endangering or tending to endanger the safety, health, or life of any person.

c. Engaging in behavior that creates a substantial risk of, or results in, injury to others, such as committing arson or causing a riot.

d. Using force, inciting violence, inflicting or attempting to inflict injury to others on campus or at a university-authorized event off campus.

e. Engaging in any activity that endangers the health and safety of an individual or demeans an individual in conduct of an unbecoming or humiliating nature, or in any way that detracts from an individual's academic pursuits.

6. Possession of Dangerous Weapons or Materials

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

7. Discrimination and Harassment

Students are not allowed to discriminate on the basis of race, gender, age, religion, national origin, ethnic origin, marital status, mental or physical disability. Nor shall they harass, intimidate, insult, or threaten others whether verbally, in writing, or through electronic means.

Engaging in sexual harassment, e.g., requests for sexual favors, unwelcome sexual advances, unwelcome physical contact of a sexual nature, spoken comments or abuse (including email) of a sexual nature, and the public display of sexually suggestive objects or pictures is prohibited (refer to the University Policy Against Discrimination and Harassment).

8. Smoking and Alcohol

The consumption of alcohol, on campus, by students is not permitted. Smoking is not permitted in university buildings other than private residences and those areas within the student dormitories, as may be designated from time to time by the Dean of Student Affairs (refer to the University Policy on Smoking). Students must abide by the following:

- Smoking is not permitted in any University building, including the Medical Center, except for private residences and student dormitory rooms, as may be designated by the Dean of Student Affairs. Smoking is prohibited in all dormitory common rooms, corridors, lavatories, and other public spaces. Smoking is prohibited in all university vehicles.
- Persons smoking in outside open areas, or in private residences, or in designated dormitory rooms where smoking is permitted, are required to ensure that smoking materials are disposed of in a tidy and safe manner. On no account are cigarette butts to be disposed of on the ground or thrown into the wooded or landscaped areas.
- All persons on AUB property are expected to respect this Smoking Policy. Breaches of the Policy should be reported to the Environmental Health and Safety Center, extension 2360. Persons who are found to have breached the Policy will be subject to disciplinary actions.

9. Inappropriate Sexual Behavior

Publicly engaging in sexual behavior is prohibited as deemed by Lebanese law.

10. Use of Computers

Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses, and unethical use of AUB access is prohibited (refer to the University Policy on the Use of Computers).

II. Jurisdiction over Violations

AUB holds all students responsible for actions occurring on campus and at the AUB Farm, the AUB medical center, and university-authorized events.

Students attending an off-campus function as representatives of the University (such as, but not limited to, students serving on academic or athletic teams or engaging in club activities) are subject to disciplinary sanctions for violations of this code.

III. Disciplinary Actions

Disciplinary action will be imposed according to the nature (academic or non-academic) and severity level of the violation.

A. Academic Misconduct

In principle, enforcement of disciplinary actions for academic violations is carried out by those immediately responsible.

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously. A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred.

When the instructor has taken disciplinary action, he or she should send a letter to the Student Affairs Committee in the faculty or school in which the student is enrolled, informing that committee of the incident and the action taken. A copy of the letter will be placed in the student's file, as well as forwarded to the student's advisor for follow-up.

B. Non-Academic Misconduct

Violations of a non-academic nature are the responsibility of the Dean of Student Affairs, in consultation with the dean of the faculty or school in which the student is enrolled and, as necessary, the chief of campus protection. Students should know that the laws of the Republic of Lebanon apply on campus, and those who violate these laws may be subject to criminal prosecution.

C. List of Primary Disciplinary Actions

Documentation of disciplinary actions, other than suspension and expulsion, will not become part of the student's permanent record. Records of the University Disciplinary Committee decisions, including charges and sanctions, will be maintained as part of the confidential records in the office of the respective Dean, for a period of up to four years after the student graduates or ceases to be a student.

D. Required Withdrawal from Campus Pending Hearing

In extraordinary circumstances, when the student's continued presence is deemed a danger to the university community, the student will be required to withdraw from the campus, pending a meeting of the University Disciplinary Committee. This action shall normally require the approval of the president of the University.

E. Secondary Disciplinary Actions

In addition to the disciplinary actions listed above, the following secondary disciplinary actions may be imposed upon those who violate the Student Code of Conduct. Secondary disciplinary actions may be of an academic or non-academic nature

IV. Complaint Procedure

Any person subject to, or who witnesses, a violation of the Student Code of Conduct should forward a written complaint to a faculty member, a chairperson, or any university official. Academic violations shall be forwarded to the dean of the faculty to which the student accused of the violation belongs. Non-academic violations shall be referred to the dean of student affairs. Violations that may require suspension or expulsion will be referred by the concerned dean to the University Disciplinary Committee.

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation the committee may take into consideration the student's cumulative discipline record.

Range of Actions

Informal Warning

This may be oral or written. It is a statement that the student has inadvertently violated a university regulation. The warning will be recorded in the respective Dean's records and the student will be documented.
Examples: *Littering and smoking in prohibited areas.*
Reprimand

This will be in writing. It is a statement that the student has violated a university regulation. It is intended to communicate most strongly, both the disapproval and the reprimand of the university community. The reprimand will be kept in the respective Dean's records.
Examples: *Inadvertent plagiarism - failure to cite sources appropriately, and inappropriate physical contact.*
Dean's Warning

This will be in writing. Only two Dean's Warnings are allowed in a student's academic career at AUB. It is recommended that any violation of university regulations after the second Dean's Warning results in consideration of suspension. Such a warning is kept in the file of the student and the respective Dean's records.
Examples: *Plagiarism, academic dishonesty, disruption-obstruction, mental or physical harm, discrimination and harassment.*
Suspension

This will be in writing and will form part of the student's permanent record. A student will be suspended for a fixed period of time during which the student may not participate in any academic or other activities at the University. At the end of the suspension period, the student may be readmitted to the University, only upon the recommendation of the University Disciplinary Committee.
Examples: *Cheating, theft, and destruction of property.*
Expulsion

This will be in writing and will form part of the student's permanent record. Expulsion denies the student the right to participate in any academic or other activities of the University for an indefinite time. Only under the most unusual circumstances, and upon the recommendation of the University Disciplinary Committee, will an expelled student be readmitted to the University.

Examples: *Academic dishonesty, possession of dangerous weapons or materials, and endangering public safety.*

N.B. Any person who maliciously lies to cover up an act sanctioned by the code of conduct will be considered to be an accessory after the fact and may be subject to disciplinary action.

Secondary Disciplinary Actions – Academic

The student may be prohibited from participating in the work study program.

The student may be prohibited from receiving any form of financial aid, scholarship, or monetary award.

The student may be prohibited from receiving any form of honor, merit award, or other academic recognition award.

The student may be prohibited from holding a graduate assistantship.

The student may be given a failing grade in a course or a test or any other form of academic assessment.

Secondary Disciplinary Actions – Non-Academic

The student may be prohibited from representing AUB in any official role, activity, or event.

The student may be prohibited from serving as an officer of any AUB organization including club, team, or society.

The student may be prohibited from living in any AUB hall of residence or similar facility.

The student may be strongly advised to attend treatment or counseling as determined by the director of the counseling center, in consultation with the Dean of Student Affairs.

The student may be required to make financial restitution.

The student's case may be referred to an external agency for further action (this could include the filing of criminal charges).

V. Formal Hearing by the University Disciplinary Committee

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation understand the charge and the evidence against them and are afforded a reasonable right of rebuttal.

The University Disciplinary Committee shall inform the student of the charge in writing. Evidence shall be presented in the presence of the student who shall have a reasonable right of rebuttal including the right to cross-examine witnesses. In determining penalties, the committee may take into consideration the student's cumulative discipline record.

VI. Appeal Procedure

Any student who is charged with a disciplinary offense has the right to a full and fair hearing for any disciplinary charges brought against him or her under university regulations.

If any of the following apply, a student may appeal to the Dean of the faculty or school regarding faculty or departmental decisions, or to the University Disciplinary Committee against disciplinary action taken by the Dean of Student Affairs or the dean of the faculty or school to which the student belongs:

1. Procedural error
2. New evidence
3. Unsupported conclusion
4. Disproportionate sanctions

The outcome of this appeal may result in higher, lower, identical, or no sanctions at all being imposed. The University Disciplinary Committee's decision shall be final.

Students Rights and Responsibilities

Students are members of the academic community and are also citizens. As citizens, students enjoy the same freedom of speech and right to petition that all citizens enjoy. Students have the responsibility to know and obey Lebanese law and the laws of the University. It is the responsibility of the student to know institutional regulations, policies, and established guidelines as stated in this handbook and in the University Catalogue. Students are accountable for their behavior at all times. Students have the right to freedom from discrimination on the basis of race, color, religion, sex, and age. Students have the right to be informed, in writing, of the expected behaviors and standards by which they will be evaluated prior to participating in classrooms and clinical activities. Students have the right to academic evaluations which are not prejudiced and which are based on stated course requirements. As members of the academic community, students are free, individually or collectively, to voice constructive criticism through identified channels on issues of institutional policy, curriculum, and matters of general interest to the student body without fear of reprisal.

While under the direct supervision of an instructor, students also have the right to adequate safety precautions provided by the School of Nursing. Students also have the right to negotiate participation in clinical situations which they feel are threatening to their personal health or life. Students, individually or collectively, have the right to expect, within a reasonable length of time, feedback concerning all student related issues presented to the faculty.

Freedom in the Classroom

Students are responsible for the content of the courses in which they enroll. They are also free to take reasoned exception to the data or views offered in any course of study, and reserve judgment about matters of opinion.
Students are responsible for complying with standards of academic performance required by each course in which they are enrolled. Such standards shall be communicated clearly in writing on or before the first meeting of each course. Students should have protection against prejudiced, arbitrary, and capricious academic evaluation.

Student Representation on Rafic Hariri School of Nursing Committees

Student representation on Rafic Hariri School of Nursing committees is encouraged. Students can request that items be placed on the agenda of any School of Nursing committee for discussion.

UNIVERSITY SERVICES

Student Services at the Rafic Hariri School of Nursing

Getting in Touch with the Right People at the Rafic Hariri School of Nursing

Students are encouraged to communicate any concerns they might have to the appropriate persons. They can refer to the Student Services Officer for the following issues:

- Answering queries about the BSN and MSN programs
- Student orientation and advising
- Follow up on different awards and scholarships available to nursing students
- Problems in registration (opening capacity, removing restrictions, resolving time conflict problems, removing holds, selection of elective courses, drop and add courses)
- Dealing with the administrative body (Registrar's office, Office of Financial Aid, Office of Student Affairs and specific committees at HSON)
- Writing and submitting petition letters (underload/overload credits, late registration, medical reports, course withdrawal, reactivation and readmission etc.)
- Selection of specific academic forms for internal and external procedures
- Program evaluation and satisfaction surveys
- Career guidance and work opportunities
- Student related activities such as student elections, NSS activities and graduation parties etc.
- Requesting credentials after their graduation.

The Student services office seeks to assist and guide nursing students to develop their plan to academic success, by referring them to the appropriate resources and procedures, and ensuring that they are complying with AUB academic rules and regulations.

Issues related to a particular course are best discussed with the course coordinator. Problems with a student's academic progress should be followed up with the assigned advisor. Students may discuss issues related to a particular class with their advisers. There is one class advisor for each of the three years: BSN II, BSN III, and BSN IV. If the student cannot resolve problems with the course coordinator, adviser, or class adviser, he/she should talk to the BSN coordinator, and then the BSN convener. If necessary, issues are referred to the Director of the School.

Other services offered at HSON:

- Requesting lockers at the locker room
- Requesting badges
- Requesting name pins
- Completing the Clearance process upon graduation or withdrawal from the university
- Facilitating colloquium papers

Simulation and Clinical Competency Center (SCCC)

The Simulation and Clinical Competency Center (SCCC) was established by the Hariri School of Nursing in 2009 to assist AUB students, faculty and healthcare practitioners to achieve higher levels of competence and safer patient-care. Individual students use the Lab facility for self-appraisal; faculty uses it for evaluation purposes and our hospital partners (AUBMC) use it to

enhance clinical practice.

Introduction to Simulation

Simulation started with the aviation industry and it improved pilot performance and airline safety. Simulation is defined as the deliberate creation or imitation of a situation for the purpose of learning using different techniques and technologies.

Simulation in healthcare education is considered an effective tool in clinical teaching. Simulation has the potential to provide immersive, interactive, reflective team-learning experiences in a controlled environment. In simulated environment students learn practical skills (e.g., medication injection), communication skills (obtaining patient history) to critical thinking and decision making skills regarding the care of the simulated patient. The tools of simulation range from single body part, as an arm for injection, to full-body mannequin that are physiologically responsive, to actual people playing the patient's role.

Who Uses SCCC Lab?

- AUB students from nursing, medicine, pharmacy and other health related disciplines
- AUBMC practitioners from all disciplines
- Non-AUB health-care students and practitioners after securing a special permission

Why Use Simulation?

- Safe learning environment: Simulation presents a safe learning experience for healthcare students and practitioners (It is a safe place to make mistakes and learn from them - the patient can't be harmed!)
- Increase in skill development: Simulation offers a chance to practice a skill repeatedly until mastery (with or without instructor guidance)
- Builds effective healthcare teams: Simulation brings people from different healthcare disciplines to work together as a team- a requirement for safe patient care

Location and Hours of Operation

Located on the 2nd floor of the Hariri School of Nursing, the SCCC is composed of 5 spacious rooms which can be used for classrooms, skills training and physical assessment. One room is designated for high fidelity scenarios (houses the highly interactive manikin) and includes a control area and a debriefing space.

The SCCC is open Monday to Friday from 8 am to 5pm during the academic year.

Booking Ahead Of Time

All are urged to book the Lab ahead of time. Priority in booking the SCCC is given to educational programs for AUB nursing and medical students. To schedule a session at the Lab, the student/learner must send an email to the Lab coordinator (Randa Farha rf37@aub.edu.lb). The coordinator in turn will confirm by email based on Lab availability. Any changes to an existing request for a session at the SCCC must be submitted by email to the Lab coordinator.

Code of Conduct

The following are binding practices for everyone using the SCCC facility (faculty, clinical teachers and students):

- No food or drink is allowed at any time in the Lab.
- No personal items are to be placed on the beds.
- Wash hands before coming to the center – use available alcohol-based hand sanitizers.
- Sign in at all times for both practice and testing on the attendance sheet
- Treat manikins like people. Treat simulators with respect as if they were real patients- handle them gently and with care.

- Only manikin lubricant can be used on the simulators when inserting objects (e.g. catheters).
- Never use ink pens at the bedsides as ink permanently stains the manikins. Please use pencil or only write at the tables at the end of the bed
- Gloves must be worn when coming in contact with the simulators (SimMan, SimBaby and NOELLE).
- Leave the center in the same condition it was when you first started (place all the chairs back at the tables, make the bed and return all equipment and supplies to the area where found).
- Sign a confidentiality agreement not to disclose any of the proceedings of a scenario outside the Lab. Report any violation to faculty.

Definitions

Effective simulation-based learning experiences are structured to include a pre-brief and a debrief component. The following are important definitions to learn:

PRE-BRIEF FOR A SIMULATION

Pre-brief is defined as an orientation session held prior to the start of a simulation-based learning experience in which instruction or preparatory information is given to the participants. It is the foundation of a successful simulation learning experience.

DEBRIEFING AFTER SIMULATION

Debriefing is the discussion that immediately follows a simulation-based experience. It is facilitated by an educator who observes the simulated experience. The discussion fit participants' objectives and outcomes of the simulation-based learning experience. Debriefing aims to promote reflective thinking. True learning occurs through a process of self-reflection. Effective debriefing is conducted in an environment that is conducive to learning and supports confidentiality, trust, open communication, self-analysis, and reflection.

University Libraries

The AUB library system consists of two main libraries: the University Libraries and Saab Memorial Medical Library.
The University Libraries include the Jafet Memorial Library (the Central Library) and two branch libraries: the Engineering and Architecture Library, and the Science and Agriculture Library with its annex AREC (Farm) Library.

The University Libraries are currently open 90 hours per week. The schedules of the libraries differ. Refer to the AUB website, click on libraries, in order to know the opening hours. Librarians also send regular emails regarding changes in their operating hours in the various semesters and during holidays. All libraries have photocopying machines that are available for student use. A card containing 100 photocopying units may be bought for 5, 000 LL in vending machines located in each library. Photocopying is also offered at the University Book Store for a small fee.

The Saab Medical Library (SML) is probably the one you will be using the most. The SML collection consists of 1,200 printed periodical subscriptions; over 82,320 back file periodical volumes, nearly 42,000 books, and nearly 2,300 audio-visual items, including computer

software. SML has a large number of the most important bibliographic medical and allied health databases, and more than 2,500 electronic journals. SML is accessible through the internet at http://www.aub.edu.lb/libraries/medical. The library has a special collection called the Lebanese Corner, http://192.168.100.187/, which includes publications about Lebanon or by Lebanese authors in the fields of medicine and other health-related topics. Databases are currently accessible via the AUB website.

Computing and Networking Services

Computing and Networking Services (CNS) provides access to different services that require user authentication. Before using the service, you must activate your **AUBnet account**: The AUB net account provides e-mail, intranet, and Internet access, in addition to other services such as roaming storage space, network printing, and personal web site space. You must activate your AUB net account before you can activate other accounts.

The **AUBsis account** provides access to the AUB Student Information System, a web-based application designed to provide the following on-line services to students and faculty: On-line Registration, Drop and Add, Class Schedules, Grades, Student Transcripts, Address Information, and Billing Statements.

Student computer labs are located throughout the University, including the libraries, faculty of medicine and faculty of health sciences buildings, among others.

An Internet fee of 300, 000 LL is charged every year and will automatically be added to the statement of fees. The quota of Internet data per month per student is 100MB. This is a combined quota of web and e-mail data. Through the AUB Net Resources web site you can find out your Internet data usage for the month. No limit exists on the time spent browsing and sending information on the web. The limit is only on the volume of data that is sent/received in the process.

Access to computer hardware, software, intranet, and the Internet services is provided to students for enhancing their learning. Access to the use of AUB computer facilities is through authorized computer accounts. Students must abide by the AUBnet Code of Conduct for Users of Computing System and Internet Services.

A computer account consists of a unique log-in ID and a password. Your log-in ID tells the computer system who you are. You must always keep your password secret. To activate your AUB computing accounts go to http://www.aub.edu.lb, select ”Get your AUB Computing Account,” and follow the instructions.

Student E-mail Address

To ensure that students receive timely communication and important announcements, the student’s current email address must always be on file in the School of Nursing. Every student is provided with an e-mail address. It is strongly recommended that all students use their AUB e-mail address as their primary one for the duration of the time they are studying here, to avoid missing announcements or other important communication from faculty and staff. We suggest that you get an email account during orientation week and check your email once per day.

The Writing Center

For students who need assistance in writing papers or projects, the AUB writing center located in West Hall Room 307 provides assistance. Tutors from the Department of English are available Monday through Friday 9 am – 3 pm and consulting services are free. The extension to call for taking appointments is 3157.

The Counseling Center

Adjusting to university life may be difficult for some students. For students who experience personal difficulties that lead to anxiety, depression or other psychological problems, the counseling center can provide assistance. The counseling team can assist with study related issues such as exam anxiety and time management, Counseling is free and confidential. The center is located in West Hall Room 206. The extension to call is 3196 or 3178.

Bookstore

The University Bookstore is located at the back of Bliss Hall across from Penrose Hall. It stocks most of the required textbooks for specific courses, dictionaries, and other reference works, and a limited number of general publications. Assorted AUB items and gifts such as clocks, mugs, T-shirts, and binders are also available.

Mail Service

The University Post Office, located in the basement of Ada Dodge Hall, handles local campus mail and mail for the Lebanese postal services. To secure a campus mailbox a student must show a receipt of fee payment at the AUB Post Office. Urgent mail may be sent by Aramex through the AUB Post Office. A special rate is offered to the AUB community. Also DHL offers special rates at the AUB Bookstore.

Food Service

The University operates a modern, cafeteria-style food service on campus in Ada Dodge Hall. In addition to the main cafeteria the University also maintains the Mary Dodge Hall Cafeteria, the Engineering Cafeteria, and the Agriculture Kiosk. These facilities provide a variety of hot and cold refreshments for students and their guests. Vending machines are available in a number of university buildings.

Students Housing

AUB is a residential university. For more information, check the AUB Catalogue, or check the Student affairs Office website at: http://staff.aub.edu.lb/~websao/house/.

Student Transportation

AUB allows very limited automobile access to campus: only students suffering from illness or disabilities may bring cars on campus. Authorization from the Infirmary must be received before a permit can be issued. Students should contact Business Services at extension 3510 for a special permit.

Students with Disabilities

Students with disabilities applying to AUB are strongly encouraged to make their disability known to the Admission Office. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus. Students need to consult with their advisers for assistance.

UNIVERSITY HEALTH SERVICES

Medical Record

An entrance medical record form will be sent to all admitted students who have made the commitment to enroll at AUB. The form should be completed by the student's family physician and mailed before the period of registration. Alternatively the completed form may be delivered by hand to the Office of Admissions.

All new students must have a tuberculin test at the time of the preliminary medical check, held during registration, and must report 48 hours later for the check on the test. Upon clearing the medical test, the student will be issued a clearance slip to proceed with registration. Students will not be registered unless they obtain this clearance slip. Medical checks may be completed in advance of registration provided that the student reports to the University Health Services on campus and brings along a letter of acceptance and the entrance medical record.

Returning students are not required to complete any medical forms. Important changes in the student's medical condition and/or updating immunizations should be reported to a University Physician by appointment at the Health Services Center. Information will be kept confidential.

All nursing students are required to go check on their Hepatitis B status, prior to commencing clinical..

The University Health Services (UHS) provide medical care to members of the university community in Sawaf Building at the following office hours:

Office hours: Monday through Friday

- **Offices** 8:00 a.m. - 5:00 p.m.
- **Clinics** 8:00 a.m. - 7:00 p.m.

Office hours: Saturday

- **Clinics** 10:00 a.m. - 2:00 p.m.

The Sawaf building is located near the AUB Medical Center. Appointments can be made at the reception desk. A physician is also available to receive patients on a walk-in basis. Walk-in patients must have problems of an urgent nature; otherwise, they will be given appointments for a later time. In case of emergency, the patient should report directly to the Emergency Unit at the AUB Medical Center or to the nearest Emergency Service.

Health Insurance Plan (HIP)

Students may elect to enroll in the University's Health Insurance Plan (HIP), provided they register for at least six credit hours. Students enrolled in the spring semester are covered until September 30, provided they do not leave the University or drop all of their courses. A married student will have the option of including his/her spouse and children for an additional fee. A student may be exempt from enrolling in HIP if he/she presents proof of coverage by another health insurance plan. HIP covers only those expenses incurred at the AUB Medical Center. Medical bills from other institutions are not covered.

National Social Security Fund (NSSF) Medical Branch

Membership in the NSSF is mandatory by law for all Lebanese students, excluding freshman and special students, and students who are older than 30 years. Non-Lebanese students may not join NSSF. To facilitate enrollment in the NSSF Medical Branch, students are required to bring the following items when registering:

- A social security application form filled in correctly. Copies of this form will be available for distribution at the time of registration to students.
- A photocopy of the Lebanese Identity Card.
- Their NSSF number if already registered.
- The NSSF number of either parent if insured with the NSSF through father or mother.

STUDENT EXTRACURRICULAR ACTIVITIES

Clubs and Societies

Opportunities for students to participate in extra-curricular activities, generally organized under the auspices of student-governed societies or clubs, are numerous at AUB. Membership is open to all registered students upon completion of a membership application and payment of a nominal fee. Almost all student clubs provide an outlet for artistic expression: Art, Music, Photography, and Poetry Clubs. For further information or to obtain a list of active clubs and societies, go to the Office of Student Activities in West Hall, extension 3182.

Nursing Student Society

The Nursing Student Society (NSS) brings together nursing students from all levels to engage in various professional and social activities, under the guidance of an assigned faculty advisor. Objectives of the NSS are to:

- Serve as an organization through which matters related to the welfare of students and the school is transacted.
- Provide a channel for coordination of activities between the students and faculty members, and with other student organizations.
- Organize activities that promote a spirit of loyalty and fellowship among the student body.
- Provide means for active participation in activities that foster the personal, professional and civic development of students.

The NSS has three standing committees:

1. The Educational Committee organizes educational programs of interest to the community.
2. The Social Committee is responsible for social and recreational activities.
3. The Publicity and Finance Committee is responsible for publicity and financial matters.

Athletics and Recreation

The University offers a wide range of sports, athletic and recreational programs through its Athletics Department. Facilities include AUB's Green Field, which hosts international, national, and varsity sports tournaments. The Green Field includes the University's soccer field, lighted outdoor basketball courts, lighted outdoor volleyball courts, and a lighted 450-meter track.

IMPORTANT TELEPHONE NUMBERS

Finally, here are some helpful telephone numbers for you to have:

Clubs and Student Activities (West Hall)	3182
Emergency Room	6604
Financial Aid	3160
Housing	3175
Infirmary, University Health Services	3000
Registrar	2570
Student Affairs	3170
School of Nursing	5950, 5951

Appendix A

Clinical Practicum Orientation Tips

These are simple "tricks" for a good clinical experience

- **Punctuality:** Be 15 minutes early to the rotation. Have a good breakfast before coming.
- **Preparation:** Make sure you have all the equipment you need and that you reviewed your notes very well ahead of time.
- **Dress Code:** Wear clean shoes and clothes, shave, everyone will respect you when you dress well and act in a professional way.
- **Caring:** Make a special time to go to the patient's room and discuss their condition.
- **Self Learner:** Be interested to learn more, ask whatever question that pops to your head, and just enjoy the learning experience.
- **Professionalism:** Maintain a positive relationship with your preceptor, your fellow students and health care team.
- **Safety:** Assure your own safety. Ensure you have completed your HBV. HAND HYGINE IS VERY IMPORTANT KEEP IT IN MIND.

Appendix B

AMERICAN UNIVERSITY OF BEIRUT - FACULTY OF MEDICINE – RAFIC HARIRI SCHOOL OF NURSING

CURRICULUM: BACHELOR OF SCIENCE IN NURSING

Name:	**ID#:**	**BSN I:____**	**Bacc:**			
Nationality		BSN II:____	SAT I (Wriring):	EEE:	TOEFL:	English Placement:
FA/Scholarship:	Sponsor: -	BSN III:___	SAT I -Verbal:	SAT I-Math	Composite Score:	
E-mail:	Box#:	BSN IV:___	Date of Admission:	Expected Date of Graduation:		
Tel no.1:	Tel no.2: -			Other:		

Year	Fall	Cr.	Grade	Spring	Cr.	Grade	Summer	Cr.	Grade	Deficiencies	Action
1st Year 20__-20__											
Total										GPA:	
2nd Year 20__-20__											
Total										GPA:	
3rd Year 20__-20__											
Total										GPA:	
4th Year 20__-20__											

Semester Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM					
12:00 PM					
1:00 PM					
11:00 AM					
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					

Appendix C

Membership at the Order of Nurses in Lebanon

للانتساب الى نقابة الممرضات والممرضين في لبنان على الممرض(ة) تعبأت طلب الانتساب واحضار المستندات المطلوبة أدناه:

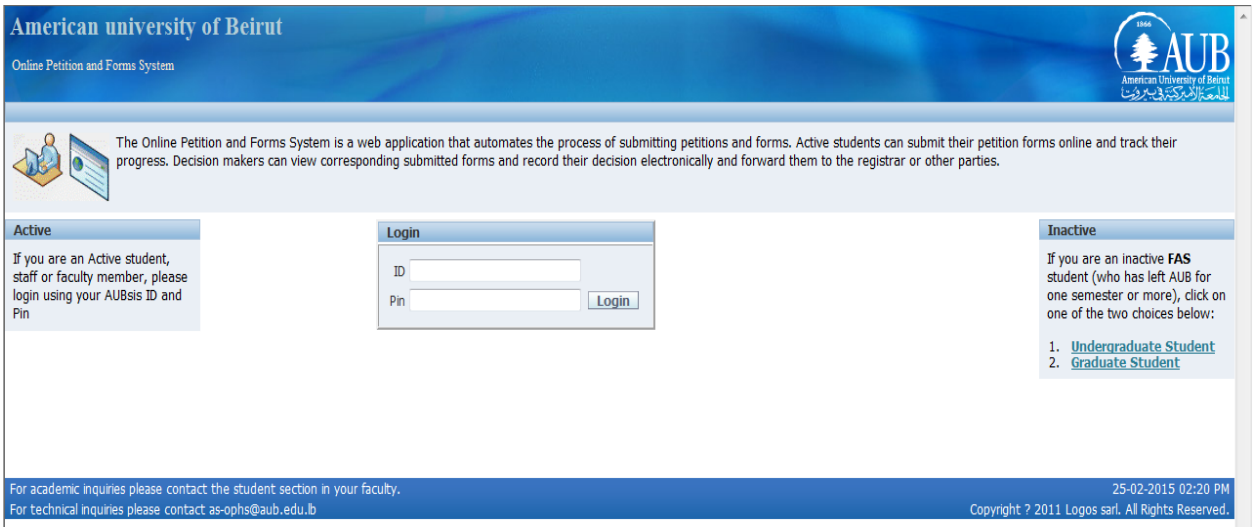
المستندات المطلوبة	لبناني	غير لبناني
1- صورة عن تذكرة الهوية أو اخراج قيد فردي أو صورة مصدقة عنه أو صورة عن جواز السفر الصادر من السلطات اللبنانية	X	
2- سجل عدلي لا يعود تاريخه لمدة تزيد عن التلاتة أشهر	X	
3- صورة مصدقة عن شهادة التمريض: BS/LT/TS/BT	X	
4- صورتين شمسيتين مصدقتين	X	X
5- صورة مصدقة عن اجازة معطاة المهنة صادرة عن وزارة الصحة العامة	X	
6- صورة مصدقة عن جواز السفر		X
7- صورة عن اجازة معطاة المهنة صادرة عن المرجع المختص في بلد صاحب الجنسية ومصدقة وفقا للاصول ولا يعود تاريخها لاكثر من ثلاثة اشهر		X
8- صورة مصدقة عن اجازة العمل صادرة عن وزارة العمل في لبنان		X
9- نسخة عن الشهادة العلمية مرفقة بافادة معادلة لها صادرة عن لجنة المعادلات		X
10- صورة مصدقة عن اجازة الاقامة لاتقل عن ستة اشهر صادرة عن المديرية العامة للامن العام		X

Appendix D

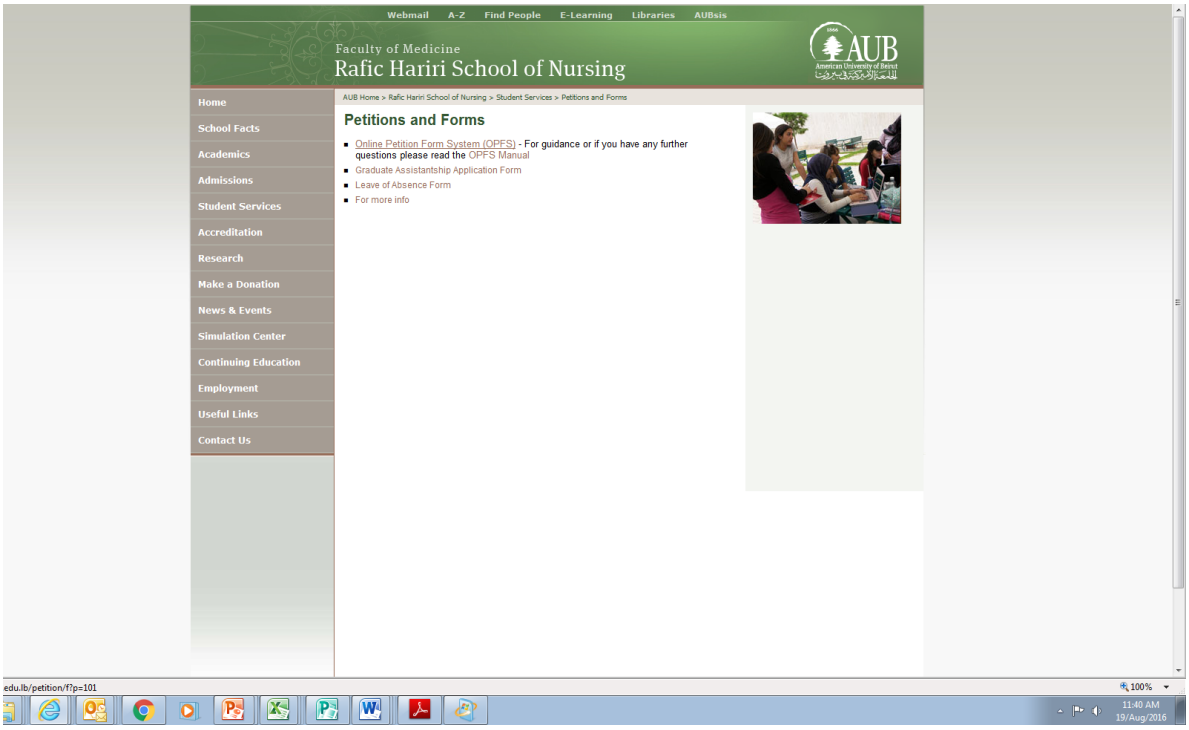
Online Petition and Forms System: OPFS

Login Page:

OPFS link: opfs.aub.edu.lb/petition/f?p=101



Or go to AUB webpage:click on Academics ⟹ Faculties ⟹Rafic Hariri School of Nursing ⟹ Student Services ⟹ Petitions and Forms ⟹ OPFS



Types of Petitions you can submit online:

	Title	Workflow	Level
1	Correction of Record (Late Drop-Add)	Adviser-Instructor -Student Services Office-Chair of ACC	Undergraduate
2	General Petition	Adviser- Student Services Office-Chair of ACC or Director of HSON	Undergraduate
3	Withdrawal From a Course	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
4	Oveload/Underload	Adviser- Student Services Office-Chair of ACC	Undergraduate
5	GE called Exceptions related to GE requirements	Adviser- Student Services Office-Director of GE Board-Chair of ACC	GE
6	Course Equivalence	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
7	General petition that is routed to the graduate committee or director of HSON.	Adviser- Student Services Office-Chair of GSC	Graduates
8	Residency Extension	Adviser- Student Services Office-Chair of GSC	Graduates

Appendix E

Title:	Dress Code: Nursing Staff and Nursing Students	Index Number:	GLD-NSG-001 (Func.- Categ.-Sr. No.)	
Scope of application:	All Nursing Staff and Nursing Students	Original Date: 22.5.2006	Reviewed on: 31.01.2019	Next Review: 31.01.2022

1. *Policy*

1.1. All nursing staff, nursing students and unit clerks shall abide by the Nursing Services policy on Dress Code.

1.2. The nursing staff and Floor Clerks shall abide by the standard uniforms provided by the Nursing Administration.

2. *Purpose*

2.1. To define the standards of dress code for nursing staff.

2.2. To ensure professional appearance of all nursing staff.

2.3. To prevent the spread of infections and promote safety of patients, visitors, and staff.

3. *Procedure*

3.1. Nursing uniforms shall be neat, clean, wrinkle free and in good shape.
- 3.1.1. Veils shall be light in color and tucked inside the uniform at all times.
- 3.1.2. Pants shall be loose fitting.
- 3.1.3. Navy blue, black, or white jackets may be worn over the uniform.
- 3.1.4. Male nurses shall wear a white T shirt under their top.

3.2. All nursing staff shall wear the identification badges/name pins at all times. ID badges shall be visible and worn above the waist (Multidisciplinary Policies and Procedures Manual, Identification Badges, GLD-ADM-001).

3.3. Light jewelry (such as a small necklace) shall be appropriate and not causing safety hazards or hindrances while working.
- 3.3.1. Necklaces or chains with religious connotations shall be discreet.
- 3.3.2. Earrings must be professional in appearance, and appropriate in the clinical area.
- 3.3.3. Tattoos shall not be apparent.

3.4. Hair shall be clean, well-groomed and tidy. In clinical environment long hair shall be tied back.

3.5. Make up shall be discreet. Perfume shall be light.

3.6. Nails shall be sufficiently short to ensure safe patient contact and good hand hygiene. No False finger nails of any type, including acrylic, gels or wraps.

3.7. Male nurses shall be well shaved.

3.8. Shoes shall be clean, simple, closed, comfortable and noiseless. Non-perforated clogs are permitted only in OR.

3.9. A clean white lab coat shall be worn over professional attire for all nursing staff who are not involved in direct patient care. Staff shall dress in a professional manner for work. Casual clothes are not allowed (e.g. Jeans, T-Shirt and open shoes are not acceptable)

3.10. All Staff shall maintain a high level of personal hygiene and appearance.

3.11. Staff who need to wear special medical shoes due to a physical disability or medical reason shall submit a written medical recommendation to the nursing administration. Final approval shall be at the discretion of the Nursing administration.

3.12. Staff shall not go outside the hospital campus wearing their unit-specific nursing uniforms.

3.13. Staff shall change their uniform in case they become dirty or soiled.

3.14. In Critical Care Units, the following shall be enforced:
- 3.14.1. Bare Below the elbows: Nursing and medical staff shall wear their scrub suits (short sleeves), no wristwatches, no jewelry, and no ties during clinical practice.
- 3.14.2. White Coats: Nurses shall remove their white coats prior to contact with patients or the patient's immediate environment.
- 3.14.3. Ties, long veils, scarves and other items of clothing shall not be allowed to dangle down, they must be tucked inside the scrub suit.

4. *Responsibilities*

4.1. All management team shall enforce dress code policy under their jurisdiction:
- 4.1.1. Ist offence – verbal warning.
- 4.1.2. 2nd offence – verbal warning and sent home to change.
- 4.1.3. 3rd offence – written warning in the personnel file.

[Remainder of this page left blank intentionally. Signatures follow on next page.]

5. *Signatures*

Revised by	Name	Signature	Date
Nurse Leader and Nurse Quality Manager	Ramzi Mouawad	Mouawad	1/2/2019
Nursing Policy and OPD Coordinator	Hanadi Massalkhi		31/1/2019
Reviewed and Concurred by	**Name**	**Signature**	**Date**
Nurse Leader	Walid Rashid	W. Rashid	31/1/2019
Nurse Leader	For Hayat Shreim		Jan 31, 2019
Nurse Leader	Hera Artinian		Jan 31, 2019
Nursing Policy and OPD Coordinator	Hanadi Massalkhi		31/1/2019
Approved by	**Name**	**Signature**	**Date**
Director of Nursing	Ms. Iman Al Kouatly		1/2/2019

6. *References*

6.1. AUBMC Multidisciplinary Policies and Procedures Manual. Dress Code (2017): GLD-ADM-013.

6.2. Community Medical Center, INC. Administrative Policy and Procedure Manual. Retrieved August 20, 2017, from http://www.communitymed.org/jobs/Dress_Code.doc

6.3. EMS Home Page-Nurses Dress Code. Retrieved August 20, 2017, from http://depts.washington.edu./emsuw/nurses/dress.htm

Rafic Hariri School of Nursing

UNDERGRADUATE STUDENT HANDBOOK

ACADEMIC YEAR 2019-20

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WELCOME

Welcome to the Rafic Hariri Hariri School of Nursing (HSON). We are delighted that you have chosen to study nursing at AUB and look forward to meeting each one of you. This is an exciting time for nursing—both at AUB and throughout the world.

In the field of nursing generally, nurses are taking on new and greater responsibilities. Although taking care of patients is still our primary responsibility, we are also playing a role in setting health care policy at the national, regional, and international levels and researching important health care issues.

Here at AUB, we celebrated our 100th anniversary in 2005 and our 110th anniversary in 2015. We have introduced new programs and are constantly updating and revising our curriculum. Our graduates are in great demand and they are occupying leadership positions in different countries in the world. In 2007 the BSN and MSN programs were granted unconditional accreditation by the Commission on Collegiate Nursing Education (CCNE) in the USA for five years and in 2012 the programs were reaccredited for a period of 10 years. AUB Hariri School of Nursing is the first school to be accredited by CCNE outside the USA. In 2008 the HSON received a $10M gift to endow the school and the building and in 2009 the Rafic Hariri School of Nursing building was inaugurated. The building houses faculty offices, classrooms, an auditorium, a computer lab, skills and simulation lab, a research center, and student facilities.

In 2015, HSON won three major regional awards; HSON received the best institution award, Dr. Huda Huijer the distinguished researcher award, and an MSN graduate the best thesis award. The Chi Iota Honor Society Chapter, the first in the region, was formally chartered by Sigma Theta Tau International (STTI) in 2015 and 131 members were inducted into this prestigious honor society. In 2017, the PhD in Nursing Science program was fully approved to be formally launched in 2018-19. In 2018, AUB granted HSON independent Faculty status and appointed Dr. Huijer as founding dean of the school. We continue to be proud of these accomplishments and we look forward to working with you to celebrate these achievements.
We hope this handbook will be a useful guide for you especially during the first couple of weeks when everything is so unfamiliar. If, however, you are lost or need help, please come and find us. We are eager to do whatever we can to make this a positive and rewarding experience for you.

We also welcome any comments or suggestions you may have on how we might change and improve on this handbook in order to make it more helpful for future Hariri School of Nursing students.

Good luck!

Dr. Huda Abu-Saad Huijer, RN, PhD, FEANS, FAAN
Director, Hariri School of Nursing

OFFICERS, FACULTY AND STAFF

Fadlo R. Khouri — President
Mohamed Harajli — Interim Provost
Huda Abu-Saad Huijer — Founding Dean, Rafic Hariri School of Nursing

Faculty Directory	Title		Room	Extension	E-mail
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Ms. Talin Gulgulian	*Clinical Instructor*		318	5777	Tg03@aub.edu.lb

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Dr. Angela Massouh	*Assistant Professor*	*NSS Adviser Coordinator, Med/Surg & Critical care*	411C	5959	am50@aub.edu.lb
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Dr. Lina Younan	*Clinical Associate Professor*	*Coordinator, Hybrid NA and Management*	522	5981	ly11@aub.edu.lb
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Ms. Nisrine Ghalayini	*Administrative Assistant*		510	5951	ng28@aub.edu.lb
Ms. Janet Zeinaty	*Secretary*		308	5951	jz03@aub.edu.lb

ADMINISTRATIVE APPOINTMENTS & COMMITTEES 2019-20

Associate Dean**:** Dr. Laila Farhoud

Convener Graduate Division: Dr. Samar Noureddine
Coordinator PhD program: Dr. Samar Noureddine
Coordinators MSN Tracks:
Nursing Administration & Management: Dr. Nuhad Dumit
Adult Care & Gerontology CNS: Dr. Samar Noureddine
Psychiatry & MH CNS: Dr. Laila Farhoud
Community & PH Nursing: Dr. Gladys Honein
Coordinator Hybrid Nursing Education: Dr. Lina Kantar
Coordinator Hybrid NA & Management: Dr. Lina Younan

Convener UG Division: Dr. Nuhad Dumit
Coordinator Med/Surg & Critical Care: Dr. Angela Massouh
Coordinator MCN: Dr. Dina Madi
Coordinator Community & Psych: Prof. Mary Arevian
Coordinator BA/BS-BSN program: Dr. Dina Madi
Coordinator TS/BSN program: Mrs. Hera Tashjian
Coordinator clinical placements: Mrs. May Khoury

Coordinator CNE and Offshore Projects: Dr. Lina Kantar

HSON COMMITTEES 2019-2020

Advisory Committee:
1. Dr. Huda Abu-Saad Huijer (Chair)
2. Dr. Laila Farhood
3. Dr. Samar Noureddine

Administrative Committee:
1. Dr. Huda Abu-Saad Huijer (Chair)
2. Dr. Nuhad Dumit
3. Dr. Laila Farhoud
4. Dr. Samar Noureddine

Graduate Studies Committee:
1. Dr. Laila Farhood (Chair)
2. Dr. Hala Darwish
3. Dr. Nuhad Dumit
4. Dr. Samar Noureddine (ex-officio and representative of BGS)
5. Dr. Houry Puzantian

Graduate Studies Departmental Assessment Committee:
1. Dr. Lina Younan (Chair)
2. Mrs. Mary Arevian
3. Dr. Souha Fares
4. Dr. Samar Noureddine (ex-officio)

Undergraduate Curriculum Committee & Undergraduate Student Academic Affairs Committee:
1. Dr. Dina Madi (chair)
2. Mrs. Mary Arevian
3. Dr. Nour Alayan
4. Dr. Lina Kantar
5. Dr. Ghada Assaf
6. Dr. Suzanne Dhaini
7. Dr. Angela Massouh
8. Dr. Nuhad Dumit (Ex-Officio)

9. Dr. Hala Darwish (senate representative on ADC)

Undergraduate Admissions and Financial Aid Committee:

1. Mrs. May Khoury (Chair)
2. Mrs. Danielle Damianos
3. Mrs. Talin Gulgulian
4. Dr. Dina Madi
5. Mrs. Hera Tashjian
6. Mrs. Tamar Avedissian
7. Dr. Ghada Assaf
8. Mrs. Tamar Avedissian
9. Dr. Lina Kantar (Representative on senate admissions committee)
10. Mrs. Lynn Berbary (SSO)

Undergraduate Studies Departmental Assessment Committee:

1. Dr. Marina Adra (Chair)
2. Dr. Dina Madi
3. Dr. Angela Massouh
4. Dr. Nuhad Dumit (ex-officio)

Research Committee:

1. Dr. Soha Fares (Chair)
2. Dr. Marina Adra
3. Dr. Gladys Honein
4. Dr. Angela Massouh
5. Dr. Samar Noureddine (representative on URB)
6. Dr. Suzanne Dhaini
7. Dr. Houry Puzantian
8. Dr. Lina Badr (representing AUBMC)

Senate Committees:

1. Senate: Dr. Huda Huijer and Dr. Nuhad Dumit
2. University Admissions Committee : Dr. Lina Kantar
3. Board of Graduate Studies : Dr. Samar Noureddine
4. University Disciplinary Commitee : Dr. Dina Madi
5. Library Committee : Dr. Souha Fares
6. University Publications Committee: Dr. Gladys Honein
7. University Research Board : Dr. Samar Noureddine
8. University Committee on Student Affairs : Dr.Marina Adra
9. Academic Development Committee : Dr. Hala Darwish
10. Senate Steering Committee : Dr. Nuhad Dumit
11. Senate Committee on Faculty Affairs : to be elected by senate when by-laws are approved

Representative on FM Research Committee: Dr. Souha Fares (appointed)

Student Affairs Committee:

1. Dr. Marina Adra (Chair) and representative on senate student affairs committee
2. Dr. Dina Madi, class advisor BSN II
3. Mrs. May Khoury, class advisor BSN III
4. Dr. Marina Adra, class advisor, BSN IV
5. Dr. Lina Younan,Graduate Student Advisor
6. Dr. Angela Massouh, NSS advisor assisted by Dr. Nour Alayan
7. Mrs. Lynn Berbary (SSO)

HSON Search Committee

1. Dr. Huda Abu-Saad Huijer (Chair)
2. Dr. Michael Clinton
3. Dr. Nuhad Dumit
4. Dr. Laila Farhood
5. Dr. Samar Noureddine

HSON Catalogue Committee

1. Dr. Samar Noureddine; Chair of Graduate Department
2. Dr. Nuhad Dumit; Chair of Undergraduate Department

HSON Newsletter Committee

1. Dr. Gladys Honein (Chair)
2. Dr. Marina Adra
3. Mrs. Lynn Berbary Najem
4. Mrs. Talin Gulgulian
5. Ms. Angela Massouh
6. Ms. Nisrine Ghalayini

HSON Social Committee:

1. Ms. Randa Farha (Chair)
2. Mrs. Talin Gulgulian (co-chair)
3. Mrs. May Khoury
4. Mrs. Lynn Berbary
5. Mrs. Silva Dakessian
6. Mrs. Danielle Damianos
7. Dr. Ghada Assaf

HSON Selection committee for MCF scholars:

1. Dr. Samar Noureddine (or a delegate)
2. Ms. Nisrine Ghalayini

PREFACE

This handbook has been prepared for undergraduate nursing students to provide detailed information about the Bachelor of Science in Nursing (BSN) program at the American University of Beirut (AUB). The handbook includes guidelines to facilitate the student's progress in the program from admission through graduation.

The faculty and administration of the Hariri School of Nursing hope that the educational experience at AUB will be a rewarding and challenging experience for each student. We are here to assist students to reach their professional and educational goals.

In addition to the policies found in this handbook that are specific to the undergraduate program at the School of Nursing, the student should obtain and keep a copy of the AUB Catalogue, which contains policies and procedures that apply to all undergraduate programs in the University. We urge you to consult the catalogue and this handbook often. If you have any questions or are unsure of a particular policy, please contact the BSN Coordinator who is available to assist you.

GENERAL INFORMATION ABOUT THE SCHOOL OF NURSING

Historical Background

The School of Nursing, founded in 1905, was the first nursing school in the Middle East. The five–year Bachelor of Science in Nursing program, established in 1936, was replaced in 1964 by a four–year program leading to the degree of Bachelor of Science in Nursing. Students entering the school as sophomores graduate in three calendar years. The RN-BSN program was reactivated and launched in 2003. The Masters of Science in Nursing (MSN) program was launched in 2003. The Bachelor of Science in Nursing program (BSN) and the MSN program are registered by the Department of Education of New York State, HEGIS codes 1203.00 and 1203.10, respectively. The BSN and MSN programs are accredited by CCNE, the Commission on Collegiate Nursing Education, in the USA. The AUB School of Nursing is the first School of Nursing outside the US territories to be accredited by CCNE.

Mission

The mission of the School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high–quality, compassionate nursing care in Lebanon and beyond, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles, and is based on the use and generation of research–based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life–long learning and freedom of speech

Programs

Undergraduate Programs:

» Bachelor of Science in Nursing (BSN)
» Registered Nurse-Bachelor of Science in Nursing (RN-BSN)
» Bachelor of Science-Bachelor of Science in Nursing (BS-BSN)

Graduate Programs:

Master of Science in Nursing (MSN)
MSN students can specialize in one of four areas:

1- Adult Gerontology Clinical Nurse Specialist
2- Psychiatric Mental Health Clinical Nurse Specialist
3- Nursing Administration and Management
4- Community and Public Health Nursing

Undergraduate Program Outline

Admission

Students holding diplomas from a 12–year secondary school may gain admission to the School of Nursing as first year nursing students (see page 38 for required courses at the freshman level). Freshman students wishing to transfer to the School of Nursing from AUB or another institution may gain admission provided they complete the required freshman courses.

Bachelor of Science in Nursing (BSN)

The School of Nursing follows the admission policies and criteria of the University.

RN–BSN Program

The curriculum is designed to permit the graduates of a technical program in nursing to pursue the degree of Bachelor of Science in Nursing provided the university entrance requirements are met. The time limit for completion of the program should not exceed six calendar years. A selected number of nursing courses may be validated if applicable.

Preferred requirement for admission to the program is three years experience in addition to the English Entrance Exam. The candidate may be asked to interview with the school's director and/or program convener.

According to the decree no. 855 dated 01/07/2015, issued by the Ministry of Education and Higher Education, holders of the technical baccalaureate (BT) are only eligible for admission to the same major as that of BT. In this case, holders of BT applying to the BSN program should complete the following remedial/pre-requisite freshman level courses prior to the BSN II year:

- 3 credits in Mathematics (MATH 101 or 102)
- 3 credits in Chemistry (CHEM-101)
- 3 credits in Biology (BIOL-101)
- 3 credits in Physics (PHYS-101, 103 or 200)

BS/BA-BSN Accelerated Program

The School of Nursing accelerated program is designed for individuals who have a BS/BA in fields other than nursing. The streamlined curriculum permits students to earn a BSN in 24 months. Students who graduate from this program are entitled to sit for the National Colloquium Exam to become registered nurses. The admission to the BS/BA-BSN program requires the following:

BS/BA degree in a field other than nursing
A minimum GPA of 75 including prerequisite courses and general education requirements
Completion of the following prerequisite courses prior to admission: ENGL 204, PSYC 201, Biostatistics course, PSYC 210, SOAN 201, and four elective courses

THE BSN DEGREE REQUIREMENTS

A student has a maximum of six (6) years to complete an undergraduate degree at AUB, if he/she enrolls as a sophomore student. You must complete all requirements for the BSN degree in order to participate in graduation activities.

Graduation Requirements

All recommendations for graduation are made by vote of the faculty, upon the recommendation of the academic committee.
To be eligible for graduation with the degree of Bachelor of Science in Nursing, the following requirements must be met:

- Completion of the prescribed program of study with a minimum of 103 credits after the freshman class or equivalent, 100 credits for those entering at English 204, 91 credits for those entering as registered nurses
- An overall average of 70, excluding freshman courses.

The maximum time allowed for the completion of the degree program should be within the following specified periods:

BSN II	six calendar years
BSN III	four calendar years
BSN IV	two calendar years

Students must petition the academic committee for an extension of time if needed.
All undergraduate transfer students from AUB or from other recognized institutions of higher learning to the School of Nursing need to complete the required prerequisites and all required nursing courses. A minimum residency period of one year or 30 credits for within AUB transfers and 45 credits for transfers from outside must be completed at AUB.
Course credits pertinent to the nursing curriculum may be transferred according to criteria set by the admission and academic committees.

BSN PROGRAM OUTCOMES

I. Integrate knowledge from the arts, humanities, fundamental and basic medical sciences, and nursing theory in professional practice.
II. Demonstrate competency in clinical skills and critical thinking.

III. Utilize current research knowledge related to health promotion and maintenance, illness prevention and restoration of health of individuals, families and groups with diverse cultural backgrounds.
IV. Demonstrate leadership skills in the care management of clients in different health settings based on current health care policy.
V. Collaborate with other health providers to promote the well being of individuals.
VI. Demonstrate responsibility, accountability, and continued professional development.
VII. Participate in professional and community organizations for the promotion of the nursing profession in Lebanon and the region.
VIII. Demonstrate effective use of personal, interpersonal and group communication skills in practice.
IX. Espouse principles of professional ethics and personal integrity in nursing practice.

In order to achieve the BSN program outcomes upon graduation, the student is expected to achieve at the end of each class certain learning outcomes, called level outcomes).

BSN Student Outcomes		
BSN II (Sophomore Year)	**BSN III (Junior Year)**	**BSN IV (Senior Year)**
Upon completion of the sophomore year the student shall be able to: A. Demonstrate beginning skills in effective communication B. Identify healthcare needs of clients based on assessment of physical, psychological, and social parameters C. Identify developmental milestones in relation to the health-illness continuum D. Provide basic nursing care based on the nursing process E. Demonstrate skills in searching the nursing literature F. Identify ethical principles that govern the nursing profession	Upon completion of the junior year the student shall be able to: A. Utilize the nursing process in planning the care of the clients along the health-illness continuum B. Provide comprehensive/holistic care to individual clients across the life span C. Integrate theoretical knowledge from the social and basic sciences with that of nursing as a basis for practice D. Appreciate the use of research in nursing practice (assessment and intervention) E. Demonstrate therapeutic communication skills with clients F. Demonstrate ability to work in groups G. Identify ethical principles that govern nursing practice H. Demonstrate responsibility and accountability for personal and professional growth	Upon completion of the senior year the student shall be able to: A. Utilize appropriate theories and research findings from nursing and related fields in nursing practice B. Evaluate systematically the outcomes of care in a variety of settings based on the nursing process C. Apply knowledge of group dynamics while working with groups of clients, healthcare professionals and co-workers D. Demonstrate leadership skills in planning, managing, and evaluating care of clients E. Demonstrate responsibility and accountability to individuals, families, society at large, and personal professional growth and development F. Determine ethical, social, and political issues affecting the healthcare system in Lebanon

CURRICULUM AND COURSE REQUIREMENTS

The BSN curriculum totals 103 credits for students entering as sophomores and includes two summers of study. Students take courses in English, the Arts and Sciences, basic medical sciences, and nursing. Nursing courses include classroom teaching and clinical training in health-care settings. 12 credits electives in humanities that meet the general education requirement are required for graduation. Students will be asked to take half of the elective humanities from LIST I, and the other half from either lists I or II (check list of courses under GE section). The table below shows the curriculum plan, starting with the Freshman year

AMERICAN UNIVERSITY OF BEIRUT - FACULTY OF MEDICINE - SCHOOL OF NURSING

CURRICULUM: BACHELOR OF SCIENCE IN NURSING

Name: _____ Student No. _____ BSN I ------- Application: _____ Baccalaureate _____

Nationality: BSN II -------- Picture: English EEE TOEFL

E-mail: _____ Tel. No. _____ BSN III -------- Recom. of School Principal _____ SAT I : Verbal ____Math ____ Composite Score _____

Box: _____ Financial Aid _____ BSN IV ------- Interview _____ Others: _____

Fall Semester	Cr.	Spring semester	Cr.	Summer session	Cr.
BSN I - Freshman					
MATH 101 Calculus & Analytic Geometry I	3	MATH 102 Calculus & Analytic Geometry II	3		
BIOL 101 Basic Concepts in Biology	3	CHEM 101 General Chemistry	4		
ENGL 102 Enrichment course in English	3	ARAB 101 or ARAB 102 Readings in Arabic Heritage I & II ◈	3		
Natural Sciences •	3	Social Sciences •	3		
ELEC Elective ⁂	3	Humanities •	3		
	15		16		
Sophomore					
BIOC 246 Biochemistry for Nurses GE	4	NURS 201 Introduction to Nursing Practice	2	Elective humanities GE	3
ENGL 203 Academic English GE	3	NURS 202 Health Assessment	2	ENGL 204 Advanced Academic English GE	3
HUMR 244 Introduction to Human Biology	2	NURS 203 Biostatistics for Nurses GE*	3	Elective humanities GE	3
NURS 200 Introduction to Nursing	2	HUMR 248 Human Anatomy & Physiology GE	5		9
PSYC 201 Introduction to Psychological Sciences GE	3	MBIM 237 Microbiology & Immunology for Nursing	3		
	14		15		
Junior					
PHRM 240 Pharmacology & Therapeutics	3	NURS 302 Nursing Care of Adults & Older Adults II Theory	5	SOAN 201 Introduction to the Study	3
NURS 300 Nursing Care of Adults & Older Adults I Theory and Practicum	5	and Practicum		of Society GE	
		NURS 306 Nursing Care of Children Theory and Practicum	5	Arabic 201 GE	3
NURS 304 NURS. Care of the Expectant Family Theory and Practicum	5	NURS 210B Pathophysiology	1	NURS 307 Practicum I	0
		Elective humanities GE	3		6
NURS 210A Pathophysiology	1		14		
PSYC 210 Lifespan Developmental Psychology	3				
	17				
Senior				Total number of credits	103
NURS 400 Critical Care Nursing Theory and Practicum	4	NURS 408 Community Health Nursing Theory and Practicum**	5		
NURS 402 Psychiatric Nursing Theory and Practicum**	5	NURS 410 Leadership and Management in Nursing,	5		
NURS 406 Nursing Research	3	Theory and Practicum			
NURS 404 Nursing Informatics	2	Elective humanities GE	3		
	14	NURS 411 Intensive Practicum II	0		
		IPEC 300 Interprofessional Education & Collaboration***	1		
			14		

Freshman Courses:

- Natural Sciences: BIOL 105 or 106; CHEM. 102; GEOL 101, 102, or 103; PHYS 101, 103, or 200.
- Social Sciences: ECON 103; PSPA 101
- Humanities: ARAB 101 or 102; AROL 101; CVSP 110, 111, 112, or 150; ENGL 103, 104, 105, 106, 107, or 108; HIST 101 or 102; PHIL 101 or 102

⁂ Electives as necessary to add up to 30 credits in total

⁂ ◈ For Arabic speaking students; for others credits have to be replaced by an elective

GE Refer to List of courses & requirements under General Education section

Students will be asked to take half of the humanities and social sciences requirements from LIST I, and the other half from either lists I or II (check list of courses under GE section)

*Passing grade for NURS 203 is **60**

**Offered either fall or spring semester in the senior year

***Offered either fall or spring semester in the senior year

Students can take EDUC 225 instead of PSYC 210. EDUC 225 does not require any prerequisite.

Updated Sept. 2018

Course Descriptions

Nursing courses are numbered according to level and normally follow a sequence. Below is a list of all undergraduate nursing courses. To the right of the course title is a set of 3 numbers that indicate the following:

- The first number following the title of a course indicates the number of class hours per week.
- The second number indicates the number of clinical hours per week. (Please note that not all courses include clinical hours.)
- The third number indicates the number of credit hours applied toward graduation.

NURS 200 Introduction to Nursing 2.0; 2 cr.
Introduces concepts basic to the nursing profession. The nature of nursing as a profession, past, present, and future, is studied with a focus on the role of nurses in meeting the health needs of humanity throughout the health–illness continuum. *Fall and spring.*

NURS 201 Introduction to Nursing Practice 1.3; 2 cr.
This course introduces students to concepts and interventions basic to nursing practice. The course uses the nursing process as the organizing framework, and the concepts of health, nursing, client, and environment are integrated throughout. Performance of basic client care skills are emphasized, including the scientific rationale for both health promoting and health restoring nursing interventions. *Prerequisite: NURS 200; corequisite: HUMR 248. Spring.*

NURS 202 Health Assessment 1.3; 2 cr.
The course focuses on assessment of health across the life span and provides the student with the knowledge and skills needed to assess the health status of individuals from infancy to old age. Emphasis is placed on assessment of the physical, psychosocial, and cultural dimensions of the individual. The course includes lectures and practical experiences in the assessment of individuals to identify normal and abnormal findings. *Corequisites: NURS 201 and HUMR 248. Spring.*

NURS 203 Biotatistics for Nurses 3.0; 3 cr.
This course is designed to introduce the BSN students to the concepts and applications of statistics in the nursing field. The course starts with a general overview of probability, types of data, and ways to summarize and present them. The course then introduces the concept of hypothesis testing and the methods to carry them. Applications on the computer using the SPSS software will be discussed in class. *Summer.*

NURS 205 Foundation of Professional Nursing 2.0; 2 cr.
In this course students will explore recent issues affecting the nursing profession in terms of role expansion of the nurse. The nursing process is covered as an organizing framework for nursing practice.

NURS 210 Pathophysiology 2.0; 2 cr.
This course focuses on the biologic alterations that affect body dynamic equilibrium or homeostasis. The content of this course is organized into three areas of focus based on the health–illness continuum: 1) control of normal body function 2) pathophysiology or alteration in body function 3) system or organ failure. *Prerequisites: BIOC 246, HUMR 248, and MBIM 237. Summer.*

NURS 300 Nursing Care of Adults I, Theory and Practicum 2.8; 5 cr.
This course covers scientific principles in the care of adults presenting with medical-surgical problems. It builds on the framework of man, environment, health and nursing. The practicum provides students with opportunities to apply knowledge in clinical practice. *Prerequisites: NURS 202 and NURS 210; corequisite: PHRM 240. Fall.*

NURS 302 Nursing Care of Adults II, Theory and Practicum 2.8; 5 cr.
This course is a continuation of NURS 300. Emphasis is placed on the following dysfunctions: metabolic and endocrine, neurologic, eye ear nose and throat, renal and urinary, integumentary, hepatic and biliary, rheumatic, as well as the infectious process. *Prerequisites: PHRM 240 and NURS 300. Spring.*

NURS 304 Nursing Care of the Expectant Family, Theory and Practicum 2.8; 5 cr.
This course focuses on reproductive health, from conception to the neonatal period. The content stresses the nurse's role in reproductive health and risk management. The practicum provides clinical application of knowledge, focusing on women in the childbearing cycle, the newborn, and families as clients in the hospital and outpatient settings. *Prerequisites: NURS 202 and NURS 210; corequisite: PHRM 240. Fall.*

NURS 306 Nursing Care of Children, Theory and Practicum 2.8; 5 cr.
This course focuses on the care of children, from infancy through adolescence. Topics include ambulatory and in-patient care, as well as primary, secondary and tertiary care. The practicum provides the students with opportunities to assess health needs of children based on knowledge of growth and development, and to implement nursing care, based on the nursing process. The roles of nurse as teacher, patient advocate and nurturer are emphasized. *Prerequisites: PHRM 240, NURS 304, and PSYC 210. Spring.*

NURS 307 Practicum I 0.6; 0 cr.
This course is designed to provide students with opportunities to practice advanced nursing skills learned in previous nursing courses, and builds on experiences gained in the sophomore and junior years. *Prerequisites: NURS 302, NURS 304, and NURS 306. Summer.*

NURS 308V Maternal Child Nursing, Theory and Practicum 3.8; 6 cr.
This course focuses on the childbearing family from conception to the newborn period as well as primary and tertiary care of the ill child from infancy to adolescence. The clinical component emphasizes the application of knowledge acquired in class in the care of the childbearing family and children with illnesses from infancy to adolescence.

NURS 311V Nursing Care of Adults, Theory and Practicum 3.8; 6 cr.
Facilitates the development of advanced knowledge and application of scientific principles in the care of clients representing medical–surgical problems of the adult population. This course builds on the framework of person, environment, health status, and nursing. The clinical component provides an opportunity for advanced clinical application of concepts discussed in class in the care of patients and their families.

NURS 312 Mental Health and Psychiatric Nursing, Theory and Practicum 2.8; 5 cr.
The holistic philosophy of clients as bio–psycho–social entities is stressed in both mental health and mental illness. General theories of psychiatry and mental health therapies are presented. The course provides clinical experience in psychiatric–mental health settings. Emphasis is placed on the quality of coping abilities of clients in varying degrees of stress and crisis.

Opportunities are provided for students to work collaboratively with multi–disciplinary health teams to assess, plan, and implement relevant nursing interventions in both mental health and illness. *Prerequisites: SOAN 201 and PSYC 201. Fall and spring.*

NURS 313 Leadership and Management in Nursing, Theory and Practicum 3.6; 5 cr.

This course discusses concepts of leadership, management, creativity, analysis, power, change, and evaluation. Students investigate, analyze, and conceptualize the different modalities of leadership, utilizing nursing and management theories. The practicum allows the student to explore his/her role as a potential leader. The learner observes and assists in the practice of different modalities of leadership and managerial skills in a variety of health care settings.

NURS 314 Community Health Nursing, Theory and Practicum 2.8; 5 cr.

The course provides knowledge in the broad area of the field of nursing, public health, and primary health care. The levels of prime concern are the small group, including the family and its individual members, and the large group, including the community. The focus of the clinical component is on the promotion and maintenance of high levels of health and well-being, and prevention of illness and disability. *Fall and spring.*

NURS 400 Critical Care Nursing, Theory and Practicum 2.6; 4 cr.

This course focuses on the care of clients with critical care problems. Emphasis is placed on cardiovascular and respiratory problems, neurologic disturbances, shock, sepsis, metabolic and endocrine imbalances, altered nutrition, renal failure, emergency and disaster nursing. The practicum provides opportunities to apply knowledge in clinical settings. *Prerequisites: NURS 302 and NURS 307. Fall.*

NURS 402 Mental Health and Psychiatric Nursing, Theory and Practicum 2.8; 5 cr.

This course provides the mental health setting for self-awareness and therapeutic use of self in effective communication. The holistic philosophy of clients as bio-psycho-social entities is stressed in both mental health and mental illness. General theories of psychiatry and mental health therapies are presented. The practicum provides clinical experience in psychiatric-mental health settings. Emphasis is placed on the quality of coping abilities of clients in varying degrees of stress and crisis, with experiences in working with multi-disciplinary health teams to assess, plan, and implement relevant nursing interventions. *Prerequisites: Senior standing, SOAN 201, and PSYC 201. Fall and spring.*

NURS 404 Nursing Informatics 2.0; 2 cr.

This course focuses on the history of health care informatics, basic informatics concepts, and health information management applications. The student progresses from developing knowledge of basic concepts and methods of health care informatics; to learning about specific information management applications in health care administration, practice, education, and research; and finally to a hands-on experience with a specific application of his/her own choosing. *Prerequisite: consent of instructor. Fall.*

NURS 405V Critical Care Nursing, Theory and Practicum 2.6; 4 cr.

This course addresses the management of critically ill adults. Emphasis is placed on diagnostic reasoning, interventions, and outcome assessment in patients presenting with complex cardiovascular, respiratory, renal and metabolic problems, as well as trauma. The clinical component provides experiences where students apply concepts learned in class in critical care

areas in the hospital. *Prerequisite: NURS 311V.*

NURS 406 Nursing Research 3.0; 3 cr.
Focuses on the process involved in the scientific approach and its application to nursing. Special emphasis is on the basic research steps, the research design, assessment measures, and data analysis with a focus on research utilization. *Prerequisite: NURS 203. Fall.*

NURS 408 Community Health Nursing, Theory and Practicum 2.8; 5 cr.
This course provides knowledge in the broad field of nursing, public health, and primary health care. The levels of primary concern are the small group, including the family and its individual members, and the large group, including the community. The practicum provides field practice through collaboration with other health professionals in primary care settings, with focus on health promotion, maintenance, and the prevention of illness and disability. *Prerequisite: Senior standing. Fall and spring.*

NURS 410 Leadership and Management in Nursing, Theory and Practicum 3.6; 5 cr.
This course discusses how professional nursing incorporates the concepts of leadership, management, creativity, analysis, power, change, and evaluation. In this course students investigate, analyze, and conceptualize the different modalities of leadership, utilizing nursing and management theories. The practicum allows students to explore their role as potential leaders. Students observe and assist in the practice of different modalities of leadership and managerial skills in a variety of health care settings. *Prerequisite: Senior standing. Spring.*

NURS 411 Intensive Practicum in Area of interest 0.9; 0 cr.
This course focuses on preparing students towards their transition to professional nursing practice. Opportunities are provided for students to synthesize knowledge and refine skills acquired in the planning, provision and evaluation of nursing care, communication, and interdisciplinary practice in a clinical area of their interest. Consent of instructor is required for the site of clinical practice. *Prerequisite: Senior standing. Spring.*

IPEC 300 Interprofessional Education and Collaboration 1.0; 1 cr.
This is a required course for third-year medical, senior undergraduate nursing and Masters of Public Health students, and it aims at demonstrating how population health is best promoted and safe, patient-centered care is best provided through a collaborative health teams approach. The course will be based on cases designed by faculty members belonging to the three aforementioned disciplines, on topics on which inter-professional partnership is necessary. Discussion groups combining students from all three professions will be moderated by faculty members from the three professions. Students will learn the roles and responsibilities of other health professions and how to function in interprofessional teams. *Senior Standing*

ACADEMIC RULES AND REGULATIONS

Categories of Students

Full-Time Students

To be considered a full-time student, a student must carry a minimum load of 12 credits per semester. (Students can register for up to 17 credits per semester.) During the summer session, full-time students are required to take 9 credits. Registering for more than 17 credits (or 9 credits during the summer) requires the approval of the School of Nursing Director.

Part -Time students

These include the following categories:

- AUB staff members who are working toward a degree.
- Those who need to complete less than 12 credits for an undergraduate degree.
- Those who are granted permission by the appropriate faculty committee for health or family reasons to take less than a full course load.

Supervision

Each student will be assigned an academic adviser in his/her first semester who will guide the student on academic matters throughout his years of study. The adviser must be consulted and approve the student's schedule each semester. Students can find out the name of their advisers on the Student Information System (SIS).

Attendance

CLASSES AND LABORATORIES

Students are expected to attend all classes, laboratories, and any other required activities. Absence by students, whether excused or not, from any class or laboratory session does not excuse them from their responsibility for the work done or from any announcements made during their absence.

Students who are absent from more than one fifth of the number of lectures of any course during a semester lose all credit for the course.

Students may not be excused from laboratory and field requirements. All missed clinical and field requirements must be made up. In case of repeated absences from clinical courses, over one fifth of the total hours, the student may be asked to drop the course.

All Nursing courses that contain clinical parts should have an Objective Structured Clinical Examination (OSCE) as part of course assessment

- A cumulative average of 70 and above should be scored on the exams, regardless of the total course grade
- Passing a course requires:
    - Scoring above 70 as total average on the theory part,
    - Passing the OSCE and
    - Passing the clinical part.

Examinations and Quizzes

- Students may not absent themselves from announced final examinations and quizzes unless they present an excuse considered valid by the coordinator of the course. The course coordinator may then require the student to take a make-up examination.
- Students taking non-nursing courses from the other faculties of the University are required to follow the attendance regulations of that faculty.

Computer Literacy

Undergraduate students are expected to have a basic level of computer literacy. Ability to use Microsoft Word and Power Point programs is a minimum requirement, since most courses require term papers and oral presentations. If you feel that you are weak in this area, please take advantage of the various free computer programs that the Academic Computing Center offers throughout the year. You can reach the computing center through the AUB website or by calling 2599.

Grading System

- The School of Nursing uses the following grading system:

Evaluation of the student's achievement will include their work in theory, practice, as well as professional attitudes and behavior.

Cumulative Average	GPA	Cumulative Average	GPA	Cumulative Average	GPA	Cumulative Average	GPA
‹60	0	67	1.86	75	2.73	83	3.46
60	1	68	1.98	76	2.82	84	3.54
61	1.13	69	2.09	77	2.92	85	3.63
62	1.26	70	2.2	78	3.02	86	3.7
63	1.38	71	2.31	79	3.11	87	3.78
64	1.5	72	2.42	80	3.2	88	3.86
65	1.63	73	2.52	81	3.29	89	3.93
66	1.74	74	2.62	82	3.38	›=90	4
I Incomplete							
P Pass Normally Used for Theses and Projects							
PR In Progress							
W Withdraw							
F Fail							

All final grades are expressed in multiples of one.

- The passing grade in all nursing courses is 70.

INCOMPLETE GRADES

- Incomplete course work will be reported as an "I" followed by a numerical grade that reflects the evaluation of the student available at the end of the semester.
- To secure permission to complete the work for a course, a student must submit a valid excuse to the instructor of the course and the Academic Committee within two weeks from the date of the final exam for the course.

- Students permitted to complete work for a course must do so within **four weeks** from the start of the next regular semester. When the incomplete work has been completed and evaluated by the instructor, the director of the school (upon the recommendation of the Academic Committee) will consider changing the course grade. If this is done, a new grade will be reported to the Office of the Registrar.
- If no valid excuse is presented and the work is not completed within the time limits specified above, the "I" will be dropped, and the numeric grade available becomes the final grade in the course.

REGISTRATION

Academic Year

The academic year at AUB is divided into two semesters, fall, and spring, followed by a summer session. Each semester has a reading period and a final exam period, followed by a break before the next semester.

Course Registration

New students should register on-line via the Internet in August prior to the start of the academic year. The registration procedure is explained during the orientation week that is usually held during August.

Drop and Add

After the start of classes, at a date indicated in the university calendar, students may make changes in their schedules through a process known as "Drop and Add". After obtaining the approval of their advisers, students may change their courses. Depending on the changes that are made, students may need to settle their accounts at the Office of the Comptroller to adjust their tuition fees according to the final number of credits registered.

Payment of Fees

Each AUB student must pay all his/her tuition fees and other charges levied.

1. All students must finalize registration, including payment of tuition fees according to the academic calendar for the first and second semesters. Under special circumstances, late registration will be permitted during a period of no more than five working days after the announced deadline, but subject to a late registration fee (***150, 000 L.L.).***
2. Students who demonstrate financial need may make formal application for deferred payment arrangements for tuition fees to the Office of the Comptroller according to the academic calendar for the first and second semesters. These students are still required to complete all registration formalities within the set deadlines. Deferred payments are not permitted for the summer session in any faculty.
3. A student who applies for deferred payment must pay at least 50% of the net amount of tuition due. All other charges must be paid in full with no deferrals by the set deadlines. A student must pay a deferred payment application fee of $33, whether approved or not.
4. Every student granted deferred payment must sign a statement indicating agreement that failure to complete payment by the set deadline will result in receiving no credit for the semester in which the student failed to pay.

Students are expected to meet all financial obligations by the set deadlines. The University reserves the right to place a hold on the student's record that will prevent registration for future semesters and the release of transcripts and diplomas, as well as access to other University services, if he/she fails to promptly meet his/her financial obligations to the University.
Please consult the Office of the Registrar (ext: 2570 /2571) or the Registrar's website: http://staff.aub.edu.lb/~webregist/ for up-to-date schedules for registration and payment of fees.

ACADEMIC PROGRESS

Promotion

Students shall be promoted at the end of the summer session after completion of **30 or more credits** beyond the requirements from the previous level. However, students who register in September and who lack 6 or fewer credits for completion of a class will be registered in the next higher class at the discretion of the academic committee. **In order to be promoted, students must attain a minimum average of 68 at the end of the second regular semester (sophomore year) and 70 in the following years.**

Placement on the Dean's Honor List

To be placed on the Dean's Honor List at the end of a semester a student must:

- Be a fulltime student (registered at least twelve credits of new courses other than those repeated
- Not be on probation.
- Have passed all courses taken during the semester, have an overall average of 85, or be ranked in the top 10% of the class and have an average of 80.
- Not have been subjected to any disciplinary action within the University.

Placement on Probation

In concordance with AUB policies, a student will be placed on probation for any of the following reasons:
if the student fails 6 or more credits at the end of a semester, and/or
if the student does not attain the minimum required semester average of 65 for the first regular semester of BSN II or 68 for the second regular semester of BSN II, or70 for the following years.

Students in their freshman and sophomore years will be placed on probation at the end of their first semester only if they fail in one half or more of the credit hours carried.
These regulations do not apply to part-time students until they have completed at least 12 credits. For part-time students, a semester is defined as consecutive courses totaling 12 credits.

Removal from Probation

Action to remove probation at the end of a semester will be taken provided the full-time student:

- has passed all courses taken during the semester;

- achieved the minimum required average for that semester; and
- achieved the minimum yearly average required.

A student is expected to be removed from probation within two regular semesters.

Repeating Courses

- A student may repeat a course with the consent of the adviser and course coordinator.
- A student must repeat all required courses that he/she fails.
- When a course is repeated, the highest grade obtained will be considered in the calculation of the cumulative average.
- In exceptional cases, a student may be allowed to take a make-up exam for a course failed, within four weeks from the start of the next regular semester. S/he must have the approval of the course coordinator and the Academic Committee in order to do this.
- Repeating a course may delay the student's graduation from the program

Repeating the Year

The Academic Committee may require a student to repeat the year if he/she

- Fails in one-third or more of the credit load attempted during that year; or
- Fails to remove probation within two semesters; or
- Fails to obtain the minimum yearly average.

A student repeating the year must register for a full load and repeat all courses in which he/she has scored below the minimum required for that year.

Dismissal from the School of Nursing

A student may be **dropped from the BSN program** by vote of the faculty upon the recommendation of the Academic Committee for any of the following reasons

- fails to remove probation within two regular semesters;
- fails in one-third or more of the load attempted during that year and fails to attain the minimum yearly average;
- fails to satisfy the requirements of a repeated year; or
- is not making satisfactory academic progress, has not shown sufficient professional promise, or has behaved in a manner below the norms expected by the school.

Once the student is dropped from the BSN program, he/she will be placed as Majorless for 2 consecutive regular semesters to secure a transfer to another faculty. Failure to do so will lead to the students' **Dismissal from The Hariri School of Nursing**

Application for Readmission

When, in accordance with university regulations, a student is dropped, the implication is that the student is not qualified to continue his/her education at the School of Nursing. Consideration for readmission is given for one of the following reasons:

- If the student was not able to do his/her work efficiently because of health reasons. In such cases, the school will require a medical report from the university physician.
- If the student's adviser or a faculty member or administrative official of the University knows of certain family problems that may have influenced the academic achievement of the student.
- If, after spending one or two years at another institution, the student is able to present a satisfactory record and recommendation.

Ordinarily, supporting documents for the first two reasons must be presented within 30 days of when the student is dropped from the school, but in exceptional cases this presentation may be made at the beginning of the following regular semester.

If a student is on probation and leaves the University after the tenth week of the semester, the Academic Committee will decide whether he/she may be allowed to return to the University.

AWARDS, FINANCIAL AID AND SCHOLARSHIP

AWARDS

A number of awards are given to students who demonstrate exceptional academic achievement. The awards and related criteria are:

Penrose Award

This is a non-cash award that is made to an outstanding graduate of the school on the basis of scholarship, character, leadership, and contribution to university life.

Women's Auxiliary Awards

Cash and certificate awards are granted to senior students who meet the following criteria: academic achievement, professional integrity, and seriousness of purpose, contribution to professional and university life, and willingness to work at the AUB Medical Center after graduation. The awards are:

- Emily Asfour
- Mary Crawford (Florence Nightingale)
- Agnes Shammaa
- Laila Iliya
- Helen Zarwi
- Nada Alameddine Kanso
- Najla Morston
- Jacqueline Rubeiz
- Hanneh Shahine
- Ann Smith

Lions Award

This is a non-cash award, granted to a student who has been commendable for academic achievement and professional integrity.

Women's Auxiliary Contracted Scholarship: Annette Hajjar Scholarship.

The recipient of this award is required to work at the AUB Medical Center for a period of two years.

Janet Haddadin Nursing Award

The Janet Haddadin Nursing Award of $1000 is granted to a graduating undergraduate nursing student with the highest Cumulative GPA in Nursing"

Financial Aid and Scholarships

AUB offers financial aid to qualified students in the form of need-based financial aid grants, merit scholarships, and student work-study. Nursing students can also apply for a bank loan through the Office of Financial Aid.
Students applying for financial aid for the first time may obtain applications from the Office of Financial Aid in West Hall. Applications must be submitted before the deadline, which can be found at the website: http://staff.aub.edu.lb/~webfaid/ Financial need is assessed for each

student annually on the basis of factors such as family income, number of siblings enrolled in school/university, assets such as home(s), and other property, and major changes in financial status. Financial need is a necessary—but not a sufficient condition—for an award. Students with high need and excellent scholastic achievement records are more likely to receive awards than students with low need and average scholastic records.

The Hariri School of Nursing is offering 60% (Financial Aid+HSON scholarship) to full time students who show commitment to nursing and who have a good academic standing. In addition, these students might be eligible to request a 30% bank loan that can be paid back after graduation over a period of 10 years. The students can also apply for the work study program to cover the remaining 10% of the tuition fees. Each student should submit a financial aid application at the office of financial aid to be eligible for this scholarship.

Other scholarships are available for Nursing students and awarded based on financial need and academic performance.

GENERAL POLICIES AND INFORMATION

Non-Discrimination Policy

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law.addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Academic and Professional Integrity

The Rafic Hariri School of Nursing follows AUB policy regarding the academic conduct of students. **The faculty and staff at the Hariri School of Nursing take all issues related to academic and professional integrity extremely seriously.**
Students are expected to have high standards of integrity in both the clinical and academic settings. Integrity is a reflection of self-respect and is demonstrated by a student's behavior in class and in the clinical setting.
Academic integrity and honesty are central components of a student's education. Ethical conduct at the University will be carried into the student's professional career.
Academic dishonesty, including but not limited to cheating and plagiarism, is deplored and not tolerated. Any act of cheating may be ground for probation, suspension, and/or expulsion from the school. Any act for plagiarism may be grounds for a failing grade on the paper and in the course. In addition, other sanctions may be imposed by the school for acts of academic dishonesty.

In clinical settings, students are expected to protect patients' confidentiality, and to be honest in any documentation regarding the patient's condition and their own assessment and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally and academically prepared when caring for patients.

Student Code of Conduct (http://pnp.aub.edu.lb/general/conductcode/index.html)

The purpose of this code is to provide students with a clear statement of the standards of behavior expected in an educational environment, so that they make responsible choices

regarding their participation in the academic community and understand the consequences of their infringement of these standards. Violations may be of an academic or non-academic nature.

Jurisdiction of academic violations lies initially under the authority of the Dean of the faculty or school to which the student belongs. Misconduct that is clearly non-academic falls under the jurisdiction of the Dean of Student Affairs who will take the necessary action in consultation with the Dean(s) of the faculty or school to which the student belongs.

The following are examples of actions deemed in violation of the Student Code of Conduct; they are not intended to define misconduct in exhaustive or exclusive terms. Any student who violates the principles described in the preamble to this document shall be subject to disciplinary action in accordance with the Student Code of Conduct.

I. Definitions of Misconduct

A. Academic Misconduct

Offences involving academic misconduct include, but are not limited to, the following:

1. Cheating

While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, cell phones, or another's work.

Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

2. Plagiarism

Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

3. In-Class Disruption

Students in class are expected to behave appropriately, and shall not disrupt classes or exams by extraneous conversation and/or misbehaving.

4. Dishonesty

Students are expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

d. Stealing or damaging library books.

e. Unlawfully copying computer software.

f. Engaging in bribery of any kind.

B. Non-Academic Misconduct

1. Disruption/Obstruction

Students have the right to express their opinions on matters of concern to the University in an organized manner and in a public space, excluding residences on campus, but they must notify and consult with the Dean of Student Affairs before doing so. The nature of the event and any publicity accompanying it must be reviewed by the dean to assure that neither Lebanese law, nor university policies and norms are being violated.

In cases where student-sponsored events, including protests, sit-ins, and demonstrations are, after such consultation, not approved by the Dean of Student Affairs, or, if needed by the Board of Deans or the president, it may become necessary for the dean of student affairs to undertake disciplinary measures and even to instruct campus protection to bring the public gathering to an end.

Disrupting or obstructing the normal educational process or any university function or activity by student demonstrations, sit-ins, or 'strikes' is strictly prohibited. This includes, but is not limited to: disrupting classes, library operations, seminars, exhibitions, meetings, ceremonial events, or examinations; impeding or preventing others from attending such events; falsely activating a disaster alarm; or making a threat.

Under no circumstances are any members of the university family to be intimidated or threatened in the execution of their normal duties and responsibilities. That means that students and faculty who wish to hold or attend classes or to go to their offices or places of study shall not be prevented from doing so; non-academic staff and administrators shall not be impeded from going to their places of work.

2. Distribution of Unauthorized Published Material

The public distribution and posting of published materials such as fliers, leaflets, posters, audiovisuals, etc., must be approved and stamped by the Dean of student Affairs. The campus protection office will remove from display any such unauthorized material.

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

3. Theft

Stealing on campus or at a university-authorized event off campus, including unauthorized use of university equipment or services (e.g., telephones, photocopiers, or computer facilities), or possession of stolen property, is prohibited.

4. Destruction of Property/Endangering Public Safety

Students are expected to protect university property and to respect the safety of others. Acts contrary to these principles, which include, but are not restricted to, the following, are subject to disciplinary procedure:

a. Engaging in vandalism or other intentional damage (such as spray painting or graffiti) to property on campus or at university-authorized events off campus.

b. Littering, such as disposing of waste (empty bottles, cigarette butts, food containers, etc.) in other than designated places on campus.

c. Unjustified discharge, damaging, or tampering with any fire extinguisher, fire alarm, or other safety devices.

d. Taking, or attempting to take, action that damages or could damage private property, without the consent of the owner or person legally responsible.

e. Appropriating, or attempting to appropriate or possess, private property, without the consent of the owner or person legally responsible.

f. Unauthorized entry, unapproved duplication of keys or use of such, or unauthorized use of campus facilities.

5. Mental or Physical Harm

Acts that inflict mental or physical harm are prohibited, including the following:

a. Engaging in physical aggression including, but not limited to, assault.

b. Engaging, or attempting to engage, in intimidation, coercion, extortion, blackmail, or bribery; bullying; threatening violence, injury, or harm to others on campus or at university-authorized events off campus; endangering or tending to endanger the safety, health, or life of any person.

c. Engaging in behavior that creates a substantial risk of, or results in, injury to others, such as committing arson or causing a riot.

d. Using force, inciting violence, inflicting or attempting to inflict injury to others on campus or at a university-authorized event off campus.

e. Engaging in any activity that endangers the health and safety of an individual or demeans an individual in conduct of an unbecoming or humiliating nature, or in any way that detracts from an individual's academic pursuits.

6. Possession of Dangerous Weapons or Materials

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

7. Discrimination and Harassment

Students are not allowed to discriminate on the basis of race, gender, age, religion, national origin, ethnic origin, marital status, mental or physical disability. Nor shall they harass, intimidate, insult, or threaten others whether verbally, in writing, or through electronic means.

Engaging in sexual harassment, e.g., requests for sexual favors, unwelcome sexual advances, unwelcome physical contact of a sexual nature, spoken comments or abuse (including email) of a sexual nature, and the public display of sexually suggestive objects or pictures is prohibited (refer to the University Policy Against Discrimination and Harassment).

8. Smoking and Alcohol

The consumption of alcohol, on campus, by students is not permitted. Smoking is not permitted in university buildings other than private residences and those areas within the student dormitories, as may be designated from time to time by the Dean of Student Affairs (refer to the University Policy on Smoking). Students must abide by the following:

- Smoking is not permitted in any University building, including the Medical Center, except for private residences and student dormitory rooms, as may be designated by the Dean of Student Affairs. Smoking is prohibited in all dormitory common rooms, corridors, lavatories, and other public spaces. Smoking is prohibited in all university vehicles.
- Persons smoking in outside open areas, or in private residences, or in designated dormitory rooms where smoking is permitted, are required to ensure that smoking materials are disposed of in a tidy and safe manner. On no account are cigarette butts to be disposed of on the ground or thrown into the wooded or landscaped areas.
- All persons on AUB property are expected to respect this Smoking Policy. Breaches of the Policy should be reported to the Environmental Health and Safety Center,

extension 2360. Persons who are found to have breached the Policy will be subject to disciplinary actions.

9. Inappropriate Sexual Behavior

Publicly engaging in sexual behavior is prohibited as deemed by Lebanese law.

10. Use of Computers

Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses, and unethical use of AUB access is prohibited (refer to the University Policy on the Use of Computers).

II. Jurisdiction over Violations

AUB holds all students responsible for actions occurring on campus and at the AUB Farm, the AUB medical center, and university-authorized events.

Students attending an off-campus function as representatives of the University (such as, but not limited to, students serving on academic or athletic teams or engaging in club activities) are subject to disciplinary sanctions for violations of this code.

III. Disciplinary Actions

Disciplinary action will be imposed according to the nature (academic or non-academic) and severity level of the violation.

A. Academic Misconduct

In principle, enforcement of disciplinary actions for academic violations is carried out by those immediately responsible.

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously. A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred.

When the instructor has taken disciplinary action, he or she should send a letter to the Student Affairs Committee in the faculty or school in which the student is enrolled, informing that committee of the incident and the action taken. A copy of the letter will be placed in the student's file, as well as forwarded to the student's advisor for follow-up.

B. Non-Academic Misconduct

Violations of a non-academic nature are the responsibility of the Dean of Student Affairs, in consultation with the dean of the faculty or school in which the student is enrolled and, as necessary, the chief of campus protection. Students should know that the laws of

the Republic of Lebanon apply on campus, and those who violate these laws may be subject to criminal prosecution.

C. List of Primary Disciplinary Actions

Documentation of disciplinary actions, other than suspension and expulsion, will not become part of the student's permanent record. Records of the University Disciplinary Committee decisions, including charges and sanctions, will be maintained as part of the confidential records in the office of the respective Dean, for a period of up to four years after the student graduates or ceases to be a student.

D. Required Withdrawal from Campus Pending Hearing

In extraordinary circumstances, when the student's continued presence is deemed a danger to the university community, the student will be required to withdraw from the campus, pending a meeting of the University Disciplinary Committee. This action shall normally require the approval of the president of the University.

E. Secondary Disciplinary Actions

In addition to the disciplinary actions listed above, the following secondary disciplinary actions may be imposed upon those who violate the Student Code of Conduct. Secondary disciplinary actions may be of an academic or non-academic nature

IV. Complaint Procedure

Any person subject to, or who witnesses, a violation of the Student Code of Conduct should forward a written complaint to a faculty member, a chairperson, or any university official. Academic violations shall be forwarded to the dean of the faculty to which the student accused of the violation belongs. Non-academic violations shall be referred to the dean of student affairs. Violations that may require suspension or expulsion will be referred by the concerned dean to the University Disciplinary Committee.

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation the committee may take into consideration the student's cumulative discipline record.

Range of Actions

Informal Warning

This may be oral or written. It is a statement that the student has inadvertently violated a university regulation. The warning will be recorded in the respective Dean's records and the student will be documented.
Examples: *Littering and smoking in prohibited areas.*
Reprimand

This will be in writing. It is a statement that the student has violated a university regulation. It is intended to communicate most strongly, both the disapproval and the reprimand of the university community. The reprimand will be kept in the respective Dean's records.
Examples: *Inadvertent plagiarism - failure to cite sources appropriately, and inappropriate physical contact.*
Dean's Warning

This will be in writing. Only two Dean's Warnings are allowed in a student's academic career at AUB. It is recommended that any violation of university regulations after the second Dean's Warning results in consideration of suspension. Such a warning is kept in the file of the student and the respective Dean's records.
Examples: *Plagiarism, academic dishonesty, disruption-obstruction, mental or physical harm, discrimination and harassment.*
Suspension

This will be in writing and will form part of the student's permanent record. A student will be suspended for a fixed period of time during which the student may not participate in any academic or other activities at the University. At the end of the suspension period, the student may be readmitted to the University, only upon the recommendation of the University Disciplinary Committee.
Examples: *Cheating, theft, and destruction of property.*
Expulsion

This will be in writing and will form part of the student's permanent record. Expulsion denies the student the right to participate in any academic or other activities of the University for an indefinite time. Only under the most unusual circumstances, and upon the recommendation of the University Disciplinary Committee, will an expelled student be readmitted to the University.

Examples: *Academic dishonesty, possession of dangerous weapons or materials, and endangering public safety.*

N.B. Any person who maliciously lies to cover up an act sanctioned by the code of conduct will be considered to be an accessory after the fact and may be subject to disciplinary action.

Secondary Disciplinary Actions – Academic

The student may be prohibited from participating in the work study program.

The student may be prohibited from receiving any form of financial aid, scholarship, or monetary award.

The student may be prohibited from receiving any form of honor, merit award, or other academic recognition award.

The student may be prohibited from holding a graduate assistantship.

The student may be given a failing grade in a course or a test or any other form of academic assessment.

Secondary Disciplinary Actions – Non-Academic

The student may be prohibited from representing AUB in any official role, activity, or event.

The student may be prohibited from serving as an officer of any AUB organization including club, team, or society.

The student may be prohibited from living in any AUB hall of residence or similar facility.

The student may be strongly advised to attend treatment or counseling as determined by the director of the counseling center, in consultation with the Dean of Student Affairs.

The student may be required to make financial restitution.

The student's case may be referred to an external agency for further action (this could include the filing of criminal charges).

V. Formal Hearing by the University Disciplinary Committee

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation understand the charge and the evidence against them and are afforded a reasonable right of rebuttal.

The University Disciplinary Committee shall inform the student of the charge in writing. Evidence shall be presented in the presence of the student who shall have a reasonable right of rebuttal including the right to cross-examine witnesses. In determining penalties, the committee may take into consideration the student's cumulative discipline record.

VI. Appeal Procedure

Any student who is charged with a disciplinary offense has the right to a full and fair hearing for any disciplinary charges brought against him or her under university regulations.

If any of the following apply, a student may appeal to the Dean of the faculty or school regarding faculty or departmental decisions, or to the University Disciplinary Committee against disciplinary action taken by the Dean of Student Affairs or the dean of the faculty or school to which the student belongs:

1. Procedural error
2. New evidence
3. Unsupported conclusion
4. Disproportionate sanctions

The outcome of this appeal may result in higher, lower, identical, or no sanctions at all being imposed. The University Disciplinary Committee's decision shall be final.

Students Rights and Responsibilities

Students are members of the academic community and are also citizens. As citizens, students enjoy the same freedom of speech and right to petition that all citizens enjoy. Students have the responsibility to know and obey Lebanese law and the laws of the University. It is the responsibility of the student to know institutional regulations, policies, and established guidelines as stated in this handbook and in the University Catalogue. Students are accountable for their behavior at all times. Students have the right to freedom from discrimination on the basis of race, color, religion, sex, and age. Students have the right to be informed, in writing, of the expected behaviors and standards by which they will be evaluated prior to participating in classrooms and clinical activities. Students have the right to academic evaluations which are not prejudiced and which are based on stated course requirements. As members of the academic community, students are free, individually or collectively, to voice constructive criticism through identified channels on issues of institutional policy, curriculum, and matters of general interest to the student body without fear of reprisal.

While under the direct supervision of an instructor, students also have the right to adequate safety precautions provided by the School of Nursing. Students also have the right to negotiate participation in clinical situations which they feel are threatening to their personal health or life. Students, individually or collectively, have the right to expect, within a reasonable length of time, feedback concerning all student related issues presented to the faculty.

Freedom in the Classroom

Students are responsible for the content of the courses in which they enroll. They are also free to take reasoned exception to the data or views offered in any course of study, and reserve judgment about matters of opinion.
Students are responsible for complying with standards of academic performance required by each course in which they are enrolled. Such standards shall be communicated clearly in writing on or before the first meeting of each course. Students should have protection against prejudiced, arbitrary, and capricious academic evaluation.

Student Representation on Rafic Hariri School of Nursing Committees

Student representation on Rafic Hariri School of Nursing committees is encouraged. Students can request that items be placed on the agenda of any School of Nursing committee for discussion.

UNIVERSITY SERVICES

Student Services at the Rafic Hariri School of Nursing

Getting in Touch with the Right People at the Rafic Hariri School of Nursing

Students are encouraged to communicate any concerns they might have to the appropriate persons. They can refer to the Student Services Officer for the following issues:

- Answering queries about the BSN and MSN programs
- Student orientation and advising
- Follow up on different awards and scholarships available to nursing students
- Problems in registration (opening capacity, removing restrictions, resolving time conflict problems, removing holds, selection of elective courses, drop and add courses)
- Dealing with the administrative body (Registrar's office, Office of Financial Aid, Office of Student Affairs and specific committees at HSON)
- Writing and submitting petition letters (underload/overload credits, late registration, medical reports, course withdrawal, reactivation and readmission etc.)
- Selection of specific academic forms for internal and external procedures
- Program evaluation and satisfaction surveys
- Career guidance and work opportunities
- Student related activities such as student elections, NSS activities and graduation parties etc.
- Requesting credentials after their graduation.

The Student services office seeks to assist and guide nursing students to develop their plan to academic success, by referring them to the appropriate resources and procedures, and ensuring that they are complying with AUB academic rules and regulations.

Issues related to a particular course are best discussed with the course coordinator. Problems with a student's academic progress should be followed up with the assigned advisor. Students may discuss issues related to a particular class with their advisers. There is one class advisor for each of the three years: BSN II, BSN III, and BSN IV. If the student cannot resolve problems with the course coordinator, adviser, or class adviser, he/she should talk to the BSN coordinator, and then the BSN convener. If necessary, issues are referred to the Director of the School.

Other services offered at HSON:

- Requesting lockers at the locker room
- Requesting badges
- Requesting name pins
- Completing the Clearance process upon graduation or withdrawal from the university
- Facilitating colloquium papers

Simulation and Clinical Competency Center (SCCC)

The Simulation and Clinical Competency Center (SCCC) was established by the Hariri School of Nursing in 2009 to assist AUB students, faculty and healthcare practitioners to achieve higher levels of competence and safer patient-care. Individual students use the Lab facility for self-appraisal; faculty uses it for evaluation purposes and our hospital partners (AUBMC) use it to

enhance clinical practice.

Introduction to Simulation

Simulation started with the aviation industry and it improved pilot performance and airline safety. Simulation is defined as the deliberate creation or imitation of a situation for the purpose of learning using different techniques and technologies.

Simulation in healthcare education is considered an effective tool in clinical teaching. Simulation has the potential to provide immersive, interactive, reflective team-learning experiences in a controlled environment. In simulated environment students learn practical skills (e.g., medication injection), communication skills (obtaining patient history) to critical thinking and decision making skills regarding the care of the simulated patient. The tools of simulation range from single body part, as an arm for injection, to full-body mannequin that are physiologically responsive, to actual people playing the patient's role.

Who Uses SCCC Lab?

- AUB students from nursing, medicine, pharmacy and other health related disciplines
- AUBMC practitioners from all disciplines
- Non-AUB health-care students and practitioners after securing a special permission

Why Use Simulation?

- Safe learning environment: Simulation presents a safe learning experience for healthcare students and practitioners (It is a safe place to make mistakes and learn from them - the patient can't be harmed!)
- Increase in skill development: Simulation offers a chance to practice a skill repeatedly until mastery (with or without instructor guidance)
- Builds effective healthcare teams: Simulation brings people from different healthcare disciplines to work together as a team- a requirement for safe patient care

Location and Hours of Operation

Located on the 2nd floor of the Hariri School of Nursing, the SCCC is composed of 5 spacious rooms which can be used for classrooms, skills training and physical assessment. One room is designated for high fidelity scenarios (houses the highly interactive manikin) and includes a control area and a debriefing space.

The SCCC is open Monday to Friday from 8 am to 5pm during the academic year.

Booking Ahead Of Time

All are urged to book the Lab ahead of time. Priority in booking the SCCC is given to educational programs for AUB nursing and medical students. To schedule a session at the Lab, the student/learner must send an email to the Lab coordinator (Randa Farha rf37@aub.edu.lb). The coordinator in turn will confirm by email based on Lab availability. Any changes to an existing request for a session at the SCCC must be submitted by email to the Lab coordinator.

Code of Conduct

The following are binding practices for everyone using the SCCC facility (faculty, clinical teachers and students):

- No food or drink is allowed at any time in the Lab.
- No personal items are to be placed on the beds.
- Wash hands before coming to the center – use available alcohol-based hand sanitizers.
- Sign in at all times for both practice and testing on the attendance sheet
- Treat manikins like people. Treat simulators with respect as if they were real patients- handle them gently and with care.

- Only manikin lubricant can be used on the simulators when inserting objects (e.g. catheters).
- Never use ink pens at the bedsides as ink permanently stains the manikins. Please use pencil or only write at the tables at the end of the bed
- Gloves must be worn when coming in contact with the simulators (SimMan, SimBaby and NOELLE).
- Leave the center in the same condition it was when you first started (place all the chairs back at the tables, make the bed and return all equipment and supplies to the area where found).
- Sign a confidentiality agreement not to disclose any of the proceedings of a scenario outside the Lab. Report any violation to faculty.

Definitions

Effective simulation-based learning experiences are structured to include a pre-brief and a debrief component. The following are important definitions to learn:

PRE-BRIEF FOR A SIMULATION

Pre-brief is defined as an orientation session held prior to the start of a simulation-based learning experience in which instruction or preparatory information is given to the participants. It is the foundation of a successful simulation learning experience.

DEBRIEFING AFTER SIMULATION

Debriefing is the discussion that immediately follows a simulation-based experience. It is facilitated by an educator who observes the simulated experience. The discussion fit participants' objectives and outcomes of the simulation-based learning experience. Debriefing aims to promote reflective thinking. True learning occurs through a process of self-reflection. Effective debriefing is conducted in an environment that is conducive to learning and supports confidentiality, trust, open communication, self-analysis, and reflection.

University Libraries

The AUB library system consists of two main libraries: the University Libraries and Saab Memorial Medical Library.
The University Libraries include the Jafet Memorial Library (the Central Library) and two branch libraries: the Engineering and Architecture Library, and the Science and Agriculture Library with its annex AREC (Farm) Library.

The University Libraries are currently open 90 hours per week. The schedules of the libraries differ. Refer to the AUB website, click on libraries, in order to know the opening hours. Librarians also send regular emails regarding changes in their operating hours in the various semesters and during holidays. All libraries have photocopying machines that are available for student use. A card containing 100 photocopying units may be bought for 5, 000 LL in vending machines located in each library. Photocopying is also offered at the University Book Store for a small fee.

The Saab Medical Library (SML) is probably the one you will be using the most. The SML collection consists of 1,200 printed periodical subscriptions; over 82,320 back file periodical volumes, nearly 42,000 books, and nearly 2,300 audio-visual items, including computer

software. SML has a large number of the most important bibliographic medical and allied health databases, and more than 2,500 electronic journals. SML is accessible through the internet at http://www.aub.edu.lb/libraries/medical. The library has a special collection called the Lebanese Corner, http://192.168.100.187/, which includes publications about Lebanon or by Lebanese authors in the fields of medicine and other health-related topics. Databases are currently accessible via the AUB website.

Computing and Networking Services

Computing and Networking Services (CNS) provides access to different services that require user authentication. Before using the service, you must activate your **AUBnet account**: The AUB net account provides e-mail, intranet, and Internet access, in addition to other services such as roaming storage space, network printing, and personal web site space. You must activate your AUB net account before you can activate other accounts.

The **AUBsis account** provides access to the AUB Student Information System, a web-based application designed to provide the following on-line services to students and faculty: On-line Registration, Drop and Add, Class Schedules, Grades, Student Transcripts, Address Information, and Billing Statements.

Student computer labs are located throughout the University, including the libraries, faculty of medicine and faculty of health sciences buildings, among others.

An Internet fee of 300, 000 LL is charged every year and will automatically be added to the statement of fees. The quota of Internet data per month per student is 100MB. This is a combined quota of web and e-mail data. Through the AUB Net Resources web site you can find out your Internet data usage for the month. No limit exists on the time spent browsing and sending information on the web. The limit is only on the volume of data that is sent/received in the process.

Access to computer hardware, software, intranet, and the Internet services is provided to students for enhancing their learning. Access to the use of AUB computer facilities is through authorized computer accounts. Students must abide by the AUBnet Code of Conduct for Users of Computing System and Internet Services.

A computer account consists of a unique log-in ID and a password. Your log-in ID tells the computer system who you are. You must always keep your password secret. To activate your AUB computing accounts go to http://www.aub.edu.lb, select ”Get your AUB Computing Account,” and follow the instructions.

Student E-mail Address

To ensure that students receive timely communication and important announcements, the student’s current email address must always be on file in the School of Nursing. Every student is provided with an e-mail address. It is strongly recommended that all students use their AUB e-mail address as their primary one for the duration of the time they are studying here, to avoid missing announcements or other important communication from faculty and staff. We suggest that you get an email account during orientation week and check your email once per day.

The Writing Center

For students who need assistance in writing papers or projects, the AUB writing center located in West Hall Room 307 provides assistance. Tutors from the Department of English are available Monday through Friday 9 am – 3 pm and consulting services are free. The extension to call for taking appointments is 3157.

The Counseling Center

Adjusting to university life may be difficult for some students. For students who experience personal difficulties that lead to anxiety, depression or other psychological problems, the counseling center can provide assistance. The counseling team can assist with study related issues such as exam anxiety and time management, Counseling is free and confidential. The center is located in West Hall Room 206. The extension to call is 3196 or 3178.

Bookstore

The University Bookstore is located at the back of Bliss Hall across from Penrose Hall. It stocks most of the required textbooks for specific courses, dictionaries, and other reference works, and a limited number of general publications. Assorted AUB items and gifts such as clocks, mugs, T-shirts, and binders are also available.

Mail Service

The University Post Office, located in the basement of Ada Dodge Hall, handles local campus mail and mail for the Lebanese postal services. To secure a campus mailbox a student must show a receipt of fee payment at the AUB Post Office. Urgent mail may be sent by Aramex through the AUB Post Office. A special rate is offered to the AUB community. Also DHL offers special rates at the AUB Bookstore.

Food Service

The University operates a modern, cafeteria-style food service on campus in Ada Dodge Hall. In addition to the main cafeteria the University also maintains the Mary Dodge Hall Cafeteria, the Engineering Cafeteria, and the Agriculture Kiosk. These facilities provide a variety of hot and cold refreshments for students and their guests. Vending machines are available in a number of university buildings.

Students Housing

AUB is a residential university. For more information, check the AUB Catalogue, or check the Student affairs Office website at: http://staff.aub.edu.lb/~websao/house/.

Student Transportation

AUB allows very limited automobile access to campus: only students suffering from illness or disabilities may bring cars on campus. Authorization from the Infirmary must be received before a permit can be issued. Students should contact Business Services at extension 3510 for a special permit.

Students with Disabilities

Students with disabilities applying to AUB are strongly encouraged to make their disability known to the Admission Office. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus. Students need to consult with their advisers for assistance.

UNIVERSITY HEALTH SERVICES

Medical Record

An entrance medical record form will be sent to all admitted students who have made the commitment to enroll at AUB. The form should be completed by the student's family physician and mailed before the period of registration. Alternatively the completed form may be delivered by hand to the Office of Admissions.

All new students must have a tuberculin test at the time of the preliminary medical check, held during registration, and must report 48 hours later for the check on the test. Upon clearing the medical test, the student will be issued a clearance slip to proceed with registration. Students will not be registered unless they obtain this clearance slip. Medical checks may be completed in advance of registration provided that the student reports to the University Health Services on campus and brings along a letter of acceptance and the entrance medical record.

Returning students are not required to complete any medical forms. Important changes in the student's medical condition and/or updating immunizations should be reported to a University Physician by appointment at the Health Services Center. Information will be kept confidential.

All nursing students are required to go check on their Hepatitis B status, prior to commencing clinical..

The University Health Services (UHS) provide medical care to members of the university community in Sawaf Building at the following office hours:

Office hours: Monday through Friday

- **Offices** 8:00 a.m. - 5:00 p.m.
- **Clinics** 8:00 a.m. - 7:00 p.m.

Office hours: Saturday

- **Clinics** 10:00 a.m. - 2:00 p.m.

The Sawaf building is located near the AUB Medical Center. Appointments can be made at the reception desk. A physician is also available to receive patients on a walk-in basis. Walk-in patients must have problems of an urgent nature; otherwise, they will be given appointments for a later time. In case of emergency, the patient should report directly to the Emergency Unit at the AUB Medical Center or to the nearest Emergency Service.

Health Insurance Plan (HIP)

Students may elect to enroll in the University's Health Insurance Plan (HIP), provided they register for at least six credit hours. Students enrolled in the spring semester are covered until September 30, provided they do not leave the University or drop all of their courses. A married student will have the option of including his/her spouse and children for an additional fee. A student may be exempt from enrolling in HIP if he/she presents proof of coverage by another health insurance plan. HIP covers only those expenses incurred at the AUB Medical Center. Medical bills from other institutions are not covered.

National Social Security Fund (NSSF) Medical Branch

Membership in the NSSF is mandatory by law for all Lebanese students, excluding freshman and special students, and students who are older than 30 years. Non-Lebanese students may not join NSSF. To facilitate enrollment in the NSSF Medical Branch, students are required to bring the following items when registering:

- A social security application form filled in correctly. Copies of this form will be available for distribution at the time of registration to students.
- A photocopy of the Lebanese Identity Card.
- Their NSSF number if already registered.
- The NSSF number of either parent if insured with the NSSF through father or mother.

STUDENT EXTRACURRICULAR ACTIVITIES

Clubs and Societies

Opportunities for students to participate in extra-curricular activities, generally organized under the auspices of student-governed societies or clubs, are numerous at AUB. Membership is open to all registered students upon completion of a membership application and payment of a nominal fee. Almost all student clubs provide an outlet for artistic expression: Art, Music, Photography, and Poetry Clubs. For further information or to obtain a list of active clubs and societies, go to the Office of Student Activities in West Hall, extension 3182.

Nursing Student Society

The Nursing Student Society (NSS) brings together nursing students from all levels to engage in various professional and social activities, under the guidance of an assigned faculty advisor. Objectives of the NSS are to:

- Serve as an organization through which matters related to the welfare of students and the school is transacted.
- Provide a channel for coordination of activities between the students and faculty members, and with other student organizations.
- Organize activities that promote a spirit of loyalty and fellowship among the student body.
- Provide means for active participation in activities that foster the personal, professional and civic development of students.

The NSS has three standing committees:

1. The Educational Committee organizes educational programs of interest to the community.
2. The Social Committee is responsible for social and recreational activities.
3. The Publicity and Finance Committee is responsible for publicity and financial matters.

Athletics and Recreation

The University offers a wide range of sports, athletic and recreational programs through its Athletics Department. Facilities include AUB's Green Field, which hosts international, national, and varsity sports tournaments. The Green Field includes the University's soccer field, lighted outdoor basketball courts, lighted outdoor volleyball courts, and a lighted 450-meter track.

IMPORTANT TELEPHONE NUMBERS

Finally, here are some helpful telephone numbers for you to have:

Clubs and Student Activities (West Hall)	3182
Emergency Room	6604
Financial Aid	3160
Housing	3175
Infirmary, University Health Services	3000
Registrar	2570
Student Affairs	3170
School of Nursing	5950, 5951

Appendix A

Clinical Practicum Orientation Tips

These are simple "tricks" for a good clinical experience

- **Punctuality:** Be 15 minutes early to the rotation. Have a good breakfast before coming.
- **Preparation:** Make sure you have all the equipment you need and that you reviewed your notes very well ahead of time.
- **Dress Code:** Wear clean shoes and clothes, shave, everyone will respect you when you dress well and act in a professional way.
- **Caring:** Make a special time to go to the patient's room and discuss their condition.
- **Self Learner:** Be interested to learn more, ask whatever question that pops to your head, and just enjoy the learning experience.
- **Professionalism:** Maintain a positive relationship with your preceptor, your fellow students and health care team.
- **Safety:** Assure your own safety. Ensure you have completed your HBV. HAND HYGINE IS VERY IMPORTANT KEEP IT IN MIND.

Appendix B

AMERICAN UNIVERSITY OF BEIRUT - FACULTY OF MEDICINE – RAFIC HARIRI SCHOOL OF NURSING

CURRICULUM: BACHELOR OF SCIENCE IN NURSING

Name:	**ID#:**	**BSN I:____**	**Bacc:**			
Nationality		BSN II:____	SAT I (Wriring):	EEE:	TOEFL:	English Placement:
FA/Scholarship:	Sponsor: -	BSN III:___	SAT I -Verbal:	SAT I-Math	Composite Score:	
E-mail:	Box#:	BSN IV:___	Date of Admission:	Expected Date of Graduation:		
Tel no.1:	Tel no.2: -			Other:		

Year	Fall	Cr.	Grade	Spring	Cr.	Grade	Summer	Cr.	Grade	Deficiencies	Action
1st Year 20__-20__											
Total										GPA:	
2nd Year 20__-20__											
Total										GPA:	
3rd Year 20__-20__											
Total										GPA:	
4th Year 20__-20__											

Semester Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM					
12:00 PM					
1:00 PM					
11:00 AM					
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					

Appendix C

Membership at the Order of Nurses in Lebanon

للانتساب الى نقابة الممرضات والممرضين في لبنان على الممرض(ة) تعبأت طلب الانتساب واحضار المستندات المطلوبة أدناه:

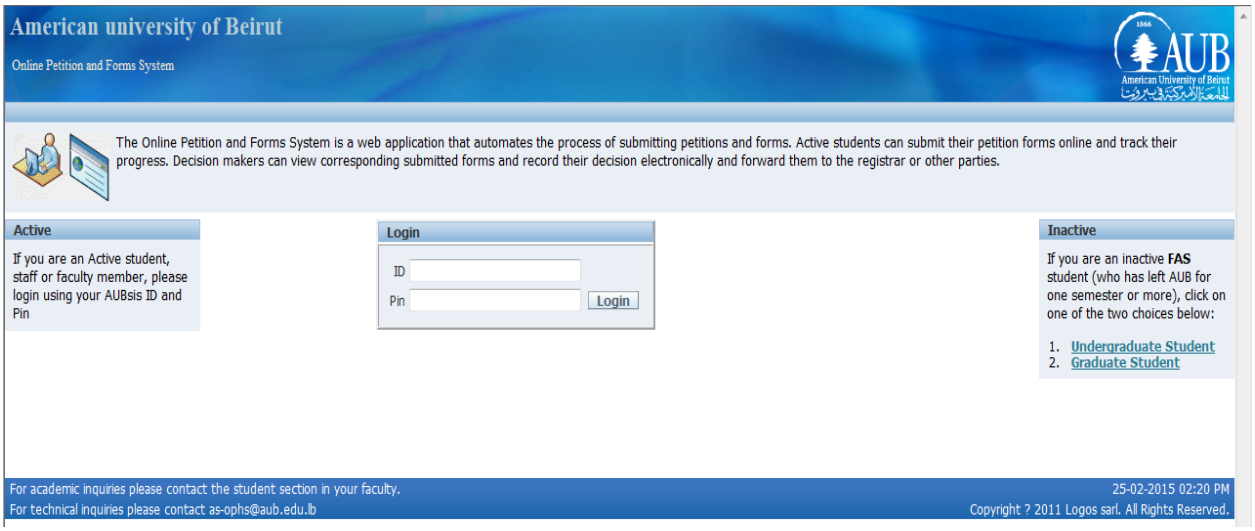
المستندات المطلوبة	لبناني	غير لبناني
1- صورة عن تذكرة الهوية أو اخراج قيد فردي أو صورة مصدقة عنه أو صورة عن جواز السفر الصادر من السلطات اللبنانية	X	
2- سجل عدلي لا يعود تاريخه لمدة تزيد عن التلاتة أشهر	X	
3- صورة مصدقة عن شهادة التمريض: BS/LT/TS/BT	X	
4- صورتين شمسيتين مصدقتين	X	X
5- صورة مصدقة عن اجازة معطاة المهنة صادرة عن وزارة الصحة العامة	X	
6- صورة مصدقة عن جواز السفر		X
7- صورة عن اجازة معطاة المهنة صادرة عن المرجع المختص في بلد صاحب الجنسية ومصدقة وفقا للاصول ولا يعود تاريخها لاكثر من ثلاثة اشهر		X
8- صورة مصدقة عن اجازة العمل صادرة عن وزارة العمل في لبنان		X
9- نسخة عن الشهادة العلمية مرفقة بافادة معادلة لها صادرة عن لجنة المعادلات		X
10- صورة مصدقة عن اجازة الاقامة لاتقل عن ستة اشهر صادرة عن المديرية العامة للامن العام		X

Appendix D

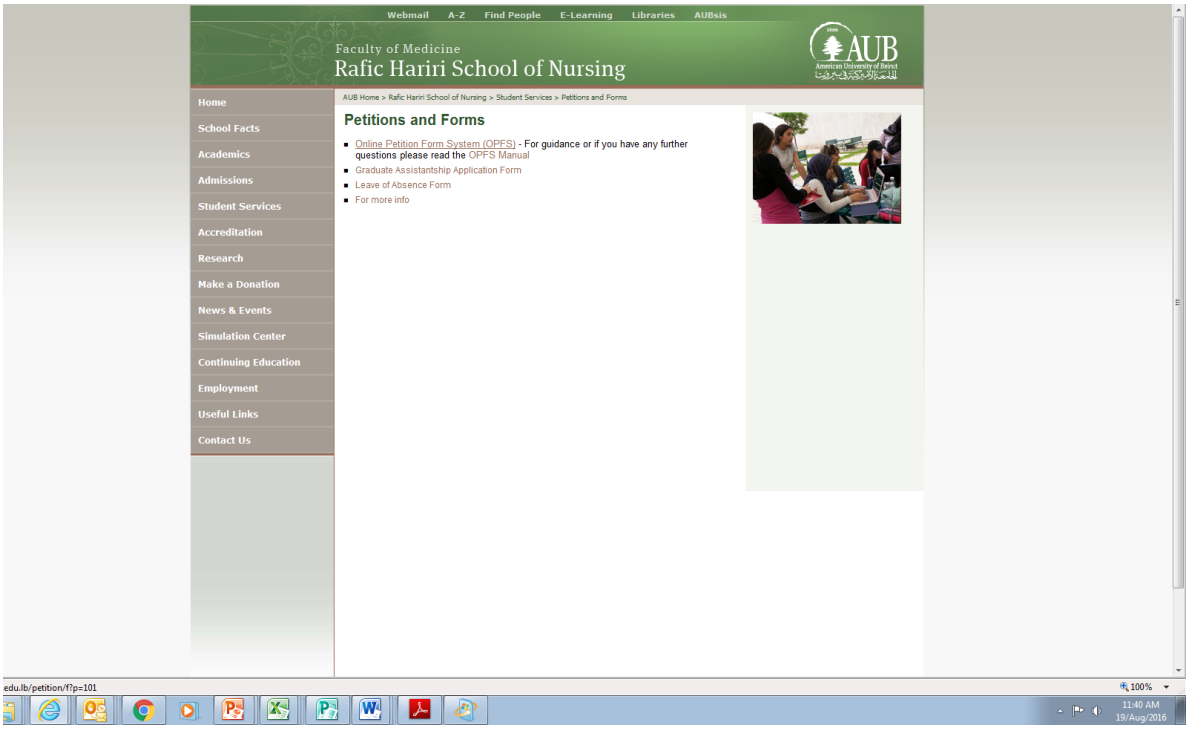
Online Petition and Forms System: OPFS

Login Page:

OPFS link: opfs.aub.edu.lb/petition/f?p=101



Or go to AUB webpage:click on Academics ⟹ Faculties ⟹Rafic Hariri School of Nursing ⟹ Student Services ⟹ Petitions and Forms ⟹ OPFS



Types of Petitions you can submit online:

	Title	Workflow	Level
1	Correction of Record (Late Drop-Add)	Adviser-Instructor -Student Services Office-Chair of ACC	Undergraduate
2	General Petition	Adviser- Student Services Office-Chair of ACC or Director of HSON	Undergraduate
3	Withdrawal From a Course	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
4	Oveload/Underload	Adviser- Student Services Office-Chair of ACC	Undergraduate
5	GE called Exceptions related to GE requirements	Adviser- Student Services Office-Director of GE Board-Chair of ACC	GE
6	Course Equivalence	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
7	General petition that is routed to the graduate committee or director of HSON.	Adviser- Student Services Office-Chair of GSC	Graduates
8	Residency Extension	Adviser- Student Services Office-Chair of GSC	Graduates

Appendix E

Title:	Dress Code: Nursing Staff and Nursing Students	Index Number:	GLD-NSG-001 (Func.- Categ.-Sr. No.)	
Scope of application:	All Nursing Staff and Nursing Students	Original Date: 22.5.2006	Reviewed on: 31.01.2019	Next Review: 31.01.2022

1. *Policy*

1.1. All nursing staff, nursing students and unit clerks shall abide by the Nursing Services policy on Dress Code.

1.2. The nursing staff and Floor Clerks shall abide by the standard uniforms provided by the Nursing Administration.

2. *Purpose*

2.1. To define the standards of dress code for nursing staff.

2.2. To ensure professional appearance of all nursing staff.

2.3. To prevent the spread of infections and promote safety of patients, visitors, and staff.

3. *Procedure*

3.1. Nursing uniforms shall be neat, clean, wrinkle free and in good shape.
- 3.1.1. Veils shall be light in color and tucked inside the uniform at all times.
- 3.1.2. Pants shall be loose fitting.
- 3.1.3. Navy blue, black, or white jackets may be worn over the uniform.
- 3.1.4. Male nurses shall wear a white T shirt under their top.

3.2. All nursing staff shall wear the identification badges/name pins at all times. ID badges shall be visible and worn above the waist (Multidisciplinary Policies and Procedures Manual, Identification Badges, GLD-ADM-001).

3.3. Light jewelry (such as a small necklace) shall be appropriate and not causing safety hazards or hindrances while working.
- 3.3.1. Necklaces or chains with religious connotations shall be discreet.
- 3.3.2. Earrings must be professional in appearance, and appropriate in the clinical area.
- 3.3.3. Tattoos shall not be apparent.

3.4. Hair shall be clean, well-groomed and tidy. In clinical environment long hair shall be tied back.

3.5. Make up shall be discreet. Perfume shall be light.

3.6. Nails shall be sufficiently short to ensure safe patient contact and good hand hygiene. No False finger nails of any type, including acrylic, gels or wraps.

3.7. Male nurses shall be well shaved.

3.8. Shoes shall be clean, simple, closed, comfortable and noiseless. Non-perforated clogs are permitted only in OR.

3.9. A clean white lab coat shall be worn over professional attire for all nursing staff who are not involved in direct patient care. Staff shall dress in a professional manner for work. Casual clothes are not allowed (e.g. Jeans, T-Shirt and open shoes are not acceptable)

3.10. All Staff shall maintain a high level of personal hygiene and appearance.

3.11. Staff who need to wear special medical shoes due to a physical disability or medical reason shall submit a written medical recommendation to the nursing administration. Final approval shall be at the discretion of the Nursing administration.

3.12. Staff shall not go outside the hospital campus wearing their unit-specific nursing uniforms.

3.13. Staff shall change their uniform in case they become dirty or soiled.

3.14. In Critical Care Units, the following shall be enforced:
- 3.14.1. Bare Below the elbows: Nursing and medical staff shall wear their scrub suits (short sleeves), no wristwatches, no jewelry, and no ties during clinical practice.
- 3.14.2. White Coats: Nurses shall remove their white coats prior to contact with patients or the patient's immediate environment.
- 3.14.3. Ties, long veils, scarves and other items of clothing shall not be allowed to dangle down, they must be tucked inside the scrub suit.

4. *Responsibilities*

4.1. All management team shall enforce dress code policy under their jurisdiction:
- 4.1.1. Ist offence – verbal warning.
- 4.1.2. 2nd offence – verbal warning and sent home to change.
- 4.1.3. 3rd offence – written warning in the personnel file.

[Remainder of this page left blank intentionally. Signatures follow on next page.]

5. *Signatures*

Revised by	Name	Signature	Date
Nurse Leader and Nurse Quality Manager	Ramzi Mouawad	Mouawad	1/2/2019
Nursing Policy and OPD Coordinator	Hanadi Massalkhi		31/1/2019
Reviewed and Concurred by	**Name**	**Signature**	**Date**
Nurse Leader	Walid Rashid	W. Rashid	31/1/2019
Nurse Leader	For Hayat Shreim		Jan 31, 2019
Nurse Leader	Hera Artinian		Jan 31, 2019
Nursing Policy and OPD Coordinator	Hanadi Massalkhi		31/1/2019
Approved by	**Name**	**Signature**	**Date**
Director of Nursing	Ms. Iman Al Kouatly		1/2/2019

6. *References*

6.1. AUBMC Multidisciplinary Policies and Procedures Manual. Dress Code (2017): GLD-ADM-013.

6.2. Community Medical Center, INC. Administrative Policy and Procedure Manual. Retrieved August 20, 2017, from http://www.communitymed.org/jobs/Dress_Code.doc

6.3. EMS Home Page-Nurses Dress Code. Retrieved August 20, 2017, from http://depts.washington.edu./emsuw/nurses/dress.htm

Rafic Hariri School of Nursing

UNDERGRADUATE
STUDENT HANDBOOK

ACADEMIC YEAR 2018-19

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WELCOME

Welcome to the Rafic Hariri Hariri School of Nursing (HSON). We are delighted that you have chosen to study nursing at AUB and look forward to meeting each one of you. This is an exciting time for nursing—both at AUB and throughout the world.

In the field of nursing generally, nurses are taking on new and greater responsibilities. Although taking care of patients is still our primary responsibility, we are also playing a role in setting health care policy at the national, regional, and international levels and researching important health care issues.

Here at AUB, we celebrated our 100th anniversary in 2005 and our 110th anniversary in 2015. We have introduced new programs and are constantly updating and revising our curriculum. Our graduates are in great demand and they are occupying leadership positions in different countries in the world. In 2007 the BSN and MSN programs were granted unconditional accreditation by the Commission on Collegiate Nursing Education (CCNE) in the USA for five years and in 2012 the programs were reaccredited for a period of 10 years. AUB Hariri School of Nursing is the first school to be accredited by CCNE outside the USA. In 2008 the HSON received a $10M gift to endow the school and the building and in 2009 the Rafic Hariri School of Nursing building was inaugurated. The building houses faculty offices, classrooms, an auditorium, a computer lab, skills and simulation lab, a research center, and student facilities.

In 2015, HSON won three major regional awards; HSON received the best institution award, Dr. Huda Huijer the distinguished researcher award, and an MSN graduate the best thesis award. The Chi Iota Honor Society Chapter, the first in the region, was formally chartered by Sigma Theta Tau International (STTI) in 2015 and 131 members were inducted into this prestigious honor society. In 2017, the PhD in Nursing Science program was fully approved to be formally launched in 2018-19. In 2018, AUB granted HSON independent Faculty status and appointed Dr. Huijer as founding dean of the school. We continue to be proud of these accomplishments and we look forward to working with you to celebrate these achievements.
We hope this handbook will be a useful guide for you especially during the first couple of weeks when everything is so unfamiliar. If, however, you are lost or need help, please come and find us. We are eager to do whatever we can to make this a positive and rewarding experience for you.

We also welcome any comments or suggestions you may have on how we might change and improve on this handbook in order to make it more helpful for future Hariri School of Nursing students.

Good luck!

Dr. Huda Abu-Saad Huijer, RN, PhD, FEANS, FAAN
Director, Hariri School of Nursing

OFFICERS, FACULTY AND STAFF

Fadlo R. Khouri — President
Mohamed Harajli — Interim Provost
Huda Abu-Saad Huijer — Founding Dean, Rafic Hariri School of Nursing

Faculty Directory	Title		Room	Extension	E-mail
Dr. Huda Abu-Saad Huijer	***Professor***	***Founding Dean and Chair of the PhD program***	**406**	**5953/ 2850**	hh35@aub.edu.lb
Ms. Tamar Avedissian	***Clinical Instructor***		**318**	**5968**	ta18@aub.edu.lb
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Dr. Marina Adra	***Clinical Assistant Professor***		**313**	**5961**	mg00@aub.edu.lb
Dr. Nour Alayan	***Assistant Professor***		319	5959	na62@aub.edu.lb
Ms. Mary Arevian	***Clinical Associate Professor***	***Coordinator, Community and Psychiatry***	**309**	**5972**	mb00@aub.edu.lb
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Dr. Michael Clinton	***Professor***	***Coordinator, PhD program***	**523**	**5956/ 5445**	mc42@aub.edu.lb
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Dr. Suzanne Dhainy	***Assistant Professor***		**321**	**5960**	sd16@aub.edu.lb
Dr. Nuhad Dumit	***Associate Professor***	***Convener, Undergraduate division Coordinator, MSN Administration and management Track***	**513**	**5955/ 4714**	ny00@aub.edu.lb
Dr. Laila Farhood	***Professor***	***Associate Dean Coordinator, Psychiatric and Mental Health track***	**511**	**5975**	lf00@aub.edu.lb
Dr. Souha Fares	***Assistant Professor***		**521**	**5980**	sf31@aub.edu.lb
Ms. Talin Gulgulian	***Clinical Instructor***		**318**	**5777**	Tg03@aub.edu.lb

Faculty Directory	Title		Room	Extension	E-mail
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Ms. May Khoury	***Clinical Assistant Professor***	***Coordinator of Clinical Placements***	**312**	**5957**	mn01@aub.edu.lb
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Dr. Angela Massouh	***Assistant Professor***	***NSS Adviser Coordinator, Med/Surg & Critical care***	**319**	**5959**	am50@aub.edu.lb
Dr. Houry Puzanian	***Assistant Professor***				hp00@aub.edu.lb
Dr. Samar Noureddine	***Professor***	***Convener, Graduate Program Coordinator of MSN adult care and Gerontology CNS***	**512**	**5966**	sn00@aub.edu.lb
Mrs. Hera Tashjian	***Clinical Instructor***	***Coordinator, TS/BSN program***	321	5960	Ht17@aub.edu.lb
Dr. Lina Younan	***Clinical Assistant Professor***	***Coordinator, Hybrid NA and Management***	**522**	**5981**	ly11@aub.edu.lb
Staff Directory					
Mrs. Patricia Assaf	***Executive Officer/Financial Officer***		**407**	**5970-5971**	pa04@aub.edu.lb
Ms. Mira Abdallah	***Administrative and Student Services Assistant***		**402**	**5952/5953**	ma287@aub.edu.lb
Ms. Lynn Berbary	***Student Services and Recruitment Officer***		**408**	**5954**	lb07@aub.edu.lb
Mr. Toufic Karout	***Senior IT Field Support Engineer, Faculties***		**201**	**5978**	tk18@aub.edu.lb
Mr. Rabih Daher	***Junior Clerk***		**402**		rd19@aub.edu.lb
Ms. Randa Farha	***Simulation Lab Coordinator***		**213**	**5964/5**	rf37@aub.edu.lb
Ms. Nisrine Ghalayini	***Administrative Assistant***		**510**	**5951**	ng28@aub.edu.lb
Ms. Janet Zeinaty	***Secretary***		**308**	**5951**	jz03@aub.edu.lb

ADMINISTRATIVE APPOINTMENTS & COMMITTEES 2018-19

Associate Dean**:** Dr. Laila Farhoud

Convener Graduate Division: Dr. Samar Noureddine
- Coordinator PhD program: Dr. Michael Clinton
- Coordinators MSN Tracks:
  - Nursing Administration & Management: Dr. Nuhad Dumit
  - Adult Care & Gerontology CNS: Dr. Samar Noureddine
  - Psychiatry & MH CNS: Dr. Laila Farhoud
  - Community & PH Nursing: Dr. Gladys Honein
  - Coordinator Hybrid Nursing Education: Dr. Lina Kantar
  - Coordinator Hybrid NA & Management: Dr. Lina Younan

Convener UG Division: Dr. Nuhad Dumit
- Coordinator Med/Surg & Critical Care: Dr. Angela Massouh
- Coordinator MCN: Dr. Dina Madi
- Coordinator Community & Psych: Prof. Mary Arevian
- Coordinator BA/BS-BSN program: Dr. Dina Madi
- Coordinator TS/BSN program: Mrs. Hera Tashjian
- Coordinator clinical placements: Mrs. May Khoury

Coordinator CNE and Offshore Projects: Dr. Lina Kantar

HSON COMMITTEES 2018-2019

Advisory Committee:
1. Dr. Huda Abu-Saad Huijer (Chair)
2. Dr. Michael Clinton
3. Dr. Laila Farhood
4. Dr. Samar Noureddine
5. One member to be elected from associate professor rank when by-laws are approved

Administrative Committee:
1. Dr. Huda Abu-Saad Huijer (Chair)
2. Dr. Nuhad Dumit
3. Dr. Laila Farhoud
4. Dr. Samar Noureddine

Graduate Studies Committee:
1. Dr. Michael Clinton (Chair)
2. Dr. Gladys Honein (to replace Dr. Hala Darwish during fall 18-19)
3. Dr. Nuhad Dumit
4. Dr. Samar Noureddine (ex-officio and representative of BGS)
5. Dr. Laila Farhoud (Ex-Officio)
6. Dr. Houry Puzantian (Appointed)

Graduate Studies Departmental Assessment Committee:
1. Dr. Lina Younan (Chair)
2. Mrs. Mary Arevian
3. Dr. Souha Fares
4. Dr. Samar Noureddine (ex-officio)

Undergraduate Curriculum Committee & Undergraduate Student Academic Affairs Committee:
1. Dr. Dina Madi (chair)
2. Mrs. Mary Arevian
3. Dr. Nour Alayan

4. Dr. Lina Kantar
5. Dr. Ghada Assaf (Appointed)
6. Dr. Suzanne Dhaini (Appointed)
7. Dr. Angela Massouh (Appointed)
8. Dr. Nuhad Dumit (Ex-Officio)
9. Dr. Hala Darwish (senate representative on ADC)

Undergraduate Admissions and Financial Aid Committee:

1. Mrs. May Khoury (Chair)
2. Mrs. Danielle Damianos
3. Mrs. Talin Gulgulian
4. Dr. Dina Madi
5. Mrs. Hera Tashjian
6. Mrs. Tamar Avedissian
7. Dr. Ghada Assaf (Appointed)
8. Mrs. Tamar Avedissian (Appointed)
9. Dr. Lina Kantar (Representative on senate admissions committee)
10. Mrs. Lynn Berbary (SSO)

Undergraduate Studies Departmental Assessment Committee:

1. Dr. Marina Adra (Chair)
2. Dr. Dina Madi
3. Dr. Angela Massouh
4. Dr. Nuhad Dumit (ex-officio)

Research Committee:

1. Dr. Soha Fares (Chair)
2. Dr. Marina Adra
3. Dr. Gladys Honein
4. Dr. Angela Massouh
5. Dr. Samar Noureddine (representative on URB)
6. Dr. Suzanne Dhaini (Appointed)
7. Dr. Houry Puzantian (Appointed)
8. Dr. Lina Badr (representing AUBMC)

Senate Committees:

1. Senate: Dr. Huda Huijer and Dr. Nuhad Dumit
2. University Admissions Committee : Dr. Lina Kantar
3. Board of Graduate Studies : Dr. Samar Noureddine
4. University Disciplinary Commitee : Dr. Dina Madi
5. Library Committee : Dr. Souha Fares
6. University Publications Committee: Dr. Gladys Honein
7. University Research Board : Dr. Samar Noureddine
8. University Committee on Student Affairs : Dr.Marina Adra
9. Academic Development Committee : Dr. Hala Darwish
10. Senate Steering Committee : Dr. Nuhad Dumit
11. Senate Committee on Faculty Affairs : to be elected by senate when by-laws are approved

Representative on FM Research Committee: Dr. Souha Fares (appointed)

Student Affairs Committee:

1. Dr. Marina Adra (Chair) and representative on senate student affairs committee
2. Dr. Dina Madi, class advisor BSN II
3. Mrs. May Khoury, class advisor BSN III
4. Dr. Marina Adra, class advisor, BSN IV
5. Dr. Lina Younan,Graduate Student Advisor
6. Dr. Angela Massouh, NSS advisor assisted by Dr. Nour Alayan
7. Mrs. Lynn Berbary (SSO)

HSON Search Committee

1. Dr. Huda Abu-Saad Huijer (Chair)
2. Dr. Michael Clinton
3. Dr. Nuhad Dumit
4. Dr. Laila Farhood

5. Dr. Samar Noureddine

HSON Catalogue Committee

1. Dr. Samar Noureddine; Chair of Graduate Department
2. Dr. Nuhad Dumit; Chair of Undergraduate Department

HSON Newsletter Committee

1. Dr. Gladys Honein (Chair)
2. Dr. Marina Adra
3. Mrs. Lynn Berbary Najem
4. Mrs. Talin Gulgulian
5. Ms. Angela Massouh
6. Ms. Nisrine Ghalayini

HSON Social Committee:

1. Ms. Randa Farha (Chair)
2. Mrs. Talin Gulgulian (co-chair)
3. Mrs. May Khoury
4. Mrs. Lynn Berbary
5. Mrs. Silva Dakessian
6. Mrs. Danielle Damianos
7. Dr. Ghada Assaf

HSON Selection committee for MCF scholars:

1. Dr. Samar Noureddine (or a delegate)
2. Ms. Nisrine Ghalayini

PREFACE

This handbook has been prepared for undergraduate nursing students to provide detailed information about the Bachelor of Science in Nursing (BSN) program at the American University

of Beirut (AUB). The handbook includes guidelines to facilitate the student's progress in the program from admission through graduation.

The faculty and administration of the Hariri School of Nursing hope that the educational experience at AUB will be a rewarding and challenging experience for each student. We are here to assist students to reach their professional and educational goals.

In addition to the policies found in this handbook that are specific to the undergraduate program at the School of Nursing, the student should obtain and keep a copy of the AUB Catalogue, which contains policies and procedures that apply to all undergraduate programs in the University. We urge you to consult the catalogue and this handbook often. If you have any questions or are unsure of a particular policy, please contact the BSN Coordinator who is available to assist you.

GENERAL INFORMATION ABOUT THE SCHOOL OF NURSING

Historical Background

The School of Nursing, founded in 1905, was the first nursing school in the Middle East. The five–year Bachelor of Science in Nursing program, established in 1936, was replaced in 1964 by a four–year program leading to the degree of Bachelor of Science in Nursing. Students entering the school as sophomores graduate in three calendar years. The RN-BSN program was reactivated and launched in 2003. The Masters of Science in Nursing (MSN) program was launched in 2003. The Bachelor of Science in Nursing program (BSN) and the MSN program are registered by the Department of Education of New York State, HEGIS codes 1203.00 and 1203.10, respectively. The BSN and MSN programs are accredited by CCNE, the Commission on Collegiate Nursing Education, in the USA. The AUB School of Nursing is the first School of Nursing outside the US territories to be accredited by CCNE.

Mission

The mission of the School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high–quality, compassionate nursing care in Lebanon and beyond, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles, and is based on the use and generation of research–based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life–long learning and freedom of speech

Programs

Undergraduate Programs:

» Bachelor of Science in Nursing (BSN)
» Registered Nurse-Bachelor of Science in Nursing (RN-BSN)
» Bachelor of Science-Bachelor of Science in Nursing (BS-BSN)

Graduate Programs:

Master of Science in Nursing (MSN)
MSN students can specialize in one of four areas:

1- Adult Gerontology Clinical Nurse Specialist
2- Psychiatric Mental Health Clinical Nurse Specialist
3- Nursing Administration and Management
4- Community and Public Health Nursing

Undergraduate Program Outline

Admission

Students holding diplomas from a 12–year secondary school may gain admission to the School of Nursing as first year nursing students (see page 38 for required courses at the freshman level). Freshman students wishing to transfer to the School of Nursing from AUB or another institution may gain admission provided they complete the required freshman courses.

Bachelor of Science in Nursing (BSN)

The School of Nursing follows the admission policies and criteria of the University.

RN–BSN Program

The curriculum is designed to permit the graduates of a technical program in nursing to pursue the degree of Bachelor of Science in Nursing provided the university entrance requirements are met. The time limit for completion of the program should not exceed six calendar years. A selected number of nursing courses may be validated if applicable.

Preferred requirement for admission to the program is three years experience in addition to the English Entrance Exam. The candidate may be asked to interview with the school's director and/or program convener.

According to the decree no. 855 dated 01/07/2015, issued by the Ministry of Education and Higher Education, holders of the technical baccalaureate (BT) are only eligible for admission to the same major as that of BT. In this case, holders of BT applying to the BSN program should complete the following remedial/pre-requisite freshman level courses prior to the BSN II year:

- 3 credits in Mathematics (MATH 101 or 102)
- 3 credits in Chemistry (CHEM-101)
- 3 credits in Biology (BIOL-101)
- 3 credits in Physics (PHYS-101, 103 or 200)

BS/BA-BSN Accelerated Program

The School of Nursing accelerated program is designed for individuals who have a BS/BA in fields other than nursing. The streamlined curriculum permits students to earn a BSN in 24 months. Students who graduate from this program are entitled to sit for the National Colloquium Exam to become registered nurses. The admission to the BS/BA-BSN program requires the following:

BS/BA degree in a field other than nursing
A minimum GPA of 75 including prerequisite courses and general education requirements
Completion of the following prerequisite courses prior to admission: ENGL 204, PSYC 201, Biostatistics course, PSYC 210, SOAN 201, and four elective courses

THE BSN DEGREE REQUIREMENTS

A student has a maximum of six (6) years to complete an undergraduate degree at AUB, if he/she enrolls as a sophomore student. You must complete all requirements for the BSN degree in order to participate in graduation activities.

Graduation Requirements

All recommendations for graduation are made by vote of the faculty, upon the recommendation of the academic committee.
To be eligible for graduation with the degree of Bachelor of Science in Nursing, the following requirements must be met:
completion of the prescribed program of study with a minimum of 103 credits after the freshman class or equivalent, 100 credits for those entering at English 204, 91 credits for those entering as registered nurses and
an overall average of 70, excluding freshman courses.
The maximum time allowed for the completion of the degree program should be within the following specified periods:

BSN II	six calendar years
BSN III	four calendar years
BSN IV	two calendar years

Students must petition the academic committee for an extension of time if needed.
All undergraduate transfer students from AUB or from other recognized institutions of higher learning to the School of Nursing need to complete the required prerequisites and all required nursing courses. A minimum residency period of one year or 30 credits for within AUB transfers and 45 credits for transfers from outside must be completed at AUB.
Course credits pertinent to the nursing curriculum may be transferred according to criteria set by the admission and academic committees.

BSN PROGRAM OUTCOMES

I. Integrate knowledge from the arts, humanities, fundamental and basic medical sciences, and nursing theory in professional practice.
II. Demonstrate competency in clinical skills and critical thinking.

III. Utilize current research knowledge related to health promotion and maintenance, illness prevention and restoration of health of individuals, families and groups with diverse cultural backgrounds.
IV. Demonstrate leadership skills in the care management of clients in different health settings based on current health care policy.
V. Collaborate with other health providers to promote the well being of individuals.
VI. Demonstrate responsibility, accountability, and continued professional development.
VII. Participate in professional and community organizations for the promotion of the nursing profession in Lebanon and the region.
VIII. Demonstrate effective use of personal, interpersonal and group communication skills in practice.
IX. Espouse principles of professional ethics and personal integrity in nursing practice.

In order to achieve the BSN program outcomes upon graduation, the student is expected to achieve at the end of each class certain learning outcomes, called level outcomes).

BSN Student Outcomes		
BSN II (Sophomore Year)	**BSN III (Junior Year)**	**BSN IV (Senior Year)**
Upon completion of the sophomore year the student shall be able to: A. Demonstrate beginning skills in effective communication B. Identify healthcare needs of clients based on assessment of physical, psychological, and social parameters C. Identify developmental milestones in relation to the health-illness continuum D. Provide basic nursing care based on the nursing process E. Demonstrate skills in searching the nursing literature F. Identify ethical principles that govern the nursing profession	Upon completion of the junior year the student shall be able to: A. Utilize the nursing process in planning the care of the clients along the health-illness continuum B. Provide comprehensive/holistic care to individual clients across the life span C. Integrate theoretical knowledge from the social and basic sciences with that of nursing as a basis for practice D. Appreciate the use of research in nursing practice (assessment and intervention) E. Demonstrate therapeutic communication skills with clients F. Demonstrate ability to work in groups G. Identify ethical principles that govern nursing practice H. Demonstrate responsibility and accountability for personal and professional growth	Upon completion of the senior year the student shall be able to: A. Utilize appropriate theories and research findings from nursing and related fields in nursing practice B. Evaluate systematically the outcomes of care in a variety of settings based on the nursing process C. Apply knowledge of group dynamics while working with groups of clients, healthcare professionals and co-workers D. Demonstrate leadership skills in planning, managing, and evaluating care of clients E. Demonstrate responsibility and accountability to individuals, families, society at large, and personal professional growth and development F. Determine ethical, social, and political issues affecting the healthcare system in Lebanon

CURRICULUM AND COURSE REQUIREMENTS

The BSN curriculum totals 103 credits for students entering as sophomores and includes two summers of study. Students take courses in English, the Arts and Sciences, basic medical sciences, and nursing. Nursing courses include classroom teaching and clinical training in health-care settings. 12 credits electives in humanities that meet the general education requirement are required for graduation. Students will be asked to take half of the elective humanities from LIST I, and the other half from either lists I or II (check list of courses under GE section). The table below shows the curriculum plan, starting with the Freshman year

AMERICAN UNIVERSITY OF BEIRUT - FACULTY OF MEDICINE - SCHOOL OF NURSING

CURRICULUM: BACHELOR OF SCIENCE IN NURSING

Name: _____ Student No. _____ BSN I ------- Application: _____ Baccalaureate _____

Nationality: BSN II -------- Picture: English EEE TOEFL

E-mail: _____ Tel. No. _____ BSN III -------- Recom. of School Principal _____ SAT I : Verbal ____Math ____ Composite Score _____

Box: _____ Financial Aid _____ BSN IV ------- Interview _____ Others: _____

Fall Semester	Cr.	Spring semester	Cr.	Summer session	Cr.
BSN I - Freshman					
MATH 101 Calculus & Analytic Geometry I	3	MATH 102 Calculus & Analytic Geometry II	3		
BIOL 101 Basic Concepts in Biology	3	CHEM 101 General Chemistry	4		
ENGL 102 Enrichment course in English	3	ARAB 101 or ARAB 102 Readings in Arabic Heritage I & II ◈	3		
Natural Sciences •	3	Social Sciences •	3		
ELEC Elective ⁂	3	Humanities •	3		
	15		16		
Sophomore					
BIOC 246 Biochemistry for Nurses GE	4	NURS 201 Introduction to Nursing Practice	2	Elective humanities GE	3
ENGL 203 Academic English GE	3	NURS 202 Health Assessment	2	ENGL 204 Advanced Academic English GE	3
HUMR 244 Introduction to Human Biology	2	NURS 203 Biostatistics for Nurses GE*	3	Elective humanities GE	3
NURS 200 Introduction to Nursing	2	HUMR 248 Human Anatomy & Physiology GE	5		9
PSYC 201 Introduction to Psychological Sciences GE	3	MBIM 237 Microbiology & Immunology for Nursing	3		
	14		15		
Junior					
PHRM 240 Pharmacology & Therapeutics	3	NURS 302 Nursing Care of Adults & Older Adults II Theory	5	SOAN 201 Introduction to the Study	3
NURS 300 Nursing Care of Adults & Older Adults I Theory and Practicum	5	and Practicum		of Society GE	
		NURS 306 Nursing Care of Children Theory and Practicum	5	Arabic 201 GE	3
NURS 304 NURS. Care of the Expectant Family Theory and Practicum	5	NURS 210B Pathophysiology	1	NURS 307 Practicum I	0
		Elective humanities GE	3		6
NURS 210A Pathophysiology	1		14		
PSYC 210 Lifespan Developmental Psychology	3				
	17				
Senior				Total number of credits	103
NURS 400 Critical Care Nursing Theory and Practicum	4	NURS 408 Community Health Nursing Theory and Practicum**	5		
NURS 402 Psychiatric Nursing Theory and Practicum**	5	NURS 410 Leadership and Management in Nursing,	5		
NURS 406 Nursing Research	3	Theory and Practicum			
NURS 404 Nursing Informatics	2	Elective humanities GE	3		
	14	NURS 411 Intensive Practicum II	0		
		IPEC 300 Interprofessional Education & Collaboration***	1		
			14		

Freshman Courses:

- Natural Sciences: BIOL 105 or 106; CHEM. 102; GEOL 101, 102, or 103; PHYS 101, 103, or 200.
- Social Sciences: ECON 103; PSPA 101
- Humanities: ARAB 101 or 102; AROL 101; CVSP 110, 111, 112, or 150; ENGL 103, 104, 105, 106, 107, or 108; HIST 101 or 102; PHIL 101 or 102

⁂ Electives as necessary to add up to 30 credits in total

⁂ ◈ For Arabic speaking students; for others credits have to be replaced by an elective

GE Refer to List of courses & requirements under General Education section

Students will be asked to take half of the humanities and social sciences requirements from LIST I, and the other half from either lists I or II (check list of courses under GE section)

*Passing grade for NURS 203 is **60**

**Offered either fall or spring semester in the senior year

***Offered either fall or spring semester in the senior year

Students can take EDUC 225 instead of PSYC 210. EDUC 225 does not require any prerequisite.

Updated Sept. 2018

Course Descriptions

Nursing courses are numbered according to level and normally follow a sequence. Below is a list of all undergraduate nursing courses. To the right of the course title is a set of 3 numbers that indicate the following:

- The first number following the title of a course indicates the number of class hours per week.
- The second number indicates the number of clinical hours per week. (Please note that not all courses include clinical hours.)
- The third number indicates the number of credit hours applied toward graduation.

NURS 200 Introduction to Nursing 2.0; 2 cr.
Introduces concepts basic to the nursing profession. The nature of nursing as a profession, past, present, and future, is studied with a focus on the role of nurses in meeting the health needs of humanity throughout the health–illness continuum. *Fall and spring.*

NURS 201 Introduction to Nursing Practice 1.3; 2 cr.
This course introduces students to concepts and interventions basic to nursing practice. The course uses the nursing process as the organizing framework, and the concepts of health, nursing, client, and environment are integrated throughout. Performance of basic client care skills are emphasized, including the scientific rationale for both health promoting and health restoring nursing interventions. *Prerequisite: NURS 200; corequisite: HUMR 248. Spring.*

NURS 202 Health Assessment 1.3; 2 cr.
The course focuses on assessment of health across the life span and provides the student with the knowledge and skills needed to assess the health status of individuals from infancy to old age. Emphasis is placed on assessment of the physical, psychosocial, and cultural dimensions of the individual. The course includes lectures and practical experiences in the assessment of individuals to identify normal and abnormal findings. *Corequisites: NURS 201 and HUMR 248. Spring.*

NURS 203 Biotatistics for Nurses 3.0; 3 cr.
This course is designed to introduce the BSN students to the concepts and applications of statistics in the nursing field. The course starts with a general overview of probability, types of data, and ways to summarize and present them. The course then introduces the concept of hypothesis testing and the methods to carry them. Applications on the computer using the SPSS software will be discussed in class. *Summer.*

NURS 205 Foundation of Professional Nursing 2.0; 2 cr.
In this course students will explore recent issues affecting the nursing profession in terms of role expansion of the nurse. The nursing process is covered as an organizing framework for nursing practice.

NURS 210 Pathophysiology 2.0; 2 cr.
This course focuses on the biologic alterations that affect body dynamic equilibrium or homeostasis. The content of this course is organized into three areas of focus based on the health–illness continuum: 1) control of normal body function 2) pathophysiology or alteration in body function 3) system or organ failure. *Prerequisites: BIOC 246, HUMR 248, and MBIM 237. Summer.*

NURS 300 Nursing Care of Adults I, Theory and Practicum 2.8; 5 cr.
This course covers scientific principles in the care of adults presenting with medical-surgical problems. It builds on the framework of man, environment, health and nursing. The practicum provides students with opportunities to apply knowledge in clinical practice. *Prerequisites: NURS 202 and NURS 210; corequisite: PHRM 240. Fall.*

NURS 302 Nursing Care of Adults II, Theory and Practicum 2.8; 5 cr.
This course is a continuation of NURS 300. Emphasis is placed on the following dysfunctions: metabolic and endocrine, neurologic, eye ear nose and throat, renal and urinary, integumentary, hepatic and biliary, rheumatic, as well as the infectious process. *Prerequisites: PHRM 240 and NURS 300. Spring.*

NURS 304 Nursing Care of the Expectant Family, Theory and Practicum 2.8; 5 cr.
This course focuses on reproductive health, from conception to the neonatal period. The content stresses the nurse's role in reproductive health and risk management. The practicum provides clinical application of knowledge, focusing on women in the childbearing cycle, the newborn, and families as clients in the hospital and outpatient settings. *Prerequisites: NURS 202 and NURS 210; corequisite: PHRM 240. Fall.*

NURS 306 Nursing Care of Children, Theory and Practicum 2.8; 5 cr.
This course focuses on the care of children, from infancy through adolescence. Topics include ambulatory and in-patient care, as well as primary, secondary and tertiary care. The practicum provides the students with opportunities to assess health needs of children based on knowledge of growth and development, and to implement nursing care, based on the nursing process. The roles of nurse as teacher, patient advocate and nurturer are emphasized. *Prerequisites: PHRM 240, NURS 304, and PSYC 210. Spring.*

NURS 307 Practicum I 0.6; 0 cr.
This course is designed to provide students with opportunities to practice advanced nursing skills learned in previous nursing courses, and builds on experiences gained in the sophomore and junior years. *Prerequisites: NURS 302, NURS 304, and NURS 306. Summer.*

NURS 308V Maternal Child Nursing, Theory and Practicum 3.8; 6 cr.
This course focuses on the childbearing family from conception to the newborn period as well as primary and tertiary care of the ill child from infancy to adolescence. The clinical component emphasizes the application of knowledge acquired in class in the care of the childbearing family and children with illnesses from infancy to adolescence.

NURS 311V Nursing Care of Adults, Theory and Practicum 3.8; 6 cr.
Facilitates the development of advanced knowledge and application of scientific principles in the care of clients representing medical–surgical problems of the adult population. This course builds on the framework of person, environment, health status, and nursing. The clinical component provides an opportunity for advanced clinical application of concepts discussed in class in the care of patients and their families.

NURS 312 Mental Health and Psychiatric Nursing, Theory and Practicum 2.8; 5 cr.
The holistic philosophy of clients as bio–psycho–social entities is stressed in both mental health and mental illness. General theories of psychiatry and mental health therapies are presented. The course provides clinical experience in psychiatric–mental health settings. Emphasis is placed on the quality of coping abilities of clients in varying degrees of stress and crisis.

Opportunities are provided for students to work collaboratively with multi–disciplinary health teams to assess, plan, and implement relevant nursing interventions in both mental health and illness. *Prerequisites: SOAN 201 and PSYC 201. Fall and spring.*

NURS 313 Leadership and Management in Nursing, Theory and Practicum 3.6; 5 cr.

This course discusses concepts of leadership, management, creativity, analysis, power, change, and evaluation. Students investigate, analyze, and conceptualize the different modalities of leadership, utilizing nursing and management theories. The practicum allows the student to explore his/her role as a potential leader. The learner observes and assists in the practice of different modalities of leadership and managerial skills in a variety of health care settings.

NURS 314 Community Health Nursing, Theory and Practicum 2.8; 5 cr.

The course provides knowledge in the broad area of the field of nursing, public health, and primary health care. The levels of prime concern are the small group, including the family and its individual members, and the large group, including the community. The focus of the clinical component is on the promotion and maintenance of high levels of health and well-being, and prevention of illness and disability. *Fall and spring.*

NURS 400 Critical Care Nursing, Theory and Practicum 2.6; 4 cr.

This course focuses on the care of clients with critical care problems. Emphasis is placed on cardiovascular and respiratory problems, neurologic disturbances, shock, sepsis, metabolic and endocrine imbalances, altered nutrition, renal failure, emergency and disaster nursing. The practicum provides opportunities to apply knowledge in clinical settings. *Prerequisites: NURS 302 and NURS 307. Fall.*

NURS 402 Mental Health and Psychiatric Nursing, Theory and Practicum 2.8; 5 cr.

This course provides the mental health setting for self-awareness and therapeutic use of self in effective communication. The holistic philosophy of clients as bio-psycho-social entities is stressed in both mental health and mental illness. General theories of psychiatry and mental health therapies are presented. The practicum provides clinical experience in psychiatric-mental health settings. Emphasis is placed on the quality of coping abilities of clients in varying degrees of stress and crisis, with experiences in working with multi-disciplinary health teams to assess, plan, and implement relevant nursing interventions. *Prerequisites: Senior standing, SOAN 201, and PSYC 201. Fall and spring.*

NURS 404 Nursing Informatics 2.0; 2 cr.

This course focuses on the history of health care informatics, basic informatics concepts, and health information management applications. The student progresses from developing knowledge of basic concepts and methods of health care informatics; to learning about specific information management applications in health care administration, practice, education, and research; and finally to a hands-on experience with a specific application of his/her own choosing. *Prerequisite: consent of instructor. Fall.*

NURS 405V Critical Care Nursing, Theory and Practicum 2.6; 4 cr.

This course addresses the management of critically ill adults. Emphasis is placed on diagnostic reasoning, interventions, and outcome assessment in patients presenting with complex cardiovascular, respiratory, renal and metabolic problems, as well as trauma. The clinical component provides experiences where students apply concepts learned in class in critical care

areas in the hospital. *Prerequisite: NURS 311V.*

NURS 406 Nursing Research 3.0; 3 cr.
Focuses on the process involved in the scientific approach and its application to nursing. Special emphasis is on the basic research steps, the research design, assessment measures, and data analysis with a focus on research utilization. *Prerequisite: NURS 203. Fall.*

NURS 408 Community Health Nursing, Theory and Practicum 2.8; 5 cr.
This course provides knowledge in the broad field of nursing, public health, and primary health care. The levels of primary concern are the small group, including the family and its individual members, and the large group, including the community. The practicum provides field practice through collaboration with other health professionals in primary care settings, with focus on health promotion, maintenance, and the prevention of illness and disability. *Prerequisite: Senior standing. Fall and spring.*

NURS 410 Leadership and Management in Nursing, Theory and Practicum 3.6; 5 cr.
This course discusses how professional nursing incorporates the concepts of leadership, management, creativity, analysis, power, change, and evaluation. In this course students investigate, analyze, and conceptualize the different modalities of leadership, utilizing nursing and management theories. The practicum allows students to explore their role as potential leaders. Students observe and assist in the practice of different modalities of leadership and managerial skills in a variety of health care settings. *Prerequisite: Senior standing. Spring.*

NURS 411 Intensive Practicum in Area of interest 0.9; 0 cr.
This course focuses on preparing students towards their transition to professional nursing practice. Opportunities are provided for students to synthesize knowledge and refine skills acquired in the planning, provision and evaluation of nursing care, communication, and interdisciplinary practice in a clinical area of their interest. Consent of instructor is required for the site of clinical practice. *Prerequisite: Senior standing. Spring.*

IPEC 300 Interprofessional Education and Collaboration 1.0; 1 cr.
This is a required course for third-year medical, senior undergraduate nursing and Masters of Public Health students, and it aims at demonstrating how population health is best promoted and safe, patient-centered care is best provided through a collaborative health teams approach. The course will be based on cases designed by faculty members belonging to the three aforementioned disciplines, on topics on which inter-professional partnership is necessary. Discussion groups combining students from all three professions will be moderated by faculty members from the three professions. Students will learn the roles and responsibilities of other health professions and how to function in interprofessional teams. *Senior Standing*

ACADEMIC RULES AND REGULATIONS

Categories of Students

Full-Time Students

To be considered a full-time student, a student must carry a minimum load of 12 credits per semester. (Students can register for up to 17 credits per semester.) During the summer session, full-time students are required to take 9 credits. Registering for more than 17 credits (or 9 credits during the summer) requires the approval of the School of Nursing Director.

Part -Time students

These include the following categories:

- AUB staff members who are working toward a degree.
- Those who need to complete less than 12 credits for an undergraduate degree.
- Those who are granted permission by the appropriate faculty committee for health or family reasons to take less than a full course load.

Supervision

Each student will be assigned an academic adviser in his/her first semester who will guide the student on academic matters throughout his years of study. The adviser must be consulted and approve the student's schedule each semester. Students can find out the name of their advisers on the Student Information System (SIS).

Attendance

CLASSES AND LABORATORIES

Students are expected to attend all classes, laboratories, and any other required activities. Absence by students, whether excused or not, from any class or laboratory session does not excuse them from their responsibility for the work done or from any announcements made during their absence.

Students who are absent from more than one fifth of the number of lectures of any course during a semester lose all credit for the course.

Students may not be excused from laboratory and field requirements. All missed clinical and field requirements must be made up. In case of repeated absences from clinical courses, over one fifth of the total hours, the student may be asked to drop the course.

All Nursing courses that contain clinical parts should have an Objective Structured Clinical Examination (OSCE) as part of course assessment

- A cumulative average of 70 and above should be scored on the exams, regardless of the total course grade
- Passing a course requires:
    - Scoring above 70 as total average on the theory part,
    - Passing the OSCE and
    - Passing the clinical part.

Examinations and Quizzes

- Students may not absent themselves from announced final examinations and quizzes unless they present an excuse considered valid by the coordinator of the course. The course coordinator may then require the student to take a make-up examination.
- Students taking non-nursing courses from the other faculties of the University are required to follow the attendance regulations of that faculty.

Computer Literacy

Undergraduate students are expected to have a basic level of computer literacy. Ability to use Microsoft Word and Power Point programs is a minimum requirement, since most courses require term papers and oral presentations. If you feel that you are weak in this area, please take advantage of the various free computer programs that the Academic Computing Center offers throughout the year. You can reach the computing center through the AUB website or by calling 2599.

Grading System

- The School of Nursing uses the following grading system:

Evaluation of the student's achievement will include their work in theory, practice, as well as professional attitudes and behavior.

Cumulative Average	GPA	Cumulative Average	GPA	Cumulative Average	GPA	Cumulative Average	GPA
‹60	0	67	1.86	75	2.73	83	3.46
60	1	68	1.98	76	2.82	84	3.54
61	1.13	69	2.09	77	2.92	85	3.63
62	1.26	70	2.2	78	3.02	86	3.7
63	1.38	71	2.31	79	3.11	87	3.78
64	1.5	72	2.42	80	3.2	88	3.86
65	1.63	73	2.52	81	3.29	89	3.93
66	1.74	74	2.62	82	3.38	›=90	4
I Incomplete							
P Pass Normally Used for Theses and Projects							
PR In Progress							
W Withdraw							
F Fail							

All final grades are expressed in multiples of one.

- The passing grade in all nursing courses is 70.

INCOMPLETE GRADES

- Incomplete course work will be reported as an "I" followed by a numerical grade that reflects the evaluation of the student available at the end of the semester.

- To secure permission to complete the work for a course, a student must submit a valid excuse to the instructor of the course and the Academic Committee within two weeks from the date of the final exam for the course.
- Students permitted to complete work for a course must do so within **four weeks** from the start of the next regular semester. When the incomplete work has been completed and evaluated by the instructor, the director of the school (upon the recommendation of the Academic Committee) will consider changing the course grade. If this is done, a new grade will be reported to the Office of the Registrar.
- If no valid excuse is presented and the work is not completed within the time limits specified above, the "I" will be dropped, and the numeric grade available becomes the final grade in the course.

REGISTRATION

Academic Year

The academic year at AUB is divided into two semesters, fall, and spring, followed by a summer session. Each semester has a reading period and a final exam period, followed by a break before the next semester.

Course Registration

New students should register on-line via the Internet in August prior to the start of the academic year. The registration procedure is explained during the orientation week that is usually held during August.

Drop and Add

After the start of classes, at a date indicated in the university calendar, students may make changes in their schedules through a process known as "Drop and Add". After obtaining the approval of their advisers, students may change their courses. Depending on the changes that are made, students may need to settle their accounts at the Office of the Comptroller to adjust their tuition fees according to the final number of credits registered.

Payment of Fees

Each AUB student must pay all his/her tuition fees and other charges levied.

1. All students must finalize registration, including payment of tuition fees according to the academic calendar for the first and second semesters. Under special circumstances, late registration will be permitted during a period of no more than five working days after the announced deadline, but subject to a late registration fee (***150, 000 L.L.).***
2. Students who demonstrate financial need may make formal application for deferred payment arrangements for tuition fees to the Office of the Comptroller according to the academic calendar for the first and second semesters. These students are still required to complete all registration formalities within the set deadlines. Deferred payments are not permitted for the summer session in any faculty.
3. A student who applies for deferred payment must pay at least 50% of the net amount of tuition due. All other charges must be paid in full with no deferrals by the set deadlines. A student must pay a deferred payment application fee of $33, whether approved or not.

4. Every student granted deferred payment must sign a statement indicating agreement that failure to complete payment by the set deadline will result in receiving no credit for the semester in which the student failed to pay.

Students are expected to meet all financial obligations by the set deadlines. The University reserves the right to place a hold on the student's record that will prevent registration for future semesters and the release of transcripts and diplomas, as well as access to other University services, if he/she fails to promptly meet his/her financial obligations to the University.
Please consult the Office of the Registrar (ext: 2570 /2571) or the Registrar's website: http://staff.aub.edu.lb/~webregist/ for up-to-date schedules for registration and payment of fees.

ACADEMIC PROGRESS

Promotion

Students shall be promoted at the end of the summer session after completion of **30 or more credits** beyond the requirements from the previous level. However, students who register in September and who lack 6 or fewer credits for completion of a class will be registered in the next higher class at the discretion of the academic committee. **In order to be promoted, students must attain a minimum average of 68 at the end of the second regular semester (sophomore year) and 70 in the following years.**

Placement on the Dean's Honor List

To be placed on the Dean's Honor List at the end of a semester a student must:

- Be a fulltime student (registered at least twelve credits of new courses other than those repeated
- Not be on probation.
- Have passed all courses taken during the semester, have an overall average of 85, or be ranked in the top 10% of the class and have an average of 80.
- Not have been subjected to any disciplinary action within the University.

Placement on Probation

In concordance with AUB policies, a student will be placed on probation for any of the following reasons:
if the student fails 6 or more credits at the end of a semester, and/or
if the student does not attain the minimum required semester average of 65 for the first regular semester of BSN II or 68 for the second regular semester of BSN II, or70 for the following years.

Students in their freshman and sophomore years will be placed on probation at the end of their first semester only if they fail in one half or more of the credit hours carried.
These regulations do not apply to part-time students until they have completed at least 12 credits. For part-time students, a semester is defined as consecutive courses totaling 12 credits.

Removal from Probation

Action to remove probation at the end of a semester will be taken provided the full-time student:

- has passed all courses taken during the semester;
- achieved the minimum required average for that semester; and
- achieved the minimum yearly average required.

A student is expected to be removed from probation within two regular semesters.

Repeating Courses

- A student may repeat a course with the consent of the adviser and course coordinator.
- A student must repeat all required courses that he/she fails.
- When a course is repeated, the highest grade obtained will be considered in the calculation of the cumulative average.
- In exceptional cases, a student may be allowed to take a make-up exam for a course failed, within four weeks from the start of the next regular semester. S/he must have the approval of the course coordinator and the Academic Committee in order to do this.
- Repeating a course may delay the student's graduation from the program

Repeating the Year

The Academic Committee may require a student to repeat the year if he/she

- Fails in one-third or more of the credit load attempted during that year; or
- Fails to remove probation within two semesters; or
- Fails to obtain the minimum yearly average.

A student repeating the year must register for a full load and repeat all courses in which he/she has scored below the minimum required for that year.

Dismissal from the School of Nursing

A student may be **dropped from the BSN program** by vote of the faculty upon the recommendation of the Academic Committee for any of the following reasons

- fails to remove probation within two regular semesters;
- fails in one-third or more of the load attempted during that year and fails to attain the minimum yearly average;
- fails to satisfy the requirements of a repeated year; or
- is not making satisfactory academic progress, has not shown sufficient professional promise, or has behaved in a manner below the norms expected by the school.

Once the student is dropped from the BSN program, he/she will be placed as Majorless for 2 consecutive regular semesters to secure a transfer to another faculty. Failure to do so will lead to the students' **Dismissal from The Hariri School of Nursing**

Application for Readmission

When, in accordance with university regulations, a student is dropped, the implication is that the student is not qualified to continue his/her education at the School of Nursing. Consideration for readmission is given for one of the following reasons:

- If the student was not able to do his/her work efficiently because of health reasons. In such cases, the school will require a medical report from the university physician.

- If the student's adviser or a faculty member or administrative official of the University knows of certain family problems that may have influenced the academic achievement of the student.
- If, after spending one or two years at another institution, the student is able to present a satisfactory record and recommendation.

Ordinarily, supporting documents for the first two reasons must be presented within 30 days of when the student is dropped from the school, but in exceptional cases this presentation may be made at the beginning of the following regular semester.

If a student is on probation and leaves the University after the tenth week of the semester, the Academic Committee will decide whether he/she may be allowed to return to the University.

AWARDS, FINANCIAL AID AND SCHOLARSHIP

AWARDS

A number of awards are given to students who demonstrate exceptional academic achievement. The awards and related criteria are:

Penrose Award

This is a non-cash award that is made to an outstanding graduate of the school on the basis of scholarship, character, leadership, and contribution to university life.

Women's Auxiliary Awards

Cash and certificate awards are granted to senior students who meet the following criteria: academic achievement, professional integrity, and seriousness of purpose, contribution to professional and university life, and willingness to work at the AUB Medical Center after graduation. The awards are:

- Emily Asfour
- Mary Crawford (Florence Nightingale)
- Agnes Shammaa
- Laila Iliya
- Helen Zarwi
- Nada Alameddine Kanso
- Najla Morston
- Jacqueline Rubeiz
- Hanneh Shahine
- Ann Smith

Lions Award

This is a non-cash award, granted to a student who has been commendable for academic achievement and professional integrity.

Women's Auxiliary Contracted Scholarship: Annette Hajjar Scholarship.

The recipient of this award is required to work at the AUB Medical Center for a period of two years.

Janet Haddadin Nursing Award

The Janet Haddadin Nursing Award of $1000 is granted to a graduating undergraduate nursing student with the highest Cumulative GPA in Nursing"

Financial Aid and Scholarships

AUB offers financial aid to qualified students in the form of need-based financial aid grants, merit scholarships, and student work-study. Nursing students can also apply for a bank loan through the Office of Financial Aid.
Students applying for financial aid for the first time may obtain applications from the Office of Financial Aid in West Hall. Applications must be submitted before the deadline, which can be found at the website: http://staff.aub.edu.lb/~webfaid/ Financial need is assessed for each

student annually on the basis of factors such as family income, number of siblings enrolled in school/university, assets such as home(s), and other property, and major changes in financial status. Financial need is a necessary—but not a sufficient condition—for an award. Students with high need and excellent scholastic achievement records are more likely to receive awards than students with low need and average scholastic records.

The Hariri School of Nursing is offering 60% (Financial Aid+HSON scholarship) to full time students who show commitment to nursing and who have a good academic standing. In addition, these students might be eligible to request a 30% bank loan that can be paid back after graduation over a period of 10 years. The students can also apply for the work study program to cover the remaining 10% of the tuition fees. Each student should submit a financial aid application at the office of financial aid to be eligible for this scholarship.

Other scholarships are available for Nursing students and awarded based on financial need and academic performance.

GENERAL POLICIES AND INFORMATION

Non-Discrimination Policy

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law.addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Academic and Professional Integrity

The Rafic Hariri School of Nursing follows AUB policy regarding the academic conduct of students. **The faculty and staff at the Hariri School of Nursing take all issues related to academic and professional integrity extremely seriously.**
Students are expected to have high standards of integrity in both the clinical and academic settings. Integrity is a reflection of self-respect and is demonstrated by a student's behavior in class and in the clinical setting.
Academic integrity and honesty are central components of a student's education. Ethical conduct at the University will be carried into the student's professional career.
Academic dishonesty, including but not limited to cheating and plagiarism, is deplored and not tolerated. Any act of cheating may be ground for probation, suspension, and/or expulsion from the school. Any act for plagiarism may be grounds for a failing grade on the paper and in the course. In addition, other sanctions may be imposed by the school for acts of academic dishonesty.

In clinical settings, students are expected to protect patients' confidentiality, and to be honest in any documentation regarding the patient's condition and their own assessment and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally and academically prepared when caring for patients.

Student Code of Conduct (http://pnp.aub.edu.lb/general/conductcode/index.html)

The purpose of this code is to provide students with a clear statement of the standards of behavior expected in an educational environment, so that they make responsible choices

regarding their participation in the academic community and understand the consequences of their infringement of these standards. Violations may be of an academic or non-academic nature.

Jurisdiction of academic violations lies initially under the authority of the Dean of the faculty or school to which the student belongs. Misconduct that is clearly non-academic falls under the jurisdiction of the Dean of Student Affairs who will take the necessary action in consultation with the Dean(s) of the faculty or school to which the student belongs.

The following are examples of actions deemed in violation of the Student Code of Conduct; they are not intended to define misconduct in exhaustive or exclusive terms. Any student who violates the principles described in the preamble to this document shall be subject to disciplinary action in accordance with the Student Code of Conduct.

I. Definitions of Misconduct

A. Academic Misconduct

Offences involving academic misconduct include, but are not limited to, the following:

1. Cheating

While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, cell phones, or another's work.

Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

2. Plagiarism

Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

3. In-Class Disruption

Students in class are expected to behave appropriately, and shall not disrupt classes or exams by extraneous conversation and/or misbehaving.

4. Dishonesty

Students are expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

d. Stealing or damaging library books.

e. Unlawfully copying computer software.

f. Engaging in bribery of any kind.

B. Non-Academic Misconduct

1. Disruption/Obstruction

Students have the right to express their opinions on matters of concern to the University in an organized manner and in a public space, excluding residences on campus, but they must notify and consult with the Dean of Student Affairs before doing so. The nature of the event and any publicity accompanying it must be reviewed by the dean to assure that neither Lebanese law, nor university policies and norms are being violated.

In cases where student-sponsored events, including protests, sit-ins, and demonstrations are, after such consultation, not approved by the Dean of Student Affairs, or, if needed by the Board of Deans or the president, it may become necessary for the dean of student affairs to undertake disciplinary measures and even to instruct campus protection to bring the public gathering to an end.

Disrupting or obstructing the normal educational process or any university function or activity by student demonstrations, sit-ins, or 'strikes' is strictly prohibited. This includes, but is not limited to: disrupting classes, library operations, seminars, exhibitions, meetings, ceremonial events, or examinations; impeding or preventing others from attending such events; falsely activating a disaster alarm; or making a threat.

Under no circumstances are any members of the university family to be intimidated or threatened in the execution of their normal duties and responsibilities. That means that students and faculty who wish to hold or attend classes or to go to their offices or places of study shall not be prevented from doing so; non-academic staff and administrators shall not be impeded from going to their places of work.

2. Distribution of Unauthorized Published Material

The public distribution and posting of published materials such as fliers, leaflets, posters, audiovisuals, etc., must be approved and stamped by the Dean of student Affairs. The campus protection office will remove from display any such unauthorized material.

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

3. Theft

Stealing on campus or at a university-authorized event off campus, including unauthorized use of university equipment or services (e.g., telephones, photocopiers, or computer facilities), or possession of stolen property, is prohibited.

4. Destruction of Property/Endangering Public Safety

Students are expected to protect university property and to respect the safety of others. Acts contrary to these principles, which include, but are not restricted to, the following, are subject to disciplinary procedure:

a. Engaging in vandalism or other intentional damage (such as spray painting or graffiti) to property on campus or at university-authorized events off campus.

b. Littering, such as disposing of waste (empty bottles, cigarette butts, food containers, etc.) in other than designated places on campus.

c. Unjustified discharge, damaging, or tampering with any fire extinguisher, fire alarm, or other safety devices.

d. Taking, or attempting to take, action that damages or could damage private property, without the consent of the owner or person legally responsible.

e. Appropriating, or attempting to appropriate or possess, private property, without the consent of the owner or person legally responsible.

f. Unauthorized entry, unapproved duplication of keys or use of such, or unauthorized use of campus facilities.

5. Mental or Physical Harm

Acts that inflict mental or physical harm are prohibited, including the following:

a. Engaging in physical aggression including, but not limited to, assault.

b. Engaging, or attempting to engage, in intimidation, coercion, extortion, blackmail, or bribery; bullying; threatening violence, injury, or harm to others on campus or at university-authorized events off campus; endangering or tending to endanger the safety, health, or life of any person.

c. Engaging in behavior that creates a substantial risk of, or results in, injury to others, such as committing arson or causing a riot.

d. Using force, inciting violence, inflicting or attempting to inflict injury to others on campus or at a university-authorized event off campus.

e. Engaging in any activity that endangers the health and safety of an individual or demeans an individual in conduct of an unbecoming or humiliating nature, or in any way that detracts from an individual's academic pursuits.

6. Possession of Dangerous Weapons or Materials

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

7. Discrimination and Harassment

Students are not allowed to discriminate on the basis of race, gender, age, religion, national origin, ethnic origin, marital status, mental or physical disability. Nor shall they harass, intimidate, insult, or threaten others whether verbally, in writing, or through electronic means.

Engaging in sexual harassment, e.g., requests for sexual favors, unwelcome sexual advances, unwelcome physical contact of a sexual nature, spoken comments or abuse (including email) of a sexual nature, and the public display of sexually suggestive objects or pictures is prohibited (refer to the University Policy Against Discrimination and Harassment).

8. Smoking and Alcohol

The consumption of alcohol, on campus, by students is not permitted. Smoking is not permitted in university buildings other than private residences and those areas within the student dormitories, as may be designated from time to time by the Dean of Student Affairs (refer to the University Policy on Smoking). Students must abide by the following:

- Smoking is not permitted in any University building, including the Medical Center, except for private residences and student dormitory rooms, as may be designated by the Dean of Student Affairs. Smoking is prohibited in all dormitory common rooms, corridors, lavatories, and other public spaces. Smoking is prohibited in all university vehicles.
- Persons smoking in outside open areas, or in private residences, or in designated dormitory rooms where smoking is permitted, are required to ensure that smoking materials are disposed of in a tidy and safe manner. On no account are cigarette butts to be disposed of on the ground or thrown into the wooded or landscaped areas.
- All persons on AUB property are expected to respect this Smoking Policy. Breaches of the Policy should be reported to the Environmental Health and Safety Center,

extension 2360. Persons who are found to have breached the Policy will be subject to disciplinary actions.

9. Inappropriate Sexual Behavior

Publicly engaging in sexual behavior is prohibited as deemed by Lebanese law.

10. Use of Computers

Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses, and unethical use of AUB access is prohibited (refer to the University Policy on the Use of Computers).

II. Jurisdiction over Violations

AUB holds all students responsible for actions occurring on campus and at the AUB Farm, the AUB medical center, and university-authorized events.

Students attending an off-campus function as representatives of the University (such as, but not limited to, students serving on academic or athletic teams or engaging in club activities) are subject to disciplinary sanctions for violations of this code.

III. Disciplinary Actions

Disciplinary action will be imposed according to the nature (academic or non-academic) and severity level of the violation.

A. Academic Misconduct

In principle, enforcement of disciplinary actions for academic violations is carried out by those immediately responsible.

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously. A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred.

When the instructor has taken disciplinary action, he or she should send a letter to the Student Affairs Committee in the faculty or school in which the student is enrolled, informing that committee of the incident and the action taken. A copy of the letter will be placed in the student's file, as well as forwarded to the student's advisor for follow-up.

B. Non-Academic Misconduct

Violations of a non-academic nature are the responsibility of the Dean of Student Affairs, in consultation with the dean of the faculty or school in which the student is enrolled and, as necessary, the chief of campus protection. Students should know that the laws of

the Republic of Lebanon apply on campus, and those who violate these laws may be subject to criminal prosecution.

C. List of Primary Disciplinary Actions

Documentation of disciplinary actions, other than suspension and expulsion, will not become part of the student's permanent record. Records of the University Disciplinary Committee decisions, including charges and sanctions, will be maintained as part of the confidential records in the office of the respective Dean, for a period of up to four years after the student graduates or ceases to be a student.

D. Required Withdrawal from Campus Pending Hearing

In extraordinary circumstances, when the student's continued presence is deemed a danger to the university community, the student will be required to withdraw from the campus, pending a meeting of the University Disciplinary Committee. This action shall normally require the approval of the president of the University.

E. Secondary Disciplinary Actions

In addition to the disciplinary actions listed above, the following secondary disciplinary actions may be imposed upon those who violate the Student Code of Conduct. Secondary disciplinary actions may be of an academic or non-academic nature

IV. Complaint Procedure

Any person subject to, or who witnesses, a violation of the Student Code of Conduct should forward a written complaint to a faculty member, a chairperson, or any university official. Academic violations shall be forwarded to the dean of the faculty to which the student accused of the violation belongs. Non-academic violations shall be referred to the dean of student affairs. Violations that may require suspension or expulsion will be referred by the concerned dean to the University Disciplinary Committee.

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation the committee may take into consideration the student's cumulative discipline record.

Range of Actions

Informal Warning

This may be oral or written. It is a statement that the student has inadvertently violated a university regulation. The warning will be recorded in the respective Dean's records and the student will be documented.
Examples: *Littering and smoking in prohibited areas.*
Reprimand

This will be in writing. It is a statement that the student has violated a university regulation. It is intended to communicate most strongly, both the disapproval and the reprimand of the university community. The reprimand will be kept in the respective Dean's records.
Examples: *Inadvertent plagiarism - failure to cite sources appropriately, and inappropriate physical contact.*
Dean's Warning

This will be in writing. Only two Dean's Warnings are allowed in a student's academic career at AUB. It is recommended that any violation of university regulations after the second Dean's Warning results in consideration of suspension. Such a warning is kept in the file of the student and the respective Dean's records.
Examples: *Plagiarism, academic dishonesty, disruption-obstruction, mental or physical harm, discrimination and harassment.*
Suspension

This will be in writing and will form part of the student's permanent record. A student will be suspended for a fixed period of time during which the student may not participate in any academic or other activities at the University. At the end of the suspension period, the student may be readmitted to the University, only upon the recommendation of the University Disciplinary Committee.
Examples: *Cheating, theft, and destruction of property.*
Expulsion

This will be in writing and will form part of the student's permanent record. Expulsion denies the student the right to participate in any academic or other activities of the University for an indefinite time. Only under the most unusual circumstances, and upon the recommendation of the University Disciplinary Committee, will an expelled student be readmitted to the University.

Examples: *Academic dishonesty, possession of dangerous weapons or materials, and endangering public safety.*

N.B. Any person who maliciously lies to cover up an act sanctioned by the code of conduct will be considered to be an accessory after the fact and may be subject to disciplinary action.

Secondary Disciplinary Actions – Academic

The student may be prohibited from participating in the work study program.

The student may be prohibited from receiving any form of financial aid, scholarship, or monetary award.

The student may be prohibited from receiving any form of honor, merit award, or other academic recognition award.

The student may be prohibited from holding a graduate assistantship.

The student may be given a failing grade in a course or a test or any other form of academic assessment.

Secondary Disciplinary Actions – Non-Academic

The student may be prohibited from representing AUB in any official role, activity, or event.

The student may be prohibited from serving as an officer of any AUB organization including club, team, or society.

The student may be prohibited from living in any AUB hall of residence or similar facility.

The student may be strongly advised to attend treatment or counseling as determined by the director of the counseling center, in consultation with the Dean of Student Affairs.

The student may be required to make financial restitution.

The student's case may be referred to an external agency for further action (this could include the filing of criminal charges).

V. Formal Hearing by the University Disciplinary Committee

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation understand the charge and the evidence against them and are afforded a reasonable right of rebuttal.

The University Disciplinary Committee shall inform the student of the charge in writing. Evidence shall be presented in the presence of the student who shall have a reasonable right of rebuttal including the right to cross-examine witnesses. In determining penalties, the committee may take into consideration the student's cumulative discipline record.

VI. Appeal Procedure

Any student who is charged with a disciplinary offense has the right to a full and fair hearing for any disciplinary charges brought against him or her under university regulations.

If any of the following apply, a student may appeal to the Dean of the faculty or school regarding faculty or departmental decisions, or to the University Disciplinary Committee against disciplinary action taken by the Dean of Student Affairs or the dean of the faculty or school to which the student belongs:

1. Procedural error
2. New evidence
3. Unsupported conclusion
4. Disproportionate sanctions

The outcome of this appeal may result in higher, lower, identical, or no sanctions at all being imposed. The University Disciplinary Committee's decision shall be final.

Students Rights and Responsibilities

Students are members of the academic community and are also citizens. As citizens, students enjoy the same freedom of speech and right to petition that all citizens enjoy. Students have the responsibility to know and obey Lebanese law and the laws of the University. It is the responsibility of the student to know institutional regulations, policies, and established guidelines as stated in this handbook and in the University Catalogue. Students are accountable for their behavior at all times. Students have the right to freedom from discrimination on the basis of race, color, religion, sex, and age. Students have the right to be informed, in writing, of the expected behaviors and standards by which they will be evaluated prior to participating in classrooms and clinical activities. Students have the right to academic evaluations which are not prejudiced and which are based on stated course requirements. As members of the academic community, students are free, individually or collectively, to voice constructive criticism through identified channels on issues of institutional policy, curriculum, and matters of general interest to the student body without fear of reprisal.

While under the direct supervision of an instructor, students also have the right to adequate safety precautions provided by the School of Nursing. Students also have the right to negotiate participation in clinical situations which they feel are threatening to their personal health or life. Students, individually or collectively, have the right to expect, within a reasonable length of time, feedback concerning all student related issues presented to the faculty.

Freedom in the Classroom

Students are responsible for the content of the courses in which they enroll. They are also free to take reasoned exception to the data or views offered in any course of study, and reserve judgment about matters of opinion.
Students are responsible for complying with standards of academic performance required by each course in which they are enrolled. Such standards shall be communicated clearly in writing on or before the first meeting of each course. Students should have protection against prejudiced, arbitrary, and capricious academic evaluation.

Student Representation on Rafic Hariri School of Nursing Committees

Student representation on Rafic Hariri School of Nursing committees is encouraged. Students can request that items be placed on the agenda of any School of Nursing committee for discussion.

UNIVERSITY SERVICES

Student Services at the Rafic Hariri School of Nursing

Getting in Touch with the Right People at the Rafic Hariri School of Nursing

Students are encouraged to communicate any concerns they might have to the appropriate persons. They can refer to the Student Services Officer for the following issues:

- Answering queries about the BSN and MSN programs
- Student orientation and advising
- Follow up on different awards and scholarships available to nursing students
- Problems in registration (opening capacity, removing restrictions, resolving time conflict problems, removing holds, selection of elective courses, drop and add courses)
- Dealing with the administrative body (Registrar's office, Office of Financial Aid, Office of Student Affairs and specific committees at HSON)
- Writing and submitting petition letters (underload/overload credits, late registration, medical reports, course withdrawal, reactivation and readmission etc.)
- Selection of specific academic forms for internal and external procedures
- Program evaluation and satisfaction surveys
- Career guidance and work opportunities
- Student related activities such as student elections, NSS activities and graduation parties etc.
- Requesting credentials after their graduation.

The Student services office seeks to assist and guide nursing students to develop their plan to academic success, by referring them to the appropriate resources and procedures, and ensuring that they are complying with AUB academic rules and regulations.

Issues related to a particular course are best discussed with the course coordinator. Problems with a student's academic progress should be followed up with the assigned advisor. Students may discuss issues related to a particular class with their advisers. There is one class advisor for each of the three years: BSN II, BSN III, and BSN IV. If the student cannot resolve problems with the course coordinator, adviser, or class adviser, he/she should talk to the BSN coordinator, and then the BSN convener. If necessary, issues are referred to the Director of the School.

Other services offered at HSON:

- Requesting lockers at the locker room
- Requesting badges
- Requesting name pins
- Completing the Clearance process upon graduation or withdrawal from the university
- Facilitating colloquium papers

Simulation and Clinical Competency Center (SCCC)

The Simulation and Clinical Competency Center (SCCC) was established by the Hariri School of Nursing in 2009 to assist AUB students, faculty and healthcare practitioners to achieve higher levels of competence and safer patient-care. Individual students use the Lab facility for self-appraisal; faculty uses it for evaluation purposes and our hospital partners (AUBMC) use it to

enhance clinical practice.

Introduction to Simulation

Simulation started with the aviation industry and it improved pilot performance and airline safety. Simulation is defined as the deliberate creation or imitation of a situation for the purpose of learning using different techniques and technologies.

Simulation in healthcare education is considered an effective tool in clinical teaching. Simulation has the potential to provide immersive, interactive, reflective team-learning experiences in a controlled environment. In simulated environment students learn practical skills (e.g., medication injection), communication skills (obtaining patient history) to critical thinking and decision making skills regarding the care of the simulated patient. The tools of simulation range from single body part, as an arm for injection, to full-body mannequin that are physiologically responsive, to actual people playing the patient's role.

Who Uses SCCC Lab?

- AUB students from nursing, medicine, pharmacy and other health related disciplines
- AUBMC practitioners from all disciplines
- Non-AUB health-care students and practitioners after securing a special permission

Why Use Simulation?

- Safe learning environment: Simulation presents a safe learning experience for healthcare students and practitioners (It is a safe place to make mistakes and learn from them - the patient can't be harmed!)
- Increase in skill development: Simulation offers a chance to practice a skill repeatedly until mastery (with or without instructor guidance)
- Builds effective healthcare teams: Simulation brings people from different healthcare disciplines to work together as a team- a requirement for safe patient care

Location and Hours of Operation

Located on the 2nd floor of the Hariri School of Nursing, the SCCC is composed of 5 spacious rooms which can be used for classrooms, skills training and physical assessment. One room is designated for high fidelity scenarios (houses the highly interactive manikin) and includes a control area and a debriefing space.

The SCCC is open Monday to Friday from 8 am to 5pm during the academic year.

Booking Ahead Of Time

All are urged to book the Lab ahead of time. Priority in booking the SCCC is given to educational programs for AUB nursing and medical students. To schedule a session at the Lab, the student/learner must send an email to the Lab coordinator (Randa Farha rf37@aub.edu.lb). The coordinator in turn will confirm by email based on Lab availability. Any changes to an existing request for a session at the SCCC must be submitted by email to the Lab coordinator.

Code of Conduct

The following are binding practices for everyone using the SCCC facility (faculty, clinical teachers and students):

- No food or drink is allowed at any time in the Lab.
- No personal items are to be placed on the beds.
- Wash hands before coming to the center – use available alcohol-based hand sanitizers.
- Sign in at all times for both practice and testing on the attendance sheet
- Treat manikins like people. Treat simulators with respect as if they were real patients- handle them gently and with care.

- Only manikin lubricant can be used on the simulators when inserting objects (e.g. catheters).
- Never use ink pens at the bedsides as ink permanently stains the manikins. Please use pencil or only write at the tables at the end of the bed
- Gloves must be worn when coming in contact with the simulators (SimMan, SimBaby and NOELLE).
- Leave the center in the same condition it was when you first started (place all the chairs back at the tables, make the bed and return all equipment and supplies to the area where found).
- Sign a confidentiality agreement not to disclose any of the proceedings of a scenario outside the Lab. Report any violation to faculty.

Definitions

Effective simulation-based learning experiences are structured to include a pre-brief and a debrief component. The following are important definitions to learn:

PRE-BRIEF FOR A SIMULATION

Pre-brief is defined as an orientation session held prior to the start of a simulation-based learning experience in which instruction or preparatory information is given to the participants. It is the foundation of a successful simulation learning experience.

DEBRIEFING AFTER SIMULATION

Debriefing is the discussion that immediately follows a simulation-based experience. It is facilitated by an educator who observes the simulated experience. The discussion fit participants' objectives and outcomes of the simulation-based learning experience. Debriefing aims to promote reflective thinking. True learning occurs through a process of self-reflection. Effective debriefing is conducted in an environment that is conducive to learning and supports confidentiality, trust, open communication, self-analysis, and reflection.

University Libraries

The AUB library system consists of two main libraries: the University Libraries and Saab Memorial Medical Library.
The University Libraries include the Jafet Memorial Library (the Central Library) and two branch libraries: the Engineering and Architecture Library, and the Science and Agriculture Library with its annex AREC (Farm) Library.

The University Libraries are currently open 90 hours per week. The schedules of the libraries differ. Refer to the AUB website, click on libraries, in order to know the opening hours. Librarians also send regular emails regarding changes in their operating hours in the various semesters and during holidays. All libraries have photocopying machines that are available for student use. A card containing 100 photocopying units may be bought for 5, 000 LL in vending machines located in each library. Photocopying is also offered at the University Book Store for a small fee.

The Saab Medical Library (SML) is probably the one you will be using the most. The SML collection consists of 1,200 printed periodical subscriptions; over 82,320 back file periodical volumes, nearly 42,000 books, and nearly 2,300 audio-visual items, including computer

software. SML has a large number of the most important bibliographic medical and allied health databases, and more than 2,500 electronic journals. SML is accessible through the internet at http://www.aub.edu.lb/libraries/medical. The library has a special collection called the Lebanese Corner, http://192.168.100.187/, which includes publications about Lebanon or by Lebanese authors in the fields of medicine and other health-related topics. Databases are currently accessible via the AUB website.

Computing and Networking Services

Computing and Networking Services (CNS) provides access to different services that require user authentication. Before using the service, you must activate your **AUBnet account**: The AUB net account provides e-mail, intranet, and Internet access, in addition to other services such as roaming storage space, network printing, and personal web site space. You must activate your AUB net account before you can activate other accounts.

The **AUBsis account** provides access to the AUB Student Information System, a web-based application designed to provide the following on-line services to students and faculty: On-line Registration, Drop and Add, Class Schedules, Grades, Student Transcripts, Address Information, and Billing Statements.

Student computer labs are located throughout the University, including the libraries, faculty of medicine and faculty of health sciences buildings, among others.

An Internet fee of 300, 000 LL is charged every year and will automatically be added to the statement of fees. The quota of Internet data per month per student is 100MB. This is a combined quota of web and e-mail data. Through the AUB Net Resources web site you can find out your Internet data usage for the month. No limit exists on the time spent browsing and sending information on the web. The limit is only on the volume of data that is sent/received in the process.

Access to computer hardware, software, intranet, and the Internet services is provided to students for enhancing their learning. Access to the use of AUB computer facilities is through authorized computer accounts. Students must abide by the AUBnet Code of Conduct for Users of Computing System and Internet Services.

A computer account consists of a unique log-in ID and a password. Your log-in ID tells the computer system who you are. You must always keep your password secret. To activate your AUB computing accounts go to http://www.aub.edu.lb, select ”Get your AUB Computing Account,” and follow the instructions.

Student E-mail Address

To ensure that students receive timely communication and important announcements, the student’s current email address must always be on file in the School of Nursing. Every student is provided with an e-mail address. It is strongly recommended that all students use their AUB e-mail address as their primary one for the duration of the time they are studying here, to avoid missing announcements or other important communication from faculty and staff. We suggest that you get an email account during orientation week and check your email once per day.

The Writing Center

For students who need assistance in writing papers or projects, the AUB writing center located in West Hall Room 307 provides assistance. Tutors from the Department of English are available Monday through Friday 9 am – 3 pm and consulting services are free. The extension to call for taking appointments is 3157.

The Counseling Center

Adjusting to university life may be difficult for some students. For students who experience personal difficulties that lead to anxiety, depression or other psychological problems, the counseling center can provide assistance. The counseling team can assist with study related issues such as exam anxiety and time management, Counseling is free and confidential. The center is located in West Hall Room 206. The extension to call is 3196 or 3178.

Bookstore

The University Bookstore is located at the back of Bliss Hall across from Penrose Hall. It stocks most of the required textbooks for specific courses, dictionaries, and other reference works, and a limited number of general publications. Assorted AUB items and gifts such as clocks, mugs, T-shirts, and binders are also available.

Mail Service

The University Post Office, located in the basement of Ada Dodge Hall, handles local campus mail and mail for the Lebanese postal services. To secure a campus mailbox a student must show a receipt of fee payment at the AUB Post Office. Urgent mail may be sent by Aramex through the AUB Post Office. A special rate is offered to the AUB community. Also DHL offers special rates at the AUB Bookstore.

Food Service

The University operates a modern, cafeteria-style food service on campus in Ada Dodge Hall. In addition to the main cafeteria the University also maintains the Mary Dodge Hall Cafeteria, the Engineering Cafeteria, and the Agriculture Kiosk. These facilities provide a variety of hot and cold refreshments for students and their guests. Vending machines are available in a number of university buildings.

Students Housing

AUB is a residential university. For more information, check the AUB Catalogue, or check the Student affairs Office website at: http://staff.aub.edu.lb/~websao/house/.

Student Transportation

AUB allows very limited automobile access to campus: only students suffering from illness or disabilities may bring cars on campus. Authorization from the Infirmary must be received before a permit can be issued. Students should contact Business Services at extension 3510 for a special permit.

Students with Disabilities

Students with disabilities applying to AUB are strongly encouraged to make their disability known to the Admission Office. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus. Students need to consult with their advisers for assistance.

UNIVERSITY HEALTH SERVICES

Medical Record

An entrance medical record form will be sent to all admitted students who have made the commitment to enroll at AUB. The form should be completed by the student's family physician and mailed before the period of registration. Alternatively the completed form may be delivered by hand to the Office of Admissions.

All new students must have a tuberculin test at the time of the preliminary medical check, held during registration, and must report 48 hours later for the check on the test. Upon clearing the medical test, the student will be issued a clearance slip to proceed with registration. Students will not be registered unless they obtain this clearance slip. Medical checks may be completed in advance of registration provided that the student reports to the University Health Services on campus and brings along a letter of acceptance and the entrance medical record.

Returning students are not required to complete any medical forms. Important changes in the student's medical condition and/or updating immunizations should be reported to a University Physician by appointment at the Health Services Center. Information will be kept confidential.

All nursing students are required to go check on their Hepatitis B status, prior to commencing clinical..

The University Health Services (UHS) provide medical care to members of the university community in Sawaf Building at the following office hours:

Office hours: Monday through Friday

- **Offices** 8:00 a.m. - 5:00 p.m.
- **Clinics** 8:00 a.m. - 7:00 p.m.

Office hours: Saturday

- **Clinics** 10:00 a.m. - 2:00 p.m.

The Sawaf building is located near the AUB Medical Center. Appointments can be made at the reception desk. A physician is also available to receive patients on a walk-in basis. Walk-in patients must have problems of an urgent nature; otherwise, they will be given appointments for a later time. In case of emergency, the patient should report directly to the Emergency Unit at the AUB Medical Center or to the nearest Emergency Service.

Health Insurance Plan (HIP)

Students may elect to enroll in the University's Health Insurance Plan (HIP), provided they register for at least six credit hours. Students enrolled in the spring semester are covered until September 30, provided they do not leave the University or drop all of their courses. A married student will have the option of including his/her spouse and children for an additional fee. A student may be exempt from enrolling in HIP if he/she presents proof of coverage by another health insurance plan. HIP covers only those expenses incurred at the AUB Medical Center. Medical bills from other institutions are not covered.

National Social Security Fund (NSSF) Medical Branch

Membership in the NSSF is mandatory by law for all Lebanese students, excluding freshman and special students, and students who are older than 30 years. Non-Lebanese students may not join NSSF. To facilitate enrollment in the NSSF Medical Branch, students are required to bring the following items when registering:

- A social security application form filled in correctly. Copies of this form will be available for distribution at the time of registration to students.
- A photocopy of the Lebanese Identity Card.
- Their NSSF number if already registered.
- The NSSF number of either parent if insured with the NSSF through father or mother.

STUDENT EXTRACURRICULAR ACTIVITIES

Clubs and Societies

Opportunities for students to participate in extra-curricular activities, generally organized under the auspices of student-governed societies or clubs, are numerous at AUB. Membership is open to all registered students upon completion of a membership application and payment of a nominal fee. Almost all student clubs provide an outlet for artistic expression: Art, Music, Photography, and Poetry Clubs. For further information or to obtain a list of active clubs and societies, go to the Office of Student Activities in West Hall, extension 3182.

Nursing Student Society

The Nursing Student Society (NSS) brings together nursing students from all levels to engage in various professional and social activities, under the guidance of an assigned faculty advisor. Objectives of the NSS are to:

- Serve as an organization through which matters related to the welfare of students and the school is transacted.
- Provide a channel for coordination of activities between the students and faculty members, and with other student organizations.
- Organize activities that promote a spirit of loyalty and fellowship among the student body.
- Provide means for active participation in activities that foster the personal, professional and civic development of students.

The NSS has three standing committees:

1. The Educational Committee organizes educational programs of interest to the community.
2. The Social Committee is responsible for social and recreational activities.
3. The Publicity and Finance Committee is responsible for publicity and financial matters.

Athletics and Recreation

The University offers a wide range of sports, athletic and recreational programs through its Athletics Department. Facilities include AUB's Green Field, which hosts international, national, and varsity sports tournaments. The Green Field includes the University's soccer field, lighted outdoor basketball courts, lighted outdoor volleyball courts, and a lighted 450-meter track.

IMPORTANT TELEPHONE NUMBERS

Finally, here are some helpful telephone numbers for you to have:

Clubs and Student Activities (West Hall)	3182
Emergency Room	6604
Financial Aid	3160
Housing	3175
Infirmary, University Health Services	3000
Registrar	2570
Student Affairs	3170
School of Nursing	5950, 5951

Appendix A

Clinical Practicum Orientation Tips

These are simple "tricks" for a good clinical experience

- **Punctuality:** Be 15 minutes early to the rotation. Have a good breakfast before coming.
- **Preparation:** Make sure you have all the equipment you need and that you reviewed your notes very well ahead of time.
- **Dress Code:** Wear clean shoes and clothes, shave, everyone will respect you when you dress well and act in a professional way.
- **Caring:** Make a special time to go to the patient's room and discuss their condition.
- **Self Learner:** Be interested to learn more, ask whatever question that pops to your head, and just enjoy the learning experience.
- **Professionalism:** Maintain a positive relationship with your preceptor, your fellow students and health care team.
- **Safety:** Assure your own safety. Ensure you have completed your HBV. HAND HYGINE IS VERY IMPORTANT KEEP IT IN MIND.

Appendix B

AMERICAN UNIVERSITY OF BEIRUT - FACULTY OF MEDICINE – RAFIC HARIRI SCHOOL OF NURSING

CURRICULUM: BACHELOR OF SCIENCE IN NURSING

Name:	**ID#:**	**BSN I:____**	**Bacc:**			
Nationality		BSN II:____	SAT I (Wriring):	EEE:	TOEFL:	English Placement:
FA/Scholarship:	Sponsor: -	BSN III:___	SAT I -Verbal:	SAT I-Math	Composite Score:	
E-mail:	Box#:	BSN IV:___	Date of Admission:	Expected Date of Graduation:		
Tel no.1:	Tel no.2: -			Other:		

Year	Fall	Cr.	Grade	Spring	Cr.	Grade	Summer	Cr.	Grade	Deficiencies	Action
1st Year 20__-20__											
Total										GPA:	
2nd Year 20__-20__											
Total										GPA:	
3rd Year 20__-20__											
Total										GPA:	
4th Year 20__-20__											

Semester Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM					
12:00 PM					
1:00 PM					
11:00 AM					
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					

Appendix C

Membership at the Order of Nurses in Lebanon

للانتساب الى نقابة الممرضات والممرضين في لبنان على الممرض(ة) تعبأت طلب الانتساب واحضار المستندات المطلوبة أدناه:

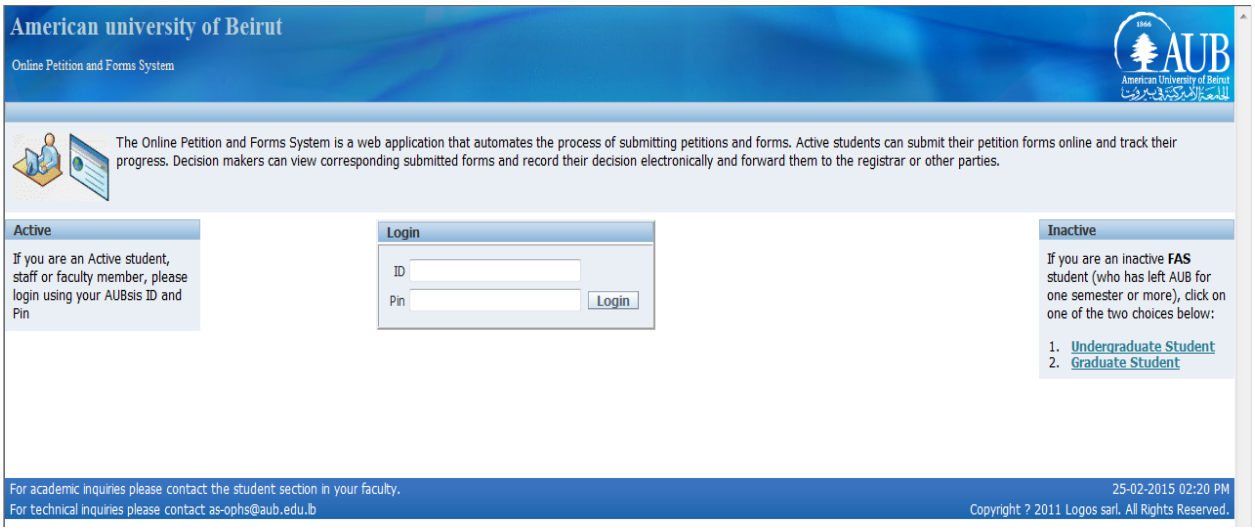
المستندات المطلوبة	لبناني	غير لبناني
1- صورة عن تذكرة الهوية أو اخراج قيد فردي أو صورة مصدقة عنه أو صورة عن جواز السفر الصادر من السلطات اللبنانية	X	
2- سجل عدلي لا يعود تاريخه لمدة تزيد عن التلاتة أشهر	X	
3- صورة مصدقة عن شهادة التمريض: BS/LT/TS/BT	X	
4- صورتين شمسيتين مصدقتين	X	X
5- صورة مصدقة عن اجازة معطاة المهنة صادرة عن وزارة الصحة العامة	X	
6- صورة مصدقة عن جواز السفر		X
7- صورة عن اجازة معطاة المهنة صادرة عن المرجع المختص في بلد صاحب الجنسية ومصدقة وفقا للاصول ولا يعود تاريخها لاكثر من ثلاثة اشهر		X
8- صورة مصدقة عن اجازة العمل صادرة عن وزارة العمل في لبنان		X
9- نسخة عن الشهادة العلمية مرفقة بافادة معادلة لها صادرة عن لجنة المعادلات		X
10- صورة مصدقة عن اجازة الاقامة لاتقل عن ستة اشهر صادرة عن المديرية العامة للامن العام		X

Appendix D

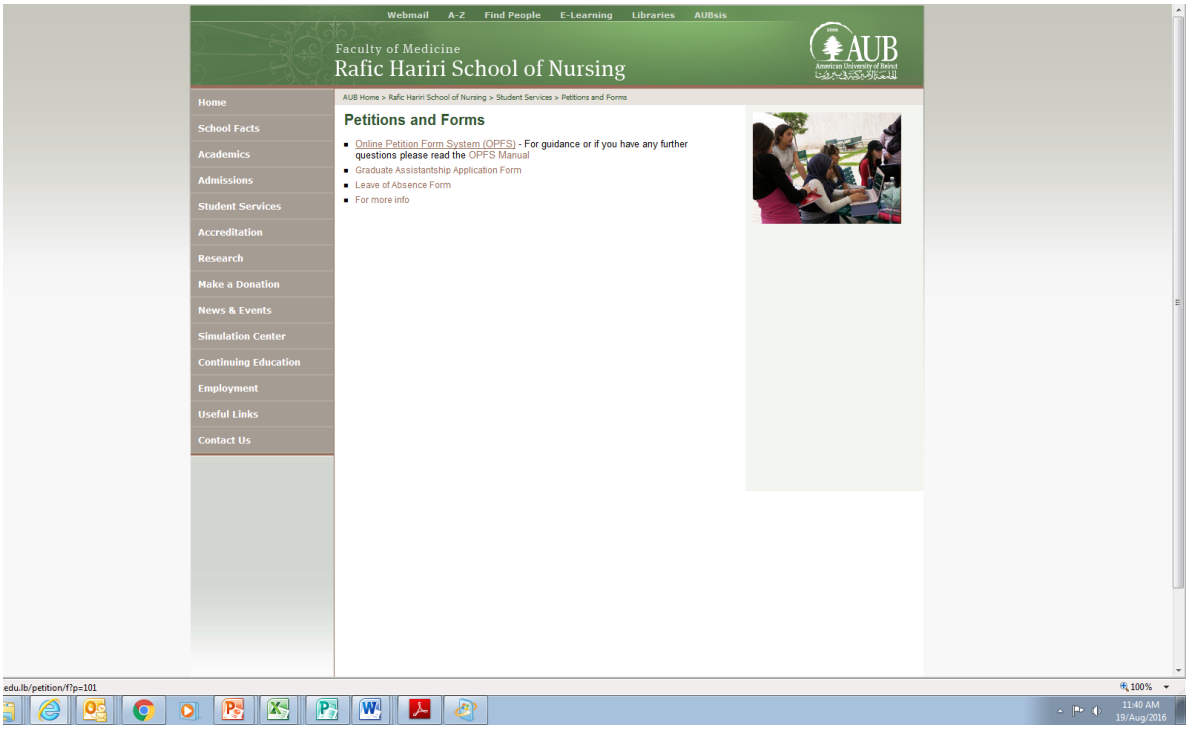
Online Petition and Forms System: OPFS

Login Page:

OPFS link: opfs.aub.edu.lb/petition/f?p=101



Or go to AUB webpage:click on Academics ⟹ Faculties ⟹Rafic Hariri School of Nursing ⟹ Student Services ⟹ Petitions and Forms ⟹ OPFS



Types of Petitions you can submit online:

	Title	Workflow	Level
1	Correction of Record (Late Drop-Add)	Adviser-Instructor -Student Services Office-Chair of ACC	Undergraduate
2	General Petition	Adviser- Student Services Office-Chair of ACC or Director of HSON	Undergraduate
3	Withdrawal From a Course	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
4	Oveload/Underload	Adviser- Student Services Office-Chair of ACC	Undergraduate
5	GE called Exceptions related to GE requirements	Adviser- Student Services Office-Director of GE Board-Chair of ACC	GE
6	Course Equivalence	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
7	General petition that is routed to the graduate committee or director of HSON.	Adviser- Student Services Office-Chair of GSC	Graduates
8	Residency Extension	Adviser- Student Services Office-Chair of GSC	Graduates

Rafic Hariri School of Nursing

UNDERGRADUATE STUDENT HANDBOOK

ACADEMIC YEAR 2017-18

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WELCOME

Welcome to the Rafic Hariri School of Nursing (HSON). We are delighted that you have chosen to study nursing at AUB and look forward to meeting each one of you. This is an exciting time for nursing—both at AUB and throughout the world.

In the field of nursing generally, nurses are taking on new and greater responsibilities. Although taking care of patients is still our primary responsibility, we are also playing a role in setting health care policy at the national, regional, and international levels and researching important health care issues.

Here at AUB, we celebrated our 100th anniversary in 2005 and our 110th anniversary in 2015. We have introduced new programs and are constantly updating and revising our curriculum. Our graduates are in great demand and they are occupying leadership positions in different countries in the world. In 2007 the BSN and MSN programs were granted unconditional accreditation by the Commission on Collegiate Nursing Education (CCNE) in the USA for five years and in 2012 the programs were reaccredited for a period of 10 years. AUB School of Nursing is the first school to be accredited by CCNE outside the USA. In 2008 the HSON received a $10M gift to endow the school and the building and in 2009 the Rafic Hariri School of Nursing building was inaugurated. The building houses faculty offices, classrooms, an auditorium, a computer lab, skills and simulation lab, a research center, and student facilities.

In 2015, HSON won three major regional awards; HSON received the best institution award, Dr. Huda Huijer the distinguished researcher award, and an MSN graduate the best thesis award. The Chi Iota Honor Society Chapter, the first in the region, was formallychartered by Sigma Theta Tau International (STTI) in 2015 and 131 members were inducted into this prestigious honor society. We continue to be proud of these accomplishments and we look forward to working with you to celebrate these achievements. We will be happy to explore with you the different paths from which you can choose when you graduate with a BSN degree

We hope this handbook will be a useful guide for you especially during the first couple of weeks when everything is so unfamiliar. If, however, you are lost or need help, please come and find us. We are eager to do whatever we can to make this a positive and rewarding experience for you.

We also welcome any comments or suggestions you may have on how we might change and improve on this handbook in order to make it more helpful for future School of Nursing students.

Good luck!

Dr. Huda Abu-Saad Huijer, RN, PhD, FEANS, FAAN
Director, Hariri School of Nursing

OFFICERS, FACULTY AND STAFF

Fadlo R. Khouri President
Mohamed Harajli Interim Provost
Mohamed Sayegh Executive Vice President for Medicine and Global Strategy and the Raja N. Khuri Dean, Faculty of Medicine and Medical Center
Huda Abu-Saad Huijer Director of the Hariri Hariri School of Nursing

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Dr. Lina Abi Fakhr	***Clinical Assistant Professor***		**310**	**5969**	la67@aub.edu.lb
Dr. Marina Adra	***Clinical Assistant Professor***	***BSN Coordinator***	**313**	**5961**	mg00@aub.edu.lb
Ms. Mary Arevian	***Clinical Associate Professor***	***Coordinator of post basic programs & MSN community track***	**309**	**5972**	mb00@aub.edu.lb
Dr. Michael Clinton	***Professor***	***Coordinator of the Administration and management Track***	**523**	**5956/ 5445**	mc42@aub.edu.lb
Ms. Silva Dakessian	***Clinical Instructor***		**320**	**5967**	sd61@aub.edu.lb
Dr. Hala Darwish	***Associate Professor***		**514**	**5938/ 7427**	hd30@aub.edu.lb
Dr. Nuhad Dumit	***Associate Professor***	***Convenor, BSN programs*** ***Coordinator of CE & sponsored projects .***	**513**	**5955/ 4714**	ny00@aub.edu.lb
Dr. Laila Farhood	***Professor***	***Convener/Chair Division of MSN Program, Coordinator of Psychiatric and Mental Health track***	**511**	**5975**	lf00@aub.edu.lb
Dr. Souha Fares	***Assistant Professor***		**521**	**5980**	sf31@aub.edu.lb
Ms. Talin Gulgulian	***Clinical Instructor***		**318**	**5777**	Tg03@aub.edu.lb
Dr. Gladys Honein	***Assistant Professor***		**520**	**5977**	gh30@aub.edu.lb
Ms. May Khoury	***Clinical Assistant***	***Coordinator of Clinical***	**312**	**5957**	mn01@aub.edu.lb

Faculty Directory	Title		Room	Extension	E-mail
	Professor	***Education and Practice***			
Dr. Dina Madi	***Clinical Assistant Professor***	***BA/BSN coordinator***	**311**	**5958**	dm01@aub.edu.lb
Ms. Angela Massouh	***Assistant Professor***	***NSS Adviser***	**319**	**5959**	am50@aub.edu.lb
Dr. Samar Noureddine	***Professor***	***Assistant Director for Academic Affairs, coordinator of MSN adult care track***	**512**	**5966**	sn00@aub.edu.lb
Dr. Lina Younan	***Clinical Assistant Professor***		**522**	**5981**	ly11@aub.edu.lb
Ms. Nour Alayan	***Assistant Professor***		319	5959	Na62@aub.edu.lb
Mrs. Hera Tashjian	***Clinical Instructor***		321	5960	Ht17@aub.edu.lb
Dr. Suzanne Dhainy	***Assistant Professor***		321	5960	Sd16@aub.edu.lb
Dr. Ghada Assaf	***Visiting clinical Assistant Professor***		509	5973	Gn29@aub.edu.lb
Staff Directory					
Mrs. Patricia Assaf	***Executive Officer/Financial Officer***		**407**	**5970-5971**	pa04@aub.edu.lb
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Ms. Lynn Berbary	***Student Services and Recruitment Officer***		**408**	**5954**	lb07@aub.edu.lb
Mr. Ibrahim Bikdachi	***Computer lab Administrator***		**201**	**5978**	ib18@aub.edu.lb
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Ms. Randa Farha	***Simulation Lab Coordinator***		**213**	**5964/5**	rf37@aub.edu.lb
Ms. Nisrine Ghalayini	***Administrative Assistant***		**510**	**5951**	ng28@aub.edu.lb
Ms. Janet Zeinaty	***Secretary***		**308**	**5951**	jz03@aub.edu.lb

ADMINISTRATIVE APPOINTMENTS & COMMITTEES 2015-2017

Director: Dr. Huda Abu-Saad Huijer

Assistant Director for Academic Affairs: Dr. Samar Noureddine

Convener/Chair Division of
Master of Science in Nursing Program: Dr. Laila Farhood
Track Coordinators:
Nursing Administration: Dr. Michael Clinton
Adult Care: Dr. Samar Noureddine
Psychiatry Mental Health: Dr. Laila Farhood
Community Nursing: Mrs. Mary Arevian

Convener/Chair Division of
Baccalaureate Nursing Programs: Dr. Nuhad Dumit
Coordinators:
BSN: Dr. Marina Adra
BA/BS-BSN: Dr. Dina Madi

I. HSON Committees

Standing Committees

- **Academic & Curriculum Committee:**
  Dr. Huda Abu-Saad Huijer (Chair or Representative)
  Mrs. Mary Arevian, Chair
  Dr. Marina Adra
  Dr. Lina Kantar
  Dr. Angela Massouh
  Dr. Gladys Honein (appointed)
  Mrs. Silva Dakessian (appointed)
  Mrs. Tamar Avedissian (appointed)

- **Admission & Recruitment Committee:**
  Mrs. May Khoury, Chair
  Mrs. Talin Gulgulian
  Dr. Dina Madi
  Dr. Lina Younan
  Mrs. Tamar Avedissian (appointed)
  Mrs. Silva Dakessian (appointed)

- **Administrative Committee:**
  Dr. Huda Abu-Saad Huijer (Chair)
  Dr. Nuhad Dumit
  Dr. Laila Farhoud
  Dr. Samar Noureddine

- **Advisory Committee:**
  Dr. Huda Abu-Saad Huijer (Chair)
  Dr. Michael Clinton
  Dr. Laila Farhood
  Dr. Samar Noureddine

- **Graduate Studies Committee:**
  Dr. Samar Noureddine, Chair
  Dr. Michael Clinton
  Dr. Nuhad Dumit
  Dr. Laila Farhoud
  Dr. Gladys Honein (appointed)

- **Research & Continuing Education Committee:**
  Dr. Soha Fares, Chair
  Dr. Hala Darwish
  Dr. Laila Farhoud
  Dr. Samar Noureddine
  Dr. Gladys Honein (appointed)

- **Student Affairs Committee:**
  Dr. Dina Madi, Chair
  Dr. Marina Adra, Class Advisor, BSN II
  Dr. Lina Younan, Class Advisor, BSN III
  Dr. Lina Kantar, Class Advisor, BSN VI
  NSS Advisor, Dr.. Angela Massouh

Other HSON Committees/Task Forces

- **HSON Search Committee**
  Dr. Huda Abu-Saad Huijer (Chair)
  Dr. Michael Clinton
  Dr. Laila Farhood
  Dr. Samar Noureddine

- **HSON Catalogue Committee**
  Dr. Laila Farhood; Convener/Chair Master of Science in Nursing Program
  Dr. Nuhad Dumit; Convener/Chair Baccalaureate Programs
  & other MSN and BSN (track) coordinators

- **HSON Newsletter Committee**
  Dr. Christine Abbyad (Chair until December 2015)
  Dr. Marina Adra (Chair effective January 1, 2016)
  Dr. Gladys Honein (Chair effective year 2017
  Dr. Angela Massouh
  Mrs. Lynn Bebary Najem
  Mrs. Talin Gulgulian

- **HSON Social Committee:**
  Dr. Lina Kantar, Chair
  Mrs. May Khoury

Mrs. Lynn Berbary Najem
Mrs. Silva Dakessian
Ms. Randa Farha
Mrs. Taline Gulgulian
Mrs. Danielle Damianos

II. HSON Representatives on University, FM, & Nursing Service Committees:

AUB BOD: Dr. Huda Huijer
AUB Budget Committee: Dr. Huda Huijer
AUB REP Inter-Faculty Advisory Committee: Dr. Huda Huijer
AUB Senate: Dr. Huda Huijer, Dr. Michael Clinton
AUB Commencement Committee: Dr. Marina Adra
AUB Advising Website Committee: Dr. Dina Madi
AUB Unified Admissions Committee: Mrs. May Khoury
AUB GE Program: Dr. Marina Adra
AUB CTL Advisory Committee: Dr. Lina Kantar
AUB Board of Graduate Studies: Dr. Nuhad Dumit
AUB New Student Orientation Program Committee: Dr. Dina Madi
FM Research Committee: Dr. Samar Noureddine
FM Library Committee: Mrs. Mary Arevian
IRB: Dr. Michael Clinton, Dr. Hala Darwish
AUBMC NS Magnet Executive Board: Dr. Huda Huijer
AUBMC NS Joint Committee HSON/Nursing Service: Mrs. May Khoury (Chair) & Dr. Marina Adra
AUBMC Critical Care Education Council: Dr. Lina Kantar
AUBMC Obs/Gyn Council: Dr. Dina Madi
AUBMC Pediatrics Educational Council : Mrs. May Khoury

PREFACE

This handbook has been prepared for undergraduate nursing students to provide detailed information about the Bachelor of Science in Nursing (BSN) program at the American University of Beirut (AUB). The handbook includes guidelines to facilitate the student's progress in the program from admission through graduation.

The faculty and administration of the Hariri School of Nursing hope that the educational experience at AUB will be a rewarding and challenging experience for each student. We are here to assist students to reach their professional and educational goals.

In addition to the policies found in this handbook that are specific to the undergraduate program at the School of Nursing, the student should obtain and keep a copy of the AUB Catalogue, which contains policies and procedures that apply to all undergraduate programs in the University. We urge you to consult the catalogue and this handbook often. If you have any questions or are unsure of a particular policy, please contact the BSN Coordinator who is available to assist you.

GENERAL INFORMATION ABOUT THE SCHOOL OF NURSING

Historical Background

The School of Nursing, founded in 1905, was the first nursing school in the Middle East. The five–year Bachelor of Science in Nursing program, established in 1936, was replaced in 1964 by a four–year program leading to the degree of Bachelor of Science in Nursing. Students entering the school as sophomores graduate in three calendar years. The RN-BSN program was reactivated and launched in 2003. The Masters of Science in Nursing (MSN) program was launched in 2003. The Bachelor of Science in Nursing program (BSN) and the MSN program are registered by the Department of Education of New York State, HEGIS codes 1203.00 and 1203.10, respectively. The BSN and MSN programs are accredited by CCNE, the Commission on Collegiate Nursing Education, in the USA. The AUB School of Nursing is the first School of Nursing outside the US territories to be accredited by CCNE.

Mission

The mission of the School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The school aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high–quality, compassionate nursing care in Lebanon and beyond, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles, and is based on the use and generation of research–based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life–long learning and freedom of speech

Programs

Undergraduate Programs:

» Bachelor of Science in Nursing (BSN)
» Registered Nurse-Bachelor of Science in Nursing (RN-BSN)
» Bachelor of Science-Bachelor of Science in Nursing (BS-BSN)

Graduate Programs:

Master of Science in Nursing (MSN)
MSN students can specialize in one of four areas:

1- Adult Gerontology Clinical Nurse Specialist
2- Psychiatric Mental Health Clinical Nurse Specialist
3- Nursing Administration and Management
4- Community and Public Health Nursing

Undergraduate Program Outline

Admission

Students holding diplomas from a 12–year secondary school may gain admission to the School of Nursing as first year nursing students (see page 38 for required courses at the freshman level). Freshman students wishing to transfer to the School of Nursing from AUB or another institution may gain admission provided they complete the required freshman courses.

Bachelor of Science in Nursing (BSN)

The School of Nursing follows the admission policies and criteria of the University.

RN–BSN Program

The curriculum is designed to permit the graduates of a technical program in nursing to pursue the degree of Bachelor of Science in Nursing provided the university entrance requirements are met. The time limit for completion of the program should not exceed six calendar years. A selected number of nursing courses may be validated if applicable.

Preferred requirement for admission to the program is three years experience in addition to the English Entrance Exam. The candidate may be asked to interview with the school's director and/or program convener.

According to the decree no. 855 dated 01/07/2015, issued by the Ministry of Education and Higher Education, holders of the technical baccalaureate (BT) are only eligible for admission to the same major as that of BT. In this case, holders of BT applying to the BSN program should complete the following remedial/pre-requisite freshman level courses prior to the BSN II year:

- 3 credits in Mathematics (MATH 101 or 102)
- 3 credits in Chemistry (CHEM-101)
- 3 credits in Biology (BIOL-101)
- 3 credits in Physics (PHYS-101, 103 or 200)

BS/BA-BSN Accelerated Program

The School of Nursing accelerated program is designed for individuals who have a BS/BA in fields other than nursing. The streamlined curriculum permits students to earn a BSN in 24 months. Students who graduate from this program are entitled to sit for the National Colloquium Exam to become registered nurses. The admission to the BS/BA-BSN program requires the following:

BS/BA degree in a field other than nursing
A minimum GPA of 75 including prerequisite courses and general education requirements
Completion of the following prerequisite courses prior to admission: ENGL 204, PSYC 201, Biostatistics course, PSYC 210, SOAN 201, and four elective courses

THE BSN DEGREE REQUIREMENTS

A student has a maximum of six (6) years to complete an undergraduate degree at AUB, if he/she enrolls as a sophomore student. You must complete all requirements for the BSN degree in order to participate in graduation activities.

Graduation Requirements

All recommendations for graduation are made by vote of the faculty, upon the recommendation of the academic committee.
To be eligible for graduation with the degree of Bachelor of Science in Nursing, the following requirements must be met:
completion of the prescribed program of study with a minimum of 103 credits after the freshman class or equivalent, 100 credits for those entering at English 204, 91 credits for those entering as registered nurses and
an overall average of 70, excluding freshman courses.
The maximum time allowed for the completion of the degree program should be within the following specified periods:

BSN II	six calendar years
BSN III	four calendar years
BSN IV	two calendar years

Students must petition the academic committee for an extension of time if needed.
All undergraduate transfer students from AUB or from other recognized institutions of higher learning to the School of Nursing need to complete the required prerequisites and all required nursing courses. A minimum residency period of one year or 30 credits for within AUB transfers and 45 credits for transfers from outside must be completed at AUB.
Course credits pertinent to the nursing curriculum may be transferred according to criteria set by the admission and academic committees.

BSN PROGRAM OUTCOMES

I. Integrate knowledge from the arts, humanities, fundamental and basic medical sciences, and nursing theory in professional practice.
II. Demonstrate competency in clinical skills and critical thinking.

III. Utilize current research knowledge related to health promotion and maintenance, illness prevention and restoration of health of individuals, families and groups with diverse cultural backgrounds.
IV. Demonstrate leadership skills in the care management of clients in different health settings based on current health care policy.
V. Collaborate with other health providers to promote the well being of individuals.
VI. Demonstrate responsibility, accountability, and continued professional development.
VII. Participate in professional and community organizations for the promotion of the nursing profession in Lebanon and the region.
VIII. Demonstrate effective use of personal, interpersonal and group communication skills in practice.
IX. Espouse principles of professional ethics and personal integrity in nursing practice.

In order to achieve the BSN program outcomes upon graduation, the student is expected to achieve at the end of each class certain learning outcomes, called level outcomes).

BSN Student Outcomes		
BSN II (Sophomore Year)	**BSN III (Junior Year)**	**BSN IV (Senior Year)**
Upon completion of the sophomore year the student shall be able to: A. Demonstrate beginning skills in effective communication B. Identify healthcare needs of clients based on assessment of physical, psychological, and social parameters C. Identify developmental milestones in relation to the health-illness continuum D. Provide basic nursing care based on the nursing process E. Demonstrate skills in searching the nursing literature F. Identify ethical principles that govern the nursing profession	Upon completion of the junior year the student shall be able to: A. Utilize the nursing process in planning the care of the clients along the health-illness continuum B. Provide comprehensive/holistic care to individual clients across the life span C. Integrate theoretical knowledge from the social and basic sciences with that of nursing as a basis for practice D. Appreciate the use of research in nursing practice (assessment and intervention) E. Demonstrate therapeutic communication skills with clients F. Demonstrate ability to work in groups G. Identify ethical principles that govern nursing practice H. Demonstrate responsibility and accountability for personal and professional growth	Upon completion of the senior year the student shall be able to: A. Utilize appropriate theories and research findings from nursing and related fields in nursing practice B. Evaluate systematically the outcomes of care in a variety of settings based on the nursing process C. Apply knowledge of group dynamics while working with groups of clients, healthcare professionals and co-workers D. Demonstrate leadership skills in planning, managing, and evaluating care of clients E. Demonstrate responsibility and accountability to individuals, families, society at large, and personal professional growth and development F. Determine ethical, social, and political issues affecting the healthcare system in Lebanon

CURRICULUM AND COURSE REQUIREMENTS

The BSN curriculum totals 103 credits for students entering as sophomores and includes two summers of study. Students take courses in English, the Arts and Sciences, basic medical sciences, and nursing. Nursing courses include classroom teaching and clinical training in health-care settings. 12 credits electives in humanities that meet the general education requirement are required for graduation. Students will be asked to take half of the elective humanities from LIST I, and the other half from either lists I or II (check list of courses under GE section). The table below shows the curriculum plan, starting with the Freshman year

AMERICAN UNIVERSITY OF BEIRUT - FACULTY OF MEDICINE - SCHOOL OF NURSING

CURRICULUM: BACHELOR OF SCIENCE IN NURSING

Name: _____ Student No. _____ BSN I ------- Application: _____ Baccalaureate _____
Nationality: _____ BSN II -------- Picture: _____ English _____ EEE _____ TOEFL _____
E-mail: _____ Tel. No. _____ BSN III -------- Recom. of School Principal _____ SAT I : Verbal _____ Math _____ Composite Score _____
Box: _____ Financial Aid _____ BSN IV ------- Interview _____ Others: _____

Fall Semester	Cr.	Spring semester	Cr.	Summer session	Cr.
BSN I - Freshman					
MATH 101 Calculus & Analytic Geometry I	3	MATH 102 Calculus & Analytic Geometry II	3		
BIOL 101 Basic Concepts in Biology	3	CHEM 101 General Chemistry	4		
ENGL 102 Enrichment course in English	3	ARAB 101 or ARAB 102 Readings in Arabic Heritage I & II ◈	3		
Natural Sciences •	3	Social Sciences •	3		
ELEC Elective ⁂	3	Humanities •	3		
	15		16		
Sophomore					
BIOC 246 Biochemistry for Nurses GE		NURS 201 Introduction to Nursing Practice		NURS 210 Pathophysiology	
ENGL 203 Academic English GE	4	NURS 202 Health Assessment	2	PSYC 201 Introduction to Psychological	2
HUMR 244 Introduction to Human Biology	3	HUMR 248 Human Anatomy & Physiology GE	2	Sciences GE	3
NURS 200 Introduction to Nursing	2	MBIM 237 Microbiology & Immunology for Nursing	5	ENGL 204 Advanced Academic English GE	
Elective humanities GE	2	NURS 203 Biostatistics for Nurses GE*	3		3
	3		3		8
	14		15		
Junior					
PHRM 240 Pharmacology & Therapeutics		NURS 302 Nursing Care of Adults II Theory and Practicum		SOAN 201 Introduction to the Study	
NURS 300 Nursing Care of Adults I Theory and Practicum	3	NURS 306 Nursing Care of Children Theory and Practicum	5	of Society GE	3
NURS 304 NURS. Care of the Expectant Family	5	Elective humanities GE	5	Arabic 201B GE	
Theory and Practicum	5	Elective humanities GE	3	NURS 307 Practicum I	3
PSYC 210 Life Span Developmental Psychology			3		0
	3		16		6
	16				
Senior				Total number of credits	103
NURS 400 Critical Care Nursing Theory and Practicum	4	NURS 408 Community Health Nursing Theory and Practicum**	5		
NURS 402 Psychiatric Nursing Theory and Practicum**	5	NURS 410 Leadership and Management in Nursing,	5		
NURS 406 Nursing Research	3	Theory and Practicum			
NURS 404 Nursing Informatics	2	Elective humanities GE	3		
IPEC 300 Interprofessional Education & Collaboration***	1	NURS 411 Intensive Practicum II	0		
	15		13		

Freshman Courses:

- Natural Sciences: BIOL 105 or 106; CHEM. 102; GEOL 101, 102, or 103; PHYS 101, 103, or 200.
- Social Sciences: ECON 103; PSPA 101
- Humanities: ARAB 101 or 102; AROL 101; CVSP 110, 111, 112, or 150; ENGL 103, 104, 105, 106, 107, or 108; HIST 101 or 102; PHIL 101 or 102
  - ⁂ Electives as necessary to add up to 30 credits in total
  - ⁂ ◈ For Arabic speaking students; for others credits have to be replaced by an elective

GE Refer to List of courses under General Education section

*Passing grade for NURS 203 is **60**

**Offered either fall or spring semester in the senior year

***Offered either fall or spring semester in the senior year

Students will be asked to take half of the humanities and social sciences requirements from LIST I, and the other half from either lists I or II (check list of courses under GE section)

May 2016

Course Descriptions

Nursing courses are numbered according to level and normally follow a sequence. Below is a list of all undergraduate nursing courses. To the right of the course title is a set of 3 numbers that indicate the following:

- The first number following the title of a course indicates the number of class hours per week.
- The second number indicates the number of clinical hours per week. (Please note that not all courses include clinical hours.)
- The third number indicates the number of credit hours applied toward graduation.

NURS 200 Introduction to Nursing 2.0; 2 cr.
Introduces concepts basic to the nursing profession. The nature of nursing as a profession, past, present, and future, is studied with a focus on the role of nurses in meeting the health needs of humanity throughout the health–illness continuum. *Fall and spring.*

NURS 201 Introduction to Nursing Practice 1.3; 2 cr.
This course introduces students to concepts and interventions basic to nursing practice. The course uses the nursing process as the organizing framework, and the concepts of health, nursing, client, and environment are integrated throughout. Performance of basic client care skills are emphasized, including the scientific rationale for both health promoting and health restoring nursing interventions. *Prerequisite: NURS 200; corequisite: HUMR 248. Spring.*

NURS 202 Health Assessment 1.3; 2 cr.
The course focuses on assessment of health across the life span and provides the student with the knowledge and skills needed to assess the health status of individuals from infancy to old age. Emphasis is placed on assessment of the physical, psychosocial, and cultural dimensions of the individual. The course includes lectures and practical experiences in the assessment of individuals to identify normal and abnormal findings. *Corequisites: NURS 201 and HUMR 248. Spring.*

NURS 203 Biotatistics for Nurses 3.0; 3 cr.
This course is designed to introduce the BSN students to the concepts and applications of statistics in the nursing field. The course starts with a general overview of probability, types of data, and ways to summarize and present them. The course then introduces the concept of hypothesis testing and the methods to carry them. Applications on the computer using the SPSS software will be discussed in class. *Summer.*

NURS 205 Foundation of Professional Nursing 2.0; 2 cr.
In this course students will explore recent issues affecting the nursing profession in terms of role expansion of the nurse. The nursing process is covered as an organizing framework for nursing practice.

NURS 210 Pathophysiology 2.0; 2 cr.
This course focuses on the biologic alterations that affect body dynamic equilibrium or homeostasis. The content of this course is organized into three areas of focus based on the health–illness continuum: 1) control of normal body function 2) pathophysiology or alteration in body function 3) system or organ failure. *Prerequisites: BIOC 246, HUMR 248, and MBIM 237. Summer.*

NURS 300 Nursing Care of Adults I, Theory and Practicum 2.8; 5 cr.
This course covers scientific principles in the care of adults presenting with medical-surgical problems. It builds on the framework of man, environment, health and nursing. The practicum provides students with opportunities to apply knowledge in clinical practice. *Prerequisites: NURS 202 and NURS 210; corequisite: PHRM 240. Fall.*

NURS 302 Nursing Care of Adults II, Theory and Practicum 2.8; 5 cr.
This course is a continuation of NURS 300. Emphasis is placed on the following dysfunctions: metabolic and endocrine, neurologic, eye ear nose and throat, renal and urinary, integumentary, hepatic and biliary, rheumatic, as well as the infectious process. *Prerequisites: PHRM 240 and NURS 300. Spring.*

NURS 304 Nursing Care of the Expectant Family, Theory and Practicum 2.8; 5 cr.
This course focuses on reproductive health, from conception to the neonatal period. The content stresses the nurse's role in reproductive health and risk management. The practicum provides clinical application of knowledge, focusing on women in the childbearing cycle, the newborn, and families as clients in the hospital and outpatient settings. *Prerequisites: NURS 202 and NURS 210; corequisite: PHRM 240. Fall.*

NURS 306 Nursing Care of Children, Theory and Practicum 2.8; 5 cr.
This course focuses on the care of children, from infancy through adolescence. Topics include ambulatory and in-patient care, as well as primary, secondary and tertiary care. The practicum provides the students with opportunities to assess health needs of children based on knowledge of growth and development, and to implement nursing care, based on the nursing process. The roles of nurse as teacher, patient advocate and nurturer are emphasized. *Prerequisites: PHRM 240, NURS 304, and PSYC 210. Spring.*

NURS 307 Practicum I 0.6; 0 cr.
This course is designed to provide students with opportunities to practice advanced nursing skills learned in previous nursing courses, and builds on experiences gained in the sophomore and junior years. *Prerequisites: NURS 302, NURS 304, and NURS 306. Summer.*

NURS 308V Maternal Child Nursing, Theory and Practicum 3.8; 6 cr.
This course focuses on the childbearing family from conception to the newborn period as well as primary and tertiary care of the ill child from infancy to adolescence. The clinical component emphasizes the application of knowledge acquired in class in the care of the childbearing family and children with illnesses from infancy to adolescence.

NURS 311V Nursing Care of Adults, Theory and Practicum 3.8; 6 cr.
Facilitates the development of advanced knowledge and application of scientific principles in the care of clients representing medical–surgical problems of the adult population. This course builds on the framework of person, environment, health status, and nursing. The clinical component provides an opportunity for advanced clinical application of concepts discussed in class in the care of patients and their families.

NURS 312 Mental Health and Psychiatric Nursing, Theory and Practicum 2.8; 5 cr.
The holistic philosophy of clients as bio–psycho–social entities is stressed in both mental health and mental illness. General theories of psychiatry and mental health therapies are presented. The course provides clinical experience in psychiatric–mental health settings. Emphasis is placed on the quality of coping abilities of clients in varying degrees of stress and crisis. Opportunities are

provided for students to work collaboratively with multi–disciplinary health teams to assess, plan, and implement relevant nursing interventions in both mental health and illness. *Prerequisites: SOAN 201 and PSYC 201. Fall and spring.*

NURS 313 Leadership and Management in Nursing, Theory and Practicum 3.6; 5 cr.

This course discusses concepts of leadership, management, creativity, analysis, power, change, and evaluation. Students investigate, analyze, and conceptualize the different modalities of leadership, utilizing nursing and management theories. The practicum allows the student to explore his/her role as a potential leader. The learner observes and assists in the practice of different modalities of leadership and managerial skills in a variety of health care settings.

NURS 314 Community Health Nursing, Theory and Practicum 2.8; 5 cr.

The course provides knowledge in the broad area of the field of nursing, public health, and primary health care. The levels of prime concern are the small group, including the family and its individual members, and the large group, including the community. The focus of the clinical component is on the promotion and maintenance of high levels of health and well-being, and prevention of illness and disability. *Fall and spring.*

NURS 400 Critical Care Nursing, Theory and Practicum 2.6; 4 cr.

This course focuses on the care of clients with critical care problems. Emphasis is placed on cardiovascular and respiratory problems, neurologic disturbances, shock, sepsis, metabolic and endocrine imbalances, altered nutrition, renal failure, emergency and disaster nursing. The practicum provides opportunities to apply knowledge in clinical settings. *Prerequisites: NURS 302 and NURS 307. Fall.*

NURS 402 Mental Health and Psychiatric Nursing, Theory and Practicum 2.8; 5 cr.

This course provides the mental health setting for self-awareness and therapeutic use of self in effective communication. The holistic philosophy of clients as bio-psycho-social entities is stressed in both mental health and mental illness. General theories of psychiatry and mental health therapies are presented. The practicum provides clinical experience in psychiatric-mental health settings. Emphasis is placed on the quality of coping abilities of clients in varying degrees of stress and crisis, with experiences in working with multi-disciplinary health teams to assess, plan, and implement relevant nursing interventions. *Prerequisites: Senior standing, SOAN 201, and PSYC 201. Fall and spring.*

NURS 404 Nursing Informatics 2.0; 2 cr.

This course focuses on the history of health care informatics, basic informatics concepts, and health information management applications. The student progresses from developing knowledge of basic concepts and methods of health care informatics; to learning about specific information management applications in health care administration, practice, education, and research; and finally to a hands-on experience with a specific application of his/her own choosing. *Prerequisite: consent of instructor. Fall.*

NURS 405V Critical Care Nursing, Theory and Practicum 2.6; 4 cr.

This course addresses the management of critically ill adults. Emphasis is placed on diagnostic reasoning, interventions, and outcome assessment in patients presenting with complex cardiovascular, respiratory, renal and metabolic problems, as well as trauma. The clinical component provides experiences where students apply concepts learned in class in critical care areas in the hospital. *Prerequisite: NURS 311V.*

NURS 406 Nursing Research 3.0; 3 cr.
Focuses on the process involved in the scientific approach and its application to nursing. Special emphasis is on the basic research steps, the research design, assessment measures, and data analysis with a focus on research utilization. *Prerequisite: NURS 203. Fall.*

NURS 408 Community Health Nursing, Theory and Practicum 2.8; 5 cr.
This course provides knowledge in the broad field of nursing, public health, and primary health care. The levels of primary concern are the small group, including the family and its individual members, and the large group, including the community. The practicum provides field practice through collaboration with other health professionals in primary care settings, with focus on health promotion, maintenance, and the prevention of illness and disability. *Prerequisite: Senior standing. Fall and spring.*

NURS 410 Leadership and Management in Nursing, Theory and Practicum 3.6; 5 cr.
This course discusses how professional nursing incorporates the concepts of leadership, management, creativity, analysis, power, change, and evaluation. In this course students investigate, analyze, and conceptualize the different modalities of leadership, utilizing nursing and management theories. The practicum allows students to explore their role as potential leaders. Students observe and assist in the practice of different modalities of leadership and managerial skills in a variety of health care settings. *Prerequisite: Senior standing. Spring.*

NURS 411 Intensive Practicum in Area of interest 0.9; 0 cr.
This course focuses on preparing students towards their transition to professional nursing practice. Opportunities are provided for students to synthesize knowledge and refine skills acquired in the planning, provision and evaluation of nursing care, communication, and interdisciplinary practice in a clinical area of their interest. Consent of instructor is required for the site of clinical practice. *Prerequisite: Senior standing. Spring.*

IPEC 300 Interprofessional Education and Collaboration 1.0; 1 cr.
This is a required course for third-year medical, senior undergraduate nursing and Masters of Public Health students, and it aims at demonstrating how population health is best promoted and safe, patient-centered care is best provided through a collaborative health teams approach. The course will be based on cases designed by faculty members belonging to the three aforementioned disciplines, on topics on which inter-professional partnership is necessary. Discussion groups combining students from all three professions will be moderated by faculty members from the three professions. Students will learn the roles and responsibilities of other health professions and how to function in interprofessional teams. *Senior Standing*

ACADEMIC RULES AND REGULATIONS

Categories of Students

Full-Time Students

To be considered a full-time student, a student must carry a minimum load of 12 credits per semester. (Students can register for up to 17 credits per semester.) During the summer session, full-time students are required to take 9 credits. Registering for more than 17 credits (or 9 credits during the summer) requires the approval of the School of Nursing Director.

Part -Time students

These include the following categories:

- AUB staff members who are working toward a degree.
- Those who need to complete less than 12 credits for an undergraduate degree.
- Those who are granted permission by the appropriate faculty committee for health or family reasons to take less than a full course load.

Supervision

Each student will be assigned an academic adviser in his/her first semester who will guide the student on academic matters throughout his years of study. The adviser must be consulted and approve the student's schedule each semester. Students can find out the name of their advisers on the Student Information System (SIS).

Attendance

CLASSES AND LABORATORIES

Students are expected to attend all classes, laboratories, and any other required activities. Absence by students, whether excused or not, from any class or laboratory session does not excuse them from their responsibility for the work done or from any announcements made during their absence.

Students who are absent from more than one fifth of the number of lectures of any course during a semester lose all credit for the course.

Students may not be excused from laboratory and field requirements. All missed clinical and field requirements must be made up. In case of repeated absences from clinical courses, over one fifth of the total hours, the student may be asked to drop the course.

All Nursing courses that contain clinical parts should have an Objective Structured Clinical Examination (OSCE) as part of course assessment

- A cumulative average of 70 and above should be scored on the exams, regardless of the total course grade
- Passing a course requires:
    - Scoring above 70 as total average on the theory part,
    - Passing the OSCE and
    - Passing the clinical part.

Examinations and Quizzes

- Students may not absent themselves from announced final examinations and quizzes unless they present an excuse considered valid by the coordinator of the course. The course coordinator may then require the student to take a make-up examination.
- Students taking non-nursing courses from the other faculties of the University are required to follow the attendance regulations of that faculty.

Computer Literacy

Undergraduate students are expected to have a basic level of computer literacy. Ability to use Microsoft Word and Power Point programs is a minimum requirement, since most courses require term papers and oral presentations. If you feel that you are weak in this area, please take advantage of the various free computer programs that the Academic Computing Center offers throughout the year. You can reach the computing center through the AUB website or by calling 2599.

Grading System

- The School of Nursing uses the following grading system:

GRADING SYSTEM

CAV*	GPA		CAV	GPA		CAV	GPA			
									I	Incomplete
<60	0		70	2.2		81	3.29		P	Pass
60	1		71	2.31		82	3.38		PR	In Progress
61	1.13		72	2.42		83	3.46		W	Withdraw
62	1.26		73	2.52		84	3.54		F	Fail
63	1.38		74	2.62		85	3.63			
64	1.5		75	2.73		86	3.7			
65	1.63		76	2.82		87	3.78			
66	1.74		77	2.92		88	3.86			
67	1.86		78	3.02		89	3.93			
68	1.98		79	3.11		>=90	4			
69	2.09		80	3.2						

* CAV Cumulative Average

- The passing grade in all nursing courses is 70.

INCOMPLETE GRADES

- Incomplete course work will be reported as an “I” followed by a numerical grade that reflects the evaluation of the student available at the end of the semester.

- To secure permission to complete the work for a course, a student must submit a valid excuse to the instructor of the course and the Academic Committee within two weeks from the date of the final exam for the course.
- Students permitted to complete work for a course must do so within **four weeks** from the start of the next regular semester. When the incomplete work has been completed and evaluated by the instructor, the director of the school (upon the recommendation of the Academic Committee) will consider changing the course grade. If this is done, a new grade will be reported to the Office of the Registrar.
- If no valid excuse is presented and the work is not completed within the time limits specified above, the "I" will be dropped, and the numeric grade available becomes the final grade in the course.

REGISTRATION

Academic Year

The academic year at AUB is divided into two semesters, fall, and spring, followed by a summer session. Each semester has a reading period and a final exam period, followed by a break before the next semester.

Course Registration

New students should register on-line via the Internet in August prior to the start of the academic year. The registration procedure is explained during the orientation week that is usually held during August.

Drop and Add

After the start of classes, at a date indicated in the university calendar, students may make changes in their schedules through a process known as "Drop and Add". After obtaining the approval of their advisers, students may change their courses. Depending on the changes that are made, students may need to settle their accounts at the Office of the Comptroller to adjust their tuition fees according to the final number of credits registered.

Payment of Fees

Each AUB student must pay all his/her tuition fees and other charges levied.

1. All students must finalize registration, including payment of tuition fees according to the academic calendar for the first and second semesters. Under special circumstances, late registration will be permitted during a period of no more than five working days after the announced deadline, but subject to a late registration fee (***150, 000 L.L.).***
2. Students who demonstrate financial need may make formal application for deferred payment arrangements for tuition fees to the Office of the Comptroller according to the academic calendar for the first and second semesters. These students are still required to complete all registration formalities within the set deadlines. Deferred payments are not permitted for the summer session in any faculty.
3. A student who applies for deferred payment must pay at least 50% of the net amount of tuition due. All other charges must be paid in full with no deferrals by the set deadlines. A student must pay a deferred payment application fee of $33, whether approved or not.

4. Every student granted deferred payment must sign a statement indicating agreement that failure to complete payment by the set deadline will result in receiving no credit for the semester in which the student failed to pay.

Students are expected to meet all financial obligations by the set deadlines. The University reserves the right to place a hold on the student's record that will prevent registration for future semesters and the release of transcripts and diplomas, as well as access to other University services, if he/she fails to promptly meet his/her financial obligations to the University.
Please consult the Office of the Registrar (ext: 2570 /2571) or the Registrar's website: http://staff.aub.edu.lb/~webregist/ for up-to-date schedules for registration and payment of fees.

ACADEMIC PROGRESS

Promotion

Students shall be promoted at the end of the summer session after completion of **30 or more credits** beyond the requirements from the previous level. However, students who register in September and who lack 6 or fewer credits for completion of a class will be registered in the next higher class at the discretion of the academic committee. **In order to be promoted, students must attain a minimum average of 68 at the end of the second regular semester (sophomore year) and 70 in the following years.**

Placement on the Dean's Honor List

To be placed on the Dean's Honor List at the end of a semester a student must:

- Be a fulltime student (registered at least twelve credits of new courses other than those repeated
- Not be on probation.
- Have passed all courses taken during the semester, have an overall average of 85, or be ranked in the top 10% of the class and have an average of 80.
- Not have been subjected to any disciplinary action within the University.

Placement on Probation

In concordance with AUB policies, a student will be placed on probation for any of the following reasons:
if the student fails 6 or more credits at the end of a semester, and/or
if the student does not attain the minimum required semester average of 65 for the first regular semester of BSN II or 68 for the second regular semester of BSN II, or70 for the following years.

Students in their freshman and sophomore years will be placed on probation at the end of their first semester only if they fail in one half or more of the credit hours carried.
These regulations do not apply to part-time students until they have completed at least 12 credits. For part-time students, a semester is defined as consecutive courses totaling 12 credits.

Removal from Probation

Action to remove probation at the end of a semester will be taken provided the full-time student:

- has passed all courses taken during the semester;
- achieved the minimum required average for that semester; and
- achieved the minimum yearly average required.

A student is expected to be removed from probation within two regular semesters.

Repeating Courses

- A student may repeat a course with the consent of the adviser and course coordinator.
- A student must repeat all required courses that he/she fails.
- When a course is repeated, the highest grade obtained will be considered in the calculation of the cumulative average.
- In exceptional cases, a student may be allowed to take a make-up exam for a course failed, within four weeks from the start of the next regular semester. S/he must have the approval of the course coordinator and the Academic Committee in order to do this.
- Repeating a course may delay the student's graduation from the program

Repeating the Year

The Academic Committee may require a student to repeat the year if he/she

- Fails in one-third or more of the credit load attempted during that year; or
- Fails to remove probation within two semesters; or
- Fails to obtain the minimum yearly average.

A student repeating the year must register for a full load and repeat all courses in which he/she has scored below the minimum required for that year.

Dismissal from the School of Nursing

A student may be **dropped from the BSN program** by vote of the faculty upon the recommendation of the Academic Committee for any of the following reasons

- fails to remove probation within two regular semesters;
- fails in one-third or more of the load attempted during that year and fails to attain the minimum yearly average;
- fails to satisfy the requirements of a repeated year; or
- is not making satisfactory academic progress, has not shown sufficient professional promise, or has behaved in a manner below the norms expected by the school.

Once the student is dropped from the BSN program, he/she will be placed as Majorless for 2 consecutive regular semesters to secure a transfer to another faculty. Failure to do so will lead to the students' **Dismissal from The Hariri School of Nursing**

Application for Readmission

When, in accordance with university regulations, a student is dropped, the implication is that the student is not qualified to continue his/her education at the School of Nursing. Consideration for readmission is given for one of the following reasons:

- If the student was not able to do his/her work efficiently because of health reasons. In such cases, the school will require a medical report from the university physician.

- If the student's adviser or a faculty member or administrative official of the University knows of certain family problems that may have influenced the academic achievement of the student.
- If, after spending one or two years at another institution, the student is able to present a satisfactory record and recommendation.

Ordinarily, supporting documents for the first two reasons must be presented within 30 days of when the student is dropped from the school, but in exceptional cases this presentation may be made at the beginning of the following regular semester.

If a student is on probation and leaves the University after the tenth week of the semester, the Academic Committee will decide whether he/she may be allowed to return to the University.

AWARDS, FINANCIAL AID AND SCHOLARSHIP

AWARDS

A number of awards are given to students who demonstrate exceptional academic achievement. The awards and related criteria are:

Penrose Award

This is a non-cash award that is made to an outstanding graduate of the school on the basis of scholarship, character, leadership, and contribution to university life.

Women's Auxiliary Awards

Cash and certificate awards are granted to senior students who meet the following criteria: academic achievement, professional integrity, and seriousness of purpose, contribution to professional and university life, and willingness to work at the AUB Medical Center after graduation. The awards are:

- Emily Asfour
- Mary Crawford (Florence Nightingale)
- Agnes Shammaa
- Laila Iliya
- Helen Zarwi
- Nada Alameddine Kanso
- Najla Morston
- Jacqueline Rubeiz
- Hanneh Shahine
- Ann Smith

Lions Award

This is a non-cash award, granted to a student who has been commendable for academic achievement and professional integrity.

Women's Auxiliary Contracted Scholarship: Annette Hajjar Scholarship.

The recipient of this award is required to work at the AUB Medical Center for a period of two years.

Financial Aid and Scholarships

AUB offers financial aid to qualified students in the form of need-based financial aid grants, merit scholarships, and student work-study. Nursing students can also apply for a bank loan through the Office of Financial Aid.
Students applying for financial aid for the first time may obtain applications from the Office of Financial Aid in West Hall. Applications must be submitted before the deadline, which can be found at the website: http://staff.aub.edu.lb/~webfaid/ Financial need is assessed for each student annually on the basis of factors such as family income, number of siblings enrolled in school/university, assets such as home(s), and other property, and major changes in financial status. Financial need is a necessary—but not a sufficient condition—for an award. Students with high need and excellent scholastic achievement records are more likely to receive awards than students with low need and average scholastic records.

The Hariri School of Nursing is offering 60% (Financial Aid+HSON scholarship) to full time students who show commitment to nursing and who have a good academic standing. In addition, these students might be eligible to request a 30% bank loan that can be paid back after graduation over a period of 10 years. The students can also apply for the work study program to cover the remaining 10% of the tuition fees. Each student should submit a financial aid application at the office of financial aid to be eligible for this scholarship.

Other scholarships are available for Nursing students and awarded based on financial need and academic performance.

GENERAL POLICIES AND INFORMATION

Non-Discrimination Policy

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law.addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Academic and Professional Integrity

The Rafic Hariri School of Nursing follows AUB policy regarding the academic conduct of students. **The faculty and staff at the Hariri School of Nursing take all issues related to academic and professional integrity extremely seriously.**
Students are expected to have high standards of integrity in both the clinical and academic settings. Integrity is a reflection of self-respect and is demonstrated by a student's behavior in class and in the clinical setting.
Academic integrity and honesty are central components of a student's education. Ethical conduct at the University will be carried into the student's professional career.
Academic dishonesty, including but not limited to cheating and plagiarism, is deplored and not tolerated. Any act of cheating may be ground for probation, suspension, and/or expulsion from the school. Any act for plagiarism may be grounds for a failing grade on the paper and in the course. In addition, other sanctions may be imposed by the school for acts of academic dishonesty.

In clinical settings, students are expected to protect patients' confidentiality, and to be honest in any documentation regarding the patient's condition and their own assessment and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally and academically prepared when caring for patients.

Student Code of Conduct (http://pnp.aub.edu.lb/general/conductcode/index.html)

The purpose of this code is to provide students with a clear statement of the standards of behavior expected in an educational environment, so that they make responsible choices regarding their

participation in the academic community and understand the consequences of their infringement of these standards. Violations may be of an academic or non-academic nature.

Jurisdiction of academic violations lies initially under the authority of the Dean of the faculty or school to which the student belongs. Misconduct that is clearly non-academic falls under the jurisdiction of the Dean of Student Affairs who will take the necessary action in consultation with the Dean(s) of the faculty or school to which the student belongs.

The following are examples of actions deemed in violation of the Student Code of Conduct; they are not intended to define misconduct in exhaustive or exclusive terms. Any student who violates the principles described in the preamble to this document shall be subject to disciplinary action in accordance with the Student Code of Conduct.

I. Definitions of Misconduct

A. Academic Misconduct

Offences involving academic misconduct include, but are not limited to, the following:

1. Cheating

While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, cell phones, or another's work.

Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

2. Plagiarism

Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

3. In-Class Disruption

Students in class are expected to behave appropriately, and shall not disrupt classes or exams by extraneous conversation and/or misbehaving.

4. Dishonesty

Students are expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

d. Stealing or damaging library books.

e. Unlawfully copying computer software.

f. Engaging in bribery of any kind.

B. Non-Academic Misconduct

1. Disruption/Obstruction

Students have the right to express their opinions on matters of concern to the University in an organized manner and in a public space, excluding residences on campus, but they must notify and consult with the Dean of Student Affairs before doing so. The nature of the event and any publicity accompanying it must be reviewed by the dean to assure that neither Lebanese law, nor university policies and norms are being violated.

In cases where student-sponsored events, including protests, sit-ins, and demonstrations are, after such consultation, not approved by the Dean of Student Affairs, or, if needed by the Board of Deans or the president, it may become necessary for the dean of student affairs to undertake disciplinary measures and even to instruct campus protection to bring the public gathering to an end.

Disrupting or obstructing the normal educational process or any university function or activity by student demonstrations, sit-ins, or 'strikes' is strictly prohibited. This includes, but is not limited to: disrupting classes, library operations, seminars, exhibitions, meetings, ceremonial events, or examinations; impeding or preventing others from attending such events; falsely activating a disaster alarm; or making a threat.

Under no circumstances are any members of the university family to be intimidated or threatened in the execution of their normal duties and responsibilities. That means that students and faculty who wish to hold or attend classes or to go to their offices or places of study shall not be prevented from doing so; non-academic staff and administrators shall not be impeded from going to their places of work.

2. Distribution of Unauthorized Published Material

The public distribution and posting of published materials such as fliers, leaflets, posters, audiovisuals, etc., must be approved and stamped by the Dean of student Affairs. The campus protection office will remove from display any such unauthorized material.

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

3. Theft

Stealing on campus or at a university-authorized event off campus, including unauthorized use of university equipment or services (e.g., telephones, photocopiers, or computer facilities), or possession of stolen property, is prohibited.

4. Destruction of Property/Endangering Public Safety

Students are expected to protect university property and to respect the safety of others. Acts contrary to these principles, which include, but are not restricted to, the following, are subject to disciplinary procedure:

a. Engaging in vandalism or other intentional damage (such as spray painting or graffiti) to property on campus or at university-authorized events off campus.

b. Littering, such as disposing of waste (empty bottles, cigarette butts, food containers, etc.) in other than designated places on campus.

c. Unjustified discharge, damaging, or tampering with any fire extinguisher, fire alarm, or other safety devices.

d. Taking, or attempting to take, action that damages or could damage private property, without the consent of the owner or person legally responsible.

e. Appropriating, or attempting to appropriate or possess, private property, without the consent of the owner or person legally responsible.

f. Unauthorized entry, unapproved duplication of keys or use of such, or unauthorized use of campus facilities.

5. Mental or Physical Harm

Acts that inflict mental or physical harm are prohibited, including the following:

a. Engaging in physical aggression including, but not limited to, assault.

b. Engaging, or attempting to engage, in intimidation, coercion, extortion, blackmail, or bribery; bullying; threatening violence, injury, or harm to others on campus or at university-authorized events off campus; endangering or tending to endanger the safety, health, or life of any person.

c. Engaging in behavior that creates a substantial risk of, or results in, injury to others, such as committing arson or causing a riot.

d. Using force, inciting violence, inflicting or attempting to inflict injury to others on campus or at a university-authorized event off campus.

e. Engaging in any activity that endangers the health and safety of an individual or demeans an individual in conduct of an unbecoming or humiliating nature, or in any way that detracts from an individual's academic pursuits.

6. Possession of Dangerous Weapons or Materials

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.

Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

7. Discrimination and Harassment

Students are not allowed to discriminate on the basis of race, gender, age, religion, national origin, ethnic origin, marital status, mental or physical disability. Nor shall they harass, intimidate, insult, or threaten others whether verbally, in writing, or through electronic means.

Engaging in sexual harassment, e.g., requests for sexual favors, unwelcome sexual advances, unwelcome physical contact of a sexual nature, spoken comments or abuse (including email) of a sexual nature, and the public display of sexually suggestive objects or pictures is prohibited (refer to the University Policy Against Discrimination and Harassment).

8. Smoking and Alcohol

The consumption of alcohol, on campus, by students is not permitted. Smoking is not permitted in university buildings other than private residences and those areas within the student dormitories, as may be designated from time to time by the Dean of Student Affairs (refer to the University Policy on Smoking). Students must abide by the following:

- Smoking is not permitted in any University building, including the Medical Center, except for private residences and student dormitory rooms, as may be designated by the Dean of Student Affairs. Smoking is prohibited in all dormitory common rooms, corridors, lavatories, and other public spaces. Smoking is prohibited in all university vehicles.
- Persons smoking in outside open areas, or in private residences, or in designated dormitory rooms where smoking is permitted, are required to ensure that smoking materials are disposed of in a tidy and safe manner. On no account are cigarette butts to be disposed of on the ground or thrown into the wooded or landscaped areas.
- All persons on AUB property are expected to respect this Smoking Policy. Breaches of the Policy should be reported to the Environmental Health and Safety Center,

extension 2360. Persons who are found to have breached the Policy will be subject to disciplinary actions.

9. Inappropriate Sexual Behavior

Publicly engaging in sexual behavior is prohibited as deemed by Lebanese law.

10. Use of Computers

Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses, and unethical use of AUB access is prohibited (refer to the University Policy on the Use of Computers).

II. Jurisdiction over Violations

AUB holds all students responsible for actions occurring on campus and at the AUB Farm, the AUB medical center, and university-authorized events.

Students attending an off-campus function as representatives of the University (such as, but not limited to, students serving on academic or athletic teams or engaging in club activities) are subject to disciplinary sanctions for violations of this code.

III. Disciplinary Actions

Disciplinary action will be imposed according to the nature (academic or non-academic) and severity level of the violation.

A. Academic Misconduct

In principle, enforcement of disciplinary actions for academic violations is carried out by those immediately responsible.

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously. A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred.

When the instructor has taken disciplinary action, he or she should send a letter to the Student Affairs Committee in the faculty or school in which the student is enrolled, informing that committee of the incident and the action taken. A copy of the letter will be placed in the student's file, as well as forwarded to the student's advisor for follow-up.

B. Non-Academic Misconduct

Violations of a non-academic nature are the responsibility of the Dean of Student Affairs, in consultation with the dean of the faculty or school in which the student is enrolled and, as necessary, the chief of campus protection. Students should know that the laws of the

Republic of Lebanon apply on campus, and those who violate these laws may be subject to criminal prosecution.

C. List of Primary Disciplinary Actions

Documentation of disciplinary actions, other than suspension and expulsion, will not become part of the student's permanent record. Records of the University Disciplinary Committee decisions, including charges and sanctions, will be maintained as part of the confidential records in the office of the respective Dean, for a period of up to four years after the student graduates or ceases to be a student.

D. Required Withdrawal from Campus Pending Hearing

In extraordinary circumstances, when the student's continued presence is deemed a danger to the university community, the student will be required to withdraw from the campus, pending a meeting of the University Disciplinary Committee. This action shall normally require the approval of the president of the University.

E. Secondary Disciplinary Actions

In addition to the disciplinary actions listed above, the following secondary disciplinary actions may be imposed upon those who violate the Student Code of Conduct. Secondary disciplinary actions may be of an academic or non-academic nature

IV. Complaint Procedure

Any person subject to, or who witnesses, a violation of the Student Code of Conduct should forward a written complaint to a faculty member, a chairperson, or any university official. Academic violations shall be forwarded to the dean of the faculty to which the student accused of the violation belongs. Non-academic violations shall be referred to the dean of student affairs. Violations that may require suspension or expulsion will be referred by the concerned dean to the University Disciplinary Committee.

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation the committee may take into consideration the student's cumulative discipline record.

Range of Actions

Informal Warning

This may be oral or written. It is a statement that the student has inadvertently violated a university regulation. The warning will be recorded in the respective Dean's records and the student will be documented.
Examples: *Littering and smoking in prohibited areas.*
Reprimand

This will be in writing. It is a statement that the student has violated a university regulation. It is intended to communicate most strongly, both the disapproval and the reprimand of the university community. The reprimand will be kept in the respective Dean's records.
Examples: *Inadvertent plagiarism - failure to cite sources appropriately, and inappropriate physical contact.*
Dean's Warning

This will be in writing. Only two Dean's Warnings are allowed in a student's academic career at AUB. It is recommended that any violation of university regulations after the second Dean's Warning results in consideration of suspension. Such a warning is kept in the file of the student and the respective Dean's records.
Examples: *Plagiarism, academic dishonesty, disruption-obstruction, mental or physical harm, discrimination and harassment.*
Suspension

This will be in writing and will form part of the student's permanent record. A student will be suspended for a fixed period of time during which the student may not participate in any academic or other activities at the University. At the end of the suspension period, the student may be readmitted to the University, only upon the recommendation of the University Disciplinary Committee.
Examples: *Cheating, theft, and destruction of property.*
Expulsion

This will be in writing and will form part of the student's permanent record. Expulsion denies the student the right to participate in any academic or other activities of the University for an indefinite time. Only under the most unusual circumstances, and upon the recommendation of the University Disciplinary Committee, will an expelled student be readmitted to the University.

Examples: *Academic dishonesty, possession of dangerous weapons or materials, and endangering public safety.*

N.B. Any person who maliciously lies to cover up an act sanctioned by the code of conduct will be considered to be an accessory after the fact and may be subject to disciplinary action.

Secondary Disciplinary Actions – Academic

The student may be prohibited from participating in the work study program.

The student may be prohibited from receiving any form of financial aid, scholarship, or monetary award.

The student may be prohibited from receiving any form of honor, merit award, or other academic recognition award.

The student may be prohibited from holding a graduate assistantship.

The student may be given a failing grade in a course or a test or any other form of academic assessment.

Secondary Disciplinary Actions – Non-Academic

The student may be prohibited from representing AUB in any official role, activity, or event.

The student may be prohibited from serving as an officer of any AUB organization including club, team, or society.

The student may be prohibited from living in any AUB hall of residence or similar facility.

The student may be strongly advised to attend treatment or counseling as determined by the director of the counseling center, in consultation with the Dean of Student Affairs.

The student may be required to make financial restitution.

The student's case may be referred to an external agency for further action (this could include the filing of criminal charges).

V. Formal Hearing by the University Disciplinary Committee

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation understand the charge and the evidence against them and are afforded a reasonable right of rebuttal.

The University Disciplinary Committee shall inform the student of the charge in writing. Evidence shall be presented in the presence of the student who shall have a reasonable right of rebuttal including the right to cross-examine witnesses. In determining penalties, the committee may take into consideration the student's cumulative discipline record.

VI. Appeal Procedure

Any student who is charged with a disciplinary offense has the right to a full and fair hearing for any disciplinary charges brought against him or her under university regulations.

If any of the following apply, a student may appeal to the Dean of the faculty or school regarding faculty or departmental decisions, or to the University Disciplinary Committee against disciplinary action taken by the Dean of Student Affairs or the dean of the faculty or school to which the student belongs:

1. Procedural error
2. New evidence
3. Unsupported conclusion
4. Disproportionate sanctions

The outcome of this appeal may result in higher, lower, identical, or no sanctions at all being imposed. The University Disciplinary Committee's decision shall be final.

Students Rights and Responsibilities

Students are members of the academic community and are also citizens. As citizens, students enjoy the same freedom of speech and right to petition that all citizens enjoy. Students have the responsibility to know and obey Lebanese law and the laws of the University. It is the responsibility of the student to know institutional regulations, policies, and established guidelines as stated in this handbook and in the University Catalogue. Students are accountable for their behavior at all times. Students have the right to freedom from discrimination on the basis of race, color, religion, sex, and age. Students have the right to be informed, in writing, of the expected behaviors and standards by which they will be evaluated prior to participating in classrooms and clinical activities. Students have the right to academic evaluations which are not prejudiced and which are based on stated course requirements. As members of the academic community, students are free, individually or collectively, to voice constructive criticism through identified channels on issues of institutional policy, curriculum, and matters of general interest to the student body without fear of reprisal.

While under the direct supervision of an instructor, students also have the right to adequate safety precautions provided by the School of Nursing. Students also have the right to negotiate participation in clinical situations which they feel are threatening to their personal health or life. Students, individually or collectively, have the right to expect, within a reasonable length of time, feedback concerning all student related issues presented to the faculty.

Freedom in the Classroom

Students are responsible for the content of the courses in which they enroll. They are also free to take reasoned exception to the data or views offered in any course of study, and reserve judgment about matters of opinion.
Students are responsible for complying with standards of academic performance required by each course in which they are enrolled. Such standards shall be communicated clearly in writing on or before the first meeting of each course. Students should have protection against prejudiced, arbitrary, and capricious academic evaluation.

Student Representation on Rafic Hariri School of Nursing Committees

Student representation on Rafic Hariri School of Nursing committees is encouraged. Students can request that items be placed on the agenda of any School of Nursing committee for discussion.

UNIVERSITY SERVICES

Student Services at the Rafic Hariri School of Nursing

Getting in Touch with the Right People at the Rafic Hariri School of Nursing

Students are encouraged to communicate any concerns they might have to the appropriate persons. They can refer to the Student Services Officer for the following issues:

- Answering queries about the BSN and MSN programs
- Student orientation and advising
- Follow up on different awards and scholarships available to nursing students
- Problems in registration (opening capacity, removing restrictions, resolving time conflict problems, removing holds, selection of elective courses, drop and add courses)
- Dealing with the administrative body (Registrar's office, Office of Financial Aid, Office of Student Affairs and specific committees at HSON)
- Writing and submitting petition letters (underload/overload credits, late registration, medical reports, course withdrawal, reactivation and readmission etc.)
- Selection of specific academic forms for internal and external procedures
- Program evaluation and satisfaction surveys
- Career guidance and work opportunities
- Student related activities such as student elections, NSS activities and graduation parties etc.
- Requesting credentials after their graduation.

The Student services office seeks to assist and guide nursing students to develop their plan to academic success, by referring them to the appropriate resources and procedures, and ensuring that they are complying with AUB academic rules and regulations.

Issues related to a particular course are best discussed with the course coordinator. Problems with a student's academic progress should be followed up with the assigned advisor. Students may discuss issues related to a particular class with their advisers. There is one class advisor for each of the three years: BSN II, BSN III, and BSN IV. If the student cannot resolve problems with the course coordinator, adviser, or class adviser, he/she should talk to the BSN coordinator, and then the BSN convener. If necessary, issues are referred to the Director of the School.

Other services offered at HSON:

- Requesting lockers at the locker room
- Requesting badges
- Requesting name pins
- Completing the Clearance process upon graduation or withdrawal from the university
- Facilitating colloquium papers

Simulation and Clinical Competency Center (SCCC)

The Simulation and Clinical Competency Center (SCCC) was established by the Hariri School of Nursing in 2009 to assist AUB students, faculty and healthcare practitioners to achieve higher levels of competence and safer patient-care. Individual students use the Lab facility for self-appraisal; faculty uses it for evaluation purposes and our hospital partners (AUBMC) use it to enhance clinical practice.

Introduction to Simulation

Simulation started with the aviation industry and it improved pilot performance and airline safety. Simulation is defined as the deliberate creation or imitation of a situation for the purpose of learning using different techniques and technologies.

Simulation in healthcare education is considered an effective tool in clinical teaching. Simulation has the potential to provide immersive, interactive, reflective team-learning experiences in a controlled environment. In simulated environment students learn practical skills (e.g., medication injection), communication skills (obtaining patient history) to critical thinking and decision making skills regarding the care of the simulated patient. The tools of simulation range from single body part, as an arm for injection, to full-body mannequin that are physiologically responsive, to actual people playing the patient's role.

Who Uses SCCC Lab?

- AUB students from nursing, medicine, pharmacy and other health related disciplines
- AUBMC practitioners from all disciplines
- Non-AUB health-care students and practitioners after securing a special permission

Why Use Simulation?

- Safe learning environment: Simulation presents a safe learning experience for healthcare students and practitioners (It is a safe place to make mistakes and learn from them - the patient can't be harmed!)
- Increase in skill development: Simulation offers a chance to practice a skill repeatedly until mastery (with or without instructor guidance)
- Builds effective healthcare teams: Simulation brings people from different healthcare disciplines to work together as a team- a requirement for safe patient care

Location and Hours of Operation

Located on the 2nd floor of the Hariri School of Nursing, the SCCC is composed of 5 spacious rooms which can be used for classrooms, skills training and physical assessment. One room is designated for high fidelity scenarios (houses the highly interactive manikin) and includes a control area and a debriefing space.

The SCCC is open Monday to Friday from 8 am to 5pm during the academic year.

Booking Ahead Of Time

All are urged to book the Lab ahead of time. Priority in booking the SCCC is given to educational programs for AUB nursing and medical students. To schedule a session at the Lab, the student/learner must send an email to the Lab coordinator (Randa Farha rf37@aub.edu.lb). The coordinator in turn will confirm by email based on Lab availability. Any changes to an existing request for a session at the SCCC must be submitted by email to the Lab coordinator.

Code of Conduct

The following are binding practices for everyone using the SCCC facility (faculty, clinical teachers and students):

- No food or drink is allowed at any time in the Lab.
- No personal items are to be placed on the beds.
- Wash hands before coming to the center – use available alcohol-based hand sanitizers.
- Sign in at all times for both practice and testing on the attendance sheet
- Treat manikins like people. Treat simulators with respect as if they were real patients- handle them gently and with care.

- Only manikin lubricant can be used on the simulators when inserting objects (e.g. catheters).
- Never use ink pens at the bedsides as ink permanently stains the manikins. Please use pencil or only write at the tables at the end of the bed
- Gloves must be worn when coming in contact with the simulators (SimMan, SimBaby and NOELLE).
- Leave the center in the same condition it was when you first started (place all the chairs back at the tables, make the bed and return all equipment and supplies to the area where found).
- Sign a confidentiality agreement not to disclose any of the proceedings of a scenario outside the Lab. Report any violation to faculty.

Definitions

Effective simulation-based learning experiences are structured to include a pre-brief and a debrief component. The following are important definitions to learn:

PRE-BRIEF FOR A SIMULATION

Pre-brief is defined as an orientation session held prior to the start of a simulation-based learning experience in which instruction or preparatory information is given to the participants. It is the foundation of a successful simulation learning experience.

DEBRIEFING AFTER SIMULATION

Debriefing is the discussion that immediately follows a simulation-based experience. It is facilitated by an educator who observes the simulated experience. The discussion fit participants' objectives and outcomes of the simulation-based learning experience. Debriefing aims to promote reflective thinking. True learning occurs through a process of self-reflection. Effective debriefing is conducted in an environment that is conducive to learning and supports confidentiality, trust, open communication, self-analysis, and reflection.

University Libraries

The AUB library system consists of two main libraries: the University Libraries and Saab Memorial Medical Library.
The University Libraries include the Jafet Memorial Library (the Central Library) and two branch libraries: the Engineering and Architecture Library, and the Science and Agriculture Library with its annex AREC (Farm) Library.

The University Libraries are currently open 90 hours per week. The schedules of the libraries differ. Refer to the AUB website, click on libraries, in order to know the opening hours. Librarians also send regular emails regarding changes in their operating hours in the various semesters and during holidays. All libraries have photocopying machines that are available for student use. A card containing 100 photocopying units may be bought for 5, 000 LL in vending machines located in each library. Photocopying is also offered at the University Book Store for a small fee.

The Saab Medical Library (SML) is probably the one you will be using the most. The SML collection consists of 1,200 printed periodical subscriptions; over 82,320 back file periodical volumes, nearly 42,000 books, and nearly 2,300 audio-visual items, including computer software. SML has a large number of the most important bibliographic medical and allied health databases, and more than 2,500 electronic journals. SML is accessible through the internet at

http://www.aub.edu.lb/libraries/medical. The library has a special collection called the Lebanese Corner, http://192.168.100.187/, which includes publications about Lebanon or by Lebanese authors in the fields of medicine and other health-related topics. Databases are currently accessible via the AUB website.

Computing and Networking Services

Computing and Networking Services (CNS) provides access to different services that require user authentication. Before using the service, you must activate your **AUBnet account**: The AUB net account provides e-mail, intranet, and Internet access, in addition to other services such as roaming storage space, network printing, and personal web site space. You must activate your AUB net account before you can activate other accounts.

The **AUBsis account** provides access to the AUB Student Information System, a web-based application designed to provide the following on-line services to students and faculty: On-line Registration, Drop and Add, Class Schedules, Grades, Student Transcripts, Address Information, and Billing Statements.

Student computer labs are located throughout the University, including the libraries, faculty of medicine and faculty of health sciences buildings, among others.

An Internet fee of 300, 000 LL is charged every year and will automatically be added to the statement of fees. The quota of Internet data per month per student is 100MB. This is a combined quota of web and e-mail data. Through the AUB Net Resources web site you can find out your Internet data usage for the month. No limit exists on the time spent browsing and sending information on the web. The limit is only on the volume of data that is sent/received in the process.

Access to computer hardware, software, intranet, and the Internet services is provided to students for enhancing their learning. Access to the use of AUB computer facilities is through authorized computer accounts. Students must abide by the AUBnet Code of Conduct for Users of Computing System and Internet Services.

A computer account consists of a unique log-in ID and a password. Your log-in ID tells the computer system who you are. You must always keep your password secret. To activate your AUB computing accounts go to http://www.aub.edu.lb, select ”Get your AUB Computing Account,” and follow the instructions.

Student E-mail Address

To ensure that students receive timely communication and important announcements, the student’s current email address must always be on file in the School of Nursing. Every student is provided with an e-mail address. It is strongly recommended that all students use their AUB e-mail address as their primary one for the duration of the time they are studying here, to avoid missing announcements or other important communication from faculty and staff. We suggest that you get an email account during orientation week and check your email once per day.

The Writing Center

For students who need assistance in writing papers or projects, the AUB writing center located in West Hall Room 307 provides assistance. Tutors from the Department of English are available Monday through Friday 9 am – 3 pm and consulting services are free. The extension to call for taking appointments is 3157.

The Counseling Center

Adjusting to university life may be difficult for some students. For students who experience personal difficulties that lead to anxiety, depression or other psychological problems, the counseling center can provide assistance. The counseling team can assist with study related issues such as exam anxiety and time management, Counseling is free and confidential. The center is located in West Hall Room 206. The extension to call is 3196 or 3178.

Bookstore

The University Bookstore is located at the back of Bliss Hall across from Penrose Hall. It stocks most of the required textbooks for specific courses, dictionaries, and other reference works, and a limited number of general publications. Assorted AUB items and gifts such as clocks, mugs, T-shirts, and binders are also available.

Mail Service

The University Post Office, located in the basement of Ada Dodge Hall, handles local campus mail and mail for the Lebanese postal services. To secure a campus mailbox a student must show a receipt of fee payment at the AUB Post Office. Urgent mail may be sent by Aramex through the AUB Post Office. A special rate is offered to the AUB community. Also DHL offers special rates at the AUB Bookstore.

Food Service

The University operates a modern, cafeteria-style food service on campus in Ada Dodge Hall. In addition to the main cafeteria the University also maintains the Mary Dodge Hall Cafeteria, the Engineering Cafeteria, and the Agriculture Kiosk. These facilities provide a variety of hot and cold refreshments for students and their guests. Vending machines are available in a number of university buildings.

Students Housing

AUB is a residential university. For more information, check the AUB Catalogue, or check the Student affairs Office website at: http://staff.aub.edu.lb/~websao/house/.

Student Transportation

AUB allows very limited automobile access to campus: only students suffering from illness or disabilities may bring cars on campus. Authorization from the Infirmary must be received before a permit can be issued. Students should contact Business Services at extension 3510 for a special permit.

Students with Disabilities

Students with disabilities applying to AUB are strongly encouraged to make their disability known to the Admission Office. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus. Students need to consult with their advisers for assistance.

UNIVERSITY HEALTH SERVICES

Medical Record

An entrance medical record form will be sent to all admitted students who have made the commitment to enroll at AUB. The form should be completed by the student's family physician and mailed before the period of registration. Alternatively the completed form may be delivered by hand to the Office of Admissions.

All new students must have a tuberculin test at the time of the preliminary medical check, held during registration, and must report 48 hours later for the check on the test. Upon clearing the medical test, the student will be issued a clearance slip to proceed with registration. Students will not be registered unless they obtain this clearance slip. Medical checks may be completed in advance of registration provided that the student reports to the University Health Services on campus and brings along a letter of acceptance and the entrance medical record.

Returning students are not required to complete any medical forms. Important changes in the student's medical condition and/or updating immunizations should be reported to a University Physician by appointment at the Health Services Center. Information will be kept confidential.

All nursing students are required to go check on their Hepatitis B status, prior to commencing clinical..

The University Health Services (UHS) provide medical care to members of the university community in Sawaf Building at the following office hours:

Office hours: Monday through Friday

- **Offices** 8:00 a.m. - 5:00 p.m.
- **Clinics** 8:00 a.m. - 7:00 p.m.

Office hours: Saturday

- **Clinics** 10:00 a.m. - 2:00 p.m.

The Sawaf building is located near the AUB Medical Center. Appointments can be made at the reception desk. A physician is also available to receive patients on a walk-in basis. Walk-in patients must have problems of an urgent nature; otherwise, they will be given appointments for a later time. In case of emergency, the patient should report directly to the Emergency Unit at the AUB Medical Center or to the nearest Emergency Service.

Health Insurance Plan (HIP)

Students may elect to enroll in the University's Health Insurance Plan (HIP), provided they register for at least six credit hours. Students enrolled in the spring semester are covered until September 30, provided they do not leave the University or drop all of their courses. A married student will have the option of including his/her spouse and children for an additional fee. A student may be exempt from enrolling in HIP if he/she presents proof of coverage by another health insurance plan. HIP covers only those expenses incurred at the AUB Medical Center. Medical bills from other institutions are not covered.

National Social Security Fund (NSSF) Medical Branch

Membership in the NSSF is mandatory by law for all Lebanese students, excluding freshman and special students, and students who are older than 30 years. Non-Lebanese students may not join NSSF. To facilitate enrollment in the NSSF Medical Branch, students are required to bring the following items when registering:

- A social security application form filled in correctly. Copies of this form will be available for distribution at the time of registration to students.
- A photocopy of the Lebanese Identity Card.
- Their NSSF number if already registered.
- The NSSF number of either parent if insured with the NSSF through father or mother.

STUDENT EXTRACURRICULAR ACTIVITIES

Clubs and Societies

Opportunities for students to participate in extra-curricular activities, generally organized under the auspices of student-governed societies or clubs, are numerous at AUB. Membership is open to all registered students upon completion of a membership application and payment of a nominal fee. Almost all student clubs provide an outlet for artistic expression: Art, Music, Photography, and Poetry Clubs. For further information or to obtain a list of active clubs and societies, go to the Office of Student Activities in West Hall, extension 3182.

Nursing Student Society

The Nursing Student Society (NSS) brings together nursing students from all levels to engage in various professional and social activities, under the guidance of an assigned faculty advisor. Objectives of the NSS are to:

- Serve as an organization through which matters related to the welfare of students and the school is transacted.
- Provide a channel for coordination of activities between the students and faculty members, and with other student organizations.
- Organize activities that promote a spirit of loyalty and fellowship among the student body.
- Provide means for active participation in activities that foster the personal, professional and civic development of students.

The NSS has three standing committees:

1. The Educational Committee organizes educational programs of interest to the community.
2. The Social Committee is responsible for social and recreational activities.
3. The Publicity and Finance Committee is responsible for publicity and financial matters.

Athletics and Recreation

The University offers a wide range of sports, athletic and recreational programs through its Athletics Department. Facilities include AUB's Green Field, which hosts international, national, and varsity sports tournaments. The Green Field includes the University's soccer field, lighted outdoor basketball courts, lighted outdoor volleyball courts, and a lighted 450-meter track.

IMPORTANT TELEPHONE NUMBERS

Finally, here are some helpful telephone numbers for you to have:

Clubs and Student Activities (West Hall)	3182
Emergency Room	6604
Financial Aid	3160
Housing	3175
Infirmary, University Health Services	3000
Registrar	2570
Student Affairs	3170
School of Nursing	5950, 5951

Appendix A

Clinical Practicum Orientation Tips

These are simple "tricks" for a good clinical experience

- **Punctuality:** Be 15 minutes early to the rotation. Have a good breakfast before coming.
- **Preparation:** Make sure you have all the equipment you need and that you reviewed your notes very well ahead of time.
- **Dress Code:** Wear clean shoes and clothes, shave, everyone will respect you when you dress well and act in a professional way.
- **Caring:** Make a special time to go to the patient's room and discuss their condition.
- **Self Learner:** Be interested to learn more, ask whatever question that pops to your head, and just enjoy the learning experience.
- **Professionalism:** Maintain a positive relationship with your preceptor, your fellow students and health care team.
- **Safety:** Assure your own safety. Ensure you have completed your HBV. HAND HYGINE IS VERY IMPORTANT KEEP IT IN MIND.

Appendix B

AMERICAN UNIVERSITY OF BEIRUT - FACULTY OF MEDICINE – RAFIC HARIRI SCHOOL OF NURSING

CURRICULUM: BACHELOR OF SCIENCE IN NURSING

Name:	**ID#:**	**BSN I:____**	**Bacc:**			
Nationality		BSN II:____	SAT I (Wriring):	EEE:	TOEFL:	English Placement:
FA/Scholarship:	Sponsor: -	BSN III:___	SAT I -Verbal:	SAT I-Math	Composite Score:	
E-mail:	Box#:	BSN IV:___	Date of Admission:	Expected Date of Graduation:		
Tel no.1:	Tel no.2: -			Other:		

Year	Fall	Cr.	Grade	Spring	Cr.	Grade	Summer	Cr.	Grade	Deficiencies	Action
1st Year 20__-20__											
Total										GPA:	
2nd Year 20__-20__											
Total										GPA:	
3rd Year 20__-20__											
Total										GPA:	
4th Year 20__-20__											

Semester Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM					
12:00 PM					
1:00 PM					
11:00 AM					
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					

Appendix C

Membership at the Order of Nurses in Lebanon

للانتساب الى نقابة الممرضات والممرضين في لبنان على الممرض(ة) تعبأت طلب الانتساب واحضار المستندات المطلوبة أدناه:

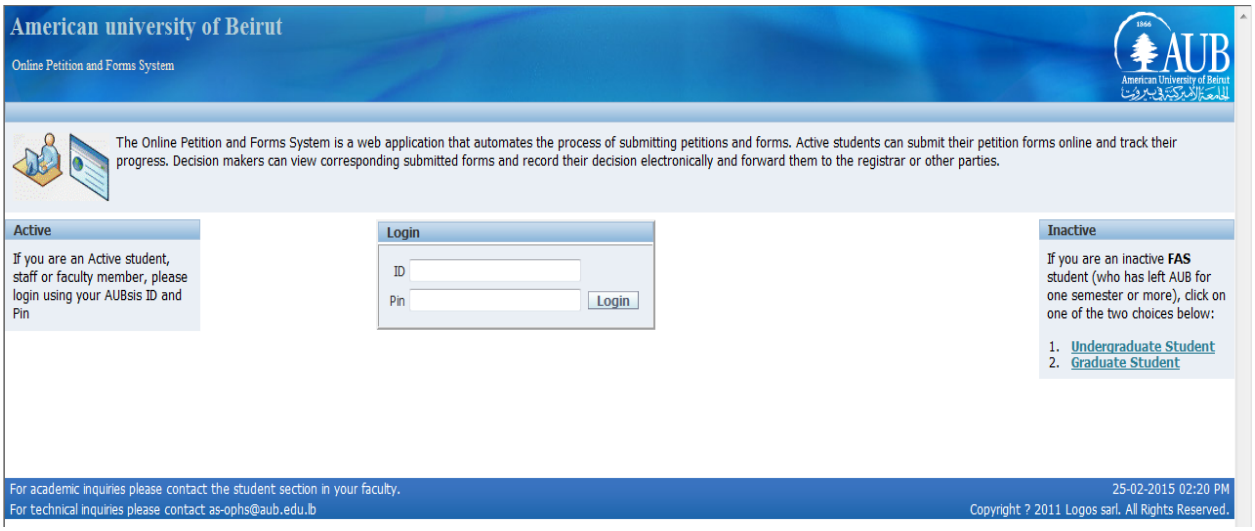
المستندات المطلوبة	لبناني	غير لبناني
1- صورة عن تذكرة الهوية أو اخراج قيد فردي أو صورة مصدقة عنه أو صورة عن جواز السفر الصادر من السلطات اللبنانية	X	
2- سجل عدلي لا يعود تاريخه لمدة تزيد عن التلاتة أشهر	X	
3- صورة مصدقة عن شهادة التمريض: BS/LT/TS/BT	X	
4- صورتين شمسيتين مصدقتين	X	X
5- صورة مصدقة عن اجازة معطاة المهنة صادرة عن وزارة الصحة العامة	X	
6- صورة مصدقة عن جواز السفر		X
7- صورة عن اجازة معطاة المهنة صادرة عن المرجع المختص في بلد صاحب الجنسية ومصدقة وفقا للاصول ولا يعود تاريخها لاكثر من ثلاثة اشهر		X
8- صورة مصدقة عن اجازة العمل صادرة عن وزارة العمل في لبنان		X
9- نسخة عن الشهادة العلمية مرفقة بافادة معادلة لها صادرة عن لجنة المعادلات		X
10- صورة مصدقة عن اجازة الاقامة لاتقل عن ستة اشهر صادرة عن المديرية العامة للامن العام		X

Appendix D

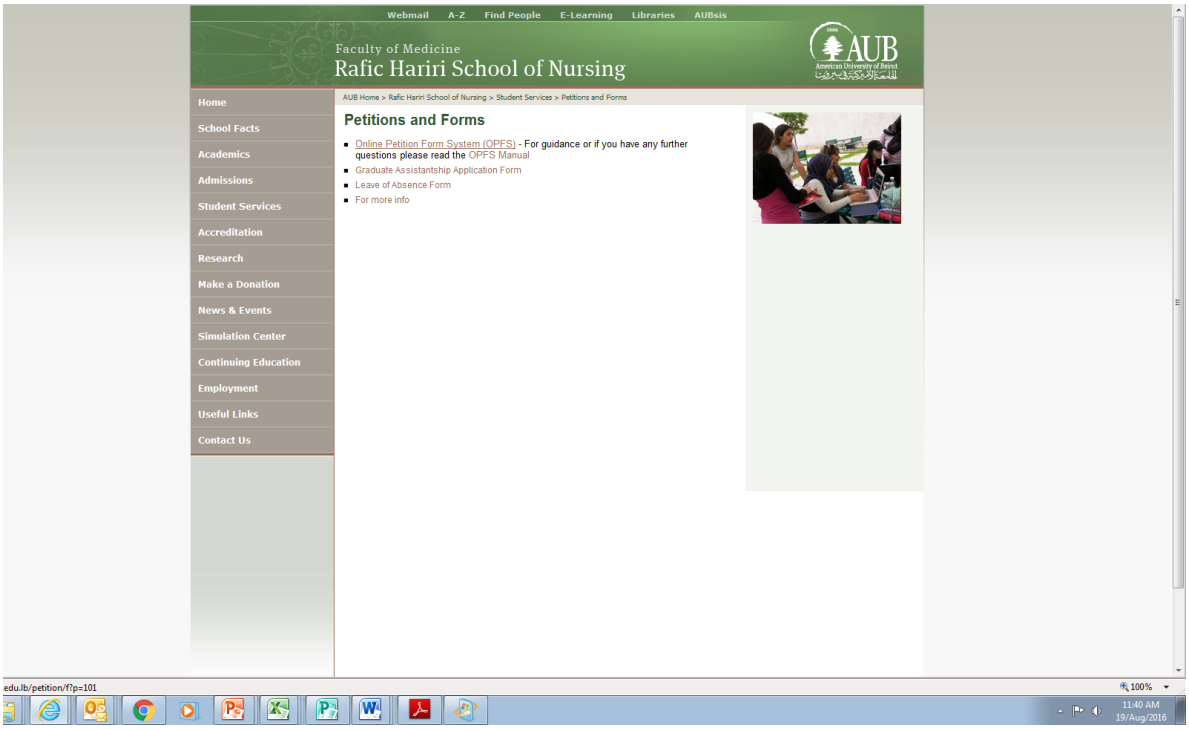
Online Petition and Forms System: OPFS

Login Page:

OPFS link: opfs.aub.edu.lb/petition/f?p=101



Or go to AUB webpage:click on Academics ⟹ Faculties ⟹Rafic Hariri School of Nursing ⟹ Student Services ⟹ Petitions and Forms ⟹ OPFS



Types of Petitions you can submit online:

	Title	Workflow	Level
1	Correction of Record (Late Drop-Add)	Adviser-Instructor -Student Services Office-Chair of ACC	Undergraduate
2	General Petition	Adviser- Student Services Office-Chair of ACC or Director of HSON	Undergraduate
3	Withdrawal From a Course	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
4	Oveload/Underload	Adviser- Student Services Office-Chair of ACC	Undergraduate
5	GE called Exceptions related to GE requirements	Adviser- Student Services Office-Director of GE Board-Chair of ACC	GE
6	Course Equivalence	Adviser-Instructor-Chairperson of course -Student Services Office-Chair of ACC	Undergraduate
7	General petition that is routed to the graduate committee or director of HSON.	Adviser- Student Services Office-Chair of GSC	Graduates
8	Residency Extension	Adviser- Student Services Office-Chair of GSC	Graduates

AMERICAN UNIVERSITY OF BEIRUT

RAFIC HARIRI SCHOOL OF NURSING

MINUTES OF FACULTY MEETING

DATE AND TIME: May 18, 2018 at 2:00 p.m.

PLACE: School of Nursing Conference Room #605

PRESIDING: Dr. Huda Huijer, HSON Director

MEMBERS PRESENT: Dr. M. Adra, Dr. N. Alayan, Mrs. M. Arevian, Dr. G. Assaf, Mrs. T. Avedissian, Dr. M. Clinton, Mrs. S. Dakessian, Dr. H. Darwish, Dr. S. Dhaini, Dr. N. Dumit, Dr. S. Fares, Dr. L. Farhood, Mrs. T. Gulgulian, Dr. G. Honein, Dr. L. Kantar, Mrs. M. Khoury, Dr. D. Madi, Dr. A. Massouh, Dr. S. Noureddine, Ms. H Tashjian and Dr. L. Younan.

MEMBERS ABSENT: Mrs. D. Damianos

I. APPROVAL OF MINUTES

- Minutes of March 07, 2018: Minutes approved as corrected.

II. UPDATE ON MINUTES

- No updates on the minutes of March 07, 2018.

III. TENURE AND PROMOTION EVALUATION CRITERIA

A motion was made to approve the document circulated by email titled "Policy and Procedures for Tenure and Promotion Evaluation of Tenure-Eligible Faculty Members" and seconded. Members discussed the document by going through it page by page. All questions were addressed by the task force.

Motion: 2018.01: Motion to recommend the approval of the tenure and promotion evaluation criteria document was made by Dr. Laila Farhood and seconded by Dr. Samar Noureddine.

Vote: 2018.01: Motion was approved (8 – 0 – 1) by secret ballot

IV. CRITERIA FOR PROMOTION ON THE CLINICAL TRACK

It was agreed by all members prior to the meeting and after the circulation of the agenda to postpone the discussion and vote on the document to another full faculty meeting.

V. FACULTY STATUS REPORT

Dr. Huijer informed the faculty that the working group on the independent faculty status document was appointed by Dean Sayegh and not by her. The report was presented by an introductory recapitulation of the work process. The report was prepared based on feedback from HSON faculty during the retreat, the documents provided by the HSON administration, and feedback of the working group. A motion was made to approve the report and seconded.

Motion: 2018.02: Motion to recommend the approval of the faculty status report was made by Dr. Nuhad Dumit and seconded by Dr. Hala Darwish.

Votes: 2018.02: Motion was approved (20 – 0 – 1) by secret ballot

Meeting adjourned at 4:30 p.m.
Minutes Recorded by Patricia Assaf Chedid

Exhibit I.03: 2008 AACN's Essentials of Baccalaureate Education for Professional Nursing Practice

The Essentials of Baccalaureate Education for Professional Nursing Practice

American Association of Colleges of Nursing

American Association of Colleges of Nursing

The Essentials of Baccalaureate Education for Professional Nursing Practice

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American Association of Colleges of Nursing

Executive Summary
The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

This *Essentials* document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century. These *Essentials* address the key stakeholders' recommendations and landmark documents such as the IOM's recommendations for the core knowledge required of all healthcare professionals. This document emphasizes such concepts as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment

Essentials I-IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes.

The nine Essentials are:

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
  - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
  - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- **Essential III: Scholarship for Evidence Based Practice**
  - Professional nursing practice is grounded in the translation of current evidence into one's practice.
- **Essential IV: Information Management and Application of Patient Care Technology**
  - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- **Essential V: Health Care Policy, Finance, and Regulatory Environments**
  - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**
  - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

- **Essential VII: Clinical Prevention and Population Health**
    - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- **Essential VIII: Professionalism and Professional Values**
    - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- **Essential IX: Baccalaureate Generalist Nursing Practice**
    - The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
    - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrates the delineated knowledge and skills into the graduate's professional nursing practice. Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an interprofessional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

Introduction

The Essentials of Baccalaureate Education for Professional Nursing Practice provides the educational framework for the preparation of professional nurses. This document describes the outcomes expected of graduates of baccalaureate nursing programs.

The Essentials apply to all pre-licensure and RN completion programs, whether the degree is baccalaureate or graduate entry. Program curricula are designed to prepare students to meet the end-of-program outcomes delineated under each Essential.

Background

The healthcare delivery system has changed dramatically since *The Essentials of Baccalaureate Education for Professional Nursing Practice* was endorsed by the American Association of Colleges of Nursing (AACN, 1998). Building a safer healthcare system has become the focus of all health professions following numerous reports from the Institute of Medicine (IOM, 2000, 2001, 2004), American Hospital Association (2002), Robert Wood Johnson Foundation (Kimball & O'Neill, 2002), the Joint Commission (2002) and other authorities. Nursing has been identified as having the potential for making the biggest impact on a transformation of healthcare delivery to a safer, higher quality, and more cost-effective system. With the increasing awareness of the need for change in the healthcare system, the clinical microsystems (small, functional units where care is provided within the larger system) have become an important focus for improving healthcare outcomes (Nelson, Batalden, & Godfrey, 2007).

In addition to the concern over healthcare outcomes, the United States and the global market are experiencing a nursing shortage that is expected to intensify as the demand for more and different nursing services grows. Buerhaus, Staiger, and Auerbach (2008) reported that the U.S. may experience a shortage of more than 500,000 registered nurses by the year 2025. Despite annual increases in enrollments in entry-level baccalaureate nursing programs since 2001 (Fang, Htut, & Bednash, 2008), these increases are not sufficient to meet the projected demand for nurses. According to Buerhaus et al. (2008), enrollment in nursing programs would have to increase at least 40% annually to replace the nurses expected to leave the workforce through retirement alone. Addressing the need for an increased number of baccalaureate-prepared nurses is critical but not sufficient. Nursing must educate future professionals to deliver patient-centered care as members of an interprofessional team, emphasizing evidence-based practice, quality improvement approaches, and informatics (IOM, 2003b). Nursing education and practice must work together to better align education with practice environments (Joint Commission, 2002, Kimball & O'Neill, 2002;).

The environments in which professional nurses practice have become more diverse and more global in nature. Scientific advances, particularly in the areas of genetics and

genomics, have had and will continue to have a growing and significant impact on prevention, diagnosis, and treatment of diseases, illnesses, and conditions. The increased prevalence of chronic illness is a result of an increasingly older adult population, environmental threats, lifestyles that increase risk of disease, and enhanced technological and therapeutic interventions that prolong life. Increases in longevity of life have made the older adult the fastest growing segment of the population. In 2003, 12 % of the population was older than 65 years of age. By 2030, this population will increase to 20%, with a large majority older than 80 years of age (He, Sengupta, Velkoff, & DeBarros, 2005). Those older than 65 years of age had almost four times the number of hospitalization days than those younger than 65 years of age (Centers for Disease Control, 2007)

Education for the baccalaureate generalist must include content and experiences across the lifespan, including the very young who are especially vulnerable. The percentage of the population under 18 years of age is 24.6% (U.S. Census Bureau, 2008). U.S. infant mortality in 2006 ranked 38th in the world (World Health Organization, 2008). Prevention is critical in addressing both acute and chronic conditions across the lifespan. The role of the nurse in prevention continues to be of utmost importance.

Increasing globalization of healthcare and the diversity of this nation's population mandates an attention to diversity in order to provide safe, high quality care. The professional nurse practices in a multicultural environment and must possess the skills to provide culturally appropriate care. According to the U.S. Census Bureau (2008), the nation's minority population totaled 102 million or 34% of the U.S. population in 2006. With projections pointing to even greater levels of diversity in the coming years, professional nurses need to demonstrate a sensitivity to and understanding of a variety of cultures to provide high quality care across settings. Liberal education, including the study of a second language, facilitates the development of an appreciation for diversity.

Strong forces influencing the role of nurses include:

- scientific advances, particularly in the area of genetics and genomics,
- changing demographics of patient populations,
- new care technologies, and
- patient access to healthcare information.

These forces call for new ways of thinking and providing health care. Nursing is uniquely positioned to respond to these major forces, requiring an increased emphasis on designing and implementing patient-centered care, developing partnerships with the patient, and a focus on customer service.

Nursing Education

In response to calls for transforming the healthcare system and how healthcare professionals are educated, AACN has maintained an ongoing dialogue with a broad representation of stakeholders internal and external to nursing. The dialogue has focused on the knowledge, skills, and attitudes needed by nurses to practice effectively within this

complex and changing environment. New innovative models of nursing education have emerged, and AACN has taken a leadership role in crafting a preferred vision for nursing education.

In 2004, the AACN Board of Directors reaffirmed its position that baccalaureate education is the minimum level required for entry into professional nursing practice in today's complex healthcare environment. Baccalaureate generalist education, as defined in this document, is the foundation upon which all graduate nursing education builds.

The preferred vision for nursing education includes generalist, advanced generalist, and advanced specialty nursing education. Generalist nurse education occurs at a minimum in baccalaureate-degree nursing programs. Advanced generalist education occurs in master's degree nursing programs, including the Clinical Nurse Leader (CNL®), which is an advanced generalist nursing role. Advanced specialty education occurs at the doctoral level in Doctor of Nursing Practice (DNP) or research-focused degree programs (PhD, DNS, or DNSc). End-of-program outcomes for the baccalaureate, master's, and doctoral nursing programs build on each other.

The Discipline of Nursing

Roles for the baccalaureate generalist nurse are derived from the discipline of nursing. The roles of the baccalaureate generalist include:

- provider of care,
- designer/manager/coordinator of care, and
- member of a profession.

Nursing generalist practice includes both direct and indirect care for patients, which includes individuals, families, groups, communities, and populations. Nursing practice is built on nursing knowledge, theory, and research. In addition, nursing practice derives knowledge from a wide array of other fields and professions, adapting and applying this knowledge as appropriate to professional practice.

In the senior college and university setting, every academic discipline is grounded in discrete inquiry-based applications that are distinctive to that discipline. Scientific advances, (particularly in the area of genetics and genomics), changing demographics of patient populations, new care technologies, and patient access to health care information call for new ways of thinking and doing in the provision of health care. The academic setting provides a forum for contemplating physical, psychological, social, cultural, behavioral, ethical, and spiritual problems within and across disciplines. Faculty have a responsibility to facilitate the translation of knowledge from a liberal education base into the practice of nursing. Nursing faculty introduce nursing science and theories, and guide the student in developing an understanding of the discipline of nursing's distinctive perspective.

Baccalaureate-prepared nurses provide patient-centered care that identifies, respects, and addresses patients' differences, values, preferences, and expressed needs (IOM, 2003a). Patient-centered care also involves the coordination of continuous care, listening to,

communicating with, and educating patients and caregivers regarding health, wellness, and disease management and prevention. The generalist nurse provides the human link between the healthcare system and the patient by translating the plan of care to the patient. A broad-based skill set is required to fill this human interface role. Patient-centered care also requires the development of a nurse-patient partnership. Patients, as consumers of healthcare services, and as integral members of the healthcare team, have an increasing role and responsibility for the mutual planning of care and healthcare decision making.

The fundamental aspects of generalist nursing practice are: direct care of the sick in and across all environments, health promotion and clinical prevention, and population-based health care. A defining feature of professional nursing practice is the focus on health promotion and risk reduction. Advances in science and technology will continue to emerge, which will help to predict future health problems. Nurses will design and implement measures to modify risk factors and promote healthy lifestyles. These same advances in science and technology also have allowed individuals to live longer and often with increasing numbers of chronic illnesses and conditions. With an increasing emphasis on cost-savings and cost-benefits, nurses will play a leading role in the provision of care.

Assumptions

The baccalaureate generalist graduate is prepared to:

- practice from a holistic, caring framework;
- practice from an evidence base;
- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations;
- assume accountability for one's own and delegated nursing care;
- practice in a variety of healthcare settings;
- care for patients across the health-illness continuum;
- care for patients across the lifespan;
- care for diverse populations;
- engage in care of self in order to care for others; and
- engage in continuous professional development.

Roles for the Baccalaureate Generalist Nurse

Baccalaureate Generalist nurses are providers of direct and indirect care. In this role, nurses are patient advocates and educators. Historically, the nursing role has emphasized partnerships with patients – whether individuals, families, groups, communities, or populations – in order to foster and support the patient's active participation in determining healthcare decisions. Patient advocacy is a hallmark of the professional nursing role and requires that nurses deliver high quality care, evaluate care outcomes, and provide leadership in improving care.

Changing demographics and ongoing advances in science and technology are a reality of healthcare practice. The generalist nurse provides evidence-based care to patients within this changing environment. This clinician uses research findings and other evidence in designing and implementing care that is multi-dimensional, high quality, and cost-effective. The generalist nurse also is prepared for the ethical dilemmas that arise in practice and will be able to make and assist others in making decisions within a professional ethical framework. Understanding advances in science and technology and the influence these advances have on health care and individual well-being is essential. Understanding patients and the values they bring to the healthcare relationship is equally important.

The generalist nurse practices from a holistic, caring framework. Holistic nursing care is comprehensive and focuses on the mind, body, and spirit, as well as emotions. The generalist nurse recognizes the important distinction between disease and the individual's illness experience. Assisting patients to understand this distinction is an important aspect of nursing. In addition, nurses recognize that determining the health status of the patient within the context of the patient's values is essential in providing a framework for planning, implementing, and evaluating outcomes of care.

The generalist nurse provides care in and across all environments. Nurses focus on individual, family, community, and population health care, as they monitor and manage aspects of the environment to foster health.

Baccalaureate generalist nurses are designers, coordinators, and managers of care. The generalist nurse, prepared at the baccalaureate-degree level, will have the knowledge and authority to delegate tasks to other healthcare personnel, as well as to supervise and evaluate these personnel. As healthcare providers who function autonomously and interdependently within the healthcare team, nurses are accountable for their professional practice and image, as well as for outcomes of their own and delegated nursing care. Nurses are members of healthcare teams, composed of professionals and other personnel that deliver treatment and services in complex, evolving healthcare systems. Nurses bring a unique blend of knowledge, judgment, skills, and caring to the healthcare team.

Baccalaureate generalist nurses are members of the profession and in this role are advocates for the patient and the profession. The use of the term "professional" implies the formation of a professional identity and accountability for one's professional image. As professionals, nurses are knowledge workers who use a well-delineated and broad knowledge base for practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. The professional nurse also requires the development and demonstration of an appropriate set of values and ethical framework for practice. As advocates for high quality care for all patients, nurses are knowledgeable and active in the policy processes defining healthcare delivery and systems of care. The generalist nurse also is committed to lifelong learning, including career planning, which increasingly will include graduate level study.

Preparation for the Baccalaureate Generalist Nurse Roles: Components of *The Essentials*

This section outlines the nine *Essentials of Baccalaureate Education for Professional Nursing Practice*. These *Essentials* are the curricular elements that provide the framework for baccalaureate nursing education. Each Essential is operationalized through the program's curriculum and is not intended to represent a course. Essential IX describes baccalaureate nursing practice and integrates the knowledge, skills, and attitudes from Essentials I-VIII. Each Essential includes a *rationale* explaining its relevance for the education of the professional nurse today and in the future. The rationale for each Essential is followed by outcomes that delineate the knowledge, skills, and attitudes expected of new baccalaureate generalist graduates. These outcomes serve as a guide to help faculty identify program and course objectives that are specific and measurable. Next, *sample content* is listed to aid faculty in selecting material suited to achieving the specific Essential. The list of content is not inclusive, nor is it intended as required. A vast selection of content is available for each Essential, and the specific baccalaureate program's curriculum will specify the content as appropriate to their mission, community served, and student population. The Essential outcomes can be obtained through a variety of content approaches, and potential content can and will evolve over time as new knowledge develops. The sample content is offered as a guide to programs or to further elucidate the nature of the Essential with which the content is listed.

The Essentials of Baccalaureate Education for Professional Nursing Practice

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

Rationale

As defined by the Association of American Colleges and Universities (AAC&U), a liberal education is one that intentionally fosters, across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges (AAC&U, 2007, p. 4). For the purposes of this document, a liberal education includes both the sciences and the arts. The sciences include:

- physical sciences (e.g., physics and chemistry),
- life sciences (e.g., biology and genetics),
- mathematical sciences, and
- social sciences (e.g., psychology and sociology).

The arts include:

- fine arts (e.g., painting and sculpture),
- performing arts (e.g., dance and music), and
- humanities (e.g., literature and theology).

Liberal education is critical to the generation of responsible citizens in a global society. In addition, liberal education is needed for the development of intellectual and innovative capacities for current and emergent generalist nursing practice. Liberally educated nurses work within a healthcare team to address issues important to the profession of nursing, question dominant assumptions, and solve complex problems related to individuals and population-based health care. Nursing graduates with a liberal education exercise appropriate clinical judgment, understand the reasoning behind policies and standards, and accept responsibility for continued development of self and the discipline of nursing.

A solid base in liberal education provides the distinguishing cornerstone for the study and practice of professional nursing. Studying the humanities, social sciences, and natural sciences expands the learner's capacity to engage in socially valued work and civic leadership in society. A strong foundation in liberal arts includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing. Other than the nursing major, some aspects of liberal arts study will be provided as discrete parts of the full educational curriculum; however the rich and diverse perspectives and knowledge embedded in the liberal arts and sciences will be integrated throughout the nursing curriculum, as these perspectives are integral to the full spectrum of professional nursing practice (Hermann, 2004).

Successful integration of liberal education and nursing education provides graduates with knowledge of human cultures, including spiritual beliefs, and the physical and natural worlds supporting an inclusive approach to practice. The study of history, fine arts, literature, and languages are important building blocks for developing cultural competence and clinical reasoning. Furthermore, the integration of concepts from behavioral, biological, and natural sciences throughout the nursing curriculum promotes the understanding of self and others and contributes to safe, quality care. The integration of concepts from the arts and sciences provides the foundation for understanding health as well as disease processes, and forms the basis for clinical reasoning. As noted by the Carnegie Foundation for the Advancement of Teaching, the sciences are a critical aspect of liberal education for nurses. Sciences that have clinical relevance are especially important to the profession of nursing to ensure that graduates have the ability to keep pace with changes driven by research and new technologies (Carnegie Foundation, in press).

A liberal education for nurses forms the basis for intellectual and practical abilities for nursing practice as well as for engagement with the larger community, both locally and globally. Skills of inquiry, analysis, critical thinking, and communication in a variety of modes, including the written and spoken word, prepare baccalaureate graduates to involve others in the common good through use of information technologies, team work, and interprofessional problem solving. Liberal education, including the study of a second language, facilitates the development of an appreciation for cultural and ethnic diversity.

Strong emphasis on the development of a personal values system that includes the capacity to make and act upon ethical judgments is a hallmark of liberal education. Students educated in a liberal education environment are encouraged to pursue

meaningful personal and professional goals as well as to commit to honesty in relationships and the search for truth. The development of leadership skills and acceptance of responsibility to promote social justice are expected outcomes of a liberal education.

Liberal education allows the graduate to form the values and standards needed to address twenty-first century changes in technology, demographics, and economics. These trends include an aging population, diverse family and community structures, and increasing global interdependence, as well as economic and political changes in the United States healthcare system. Liberal education provides the baccalaureate graduate with the ability to integrate knowledge, skills, and values from the arts and sciences to provide humanistic, safe quality care; to act as advocates for individuals, families, groups, communities, and/or populations; and to promote social justice. Liberally educated graduates practice from a foundation of professional values and standards.

The baccalaureate program prepares the graduate to:

1. Integrate theories and concepts from liberal education into nursing practice.

2. Synthesize theories and concepts from liberal education to build an understanding of the human experience.

3. Use skills of inquiry, analysis, and information literacy to address practice issues.

4. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively.

5. Apply knowledge of social and cultural factors to the care of diverse populations.

6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.

7. Integrate the knowledge and methods of a variety of disciplines to inform decision making.

8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.

9. Value the ideal of lifelong learning to support excellence in nursing practice.

Sample Content

- selected concepts and ways of knowing from the sciences
- selected concepts and ways of knowing from the arts
- principles related to working with peoples from diverse cultures

- concepts related to intellectual diversity, tolerance, and social justice
- concepts related to globalization and migration of populations

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Rationale

Organizational and systems leadership, quality improvement, and safety are critical to promoting high quality patient care. Leadership skills are needed that emphasize ethical and critical decision-making, initiating and maintaining effective working relationships, using mutually respectful communication and collaboration within interprofessional teams, care coordination, delegation, and developing conflict resolution strategies. Basic nursing leadership includes an awareness of complex systems, and the impact of power, politics, policy, and regulatory guidelines on these systems. To be effective, baccalaureate graduates must be able to practice at the microsystem level within an ever-changing healthcare system. This practice requires creativity and effective leadership and communication skills to work productively within interprofessional teams in various healthcare settings.

As a member of a healthcare team, baccalaureate graduates will understand and use quality improvement concepts, processes, and outcome measures. In addition, graduates will be able to assist or initiate basic quality and safety investigations; assist in the development of quality improvement action plans; and assist in monitoring the results of these action plans within the clinical microsystem, which is embedded within a larger system of care.

An important component of quality is safety. Safety in health care is defined as the minimization of "risk of harm to patients and providers through both system effectiveness and individual performance" (Cronenwett et al., 2007). Research has demonstrated that nurses more than any other healthcare professional are able to recognize, interrupt, evaluate, and correct healthcare errors (Rothschild et al., 2006) The baccalaureate graduate implements safety principles and works with others on the interprofessional healthcare team to create a safe, caring environment for care delivery.

Baccalaureate graduates will be skilled in working within organizational and community arenas and in the actual provision of care by themselves and/or supervising care provided by other licensed and non-licensed assistive personnel. They will be able to recognize safety and quality concerns and apply evidence-based knowledge from the nursing profession and other clinical sciences to their practice. Baccalaureate nursing graduates are distinguished by their abilities to identify, assess, and evaluate practice in care delivery models that are based in contemporary nursing science and are feasible within current cultural, economic, organizational, and political perspectives.

The baccalaureate program prepares the graduate to:

1. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.

2. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.

3. Demonstrate an awareness of complex organizational systems.

4. Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values.

5. Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.

6. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.

7. Promote factors that create a culture of safety and caring.

8. Promote achievement of safe and quality outcomes of care for diverse populations.

9. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse-sensitive indicators in the microsystem of care.

10. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of health care.

11. Employ principles of quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system-wide practice improvements that will improve the quality of healthcare delivery.

12. Participate in the development and implementation of imaginative and creative strategies to enable systems to change.

Sample Content

- leadership, including theory, behaviors, characteristics, contemporary approaches, leadership development, and styles of leadership

- leadership skills and strategies (negotiating, collaborating, coordinating); decision making to promote quality patient care in a variety of healthcare settings
- change theory and complexity science
- community organizing models
- social change theories
- creative and imaginative strategies in problem solving
- communication, including elements, channels, levels, barriers, models, organizational communication, skill development, workplace communication, conflict resolution, optimizing patient care outcomes, and chain-of-command
- principles of interpersonal interactions/communication
- healthcare systems (structure and finance) and organizational structures and relationships (e.g., between finance, organizational structure, and delivery of care, particularly at the microsystem level, including mission/vision/philosophy and values)
- reliability and reliability sciences in health care
- operations research, queuing theory, and systems designs in health care
- teamwork skills, including effective teams/characteristics, application to patient care teams, team process, conflict resolution, delegation, supervision, and collaboration
- microsystems and their relationship to complex systems, quality care, and patient safety
- patient safety principles, including safety standards, organizational safety processes, reporting processes, departmental responsibilities, ownership, national initiatives, and financial implications
- quality improvement (QI), including history, elements, Continuous Quality Improvement (CQI) models, concepts, principles, benchmarking, processes, tools, departmental ownership, roles/responsibility, methodologies, regulatory requirements, organizational structures for QI, outcomes, monitoring, Quality Assurance (QA) vs. QI, beginning resource need assessment, and resource identification, acquisition, and evaluation
- overview of QI process techniques, including benchmarks, basic statistics, root cause analyses, and Failure Mode Effects Analysis (FMEA) in the quality improvement process
- principles of nursing care delivery management and evaluation

Essential III: Scholarship for Evidence-Based Practice

Rationale

Professional nursing practice is grounded in the translation of current evidence into practice. Scholarship for the baccalaureate graduate involves identification of practice issues; appraisal and integration of evidence; and evaluation of outcomes. As practitioners at the point of care, baccalaureate nurses are uniquely positioned to monitor patient outcomes and identify practice issues. Evidence-based practice models provide a

systematic process for the evaluation and application of scientific evidence surrounding practice issues (IOM, 2003b). Dissemination is a critical element of scholarly practice; baccalaureate graduates are prepared to share evidence of best practices with the interprofessional team.

Baccalaureate education provides a basic understanding of how evidence is developed, including the research process, clinical judgment, interprofessional perspectives, and patient preference as applied to practice. This basic understanding serves as a foundation for more complex applications at the graduate level (AACN, 2006a). Baccalaureate nurses integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgments. In collaboration with other healthcare team members, graduates participate in documenting and interpreting evidence for improving patient outcomes (AACN, 2006b).

In all healthcare settings, ethical and legal precepts guide research conduct to protect the rights of patients eligible for, or participating in, investigations. Professional nurses safeguard patient rights, including those of the most vulnerable patients, in situations where an actual or potential conflict of interest, misconduct, or the potential for harm are identified.

The baccalaureate program prepares the graduate to:

1. Explain the interrelationships among theory, practice, and research.

2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.

3. Advocate for the protection of human subjects in the conduct of research.

4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.

5. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.

6. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.

7. Collaborate in the collection, documentation, and dissemination of evidence.

8. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.

9. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.

Sample Content

- principles and models of evidence-based practice
- nurse-sensitive quality indicators (National Quality Forum, 2004), performance measures
- overview of qualitative and quantitative research processes
- methods for locating and appraising health and other relevant research literature and other sources of evidence
- basic applied statistics
- basic designs, corresponding questions, analytical methods related to research questions, and limits on implications of findings (e.g., causal vs. relational)
- ethical conduct of research and scholarly work
- linkages among practice, research evidence, patient outcomes, and cost containment
- forces driving research agendas
- locating and evaluating sources of evidence
- electronic database search strategies (e.g., CINAHL, PubMed)
- systematic application of information
- levels of evidence: textbooks, case studies, reviews of literature, research critiques, controlled trials, evidence-based clinical practice guidelines (www.guideline.gov), meta-analyses, and systematic reviews (e.g., the Cochrane Database of Systematic Reviews)
- differentiation of clinical opinion from research and evidence summaries
- scholarship dissemination methods: oral/visual presentations, publications, newsletters, etc.

Essential IV: Information Management and Application of Patient Care Technology

Rationale

Knowledge and skills in information and patient care technology are critical in preparing baccalaureate nursing graduates to deliver quality patient care in a variety of healthcare settings (IOM, 2003a). Graduates must have basic competence in technical skills, which includes the use of computers, as well as the application of patient care technologies such as monitors, data gathering devices, and other technological supports for patient care interventions. In addition, baccalaureate graduates must have competence in the use of information technology systems, including decision-support systems, to gather evidence to guide practice. Specific introductory level nursing informatics competencies include the ability to use selected applications in a comfortable and knowledgeable way.

Computer and information literacy are crucial to the future of nursing. Improvement of cost effectiveness and safety depend on evidence-based practice, outcomes research, interprofessional care coordination, and electronic health records, all of which involve information management and technology (McNeil et al., 2006). Therefore, graduates of

baccalaureate programs must have competence in using both patient care technologies and information management systems.

In addition, baccalaureate graduates ethically manage data, information, knowledge, and technology to communicate effectively; provide safe and effective patient care; and use research and clinical evidence to inform practice decisions. Graduates will be aware that new technology often requires new workflow patterns and changes in practice approaches to patient care prior to implementation.

The use and understanding of standardized terminologies are foundational to the development of effective clinical information systems (CIS). Integration of standardized terminologies into the CIS not only supports day-to-day nursing practice but also the capacity to enhance interprofessional communication and automatically generate standardized data to continuously evaluate and improve practice (American Nurses Association, 2008). Baccalaureate graduates are prepared to gather and document care data that serve as a foundation for decision making for the healthcare team.

Course work and clinical experiences will provide the baccalaureate graduate with knowledge and skills to use information management and patient care technologies to deliver safe and effective care. Graduates will have exposure to information systems that provide data about quality improvement and required regulatory reporting through information systems. Course work and clinical experiences will expose graduates to a range of technologies that facilitate clinical care, including patient monitoring systems, medication administration systems, and other technologies to support patient care.

Integral to these basic skills is an attitude of openness to innovation and continual learning, as information systems and patient care technologies are constantly changing.

The baccalaureate program prepares the graduate to:

1. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.

2. Use telecommunication technologies to assist in effective communication in a variety of healthcare settings.

3. Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers.

4. Understand the use of CIS systems to document interventions related to achieving nurse sensitive outcomes.

5. Use standardized terminology in a care environment that reflects nursing's unique contribution to patient outcomes.

6. Evaluate data from all relevant sources, including technology, to inform the delivery of care.

7. Recognize the role of information technology in improving patient care outcomes and creating a safe care environment.

8. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.

9. Apply patient-care technologies as appropriate to address the needs of a diverse patient population.

10. Advocate for the use of new patient care technologies for safe, quality care.

11. Recognize that redesign of workflow and care processes should precede implementation of care technology to facilitate nursing practice.

12. Participate in evaluation of information systems in practice settings through policy and procedure development.

Sample Content

- use of patient care technologies (e.g., monitors, pumps, computer-assisted devices)
- use of technology and information systems for clinical decision-making
- computer skills that may include basic software, spreadsheet, and healthcare databases
- information management for patient safety
- regulatory requirements through electronic data monitoring systems
- ethical and legal issues related to the use of information technology, including copyright, privacy, and confidentiality issues
- retrieval information systems, including access, evaluation of data, and application of relevant data to patient care
- online literature searches
- technological resources for evidence-based practice
- web-based learning and online literature searches for self and patient use
- technology and information systems safeguards (e.g., patient monitoring, equipment, patient identification systems, drug alerts and IV systems, and barcoding)
- interstate practice regulations (e.g., licensure, telehealth)
- technology for virtual care delivery and monitoring
- principles related to nursing workload measurement/resources and information systems
- information literacy
- electronic health record/physician order entry

- decision-support tools
- role of the nurse informaticist in the context of health informatics and information systems

Essential V: Healthcare Policy, Finance, and Regulatory Environments

Rationale

Healthcare policies, including financial and regulatory policies, directly and indirectly influence nursing practice as well as the nature and functioning of the healthcare system. These policies shape responses to organizational, local, national, and global issues of equity, access, affordability, and social justice in health care. Healthcare policies also are central to any discussion about quality and safety in the practice environment.

The baccalaureate-educated graduate will have a solid understanding of the broader context of health care, including how patient care services are organized and financed, and how reimbursement is structured. Regulatory agencies define boundaries of nursing practice, and graduates need to understand the scope and role of these agencies. Baccalaureate graduates also will understand how healthcare issues are identified, how healthcare policy is both developed and changed, and how that process can be influenced through the efforts of nurses, and other healthcare professionals, as well as lay and special advocacy groups.

Healthcare policy shapes the nature, quality, and safety of the practice environment and all professional nurses have the responsibility to participate in the political process and advocate for patients, families, communities, the nursing profession, and changes in the healthcare system as needed. Advocacy for vulnerable populations with the goal of promoting social justice is recognized as moral and ethical responsibilities of the nurse.

The baccalaureate program prepares the graduate to:

1. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.

2. Describe how health care is organized and financed, including the implications of business principles, such as patient and system cost factors.

3. Compare the benefits and limitations of the major forms of reimbursement on the delivery of health care services.

4. Examine legislative and regulatory processes relevant to the provision of health care.

5. Describe state and national statutes, rules, and regulations that authorize and define professional nursing practice.

6. Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare delivery and practice.

7. Examine the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practice.

8. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.

9. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.

10. Articulate, through a nursing perspective, issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas.

11. Participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy.

12. Advocate for consumers and the nursing profession.

Sample Content

- policy development and the legislative process
- policy development and the regulatory process
- licensure and regulation of nursing practice
- social policy/public policy
- policy analysis and evaluation
- healthcare financing and reimbursement
- economics of health care
- consumerism and advocacy
- political activism and professional organizations
- disparities in the healthcare system
- impact of social trends such as genetics and genomics, childhood obesity, and aging on health policy
- role of nurse as patient advocate
- ethical and legal issues
- professional organizations' role in healthcare policy, finance and regulatory environments
- scope of practice and policy perspectives of other health professionals
- negligence, malpractice, and risk management
- Nurse Practice Act

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Rationale

Effective communication and collaboration among health professionals is imperative to providing patient-centered care. All health professions are challenged to educate future clinicians to deliver patient-centered care as members of an interprofessional team, emphasizing communication, evidence-based practice, quality improvement approaches, and informatics (IOM, 2003a). Interprofessional education is defined as interactive educational activities involving two or more professions that foster collaboration to improve patient care (Freeth, Hammick, Koppel, & Reeves, 2002). Teamwork among healthcare professionals is associated with delivering high quality and safe patient care (Barnsteiner, Disch, Hall, Mayer, & Moore, 2007). Collaboration is based on the complementarities of roles and the understanding of these roles by the members of the healthcare teams.

Interprofessional education enables the baccalaureate graduate to enter the workplace with baseline competencies and confidence for interactions and with communication skills that will improve practice, thus yielding better patient outcomes. Interprofessional education can occur in a variety of settings. An essential component for the establishment of collegial relationships is recognition of the unique discipline-specific practice spheres. Fundamental to effective interprofessional and intra-professional collaboration is a definition of shared goals; clear role expectations of members; a flexible decision-making process; and the establishment of open communication patterns and leadership. Thus, interprofessional education optimizes opportunities for the development of respect and trust for other members of the healthcare team.

The baccalaureate program prepares the graduate to:

1. Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., scope of discipline, education and licensure requirements).

2. Use inter- and intraprofessional communication and collaborative skills to deliver evidence-based, patient-centered care.

3. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.

4. Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes.

5. Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.

6. Advocate for high quality and safe patient care as a member of the interprofessional team.

Sample Content

- interprofessional and intraprofessional communication, collaboration, and socialization, with consideration of principles related to communication with diverse cultures
- teamwork/concepts of teambuilding/cooperative learning
- professional roles, knowledge translation, role boundaries, and diverse disciplinary perspectives
- relationship building
- navigating complex systems, system facilitation
- interdependence and resource sharing of healthcare professions
- individual accountability/shared accountability
- advocacy
- ethical codes and core values of different healthcare professions
- autonomy
- safety
- scopes of practice
- conflict management, conflict resolution strategies, and negotiation
- group dynamics
- principles of referral process for specialized services
- participatory decision-making
- caring

Essential VII: Clinical Prevention and Population Health

Rationale

Health promotion, disease, and injury prevention across the lifespan are essential elements of baccalaureate nursing practice at the individual and population levels. These concepts are necessary to improve population health. Epidemiologic studies show that lifestyle, environmental, and genetic factors are major determinants of population health in areas of health, illness, disease, disability, and mortality (U.S. Department of Health and Human Services, 2000a). Thus, acute care and disease-based episodic interventions alone are inadequate for improving health (Allan et al., 2004; Allan, Stanley, Crabtree, Werner, & Swenson, 2005). Health promotion along with disease and injury prevention are important throughout the lifespan and include assisting individuals, families, groups, communities, and populations to prepare for and minimize health consequences of emergencies, including mass casualty disasters.

Clinical prevention refers to individually focused interventions such as immunizations, screenings, and counseling aimed at preventing escalation of diseases and conditions. (Allan, Stanley, Crabtree, Werner, & Swenson, 2005) Because these interventions are relevant across the lifespan, nurses need knowledge about growth and development as well as evidence-based clinical prevention practices. Nurses collaborate with other healthcare professionals and patients for improving health through clinical prevention.

In population-focused nursing, the aggregate, community, or population is the unit of care. Emphasis is placed on health promotion and disease prevention. Because population-focused care is fundamental to nursing practice, and because a baccalaureate degree in nursing is the recommended minimal educational credential for population-focused care, baccalaureate programs prepare graduates for population health as well as clinical prevention (AACN, 1998; American Public Health Association, 1996; Quad Council of Public Health Nursing Organizations, 2004). Population-focused nursing involves identifying determinants of health, prioritizing primary prevention when possible, actively identifying and reaching out to those who might benefit from a service, and using available resources to assure best overall improvement in the health of the population (American Nurses Association, 2007). For instance, population-focused interventions involve reaching an appropriate level of herd immunity in the community and ensuring that information about appropriate screenings reach the entire population, not just those who choose to come to healthcare facilities. Collaboration with other healthcare professionals and populations is necessary to promote conditions and healthy behaviors that improve population health.

The baccalaureate program prepares the graduate to:

1. Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations.

2. Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems.

3. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.

4. Use behavioral change techniques to promote health and manage illness.

5. Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan.

6. Use information and communication technologies in preventive care.

7. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions.

8. Assess the health, healthcare, and emergency preparedness needs of a defined population.

9. Use clinical judgment and decision-making skills in appropriate, timely nursing care during disaster, mass casualty, and other emergency situations.

10. Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.

11. Participate in clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity.

12. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.

13. Use evaluation results to influence the delivery of care, deployment of resources, and to provide input into the development of policies to promote health and prevent disease.

Sample Content

- prevention and harm reduction
- ecological model as framework for understanding determinants of health
- public health principles
- fundamentals of epidemiology and biostatistics (distribution, incidence, prevalence, rates, risk factors, health status indicators, and control of disease in populations)
- public health core functions
- systems theory
- ethical, legal, and economic principles related to clinical prevention and population health
- cultural, psychological, and spiritual implications of clinical prevention and population health
- environmental health risks
- health literacy
- health behavior change theories
- theoretical foundations and principles of individual and population-focused education and counseling
- genetics and genomics
- nutrition
- global health
- occupational health, including ergonomics

- evidence-based clinical prevention practices
- complementary and alternative therapies
- population assessment
- individual and population-focused interventions (e.g. weight control, nicotine management, social marketing, policy development)
- health surveillance
- health disparities and vulnerable populations
- screening
- immunization
- pharmaceutical preventive strategies
- communicating and sharing health information with the public
- risk communication
- emergency preparedness and disaster response including self protection
- using technology in population focused care and clinical prevention
- outcome measurement
- pedigree from a three-generation family health history using standardized symbols and terminology

Essential VIII: Professionalism and Professional Values

Rationale

Professional values and their associated behaviors are foundational to the practice of nursing. Inherent in professional practice is an understanding of the historical, legal, and contemporary context of nursing practice. Professionalism is defined as the consistent demonstration of core values evidenced by nurses working with other professionals to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, and accountability (Interprofessional Professionalism Measurement Group, 2008). Professionalism also involves accountability for one's self and nursing practice, including continuous professional engagement and lifelong learning. As discussed in the American Nurses Association Code of Ethics for Nursing (2005, p.16), "The nurse is responsible for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care." Also, inherent in accountability is responsibility for individual actions and behaviors, including civility. In order to demonstrate professionalism, civility must be present. Civility is a fundamental set of accepted behaviors for a society/culture upon which professional behaviors are based (Hammer, 2003).

Professional nursing has enjoyed a long tradition of high respect from the public (Gallup Poll, 2006). A primary reason for this recognition is the caring and compassion of the nurse. Caring is a concept central to professional nursing practice. Caring as related to this Essential encompasses the nurse's empathy for, connection to, and being with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, and patient-centered care. Historically, nurses have provided

care for patients within a context of privileged intimacy; a space into which a nurse is allowed and in partnership with the patient creates a unique, healing relationship. Through this connection, the nurse and patient work toward an understanding of a wide variety of physical, psychosocial, cultural, and spiritual needs, health-illness decisions, and life challenges. Professional nursing requires a balance between evidence-based knowledge, skills, and attitudes and professional confidence, maturity, caring, and compassion. In this global society, patient populations are increasingly diverse. Therefore, essential to the care of diverse populations is the need for evidence-based knowledge and sensitivity to variables such as age, gender, culture, health disparities, socioeconomic status, race, and spirituality. Baccalaureate graduates are prepared to care for at-risk patients, including the very young and the frail elderly, and to assist patients with decision-making about end-of-life concerns within the context of the patient's value system. In addition, nurses are prepared to work with patients across the lifespan who require genetic technologies and treatments.

Baccalaureate education includes the development of professional values and value-based behavior. Understanding the values that patients and other health professionals bring to the therapeutic relationship is critically important to providing quality patient care. Baccalaureate graduates are prepared for the numerous dilemmas that will arise in practice and are able to make and assist others in making decisions within a professional ethical framework. Ethics is an integral part of nursing practice and has always involved respect and advocacy for the rights and needs of patients regardless of setting. Honesty and acting ethically are two key elements of professional behavior, which have a major impact on patient safety. A blame-free culture of accountability and an environment of safety are important for encouraging team members to report errors. Such an environment enhances the safety of all patients.

The following professional values epitomize the caring, professional nurse. Nurses, guided by these values, demonstrate ethical behavior in patient care.

Altruism is a concern for the welfare and well being of others. In professional practice, altruism is reflected by the nurse's concern and advocacy for the welfare of patients, other nurses, and other healthcare providers.

Autonomy is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients' rights to make decisions about their health care.

Human Dignity is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all patients and colleagues.

Integrity is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.

Social Justice is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation.

The baccalaureate program prepares the graduate to:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.

2. Assume accountability for personal and professional behaviors.

3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.

4. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.

5. Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact on current nursing practice.

6. Reflect on one's own beliefs and values as they relate to professional practice.

7. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.

8. Communicate to the healthcare team one's personal bias on difficult healthcare decisions that impact one's ability to provide care.

9. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.

10. Protect patient privacy and confidentiality of patient records and other privileged communications.

11. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.

12. Act to prevent unsafe, illegal, or unethical care practices.

13. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

14. Recognize the relationship between personal health, self renewal, and the ability to deliver sustained quality care.

Sample Content

- Nurse Practice Acts and scope of practice
- professional codes of conduct and professional standards (e.g., ANA, *Code of Ethics for Nurses with Interpretive Statements*, 2005; International Council of Nursing, *Code of Ethics for Nurses*, 2006, and AACN's *Hallmarks of the Professional Nursing Practice Environment, 2002)*
- ethical and legal frameworks and social implications
- communication
- interprofessional teams and team building concepts
- cultural humility and spiritual awareness
- health disparities
- history of nursing
- contemporary nursing issues
- problem solving methods such as appreciative inquiry
- professional accountability
- stereotypes and biases, such as gender, race, and age discrimination
- nurse self care/stress management strategies
- human rights
- informed consent
- professional identity formation
- privacy, confidentiality
- moral agency
- professional image
- self reflection, personal knowing, personal self-care plan
- professional organizations, particularly nursing and healthcare organizations

Essential IX: Baccalaureate Generalist Nursing Practice

Rationale

Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I - VIII into the nursing care of individuals, families, groups, communities, and populations in a variety of settings. Because professional nurses are the human link between the patient and the complex healthcare environment, they must provide compassionate care informed by a scientific base of knowledge, including current evidence from nursing research. Essential IX recognizes that the integration of knowledge and skills is critical to practice. Practice occurs across the lifespan and in the continuum of healthcare environments. The baccalaureate graduate demonstrates clinical reasoning within the context of patient-centered care to form the basis for nursing practice that reflects ethical values.

Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. In addition, acquisition of communication and psychomotor skills is critical to providing nursing care. Skill development will focus on the mastery of core scientific principles that underlie all skills, thus preparing the baccalaureate graduate to incorporate current and future technical skills into other nursing responsibilities and apply skills in diverse contexts of healthcare delivery. Direct care may be delivered in person or virtually and that care is based on a shared understanding with the patient and the healthcare team. This base of knowledge and skills prepares the graduate for practice as a member and leader of the interprofessional healthcare team.

Baccalaureate-educated nurses will be prepared to care for patients across the lifespan, from the very young to the older adult. Special attention will be paid to changing demographics. Among these demographics are the increased prevalence of chronic illnesses and co-morbidities among all ages, including those related to mental disorders, specifically depression. However, there is clear evidence that the largest group seeking and receiving healthcare services is the older adult population. The graduate will understand and respect the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients who are vulnerable due to age, the very young and very old, as well as disabilities and chronic disease.

The increasing diversity of this nation's population mandates an attention to diversity in order to provide safe, humanistic high quality care. This includes cultural, spiritual, ethnic, gender, and sexual orientation diversity. In addition, the increasing globalization of healthcare requires that professional nurses be prepared to practice in a multicultural environment and possess the skills needed to provide culturally competent care.

Baccalaureate graduates will have knowledge, skills, and attitudes that prepare them for a long-term career in a changing practice environment. The increased prevalence of chronic illness is a result of an increasingly older adult population, environmental threats, lifestyles that increase risk of disease, and enhanced technological and therapeutic interventions that prolong life. In addition to primary prevention, the professional nurse provides support for management of chronic illness, health education, and patient-centered care in partnership with the patient and the interprofessional team. Patients and their families often are knowledgeable about health care; therefore, the graduate will be able to communicate with these consumers and appreciate the importance of the care partnership.

Graduates translate, integrate, and apply knowledge that leads to improvements in patient outcomes. Knowledge is increasingly complex and evolving rapidly. For example, genetics and genomics are areas where knowledge is escalating and the graduate will be cognizant of customized therapies designed to improve care outcomes. Therefore, baccalaureate graduates will be expected to focus on continuous self-evaluation and lifelong learning.

The baccalaureate program prepares the graduate to:

1. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.

2. Recognize the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness, using a constructed pedigree from collected family history information as well as standardized symbols and terminology.

3. Implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings.

4. Communicate effectively with all members of the healthcare team, including the patient and the patient's support network.

5. Deliver compassionate, patient-centered, evidence-based care that respects patient and family preferences.

6. Implement patient and family care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences.

7. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.

8. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.

9. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.

10. Facilitate patient-centered transitions of care, including discharge planning and ensuring the caregiver's knowledge of care requirements to promote safe care.

11. Provide nursing care based on evidence that contributes to safe and high quality patient outcomes within healthcare microsystems.

12. Create a safe care environment that results in high quality patient outcomes.

13. Revise the plan of care based on an ongoing evaluation of patient outcomes.

14. Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.

15. Manage care to maximize health, independence, and quality of life for a group of individuals that approximates a beginning practitioner's workload

16. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care.

17. Develop a beginning understanding of complementary and alternative modalities and their role in health care.

18. Develop an awareness of patients as well as healthcare professionals' spiritual beliefs and values and how those beliefs and values impact health care.

19. Manage the interaction of multiple functional problems affecting patients across the lifespan, including common geriatric syndromes.

20. Understand one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self and patients.

21. Engage in caring and healing techniques that promote a therapeutic nurse-patient relationship.

22. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system as related to nursing practice.

Sample Content

- theories of human growth and development
- principles of basic nursing care (e.g., skin, mobility, pain management, immediate patient care environment, etc.)
- patient and family-centered care
- management of acute and chronic physical and psychosocial conditions across the lifespan
- integration of pathophysiology into care
- care across the lifespan focusing on changing demographics with an emphasis on care of older adults and the very young.
- palliative and end-of-life care
- common geriatric syndromes
- genetics and genomics

- nutrition
- emergency preparedness and disaster response
- bioterrorism
- infection control issues, such as drug resistant organisms and management
- caring and healing techniques
- psychobiological interventions
- milieu therapy
- depression screening
- health promotion
- patient advocacy
- disparities
- complementary and alternative therapies
- spiritual care
- therapeutic communication
- culturally diverse care
- evidence-based practice
- pharmacology/pharmacogenetics
- nursing care management
- prioritization of patient care needs
- principles of delegating and monitoring care
- leadership
- information management systems
- integrating technology into practice
- resource management
- teaching/learning principles

Expectations for Clinical Experiences within the Baccalaureate Program

Baccalaureate programs provide rich and varied opportunities for practice experiences designed to assist graduates to achieve the *Baccalaureate Essentials* upon completion of their program. Clinical experiences are essential for baccalaureate nursing programs to prepare students to care for a variety of patients across the lifespan and across the continuum of care. In addition clinical experiences assist the graduate to:

- develop proficiency in performing psychomotor skills;
- apply professional communication strategies to client and interprofessional interactions; and
- acquire a professional identity.

Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an interprofessional team. Theoretical learning becomes reality as students are coached to make connections between the standard case or situation that is presented in the classroom or laboratory setting and the constantly shifting reality of actual patient care. Clinical educators for baccalaureate programs are well informed about the specific learning that is taking place in the classroom and

laboratory setting and find clinical education opportunities to reinforce and apply that learning. Programs provide clinical placements across the range of practice settings and across the continuum of care that are safe, supportive, and conducive for groups of students to practice and learn professional roles. Clinical practice opportunities expose students to practice issues such as technological innovations, accelerated care transitions, an unpredictable fast-paced environment, and complex system issues, which are all important in preparing the students for practice following graduation. In addition, clinical practice opportunities provide students with experiences and nursing role models that prepare them for practice in complex, changing healthcare environments.

Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. Laboratory and simulation experiences provide an effective, safe environment for learning and applying the cognitive and performance skills needed for practice. Reality-based, simulated patient care experiences increase self-confidence in communication and psychomotor skills, and professional role development. Beginning research supports the use of simulation in nursing education. Nehring, Ellis, and Lashley (2001) describe the use of human patient simulators in nursing education as an excellent tool to measure competency in the application of knowledge and technical skills. Debriefing, or feedback to the students, is as essential for simulation as it is for instruction in the clinical setting (National Council of State Boards of Nursing, 2005). Simulation is a valuable element of clinical preparation. However, patient care experiences with actual patients form the most important component of clinical education. Over time, as evidence emerges regarding the use of simulation as a substitute for actual patient experience, the balance between actual and simulated patient care may change.

Direct patient care clinical experiences provide valuable opportunities for student learning not found in other experiences. Early learning experiences, including providing care for a limited number of patients, allow students to explore the challenging world of clinical practice. As students become more experienced, increasingly complex clinical learning opportunities are selected to provide a sufficient breadth and depth of learning to develop the competence necessary for entry-level practice with diverse patients across the life span in various types of settings. Through an immersion experience, students have the opportunity to develop increasing autonomy and assume an assignment that more closely approximates a realistic workload of a novice nurse in that environment.

A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills. These opportunities increase the student's self-confidence, professional image, and sense of belonging that facilitate the transition to competent and confident practice. Immersion experiences allow students to integrate previous learning and more fully develop the roles of the baccalaureate generalist nurse:

- provider of care
    - evaluate client changes and progress over time
    - develop a beginning proficiency and efficiency in delivering safe care
- designer/manager/coordinator of care
    - manage care transitions

- be an active participant on the interprofessional team
- identify system issues
- develop working skills in delegation, prioritization, and oversight of care

- member of a profession
  - evaluate one's own practice
  - assume responsibility for supporting the profession

An immersion experience provides faculty opportunities to observe student performance over time and more effectively evaluate the student's professional development.

Graduates of all types of baccalaureate programs need sufficient didactic, laboratory, and clinical experiences to attain the end-of-program outcomes of these *Essentials.* The nursing program determines and assesses clinical sites to ensure the clinical experiences for students provide:

- patients from diverse backgrounds, cultures, and of differing gender, religious, and spiritual practices;
- the continuum of care, including population-focused care;
- all age groups, including the very young and the frail elderly; and
- comprehensive learning opportunities to promote integration of baccalaureate learning outcomes that prepare the graduate for professional nursing practice.

Summary

The Essentials for Baccalaureate Education for Professional Nursing Practice serves to transform baccalaureate nursing education and are a dramatic revision of the 1998 version. Further, these *Essentials* meet the IOM's recommendations for core knowledge needed for all healthcare professionals (IOM, 2003b). Due to the ever-changing and complex healthcare environment, this document emphasizes such concepts as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, practice across the lifespan, and end-of-life care.

Essentials I-IX delineate the outcomes expected for baccalaureate nursing program graduates. Achievement of these outcomes will enable the baccalaureate-prepared generalist nurse to practice within complex healthcare systems and assume the roles:

- provider of care
  - evaluate client changes and progress over time
  - develop a beginning proficiency and efficiency in delivering safe care
- designer/manager/coordinator of care
  - manage care transitions
  - be an active participant on the interprofessional team
  - identify system issues
  - develop working skills in delegation, prioritization, and oversight of care
- member of a profession
  - evaluate one's own practice
  - assume responsibility for supporting the profession

Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes. Learning opportunities, including clinical experiences, must be sufficient in breadth and depth to ensure the graduate attains these practice-focused outcomes and integrates this knowledge and these skills into one's professional nursing practice.

Baccalaureate graduates translate, integrate, and apply knowledge that leads to improvements in patient outcomes. Knowledge is increasingly complex and evolving rapidly. Therefore, baccalaureate graduates are expected to focus on continuous self-evaluation and lifelong learning.

Glossary

Critical Thinking: All or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity (AACN, 1998). Critical thinking underlies independent and interdependent decision making.

Clinical Judgment: The outcomes of critical thinking in nursing practice. Clinical judgments begin with an end in mind. Judgments are about evidence, meaning and outcomes achieved (Pesut, 2001).

Clinical Reasoning: The process used to assimilate information, analyze data, and make decisions regarding patient care (Simmons, Lanuza, Fonteyn, & Hicks, 2003).

Clinical Prevention: Individually focused interventions such as immunizations, screenings, and counseling, aimed at preventing escalation of diseases and conditions.

Cultural Humility: Incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the patient-clinician dynamic, and to developing mutually beneficial and advocacy partnerships with communities on behalf of individuals and defined populations. Cultural humility is proposed as a more suitable goal than cultural competence in healthcare education (Tervalon & Murray-Garcia, 1998).

Cultural Sensitivity: Cultural sensitivity is experienced when neutral language, both verbal and not verbal, is used in a way that reflects sensitivity and appreciation for the diversity of another. Cultural sensitivity may be conveyed through words, phrases, and categorizations that are intentionally avoided, especially when referring to any individual who may be interpreted as impolite or offensive (American Academy of Nursing Expert Panel on Cultural Competence, 2007).

Decision-Support System (Clinical): Interactive computer programs designed to assist clinicians with decision making tasks. Clinical decision-support systems link health observations with health knowledge to influence choices by clinicians for improved health care.

Diversity: The range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background.

Evidence-based Practice: Care that integrates the best research with clinical expertise and patient values for optimum care (IOM, 2003b).

Health Determinants: Complex interrelationships of factors, such as the social and economic environment, the physical environment, individual characteristics, and behaviors that influence health.

Health Literacy: The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions (U.S. Department of Health and Human Services, 2000b)

Healthcare Team: The patient plus all of the healthcare professionals who care for the patient. The patient is an integral member of the healthcare team.

Herd Immunity: Immunity of a sufficient proportion of the population to reduce the probability of infection of susceptible members of that population.

Immersion Experience: Clinical experiences with a substantive number of hours in a consistent clinical setting over a concentrated period of time.

Information Technology: The study, design, development implementation, support, or management of computer-based information systems, particularly software applications and computer hardware.

Integrative Strategies for Learning: Coherent organization of educational practices that integrate general education concepts throughout the major, through the widespread use of powerful, active, and collaborative instructional methods (Association of American Colleges and Universities, 2004) .

Interprofessional: Working across healthcare professions to cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable. The team consists of the patient, the nurse, and other healthcare providers as appropriate (IOM, 2003b).

Intraprofessional: Working with healthcare team members within the profession to ensure that care is continuous and reliable.

Microsystem: The structural unit responsible for delivering care to specific patient populations or the frontline places where patients, families, and care teams meet (Nelson, Batalden, Godfrey, 2007).

Moral Agency: A person's capacity for making ethical judgments. Most philosophers suggest that only rational beings, people who can reason and form self-interested judgments, are capable of being moral agents.

Multi-dimensional Care: Relating to or having several dimensions; it speaks to the fullness of the patient-clinician experience, but also to people's lives in general. Spirituality is one of those many dimensions.

Nurse Sensitive Indicators: Measures of processes and outcomes—and structural proxies for these processes and outcomes (e.g., skill mix, nurse staffing hours)—that are affected, provided, and influenced by nursing personnel, but for which nursing is not exclusively responsible (National Quality Forum, 2003).

Outcome: Broad performance indicator, related to the knowledge, skills, and attitudes, needed by a baccalaureate graduate.

Patient: The recipient of nursing care or services. This term was selected for consistency and in recognition and support of the historically established tradition of the nurse-patient relationship. Patients may be individuals, families, groups, communities, or populations. Further, patients may function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care. Depending on the context or setting, patients may, at times, more appropriately be termed clients, *consumers,* or *customers* of nursing services (AACN, 1998, p. 2).

Patient-centered Care: Includes actions to identify, respect and care about patients' differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health (IOM, 2003b).

Population Health Interventions: Actions intended to improve the health of a collection of individuals having personal or environmental characteristics in common. Population health interventions are based on population-focused assessments.

Professional Nurse: An individual prepared with a minimum of a baccalaureate in nursing but is also inclusive of one who *enters* professional practice with a master's degree in nursing or a nursing doctorate (AACN, 1998).

Simulation: An activity that mimics the reality of a clinical environment and is designed to demonstrate procedures, decision-making, and critical thinking through techniques

such as role-playing and the use of devices (e.g., interactive videos, mannequins) (National Council of State Boards of Nursing, 2005).

Spiritual Care: "Interventions, individual or communal, that facilitate the ability to experience the integration of the body, mind, and spirit to achieve wholeness, health, and a sense of connection to self, others, and a higher power" (American Nurses Association and Health Ministries Association, 2005, p. 38).

Spirituality: Speaks to what gives ultimate meaning and purpose to one's life. It is that part of people that seeks healing and reconciliation with self or others (Puchalski, 2006).

Vulnerable Populations: Refers to social groups with increased relative risk (i.e., exposure to risk factors) or susceptibility to health-related problems. The vulnerability is evidenced in higher comparative mortality rates, lower life expectancy, reduced access to care, and diminished quality of life (Center for Vulnerable Populations Research, UCLA School of Nursing, 2008).

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APPENDIX A

Task Force on the Revision of *The Essentials of Baccalaureate Education for Professional Nursing*

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APPENDIX B
Consensus Process to Revise the *Essentials of Baccalaureate Education for Professional Nursing Practice*

In 2006, the AACN Board of Directors established a task force and charged this group to revise and update the 1998 *Essentials* document. This task force was comprised of individuals representing an array of experts in baccalaureate nursing education, including deans and faculty representatives. Additionally, a chief nurse executive represented the practice setting on the committee (see Appendix A). The task force began their work by reviewing the literature and considering the changes occurring in health care, higher education, and health professions education. In February 2007, the task force convened a group of 20 stakeholders representing leaders from higher education, professional nursing, and interprofessional education; in June 2007, three additional stakeholders met with the task force (see Appendix C). These leaders were asked to identify, from their own perspectives, the anticipated role of the professional nurse in the future healthcare system and the critical competencies needed to function in this role. These wide-ranging and lively discussions served as the basis for the development of a draft document that was then shared with nursing professionals on the AACN Web site in August 2007, prior to the beginning of the next phase of the revision process.

The next phase consisted of a series of five regional meetings from September 2007 to April 2008. The purpose of these meetings was to gather feedback and to build consensus about the *Essentials* draft document. Participants, including nurse educators, clinicians, administrators, and researchers representing a range of nursing programs, specialties, and organizations, discussed, debated, and made recommendations regarding the draft document. Over 700 individuals, representing all 50 states and the District of Columbia, participated in the consensus-building process. In addition, 329 schools of nursing, 11 professional organizations, and 13 healthcare delivery systems were represented (see Appendices D, E, & F). To ensure a broad base of nursing input, the task force sought the participation of a wide range of nursing organizations and many of these organizations such as the American Academy of Nursing, Sigma Theta Tau, and American Organization of Nurse Executives sent written feedback to the task force. Nursing administrators and clinicians were specifically asked to participate to ensure that the recommendations for nursing education would address future healthcare practice. Participants in the regional meetings were asked to focus on the rationale supporting each Essential and a list of end of program outcomes. In addition, the participants provided input into the development of supporting documents including a list of integrative learning strategies, quality indicators, and clinical learning environments. The process was iterative and following each of the regional meetings, an updated document was posted on the AACN Web site for review and comment. AACN member schools and the nursing community at large were able to provide ongoing feedback.

On July 19, 2008, the AACN Board unanimously approved the revised *Essentials of Baccalaureate Nursing Education.*

Appendix C
Participants who attended Stakeholder Meetings (N=23)

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Jean Jenkins
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Darrell Kirch
Association of American Medical Colleges (AAMC)
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Ellen Kurtzman
National Quality Forum (NQF)
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Pam Malloy
End-of-Life Nursing Education Consortium (ELNEC)
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Washington, DC

Jeanne Matthews
Quad Council of Public Health Nursing Organizations
Chair-elect, APHA Public Health Nursing (PHN) Section for the Quad Council
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Dula Pacquiao
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National Student Nurses Association (NSNA)
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Tener Veneema
Disaster Preparedness Expert
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Mary Wakefield
Institute of Medicine (IOM) Chair of Quality Chasm Series
Health Care Services Board,
Associate Dean for Rural Health,
University of North Dakota
Washington, DC

Julia Watkins
Council on Social Work Education
Executive Director
Alexandria, VA

APPENDIX D

Schools of Nursing that Participated in the Regional Meetings (N=329)

Adelphi University
Garden City, NY

Arizona State University
Phoenix, AZ

Arkansas State University
State University, AR

Armstrong Atlantic State University
Savannah, GA

Ashland University
Ashland, OH

Auburn University
Auburn, AL

Auburn University at Montgomery
Montgomery, AL

Avila University
Kansas City, MO

Azusa Pacific University
Azusa, CA

Baker University
Topeka, KS

Ball State University
Muncie, IN

Baptist Memorial College of Health Sciences
Memphis, TN

Barnes-Jewish College of Nursing
St. Louis, MO

Barry University
Miami Shores, FL

Baylor University
Dallas, TX

Becker College
Worcester, MA

Bemidji State University
Bemidji, MN

Bethune-Cookman University
Daytona Beach, FL

Binghamton University
Binghamton, NY

Biola University
La Mirada, CA

Boise State University
Boise, ID

Boston College
Chestnut Hill, MA

Bradley University
Peoria, IL

Brenau University
Gainesville, GA

Brigham Young University
Provo, UT

BryanLGH College of Health Sciences
Lincoln, NE

California Baptist University
Riverside, CA

California State University Channel Islands
Camarillo, CA

California State University-Bakersfield
Bakersfield, CA

California State University-Chico
Chico, CA

California State University-Dominguez Hills
Carson, CA

California State University-East Bay
Hayward, CA

California State University-Fullerton
Fullerton, CA

California State University-Long Beach
Long Beach, CA

California State University-Los Angeles
Los Angeles, CA

California State University-San Bernardino
San Bernardino, CA

California State University-San Marcos
San Marcos, CA

California State University-Stanislaus
Turlock, CA

Capital University
Columbus, OH

Carlow University
Pittsburgh, PA

Carson-Newman College
Jefferson City, TN

Cedar Crest College
Allentown, PA

Central Connecticut State University
New Britain, CT

Chamberlain College of Nursing
Columbus, OH

Charleston Southern University
Charleston, SC

Clayton State University
Morro, GA

Clemson University
Clemson, SC

Coe College
Cedar Rapids, IA

Colby-Sawyer College
New London, NH

College of Saint Catherine
St. Paul, MN

Creighton University
Omaha,, NE

Cumberland University
Lebanon, TN

Curry College
Milton, MA

Drexel University
Philadelphia, PA

Duke University
Durham, NC

Duquesne University
Pittsburgh, PA

East Carolina University
Greenville, NC

East Tennessee State University
Johnson City, TN

Eastern Illinois University
Charleston, IL

Eastern Kentucky University
Richmond, KY

Eastern Mennonite University
Harrisonburg, VA

Eastern Michigan University
Ypsilanti, MI

Elmhurst College
Elmhurst, IL

Elms College
Chicopee, MA

Emmanuel College
Boston, MA

Emory University
Atlanta, GA

Excelsior College
Albany, NY

Fairfield University
Fairfield, CT

Fairleigh Dickinson University
Teaneck, NJ

Fairmont State University
Fairmont, WV

Felician College
Lodi, NJ

Florida A&M University
Tallahassee, FL

Florida Atlantic University
Boca Raton, FL

Florida International University
Miami, FL

Florida Southern College
Lakeland, FL

Fort Hays State University
Hays, KS

Francis Marion University
Florence, SC

George Mason University
Fairfax, VA

Georgetown University
Washington, DC

Georgia College & State University
Milledgeville, GA

Georgia Southern University
Statesboro, GA

Georgia State University
Atlanta, GA

Gonzaga University
Spokane, WA

Governors State University
University Park, IL

Grand Valley State University
Grand Rapids, MI

Grand View College
Des Moines, IA

Hope College
Holland, MI

Hunter College of CUNY
New York, NY

Huntington University
Huntington, IN

Husson College
Bangor, ME

Idaho State University
Pocatello, ID

Illinois Wesleyan University
Bloomington, IL

Indiana University Bloomington
Bloomington, IL

Indiana University Northwest
Gary, IN

Indiana University South Bend
South Bend, IN

Indiana University Southeast
New Albany, IN

Indiana Wesleyan University
Marion, IN

Jacksonville State University
Jacksonville, AL

Jacksonville University
Jacksonville, FL

James Madison University
Harrisonburg, VA

Johns Hopkins University
Baltimore, MD

Kaplan University
Chicago, IL

Kean University
Union, NJ

Kennesaw State University
Kennesaw, GA

Keuka College
Keuka Park, NY

Lakeview College of Nursing
Danville, IL

Lamar University
Beaumont, TX

Le Moyne College
Syracuse, NY

Linfield College
Portland, OR

Loma Linda University
Loma Linda, CA

Louisiana College
Pineville, LA

Louisiana State University Health Sciences Ctr
New Orleans, LA

Lourdes College
Sylvania, OH

Luther College
Decorah, IA

Lycoming College
Williamsport, PA

Lynchburg College
Lynchburg, VA

Macon State College
Macon, GA

Madonna University
Livonia, MI

Martin Methodist College
Pulaski, TN

Maryville University-Saint Louis
St. Louis, MO

Massachusetts College of Pharmacy and Allied Health Sciences
Boston, MA

McKendree College
Lebanon, IL

McNeese State University
Lake Charles, LA

Medcenter One College of Nursing
Bismarck, ND

MedCentral College of Nursing
Mansfield, OH

Medical College of Georgia
Augusta, GA

Medical University of South Carolina
Charleston, SC

Mercy College
Dobbs Ferry, NY

Metropolitan State University
St. Paul, MN

MGH Institute of Health Professions
Boston, MA

Michigan State University
East Lansing, MI

Milwaukee School of Engineering
Milwaukee, WI

Minnesota Intercollegiate Nursing Consortium
Northfield, MN

Minnesota State University Mankato
Mankato, MN

Mississippi College
Clinton, MS

Mississippi University for Women
Columbus, MS

Missouri Western State University
St. Joseph, MO

Montana State University- Bozeman
Bozeman, MT

Moravian College
Bethlehem, PA

Mount Carmel College of Nursing
Columbus, OH

Mount Mercy College
Cedar Rapids, IA

Mount Saint Mary's College
Los Angeles, Ca

Muskingum College
New Concord, OH

National University
La Jolla, CA

Neumann College
Aston, PA

New Jersey City University
Jersey City, NJ

New Mexico Highlands University
Las Vegas, NM

New York University
New York, NY

Nicholls State University
Thibodaux, LA

North Park University
Chicago, IL

Northeastern University
Boston, Mass.

Northern Arizona University
Flagstaff, AZ

Northern Illinois University
DeKalb, IL

Northwest University
Kirkland, WA

Notre Dame College
South Euclid, OH

Oakland University
Rochester, MI

Old Dominion University
Norfolk, VA

Oregon Health and Science University
Portland, OR

Otterbein College
Westerville, OH

Pace University
New York, NY

Patty Hanks Shelton School of Nursing
Abilene, TX

Piedmont College
Demorest, GA

Platt College
Aurora, Co

Point Loma Nazarene University
San Diego, CA

Purdue University
West Lafayette, IN

Queens University of Charlotte
Charlotte, NC

Research College of Nursing
Kansas City. MO

Regis College
Weston, MA

Rhode Island College
Providence, RI

Rivier College
Nashua, NH

Robert Morris University
Moon Township, PA

Rutgers, The State University of New Jersey
Camden, NJ

Sacred Heart University
Fairfield, CT

Saginaw Valley State University
University Center, MI

Saint Ambrose University
Davenport, IA

Saint Anselm College
Manchester, NH

Saint Anthony College of Nursing
Rockford, IL

Saint Francis Medical Center College of Nursing
Peoria, IL

Saint John Fisher College
Rochester, NY

Saint Joseph's College of Maine
Standish, ME

Saint Louis University
Saint Louis, MO

Saint Luke's College of Nursing
Kansas City, MO

Saint Xavier University
Chicago, IL

Samford University
Birmingham, AL

Samuel Merritt College
Oakland, CA

San Diego State University
San Diego, CA

San Francisco State University
San Francisco, CA

Seattle Pacific University
Seattle, WA

Seattle University
Seattle, WA

Shenandoah University
Winchester, VA

Simmons College
Boston, MA

South Dakota State University
Brookings, SD

Southeast Missouri State University
Cape Girardeau, MO

Southern Illinois University
Edwardsville
Edwardsville, IL

Southern Nazarene University
Bethany, OK

Southern Utah University
Cedar City, UT

Stony Brook University
Stony Brook, NY

SUNY Downstate Medical Center
Brooklyn, NY

SUNY Institute of Technology at
Utica/Rome
Utica, NY

SUNY Plattsburgh
Plattsburgh, NY

SUNY Upstate Medical University
Syracuse, NY

Temple University
Philadelphia, PA

Tennessee Technological University
Cookeville, TN

Tennessee Wesleyan College
Knoxville, TN

Texas A&M Health Science Center
College Station, TX

Texas A&M University-Corpus Christi
Corpus Christi, TX

Texas Christian University
Fort Worth, TX

Texas Tech University Health Sciences
Center

Lubbock, TX

Texas Woman's University
Denton, TX

The Catholic University of America
Washington, DC

The College of St. Scholastica
Duluth, MN

The Ohio State University
Columbus, OH

The Sage Colleges
Troy, NY

The University of Alabama
Tuscaloosa, AL

The University of Alabama in Huntsville
Huntsville, AL

The University of Louisiana at Lafayette
Lafayette, LA

The University of Louisiana at Monroe
Monroe, LA

The University of North Carolina-Chapel Hill
Chapel Hill, NC

Thomas Jefferson University
Philadelphia, PA

Touro University
Henderson, NV

Tuskegee University
Tuskegee, AL

University at Buffalo
Buffalo, NY

University of Alabama at Birmingham
Birmingham, AL

University of Alabama in Huntsville
Huntsville, AL

University of Alaska Anchorage
Anchorage, AK

University of Arizona
Tuscon, AZ

University of Arkansas for Medical Sciences
Little Rock, AR

University of Arkansas-Fayetteville
Fayetteville, AR

University of California- Davis
Davis, CA

University of California-Los Angeles
Los Angeles, CA

University of Central Arkansas
Conway, AR

University of Cincinnati
Cincinnati, OH

University of Colorado at Colorado Springs
Colorado Springs, CO

University of Colorado Denver
Aurora, CO

University of Connecticut
Storrs, CT

University of Delaware
Newark, DE

University of Detroit Mercy
Detroit, MI

University of Florida
Gainesville, FL
University of Hawaii at Manoa
Honolulu, HI

University of Illinois at Chicago
Chicago, IL

University of Iowa
Iowa City, IA

University of Kansas
Kansas City, KS

University of Louisiana at Monroe
Monroe, LA

University of Louisville
Louisville, KY

University of Mary
Bismark, ND

University of Maryland
Baltimore, MD

University of Massachusetts-Amherst
Amherst, MA

University of Massachusetts-Lowell
Lowell, MA

University of Medicine & Dentistry of New Jersey
Newark, NJ

University of Memphis
Memphis, TN

University of Michigan
Ann Arbor, MI

University of Minnesota
Minneapolis, MN

University of Mississippi Medical Center
Jackson, MS

University of Missouri-Columbia
Columbia, MO
University of Missouri-Kansas City
Kansas City, MO

University of Missouri-Saint Louis
St. Louis, MO

University of Nevada-Las Vegas
Las Vegas, NV

University of Nevada-Reno
Reno, NV

University of New Hampshire
Durham, NH

University of New Mexico
Albuquerque, NM

University of North Carolina at Greensboro
Greensboro, NC

University of North Carolina-Charlotte
Charlotte, NC

University of North Dakota
Grand Forks, ND

University of North Florida
Jacksonville, FL

University of Northern Colorado
Greeley, CO

University of Oklahoma
Oklahoma City, OK

University of Pennsylvania
Philadelphia, PA

University of Phoenix
Phoenix, AZ

University of Pittsburgh
Pittsburgh, PA

University of Portland
Portland, OR

University of Rhode Island
Kingston, RI

University of Saint Francis- Indiana
Fort Wayne, IN

University of Saint Mary
Leavenworth, KS

University of San Diego
San Diego, CA

University of San Francisco
San Francisco, CA

University of South Alabama
Mobile, AL

University of South Carolina
Columbia, SC

University of South Carolina Aiken
Aiken, SC

University of South Carolina Upstate
Spartanburg, SC

University of Southern Maine
Portland, ME

University of Southern Mississippi
Hattiesburg, MS

University of St. Francis- Illinois
Joliet, IL

University of Tennessee – Knoxville
Knoxville, TN

University of Tennessee Health Science Center
Memphis, TN

University of Tennessee-Chattanooga
Chattanooga, TN

University of Texas Health Science Center – Houston
Houston, TX

University of Texas Health Science Center-San Antonio
San Antonio, TX

University of Texas-El Paso
El Paso, TX

University of Texas-Tyler
Tyler, TX

University of the Incarnate Word
San Antonio, TX

University of Toledo
Toledo, OH

University of Utah
Salt Lake City, UT

University of Vermont
Burlington, VT

University of Virginia
Charlottesville, VA

University of West Georgia
Carrollton, GA

University of Wisconsin-Eau Claire
Eau Claire, WI

University of Wisconsin-Green Bay
Green Bay, WI

University of Wisconsin-Milwaukee
Milwaukee, WI

University of Wisconsin-Oshkosh
Oshkosh, WI

University of Wyoming
Laramie, WY

Upper Iowa University
Fayette, IA

Ursuline College
Pepper Pike, OH

Utica College
Utica, NY

Valdosta State University
Valdosta, GA

Valparaiso University
Valparaiso, IN

Vanguard University of Southern California
Costa Mesa, CA

Villa Julie College
Stevenson, MD

Wagner College
Staten Island, NY

Washburn University
Topeka, KS

Washington State University
Spokane, WA

Waynesburg University
Waynesburg, PA

West Chester University
West Chester, PA

West Texas A&M University
Canyon, TX

West Virginia University
Morgantown, WV

Western Carolina University
Cullowhee, NC

Western Kentucky University
Bowling Green, KY

Western Michigan University
Kalamazoo, MI

Wichita State University
Wichita, KS

Widener University
Chester, PA

Wilkes University
Wilkes-Barre, PA

William Carey University
Hattiesburg, MS

William Jewell College
Liberty, MO

William Paterson University
Wayne, NJ

Wilmington University
New Castle, DE

Winston-Salem State University
Winston-Salem, NC

Wisconsin Lutheran College
Milwaukee, WI

Wright State University
Dayton, OH

Xavier University
Cincinnati, OH

York College of Pennsylvania
York, PA

Yale University
New Haven, CT

APPENDIX E

Professional Organizations that Participated in the Regional Meetings (N=11)

American Holistic Nurses Association
Flagstaff, Arizona

American Nurses Association
Silver Spring, MD

Association of Community Health Nursing Educators
Wheat Ridge, CO

Association of Perioperative Registered Nurses
Denver, CO

Association of Rehabilitation Nurses
Glenview, IL

Commission on Graduates of Foreign Nursing Schools International
Philadelphia, PA

International Society of Nurses in Genetics
Pittsburgh, PA

Kentucky Board of Nursing
Louisville, KY

Minnesota Board of Nursing
Minneapolis, MN

National Council of State Boards of Nursing
Chicago, IL

National League for Nursing
New York, NY

Oncology Nursing Society
Pittsburgh, PA

Society of Pediatric Nurses
Pensacola, FL

APPENDIX F

Healthcare Systems that Participated in the Regional Meetings (N= 13)

Advocate Christ Medical Center
Oak Lawn, IL

Baptist Memorial Health Care Corporation
Memphis, TN

Baptist Memorial Health Care Corporation- DeSoto
Southaven, MS

Bon Secours Hampton Roads Health System
Norfolk, VA

Children's Healthcare of Atlanta
Atlanta, GA

Dartmouth Hitchcock Medical Center
Lebanon, NH

Hospital Corporation of America
Nashville, TN

INOVA Health Systems
Falls Church, VA

Ovations/ Evercare
Minnetonka, MN

Southeast Health District
Waycross, GA

St. Mary's Hospital
Passaic, NJ

UPMC St. Margaret's
Pittsburgh, PA

Miriam Hospital
Providence, RI

American Association of
Colleges of Nursing

One Dupont Circle • Suite 530
Washington, DC 20036

(p) 202.463.6930

American Association of Colleges of Nursing

Exhibit I.04: 2011 AACN's Essentials for Master's Education in Nursing

The Essentials of Master's Education in Nursing

American Association of Colleges of Nursing

The Essentials of Master's Education in Nursing
March 21, 2011

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The Essentials of Master's Education in Nursing
March 21, 2011

The *Essentials of Master's Education in Nursing* reflect the profession's continuing call for imagination, transformative thinking, and evolutionary change in graduate education. The extraordinary explosion of knowledge, expanding technologies, increasing diversity, and global health challenges produce a dynamic environment for nursing and amplify nursing's critical contributions to health care. Master's education prepares nurses for flexible leadership and critical action within complex, changing systems, including health, educational, and organizational systems. Master's education equips nurses with valuable knowledge and skills to lead change, promote health, and elevate care in various roles and settings. Synergy with these *Essentials,* current and future healthcare reform legislation, and the action-oriented recommendations of the Initiative on the Future of Nursing (IOM, 2010) highlights the value and transforming potential of the nursing profession.

These *Essentials* are core for all master's programs in nursing and provide the necessary curricular elements and framework, regardless of focus, major, or intended practice setting. These *Essentials* delineate the outcomes expected of all graduates of master's nursing programs. These *Essentials* are not prescriptive directives on the design of programs. Consistent with the *Baccalaureate* and *Doctorate of Nursing Practice Essentials*, this document does not address preparation for specific roles, which may change and emerge over time. These *Essentials* also provide guidance for master's programs during a time when preparation for specialty advanced nursing practice is transitioning to the doctoral level.

Master's education remains a critical component of the nursing education trajectory to prepare nurses who can address the gaps resulting from growing healthcare needs. Nurses who obtain the competencies outlined in these *Essentials* have significant value for current and emerging roles in healthcare delivery and design through advanced nursing knowledge and higher level leadership skills for improving health outcomes. For some nurses, master's education equips them with a fulfilling lifetime expression of their mastery area. For others, this core is a graduate foundation for doctoral education. Each preparation is valued.

Introduction

The dynamic nature of the healthcare delivery system underscores the need for the nursing profession to look to the future and anticipate the healthcare needs for which nurses must be prepared to address. The complexities of health and nursing care today make expanded nursing knowledge a necessity in contemporary care settings. The transformation of health care and nursing practice requires a new conceptualization of master's education. Master's education must prepare the graduate to:

- Lead change to improve quality outcomes,

- Advance a culture of excellence through lifelong learning,
- Build and lead collaborative interprofessional care teams,
- Navigate and integrate care services across the healthcare system,
- Design innovative nursing practices, and
- Translate evidence into practice.

Graduates of master's degree programs in nursing are prepared with broad knowledge and practice expertise that builds and expands on baccalaureate or entry-level nursing practice. This preparation provides graduates with a fuller understanding of the discipline of nursing in order to engage in higher level practice and leadership in a variety of settings and commit to lifelong learning. For those nurses seeking a terminal degree, the highest level of preparation within the discipline, the new conceptualization for master's education will allow for seamless movement into a research or practice-focused doctoral program (AACN, 2006, 2010).

The nine Essentials addressed in this document delineate the knowledge and skills that *all* nurses prepared in master's nursing programs acquire. These Essentials guide the preparation of graduates for diverse areas of practice in any healthcare setting.

- **Essential I: Background for Practice from Sciences and Humanities**
  - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
- **Essential II: Organizational and Systems Leadership**
  - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.
- **Essential III: Quality Improvement and Safety**
  - Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.
- **Essential IV: Translating and Integrating Scholarship into Practice**
  - Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.
- **Essential V: Informatics and Healthcare Technologies**

    - Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.
- **Essential VI: Health Policy and Advocacy**
    - Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.
- **Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes**
    - Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
- **Essential VIII: Clinical Prevention and Population Health for Improving Health**
    - Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
- **Essential IX: Master's-Level Nursing Practice**
    - Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. . Nursing practice interventions include both direct and indirect care components.

Master's Education in Nursing and Areas of Practice

Graduates with a master's degree in nursing are prepared for a variety of roles and areas of practice. Graduates may pursue new and innovative roles that result from health reform and changes in an evolving and global healthcare system. Some graduates will pursue direct care practice roles in a variety of settings (e.g., the Clinical Nurse Leader, nurse educator). Others may choose indirect care roles or areas of practice that focus on aggregate, systems, or have an organizational focus, (e.g. nursing or health program management, informatics, public health, or clinical research coordinator). In addition to developing competence in the nine Essential core areas delineated in this document, each graduate will have additional coursework in an area of practice or functional role. This coursework may include more in-depth preparation and competence in one or two of the Essentials or in an additional/ supplementary area of practice.

For example, more concentrated coursework or further development of the knowledge and skills embedded in Essential IV (Translational Scholarship for Evidence-Based Practice) will prepare the nurse to manage research projects for nurse scientists and other

healthcare researchers working in multi-professional research teams. More in-depth preparation in Essential II (Organizational and System Leadership) will provide knowledge useful for nursing management roles.

In some instances, graduates of master's in nursing programs will seek to fill roles as educators. As outlined in Essential IX, all master's-prepared nurses will develop competence in applying teaching/learning principles in work with patients and/or students across the continuum of care in a variety of settings. However, as recommended in the Carnegie Foundation report (2009), *Educating Nurses: A Call for Radical Transformation,* those individuals, as do all master's graduates, who choose a nurse educator role require preparation across all nine Essential areas, including graduate-level clinical practice content and experiences. In addition, a program preparing individuals for a nurse educator role should include preparation in curriculum design and development, teaching methodologies, educational needs assessment, and learner-centered theories and methods. Master's prepared nurses may teach patients and their families and/or student nurses, staff nurses, and variety of direct-care providers. The master's prepared nurse educator differs from the BSN nurse in depth of his/her understanding of the nursing discipline, nursing practice, and the added pedagogical skills. To teach students, patients, and caregivers regarding health promotion, disease prevention, or disease management, the master's-prepared nurse educator builds on baccalaureate knowledge with *graduate-level content in the areas of health assessment, physiology/pathophysiology, and pharmacology* to strengthen his/her scientific background and facilitate his/her understanding of nursing and health-related information. Those master's students who aspire to faculty roles in baccalaureate and higher degree programs will be advised that additional education at the doctoral level is needed (AACN, 2008).

Context for Nursing Practice

Health care in the United States and globally is changing dramatically. Interest in evolving health care has prompted greater focus on health promotion and illness prevention, along with cost-effective approaches to high acuity, chronic disease management, care coordination, and long-term care. Public concerns about cost of health care, fiscal sustainability, healthcare quality, and development of sustainable solutions to healthcare problems are driving reform efforts. Attention to affordability and accessibility of health care, maintaining healthy environments, and promoting personal and community responsibility for health is growing among the public and policy makers.

In addition to broad public mandates for a reformed and responsive healthcare system, a number of groups are calling for changes in the ways all health professionals are educated to meet current and projected needs for contemporary care delivery. The Institute of

Medicine (IOM), an interprofessional healthcare panel, described a set of core competencies that all health professionals regardless of discipline will demonstrate: 1) the provision of patient-centered care, 2) working in interprofessional teams, 3) employing evidence-based practice, 4) applying quality improvement approaches, and 5) utilizing informatics (IOM, 2003).

Given the ongoing public trust in nursing (Gallup, 2010), and the desire for fundamental reorganization of relationships among individuals, the public, healthcare organizations and healthcare professionals, graduate education for nurses is needed that is wide in scope and breadth, emphasizes all systems-level care and includes mastery of practice knowledge and skills. Such preparation reflects mastery of higher level thinking and conceptualization skills than at the baccalaureate level, as well as an understanding of the interrelationships among practice, ethical, and legal issues; financial concerns and comparative effectiveness; and interprofessional teamwork.

Master's Nursing Education Curriculum

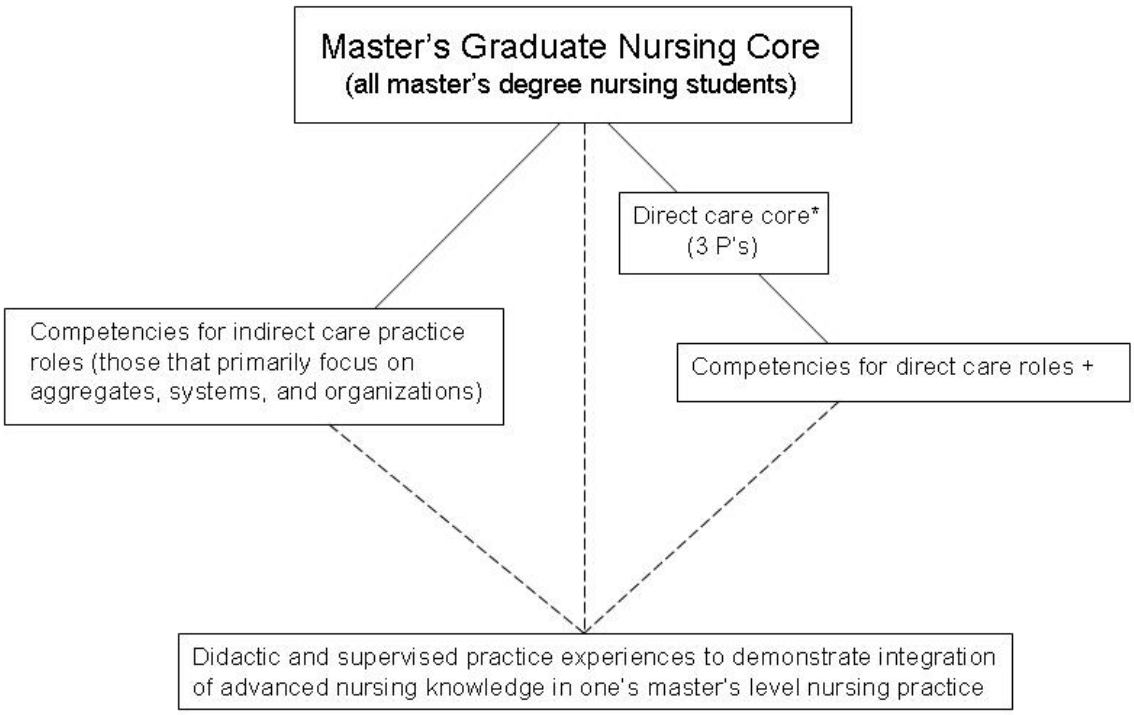
The master's nursing curriculum is conceptualized in Figure 1 and includes three components:

1. Graduate Nursing Core: foundational curriculum content deemed essential for all students who pursue a master's degree in nursing regardless of the functional focus.
2. Direct Care Core: essential content to provide direct patient services at an advanced level.
3. Functional Area Content: those clinical and didactic learning experiences identified and defined by the professional nursing organizations and certification bodies for specific nursing roles or functions.

This document delineates the graduate nursing core competencies for all master's graduates. These core outcomes reflect the many changes in the healthcare system occurring over the past decade. In addition, these expected outcomes for all master's degree graduates reflect the increasing responsibility of nursing in addressing many of the gaps in health care as well as growing patient and population needs.

Master's nursing education, as is all nursing education, is evolving to meet these needs and to prepare nurses to assume increasing accountabilities, responsibilities, and leadership positions. As master's nursing education is re-envisioned and preparation of individuals for advanced specialty nursing practice transitions to the practice doctorate these *Essentials* delineate the foundational, core expectations for these master's program graduates until the transition is completed.

Figure 1: Model of Master's Nursing Curriculum



* *All* master's degree programs that prepare graduates for roles that have a component of direct care practice are required to have graduate level content/coursework in the following three areas: physiology/pathophysiology, health assessment, and pharmacology. However, graduates being prepared for any one of the four APRN roles (CRNA, CNM, CNS, or CNP), must complete three separate comprehensive, graduate level courses that meet the criteria delineated in the 2008 *Consensus Model for APRN Licensure, Accreditation, Certification and Education*. (http://www.aacn.nche.edu/education/pdf/APRNReport.pdf). In addition, the expected outcomes for each of these three APRN core courses are delineated in *The Essentials of Doctoral Education for Advanced Nursing Practice* (pg. 23-24) (http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf).

+ The nursing educator is a direct care role and therefore requires graduate-level content in the three Direct Care Core courses. *All graduates of a master's nursing program must have supervised practice experiences that are sufficient to demonstrate mastery of the Essentials.* The term "supervised" is used broadly and can include precepted experiences with faculty site visits. These learning experiences may be accomplished through diverse teaching methods, including face-to-face or simulated methods.

In addition, development of clinical proficiency is facilitated through the use of focused and sustained clinical experiences designed to strengthen patient care delivery skills, as

well as system assessment and intervention skills, which will lead to an enhanced understanding of organizational dynamics. These immersion experiences afford the student an opportunity to focus on a population of interest or may focus on a specific role. Most often, the immersion experience occurs toward the end of the program as a culminating synthesis experience.

The *Essentials of Master's Education in Nursing*

Essential I: Background for Practice from Sciences and Humanities

Rationale

Master's-prepared nurses build on the competencies gained in a baccalaureate nursing program by developing a deeper understanding of nursing and the related sciences needed to fully analyze, design, implement, and evaluate nursing care. These nurses are well prepared to provide care to diverse populations and cohorts of patients in clinical and community-based systems. The master's-prepared nurse integrates findings from the sciences and the humanities, biopsychosocial fields, genetics, public health, quality improvement, health economics, translational science, and organizational sciences for the continual improvement of nursing care at the unit, clinic, home, or program level. Master's-prepared nursing care reflects a more sophisticated understanding of assessment, problem identification, design of interventions, and evaluation of aggregate outcomes than baccalaureate-prepared nursing care.

Students being prepared for direct care roles will have graduate-level content that builds upon an undergraduate foundation in health assessment, pharmacology, and pathophysiology. Having master's-prepared graduates with a strong background in these three areas is seen as imperative from the practice perspective. It is recommended that the master's curriculum preparing individuals for direct care roles include three separate graduate-level courses in these three content areas. In addition, the inclusion of these three separate courses facilitates the transition of these master's program graduates into the DNP advanced-practice registered-nurse programs.

Master's-prepared nurses understand the intersection between systems science and organizational science in order to serve as integrators within and across systems of care. Care coordination is based on systems science (Nelson et al., 2008). Care management incorporates an understanding of the clinical and community context, and the research relevant to the needs of the population. Nurses at this level use advanced clinical reasoning for ambiguous and uncertain clinical presentations, and incorporate concerns of family, significant others, and communities into the design and delivery of care. Master's-prepared nurses use a variety of theories and frameworks, including nursing and ethical theories in the analysis of clinical problems, illness prevention, and health promotion strategies. Knowledge from information sciences, health communication, and health literacy are used to provide care to multiple populations. These nurses are able to

address complex cultural issues and design care that responds to the needs of multiple populations, who may have potentially conflicting cultural needs and preferences. As healthcare technology becomes more sophisticated and its use more widespread, master's-prepared nurse are able to evaluate when its use is appropriate for diagnostic, educational, and therapeutic interventions. Master's-prepared nurses use improvement science and quality processes to evaluate outcomes of the aggregate of patients, community members, or communities under their care, monitor trends in clinical data, and understand the implications of trends for changing nursing care.

The master's-degree program prepares the graduate to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.

2. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.

3. Design nursing care for a clinical or community-focused population based on biopsychosocial, public health, nursing, and organizational sciences.

4. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.

5. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.

6. Use quality processes and improvement science to evaluate care and ensure patient safety for individuals and communities.

7. Integrate organizational science and informatics to make changes in the care environment to improve health outcomes.

8. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.

Sample Content

- Healthcare economics and finance models
- Advanced nursing science, including the major streams of nursing scientific development
- Scientific bases of illness prevention, health promotion, and wellness
- Genetics, genomics, and pharmacogenomics
- Public health science, such as basic epidemiology, surveillance, environmental science, and population health analysis and program planning
- Organizational sciences

- Systems science and integration, including microsystems, mesosystems, and macro-level systems
- Chaos theory and complexity science
- Leadership science
- Theories of bioethics
- Information science
- Quality processes and improvement science
- Technology assessment
- Nursing Theories

Essential II: Organizational and Systems Leadership

Rationale

Organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making. The master's-prepared nurse's knowledge and skills in these areas are consistent with nursing and healthcare goals to eliminate health disparities and to promote excellence in practice. Master's-level practice includes not only direct care but also a focus on the systems that provide care and serve the needs of a panel of patients, a defined population, or community.

To be effective, graduates must be able to demonstrate leadership by initiating and maintaining effective working relationships using mutually respectful communication and collaboration within interprofessional teams, demonstrating skills in care coordination, delegation, and initiating conflict resolution strategies. The master's-prepared nurse provides and coordinates comprehensive care for patients–individuals, families, groups, and communities–in multiple and varied settings. Using information from numerous sources, these nurses navigate the patient through the healthcare system and assume accountability for quality outcomes. Skills essential to leadership include communication, collaboration, negotiation, delegation, and coordination.

Master's-prepared nurses are members and leaders of healthcare teams that deliver a variety of services. These graduates bring a unique blend of knowledge, judgment, skills, and caring to the team. As a leader and partner with other health professionals, these nurses seek collaboration and consultation with other providers as necessary in the design, coordination, and evaluation of patient care outcomes.

In an environment with ongoing changes in the organization and financing of health care, it is imperative that all master's-prepared nurses have a keen understanding of healthcare policy, organization, and financing. The purpose of this content is to prepare a graduate to provide quality cost-effective care; to participate in the implementation of care; and to

assume a leadership role in the management of human, fiscal, and physical healthcare resources. Program graduates understand the economies of care, business principles, and how to work within and affect change in systems.

The master's-prepared nurse must be able to analyze the impact of systems on patient outcomes, including analyzing error rates. These nurses will be prepared with knowledge and expertise in assessing organizations, identifying systems' issues, and facilitating organization-wide changes in practice delivery. Master's-prepared nurses must be able to use effective interdisciplinary communication skills to work across departments identifying opportunities and designing and testing systems and programs to improve care. In addition, nurse practice at this level requires an understanding of complexity theory and systems thinking, as well as the business and financial acumen needed for the analysis of practice quality and costs.

The master's-degree program prepares the graduate to:

1. Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery and outcomes.

2. Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication (scholarly writing, speaking, and group interaction) skills.

3. Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, and political factors that influence health care.

4. Demonstrate the ability to use complexity science and systems theory in the design, delivery, and evaluation of health care.

5. Apply business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing, to develop a business plan.

6. Design and implement systems change strategies that improve the care environment.

7. Participate in the design and implementation of new models of care delivery and coordination.

Sample Content

• Leadership, including theory, leadership styles, contemporary approaches, and strategies (organizing, managing, delegating, supervising, collaborating, coordinating)
• Data-driven decision-making based on an ethical framework to promote culturally responsive, quality patient care in a variety of settings, including creative and imaginative strategies in problem solving
• Communication–both interpersonal and organizational–including elements and channels, models, and barriers
• Conflict, including conflict resolution, mediation, negotiation, and managing conflict
• Change theory and social change theories
• Systems theory and complexity science
• Healthcare systems and organizational relationships (e.g., finance, organizational structure, and delivery of care, including mission/vision/philosophy and values)
• Healthcare finance, including budgeting, cost/benefit analysis, variance analysis, and marketing
• Operations research (e.g., queuing theory, supply chain management, and systems designs in health care)
• Teams and teamwork, including team leadership, building effective teams, and nurturing teams

Essential III: Quality Improvement and Safety

Rationale

Continuous quality improvement involves every level of the healthcare organization. A master's-prepared nurse must be articulate in the methods, tools, performance measures, culture of safety principles, and standards related to quality, as well as prepared to apply quality principles within an organization to be an effective leader and change agent.

The Institute of Medicine report (1998) *To Err is Human* defined patient safety as "freedom from accidental injury" and stated that patients should not be at greater risk for accidental injury in a hospital or healthcare setting than they are in their own home. Improvement in patient safety along with reducing and ultimately eliminating harm to patients is fundamental to quality care. Skills are needed that assist in identifying actual or potential failures in processes and systems that lead to breakdowns and errors and then redesigning processes to make patients safe.

Knowledge and skills in human factors and basic safety design principles that affect unsafe practices are essential. Graduates of master's-level programs must be able to analyze systems and work to create a just culture of safety in which personnel feel comfortable disclosing errors—including their own—while maintaining professional

accountability. Learning how to evaluate, calculate, and improve the overall reliability of processes are core skills needed by master's-prepared nurses.

Knowledge of both the potential and the actual impact of national patient safety resources, initiatives, and regulations and the use of national benchmarks are required. Changes in healthcare reimbursement with the introduction of Medicare's list of "never events" and the regulatory push for more transparency on quality outcomes require graduates to be able to determine if the outcomes of standards of practice, performance, and competence have been met and maintained.

The master's-prepared nurse provides leadership across the care continuum in diverse settings using knowledge regarding high reliability organizations. These organizations achieve consistently safe and effective performance records despite unpredictable operating environments or intrinsically hazardous endeavors (Weick, 2001). The master's-prepared nurse will be able to monitor, analyze, and prioritize outcomes that need to be improved. Using quality improvement and high reliability organizational principles, these nurses will be able to quantify the impact of plans of action.

The master's-degree program prepares the graduate to:

1. Analyze information about quality initiatives recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes across the continuum of care.

2. Implement evidence-based plans based on trend analysis and quantify the impact on quality and safety.

3. Analyze information and design systems to sustain improvements and promote transparency using high reliability and just culture principles.

4. Compare and contrast several appropriate quality improvement models.

5. Promote a professional environment that includes accountability and high-level communication skills when involved in peer review, advocacy for patients and families, reporting of errors, and professional writing.

6. Contribute to the integration of healthcare services within systems to affect safety and quality of care to improve patient outcomes and reduce fragmentation of care.

7. Direct quality improvement methods to promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care.

8. Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.

Sample Content

• Quality improvement models differentiating structure, process, and outcome indicators
• Principles of a just culture and relationship to analyzing errors
• Quality improvement methods and tools: Brainstorming, Fishbone cause and effect diagram, flow chart, Plan, Do Study, Act (PDSA), Plan, Do, Check, Act (PDCA),Find, Organize, Clarify, Understand, Select-Plan, Do, Check, Act (FOCUS-PDCA), Six Sigma, Lean
• High-Reliability Organizations (HROs) / High-reliability techniques
• National patient safety goals and other relevant regulatory standards (e.g., CMS core measures, pay for performance indicators, and never events)
• Nurse-sensitive indicators
• Data management (e.g., collection tools, display techniques, data analysis, trend analysis, control charts)
•Analysis of errors (e.g., Root Cause Analysis [RCA], Failure Mode Effects Analysis [FMEA], serious safety events)
• Communication (e.g., hands-off communication, chain-of-command, error disclosure)
• Participate in executive patient safety rounds
• Simulation training in a variety of settings (e.g., disasters, codes, and other high-risk clinical areas)
• RN fit for duty/impact of fatigue and distractions in care environment on patient safety

Essential IV: Translating and Integrating Scholarship into Practice

Rationale

Professional nursing practice at all levels is grounded in the ethical translation of current evidence into practice. Fundamentally, nurses need a questioning/inquiring attitude toward their practice and the care environment.

The master's-prepared nurse examines policies and seeks evidence for every aspect of practice, thereby translating current evidence and identifying gaps where evidence is lacking. These nurses apply research outcomes within the practice setting, resolve practice problems (individually or as a member of the healthcare team), and disseminate results both within the setting and in wider venues in order to advance clinical practice. Changing practice locally, as well as more broadly, demands that the master's-prepared nurse is skilled at challenging current practices, procedures, and policies. The emerging sciences referred to as implementation or improvement sciences are providing evidence about the processes that are effective when making needed changes where the change processes and context are themselves evidence based (Damschroder et al., 2009; Sobo, Bowman, & Gifford, 2008; van Achterberg, Schoonhoven, & Grol, 2008). Master's-

prepared nurses, therefore, must be able to implement change deemed appropriate given context and outcome analysis, and to assist others in efforts to improve outcomes.

Master's-prepared nurses lead continuous improvement processes based on translational research skills. The cyclical processes in which these nurses are engaged includes identifying questions needing answers, searching or creating the evidence for potential solutions/innovations, evaluating the outcomes, and identifying additional questions.

Master's-prepared nurses, when appropriate, lead the healthcare team in the implementation of evidence-based practice. These nurses support staff in lifelong learning to improve care decisions, serving as a role model and mentor for evidence-based decision making. Program graduates must possess the skills necessary to bring evidence-based practice to both individual patients for whom they directly care and to those patients for whom they are indirectly responsible. Those skills include knowledge acquisition and dissemination, working in groups, and change management.

The master's-degree program prepares the graduate to:

1. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.
2. Advocate for the ethical conduct of research and translational scholarship (with particular attention to the protection of the patient as a research participant).
3. Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted.
4. Participate, leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge implementation.
5. Apply practice guidelines to improve practice and the care environment.
6. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice.

Sample Content:

• Research process
• Implementation/Improvement science
• Evidence-based practice:

- Clinical decision making
- Critical thinking
- Problem identification
- Outcome measurement

• Translational science:
- Data collection in nursing practice
- Design of databases that generate meaningful evidence for nursing practice
- Data analysis in practice
- Evidence-based interventions
- Prediction and analysis of outcomes
- Patterns of behavior and outcomes
- Gaps in evidence for practice
- Importance of cultural relevance

• Scholarship:
- Application of research to the clinical setting
- Resolution of clinical problems
- Appreciative inquiry
- Dissemination of results

• Advocacy in research
• Research ethics
• Knowledge acquisition
• Group process
• Management of change
• Evidence-based policy development in practice
• Quality improvement models/methodologies
• Safety issues in practice
• Innovation processes

Essential V: **Informatics and Healthcare Technologies**

Rationale

Informatics and healthcare technologies encompass five broad areas:

- Use of patient care and other technologies to deliver and enhance care;
- Communication technologies to integrate and coordinate care;
- Data management to analyze and improve outcomes of care;
- Health information management for evidence-based care and health education; and

- Facilitation and use of electronic health records to improve patient care.

Knowledge and skills in each of these four broad areas is essential for all master's-prepared nurses. The extent and focus of each will vary depending upon the nurse's role, setting, and practice focus.

Knowledge and skills in information and healthcare technology are critical to the delivery of quality patient care in a variety of settings (IOM, 2003a). The use of technologies to deliver, enhance, and document care is changing rapidly. In addition, information technology systems, including decision-support systems, are essential to gathering evidence to impact practice. Improvement in cost effectiveness and safety depend on evidence-based practice, outcomes research, interprofessional care coordination, and electronic health records, all of which involve information management and technology (McNeil et al., 2006). As nursing and healthcare practices evolve to better meet patient needs, the application of these technologies will change as well.

As the use of technology expands, the master's-prepared nurse must have the knowledge and skills to use current technologies to deliver and coordinate care across multiple settings, analyze point of care outcomes, and communicate with individuals and groups, including the media, policymakers, other healthcare professionals, and the public. Integral to these skills is an attitude of openness to innovation and continual learning, as information systems and care technologies are constantly changing, including their use at the point of care.

Graduates of master's-level nursing programs will have competence to determine the appropriate use of technologies and integrate current and emerging technologies into one's practice and the practice of others to enhance care outcomes. In addition, the master's-prepared nurse will be able to educate other health professionals, staff, patients, and caregivers using current technologies and about the principles related to the safe and effective use of care and information technologies.

Graduates ethically manage data, information, knowledge, and technology to communicate effectively with healthcare team, patients, and caregivers to integrate safe and effective care within and across settings. Master's-prepared nurses use research and clinical evidence to inform practice decisions.

Master's-degree graduates are prepared to gather, document, and analyze outcome data that serve as a foundation for decision making and the implementation of interventions or strategies to improve care outcomes. The master's-prepared nurse uses statistical and epidemiological principles to synthesize these data, information, and knowledge to evaluate and achieve optimal health outcomes.

The usefulness of electronic health records and other health information management systems to evaluate care outcomes is improved by standardized terminologies. Integration

of standardized terminologies in information systems supports day-to-day nursing practice and also the capacity to enhance interprofessional communication and generate standardized data to continuously evaluate and improve practice (American Nurses Association, 2008). Master's-prepared nurses use information and communication technologies to provide guidance and oversight for the development and implementation of health education programs, evidence-based policies, and point-of-care practices by members of the interdisciplinary care team.

Health information is growing exponentially. Health literacy is a powerful tool in health promotion, disease prevention, management of chronic illnesses, and quality of life–all of which are hallmarks of excellence in nursing practice. Master's-prepared nurses serve as information managers, patient advocates, and educators by assisting others(including patients, students, caregivers and healthcare professionals) in accessing, understanding, evaluating, and applying health-related information. The master's-prepared nurse designs and implements education programs for cohorts of patients or other healthcare providers using information and communication technologies.

The master's-degree program prepares the graduate to:

1. Analyze current and emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes.
2. Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes.
3. Promote policies that incorporate ethical principles and standards for the use of health and information technologies.
4. Provide oversight and guidance in the integration of technologies to document patient care and improve patient outcomes.
5. Use information and communication technologies, resources, and principles of learning to teach patients and others.
6. Use current and emerging technologies in the care environment to support lifelong learning for self and others.

Sample Content

- Use of technology, information management systems, and standardized terminology

- Use of standardized terminologies to document and analyze nursing care outcomes
- Bio-health informatics
- Regulatory requirements for electronic data monitoring systems
- Ethical and legal issues related to the use of information technology, including copyright, privacy, and confidentiality issues
- Retrieval information systems, including access, evaluation of data, and application of relevant data to patient care
- Statistical principles and analyses of outcome data
- Online review and resources for evidence-based practice
- Use and implementation of technology for virtual care delivery and monitoring
- Electronic health record, including policies related to the implementation of and use to impact care outcomes
- Complementary roles of the master's-prepared nursing and information technology professionals, including nurse informaticist and quality officer
- Use of technology to analyze data sets and their use to evaluate patient care outcomes
- Effective use of educational/instructional technology
- Point-of-care information systems and decision support systems

Essential VI: Health Policy and Advocacy

Rationale

The healthcare environment is ever-evolving and influenced by technological, economic, political, and sociocultural factors locally and globally. Graduates of master's degree nursing programs have requisite knowledge and skills to promote health, help shape the health delivery system, and advance values like social justice through policy processes and advocacy. Nursing's call to political activism and policy advocacy emerges from many different viewpoints. As more evidence links the broad psychosocial, economic, and cultural factors to health status, nurses are compelled to incorporate these factors into their approach to care. Most often, policy processes and system-level strategies yield the strongest influence on these broad determinants of health. Being accountable for improving the quality of healthcare delivery, nurses must understand the legal and political determinants of the system and have the requisite skills to partner for an improved system. Nurses' involvement in policy debates brings our professional values to bear on the process (Warner, 2003). Master's-prepared nurses will use their political efficacy and competence to improve the health outcomes of populations and improve the quality of the healthcare delivery system.

Policy shapes healthcare systems, influences social determinants of health, and therefore determines accessibility, accountability, and affordability of health care. Health policy creates conditions that promote or impede equity in access to care and health outcomes. Implementing strategies that address health disparities serves as a prelude to influencing policy formation. In order to influence policy, the master's-prepared nurse needs to work within and affect change in systems. To effectively collaborate with stakeholders, the master's-prepared nurse must understand the fiscal context in which they are practicing and make the linkages among policy, financing, and access to quality health care. The graduate must understand the principles of healthcare economics, finance, payment methods, and the relationships between policy and health economics.

Advocacy for patients, the profession, and health-promoting policies is operationalized in divergent ways. Attributes of advocacy include safeguarding autonomy, promoting social justice, using ethical principles, and empowering self and others (Grace, 2001; Hanks, 2007; Xiaoyan & Jezewski, 2006). Giving voice and persuasion to needs and preferred direction at the individual, institution, state, or federal policy level is integral for the master's-prepared nurse.

The master's-degree program prepares the graduate to:

1. Analyze how policies influence the structure and financing of health care, practice, and health outcomes.

2. Participate in the development and implementation of institutional, local, and state and federal policy.

3. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.

4. Interpret research, bringing the nursing perspective, for policy makers and stakeholders.

5. Advocate for policies that improve the health of the public and the profession of nursing.

Sample Content

- Policy process: development, implementation, and evaluation
- Structure of healthcare delivery systems
- Theories and models of policy making
- Policy making environments: values, economies, politics, social
- Policy-making process at various levels of government
- Ethical and value-based frameworks guiding policy making

- General principles of microeconomics and macroeconomics, accounting, and marketing strategies.
- Globalization and global health
- Interaction between regulatory processes and quality control
- Health disparities
- Social justice
- Political activism
- Economics of health care

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Rationale

In a redesigned health system a greater emphasis will be placed on cooperation, communication, and collaboration among all health professionals in order to integrate care in teams and ensure that care is continuous and reliable. Therefore, an expert panel at the Institute of Medicine (IOM) identified working in interdisciplinary teams as one of the five core competencies for all health professionals (IOM, 2003).

Interprofessional collaboration is critical for achieving clinical prevention and health promotion goals in order to improve patient and population health outcomes (APTR, 2008; 2009). Interprofessional practice is critical for improving patient care outcomes and, therefore, a key component of health professional education and lifelong learning (American Association of Colleges of Nursing & the Association of American Medical Colleges, 2010).

The IOM also recognized the need for care providers to demonstrate a greater awareness to "patient values, preferences, and cultural values," consistent with the Healthy People 2010 goal of achieving health equity through interprofessional approaches (USHHS, 2000). In this context, knowledge of broad determinants of health will enable the master's graduate to succeed as a patient advocate, cultural and systems broker, and to lead and coordinate interprofessional teams across care environments in order to reduce barriers, facilitate access to care, and improve health outcomes. Successfully leading these teams is achieved through skill development and demonstrating effective communication, planning, and implementation of care directly with other healthcare professionals (AACN, 2007).

Improving patient and population health outcomes is contingent on both horizontal and vertical health delivery systems that integrate research and clinical expertise to provide patient-centered care. Inherently the systems must include patients' expressed values, needs, and preferences for shared decision making and management of their care. As

members and leaders of interprofessional teams, the master's-prepared nurse will actively communicate, collaborate, and consult with other health professionals to manage and coordinate care across systems.

The master's-degree program prepares the graduate to:

1. Advocate for the value and role of the professional nurse as member and leader of interprofessional healthcare teams.

2. Understand other health professions' scopes of practice to maximize contributions within the healthcare team.

3. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care.

4. Use effective communication strategies to develop, participate, and lead interprofessional teams and partnerships.

5. Mentor and coach new and experienced nurses and other members of the healthcare team.

6. Functions as an effective group leader or member based on an in-depth understanding of team dynamics and group processes.

Sample Content

- Scopes of practice for nursing and other professions
- Differing world views among healthcare team members
- Concepts of communication, collaboration, and coordination
- Conflict management strategies and principles of negotiation
- Organizational processes to enhance communication
- Types of teams and team roles
- Stages of team development
- Diversity of teams
- Cultural diversity
- Patient-centered care
- Change theories
- Multiple-intelligence theory
- Group dynamics
- Power structures
- Health-work environments

Essential VIII: Clinical Prevention and Population Health for Improving Health

Rationale

Globally, the burden of illness, communicable disease, chronic disease conditions, and subsequent health inequity and disparity, is borne by those living in poverty and living in low-income and middle-income countries (Beaglehole et al., 2007; Gaziano et al., 2007; WHO, 2008). Similarly, in the U.S. population, health disparities continue to affect disproportionately low-income communities, people of color, and other vulnerable populations (USHHS, 2006).

The implementation of clinical prevention and population health activities is central to achieving the national goal of improving the health status of the population of the United States. Unhealthy lifestyle behaviors continue to account for over 50 percent of preventable deaths in the U.S., yet prevention interventions remain under-utilized in healthcare settings. In an effort to address this national goal, *Healthy People 2010* supported the transformation of clinical education by creating an objective to increase the proportion of schools of medicine, nursing, and other health professionals that have a basic curriculum that includes the core competencies in health promotion and disease prevention (Allan et al., 2004; USHHS, 2000). In the *Healthy People 2010 Midcourse Review,* health disparities are not declining overall, reiterating the necessity to implement and evaluate the effectiveness of disease prevention and health promotion efforts (USHHS, 2006). Cognizant of these trends and successive health outcome data, it will be necessary to re-evaluate these data and for nursing to re-assess its leadership role and responsibility toward improving the population's health.

The Healthy People Curriculum Task Force developed the *Clinical Prevention and Population Health Curriculum Framework,* which identifies four focal areas, including individual and population-oriented preventive interventions. This curriculum guides the development and evaluation of educational competencies expected of health professionals in clinical prevention and population health, and endorsed by clinical professional associations, including AACN (Allan, 2004; APTR, 2009).

As the diversity of the U.S. population increases, it is crucial that the health system provides care and services that are equitable and responsive to the unique cultural and ethnic identity, socio-economic condition, emotional and spiritual needs, and values of patients and the population (IOM, 2001; 2003). Nursing leadership within health systems is required to design and ensure the delivery of clinical prevention interventions and population-based care that promotes health, reduces the risk of chronic illness, and prevents disease. Acquiring the skills and knowledge necessary to meet this demand is essential for nursing practice (Allan et al., 2004; Allan et al., 2005).

The master's-prepared nurse applies and integrates broad, organizational, patient-centered, and culturally responsive concepts into daily practice. Mastery of these concepts based on a variety of theories is essential in the design and delivery (planning, management, and evaluation) of evidence-based clinical prevention and population care and services to individuals, families, communities, and aggregates/clinical populations nationally and globally.

The master's-degree program prepares the graduate to:

1. Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies.

2. Evaluate the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes using health information technology and data sources.

3. Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.

4. Advance equitable and efficient prevention services, and promote effective population-based health policy through the application of nursing science and other scientific concepts.

5. Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.

Sample Content

- Environmental health
- Epidemiology
- Biostatistical methods and analysis
- Disaster preparedness and management
- Emerging science of complementary and alternative medicine and therapeutics
- Ecological model of the social determinants of health
- Teaching and learning theories
- Health disparities, equity and social justice
- Program planning, design, and evaluation
- Quality improvement and change management
- Health promotion and disease prevention
- Application of health behavior modification
- Health services financing
- Health information management

- Ethical frameworks
- Interprofessional collaboration
- Theories and applications of health literacy and health communication
- Genetics/genomic risk assessment for vulnerable populations
- Organization of clinical, public health, and global systems
- Frameworks for community and political engagement, advocacy, and empowerment
- Frameworks for addressing global health and emerging health issues
- Nursing Theories

Essential IX: Master's-Level Nursing Practice

Rationale

Essential IX describes master's-level nursing practice at the completion of the master's program in nursing. Nursing practice at the master's level is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an expanded level of understanding of nursing and related sciences built on the *Essentials of Baccalaureate Education for Professional Nursing Practice*. Master's-prepared nurses have developed a deeper understanding of the nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development.

Nursing-practice interventions include both direct and indirect care components. As a practice discipline, clinical care is the core business of nursing practice whether the graduate is focused on the provision of care to individuals, population-focused care, administration, informatics, education or health policy. Master's nursing education prepares graduates to implement safe, quality care in a variety of settings and roles.

This Essential includes the *practice-focused* outcomes for all master's-prepared nurses. Master's level nursing practice builds upon the practice competencies delineated in the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). Master's-prepared nurses possess a mastery level of understanding of nursing theory, science and practice. Recent and evolving trends in health care require integration of key concepts into all master's-prepared nursing practice. This includes concepts related to quality improvement, patient safety, economics of health care, environmental science, epidemiology, genetics/genomics, gerontology, global healthcare environment and perspectives, health policy, informatics, organizations and systems, communication, negotiation, advocacy, and interprofessional practice.

Master's nursing education prepares graduates to influence the delivery of safe, quality care to diverse populations in a variety of settings and roles. The realities of a global society, expanding technologies, and an increasingly diverse population require these

nurses to master complex information, to coordinate a variety of care experiences, to use technology for healthcare information and evaluation of nursing outcomes, and to assist diverse patients with managing an increasingly complex system of care. The master's-prepared nurse is accountable for assessing the impact of research and advocates for participants, personnel, and systems integrity. As master's-prepared nurses practicing in any setting or role, graduates must understand the foundations of care and the art and science of nursing practice as it relates to individuals, families, and clinical populations within an increasingly complex healthcare system. The extraordinary explosion of knowledge in the field also requires an increased emphasis on lifelong learning.

Essential IX specifies the foundational practice competencies that cut across all areas of practice and are seen as requisite for all master's level nursing practice. Master's-degree nursing programs provide learning experiences that are based in a variety of settings. These learning experiences will be integrated throughout the master's program of study, to provide additional practice experiences beyond those acquired in a baccalaureate or entry-level nursing program.

The master's-degree program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment as a foundation for decision making.

2. Apply the best available evidence from nursing and other sciences as the foundation for practice.

3. Advocate for patients, families, caregivers, communities and members of the healthcare team.

4. Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.

5. Use leadership skills to teach, coach, and mentor other members of the healthcare team.

6. Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.

7. Use knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.

8. Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, including the use of technologies, and in assisting patients and other healthcare providers to address such issues.

9. Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care.

10. Employ knowledge and skills in economics, business principles, and systems in the design, delivery, and evaluation of care.

11. Apply theories and evidence-based knowledge in leading, as appropriate, the healthcare team to design, coordinate, and evaluate the delivery of care.

12. Apply learning, and teaching principles to the design, implementation, and evaluation of health education programs for individuals or groups in a variety of settings.

13. Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care.

14. Design strategies that promote lifelong learning of self and peers and that incorporate professional nursing standards and accountability for practice.

15. Integrate an evolving personal philosophy of nursing and healthcare into one's nursing practice.

Sample Content

- Principles of leadership, including horizontal and vertical leadership
- Effective use of self
- Advocacy for patients, families, and the discipline
- Conceptual analysis of the master's-prepared nurse's role(s)
- Principles of lateral integration of care
- Clinical Outcomes Management, including the measurement and analysis of patient outcomes
- Epidemiology
- Biostatistics
- Health promotion and disease reduction/ prevention management for patients and clinical populations
- Risk assessment
- Health literacy
- Principles of mentoring, coaching and counseling
- Principles of adult learning
- Evidence-based practice:
  - Clinical decision making and judgment
  - Critical thinking
  - Problem Identification
  - Outcome measurement

- Care environment management
- Team coordination, including delegation, coaching, interdisciplinary care, group process
- Negotiation, understanding group dynamics, conflict resolution
- Healthcare reimbursement and reform and how it impacts practice
- Resource allocation
- Use of healthcare technologies to improve patient care delivery and outcomes
- Healthcare finance and socioeconomic principles
- Principles of quality management/risk reduction/patient safety
- Informatics principles and use of standardized language to document care and outcomes of care
- Educational strategies
- Learning styles
- Cultural competence/awareness
- Global health care environment, international law, geopolitics, and geo-economics
- Nursing and other scientific theories
- Appreciative inquiry
- Reflective practices

Clinical/Practice Learning Expectations for Master's Programs

All graduates of a master's nursing program must have supervised clinical experiences, which are sufficient to demonstrate mastery of the Essentials. The term "supervised" is used broadly and can include precepted experiences with faculty site visits. These learning experiences may be accomplished through diverse teaching methodologies, including face-to-face and simulated means. The primary goals of clinical learning experiences are the opportunities to:

- Lead change to improve quality care outcomes,
- Advance a culture of excellence through lifelong learning
- Build and lead collaborative interprofessional care teams,
- Navigate and integrate care services across the healthcare system,
- Design innovative nursing practices, and
- Translate evidence into practice.

Mastery in nursing practice is acquired by the student through a series of applied learning experiences designed to allow the learner to integrate cognitive learning with the

affective and psychomotor domains of nursing practice. The clinical/practice experiences allow the learner to experiment and acquire competence with new knowledge and skills. These experiences provide the opportunity for delivery of services or programs of wide diversity and focus and may occur in multiple settings including hospitals, community settings, public health departments, primary care practice offices, integrated health care systems, and an array of other settings.

The clinical experience is an opportunity to integrate didactic learning, promote innovative thinking, and test new potential solutions to clinical/practice or system issues. Therefore, the development of new skills and practice expectations can be facilitated through the use of creative learning opportunities in diverse settings. These learning opportunities may include experiences in business, industries, and with disciplines that are recognized as innovators in safety, quality, finance, management, or technology. Through these experiences, the student may develop an appreciation and use the wisdom from other industries and disciplines in nursing practice that can occur through application of knowledge or evidence developed in other industries.

These learning experiences also can occur using simulation designed as a mechanism for verifying early mastery of new levels of practice or designed to create access to data or health care situations that are not readily accessible to the student. These experiences may include simulated mass casualty events, simulated database problems, simulated interpersonal communication scenarios, and other new emerging learning technologies. The simulation is an adjunct to the learning that will occur with direct human interface or human experience learning.

Development of mastery also is facilitated through the use of focused and sustained clinical experiences, which provide the learner with the opportunity to master the patient care delivery skills as well as the system assessment and intervention skills which require an understanding of organizational dynamics. These immersion experiences afford the student an opportunity to focus on a population of interest and a specific role. Most often, the immersion experience occurs toward the end of the program as a culminating synthesis experience for the program. In some instances, the master's student may engage in a clinical experience at the student's employing agency. This arrangement requires a systematic assessment of that setting's ability to allow the student to engage in new practice activities, framed by the learning objectives of the program, and overseen or supervised by a mentor/preceptor or faculty member. This type of learning experience will be designed to assist the learner to acquire master's-degree nursing knowledge and practice master's-degree roles.

Supervised clinical experiences will be verified and documented. One example of such documentation is the use of a professional portfolio. This portfolio may also provide a

foundation or template for the graduate's future professional career trajectory and experiences.

Summary

The Essentials of Master's Education in Nursing serves to transform nursing education and is critical to the innovations needed in health care. Due to the ever-changing and complex healthcare environment, this document emphasizes that the master's-prepared nurse will be able to: 1) lead change for quality care outcomes; 2) advance a culture of excellence through lifelong learning; 3) build and lead collaborative interprofessional care teams; 4) navigate and integrate care services across the healthcare system; 5) design innovative nursing practices; and 6) translate evidence into practice. Master's degree nursing programs prepare graduates with enhanced nursing knowledge and skills to address the evolving needs of the healthcare system.

Essentials I-IX delineate the outcomes expected of graduates of master's nursing programs. Achievement of these outcomes will enable graduates to lead and practice in complex healthcare systems in a variety of direct and/or indirect care roles. The breadth of knowledge, the extent of experiential learning, and therefore the time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes.

Clinical experiences in master's programs are opportunities to integrate didactic learning, promote innovative thinking and test new potential solutions to clinical/practice or system issues. Therefore, the development of new skills and practice expectations can be facilitated through the use of creative learning opportunities in diverse settings. In addition, the extraordinary explosion of knowledge in the healthcare field requires the master's-prepared nurse to have an increased emphasis on lifelong learning and professional development.

Glossary

Administration: Administration comprises working with and through others to achieve the mission, values, and vision of an organization. Administration is an executive function within an organization and has ultimate accountability for defining and achieving the organization's strategic plan. Administration designates responsibility for implementing organizational goals. (Council on Graduate Education for Administration in Nursing, 2010)

Advanced Nursing Practice: Any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients,

management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy (AACN, 2004).

Advanced Practice Registered Nurse (APRN): a nurse:
1. who has completed an accredited graduate-level education program preparing him/her for one of the four recognized APRN roles;
2. who has passed a national certification examination that measures APRN, role and population-focused competencies and who maintains continued competence as evidenced by recertification in the role and population through the national certification program;
3. who has acquired advanced clinical knowledge and skills preparing him/her to provide direct care to patients, as well as a component of indirect care; however, the defining factor for all APRNs is that a significant component of the education and practice focuses on direct care of individuals;
4. whose practice builds on the competencies of registered nurses (RNs) by demonstrating a greater depth and breadth of knowledge, a greater synthesis of data, increased complexity of skills and interventions, and greater role autonomy;
5. who is educationally prepared to assume responsibility and accountability for health promotion and/or maintenance as well as the assessment, diagnosis, and management of patient problems, which includes the use and prescription of pharmacologic and non-pharmacologic interventions;
6. who has clinical experience of sufficient depth and breadth to reflect the intended license; and
7. who has obtained a license to practice as an APRN in one of the four APRN roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), or certified nurse practitioner (CNP).
(APRN Consensus Model, 2008)

Advocacy**:** Defending or maintaining a cause or proposal on behalf of the patient, client, or profession to achieve societal or other goals (Interprofessional Professionalism Collaborative, 2008)

Aggregate(s): A community or a group of individuals defined by shared characteristics such as, age, culture, diagnosis, gender, geography, or values (adapted from Allan et al., 2004).

Altruism: A concern for the welfare and well being of others. In professional practice, altruism is reflected by the nurse's concern and advocacy for the welfare of patients, other nurses, and other healthcare providers (American Association of Colleges of Nursing, 2008, p. 27).

Autonomy: The right to self-determination. Professional practice reflects autonomy when the nurse respects patients' rights to make decisions about their health care (AACN, 2008, p. 27).

Care Coordination: Ensures patients receive well-coordinated care across all healthcare organizations, settings, and levels of care (National Priorities Partnership, 2008).

Clinical Practice: The care of individuals or families, irrespective of setting.

Clinical Prevention: Health promotion and risk reduction/illness prevention for individuals, families, aggregates, or clinical populations (Allan et al, 2004).

Clinical Preventive Services: Screening, vaccination, counseling, or other preventive service delivered to one patient at a time by a healthcare practitioner in an office, clinic, healthcare system, or other practice environment (adapted from Centers for Disease Control and Prevention, 2009). See also Community Preventive Services.

***Community Preventive Services*:** Interventions that provide or increase the provision of preventive services such as screening, education, counseling, or other programs to groups of people, in community settings, healthcare systems, or other practice environments (adapted from Centers for Disease Control and Prevention, 2009). See also Clinical Preventive Services.

Culturally Responsive: Culturally responsive refers to being cognizant of patients' norms, beliefs, language, and behaviors that not only shape the meaning of their health but also their health-seeking and health-related behaviors. The constructs reinforce the idea that each practitioner should be engaged continuously in self reflection about their own personal beliefs, norms, behaviors and language and how together they guide their perceptions, beliefs, and interactions with patients. The culturally responsive practitioner focuses on the importance of building upon each patient's personal strengths as well as available resource and supports which provide the foundational underpinning of these respective strengths. The culturally responsive practitioner also engages in a dynamic, respectful, and reciprocal dialogue with each person irrespective of their race, ethnicity, gender, social position, sexual orientation, immigration status, and educational level (Ring et al, 2009)**.**

Delivery: The planning, management, and evaluation of evidence-based practice and clinical care across healthcare settings.

Direct Care/ Indirect Care:

Direct care refers to nursing care provided to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and educational settings (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007).

Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups. These decisions or interventions create the conditions under which nursing care or self care may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way. Nurses who function in administrative capacities are responsible for direct care provided by other nurses. Their administrative decisions create the conditions under which direct care is provided. Public health nurses organize care for populations or aggregates to create the conditions under which care and improved health outcomes are more likely. Health policies create broad scale conditions for delivery of nursing and health care (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007).

***Diverse populations*:** Diversity is an all-inclusive concept, and includes differences in race, color, ethnicity, national origin, immigration status (refugee, sojourner, immigrant, or undocumented), religion, age, gender, gender identity, sexual orientation, ability/disability, political beliefs, social and economic status, education, occupation, spirituality, marital and parental status, urban versus rural residence, enclave identity, and other attributes of groups of people in society (Giger et al., 2007; Purnell & Paulanka, 2008).

Ethics: The rules or principles that govern right conduct (Kozier & Erb, 2007).

Evidenced-based Practice: The integration of best research evidence, clinical research, and patient values in making decisions about the care of individual patients (IOM, 2003).

Genetics: Study of individual genes and their impact on relatively rare single-gene disorders (Guttmacher & Collins, 2002).

Genomics: Study of all the genes in the human genome together, including their interactions with each other, the environment, and the influence of other psychosocial and cultural factors (Guttmacher & Collins, 2002).

***Health Disparities*:** Health disparities are differences in the incidence, prevalence, mortality, and burden of disease and other adverse health conditions that exist among specific population groups in the United States (National Institutes of Health, 2002-2006). The definition of health disparities assumes not only a difference in health but a difference in which disadvantaged social groups—who have persistently experienced social disadvantage or discrimination—systematically experience worse health or greater health risks than more advantaged social groups (Braveman, 2006). Consideration of who is considered to be within a health disparity population has policy and resource implications (American Association of Colleges of Nursing, 2009).

Health Education Programs: Any program designed to educate individuals, families, groups, communities, health professionals to improve health outcomes.

Health Equity: A basic principle that all people have a right to health. Health equity concerns those differences in population health that can be traced to unequal economic and social conditions and are systemic and avoidable and thus inherently unjust and unfair (Brennan, Baker, & Meltzer, 2008).

Health Literacy: The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions (U.S. Department of Health and Human Services, 2000b).

***High-Reliability Organizations (HRO)*:** Organizations or systems that operate in hazardous conditions but have fewer than their fair share of adverse events (Weick, 2001; Reason, 2001). Commonly discussed examples include air traffic control systems, nuclear power plants, and naval aircraft carriers (LaPorte, 1988; Roberts, 1990). It is worth noting that, in the patient safety literature, HROs are considered to operate with nearly failure-free performance records, not simply better than average ones. These organizations achieve consistently safe and effective performance records despite unpredictable operating environments or intrinsically hazardous endeavors. Some common features of HROs include:

- *Preoccupation with failure*—the acknowledgment of the high-risk, error-prone nature of an organization's activities and the determination to achieve consistently safe operations.
- *Commitment to resilience*—the development of capacities to detect unexpected threats and contain them before they cause harm, or bounce back when they do.
- *Sensitivity to operations*—an attentiveness to the issues facing workers at the frontline. This feature comes into play when conducting analyses of specific events but also in connection with organizational decision making. Management units at the frontline are given some autonomy in identifying and responding to threats, rather than adopting a rigid top-down approach.
- *A culture of safety*—the atmosphere in which individuals feel comfortable drawing attention to potential hazards or actual failures without fear of censure from management (Agency for Healthcare Research and Quality, 2009).

Horizontal and Vertical Health Delivery Systems: Health systems are comprised of a "horizontal system" focused on integrated resource sharing health services, providing prevention and care for prevailing health problems, and of "vertical systems" focused on disease specific interventions for specific health conditions (World Health Organization, 2010).

Human Dignity: Respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the

nurse values and respects all patients and colleagues (American Association of Colleges of Nursing, 2008, p. 28).

Informatics: The use of information and technology to communicate, manage knowledge, mitigate error, and support decision making (Quality and Safety Education for Nurses, 2010).

Integrity: Acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession (AACN, 2008, p. 28).

Interprofessional: Working across healthcare professions to cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable. The team consists of the patient, the nurse, and other healthcare providers as appropriate (IOM, 2003)

***Just Culture*:** This phrase was popularized in the patient safety lexicon by a report (Marx, 2001) that outlined principles for achieving a culture in which frontline personnel are comfortable disclosing errors—including their own—while maintaining professional accountability. The examples in the report relate to transfusion safety, but the principles clearly generalize across domains within health care organizations.

Traditionally, healthcare's culture has held individuals accountable for all errors or mishaps that befall patients under their care. By contrast, a just culture recognizes that individual practitioners should not be held accountable for system failings over which they have no control. A just culture also recognizes many individual or "active" errors represent predictable interactions between human operators and the systems in which they work. However, in contrast to a culture that touts "no blame" as its governing principle, a just culture does not tolerate conscious disregard of clear risks to patients or gross misconduct.

In summary, a just culture recognizes that competent professionals make mistakes and acknowledges that even competent professionals will develop unhealthy norms but has zero tolerance for reckless behavior (Agency for Healthcare Research and Quality, 2009).

Leadership: Leadership is the process of influencing others toward the attainment of one or more goals. Leadership comprises two types: formal and informal. Formal leadership occurs through official titular designations within an organization or society. Informal leadership occurs when the perceptions and actions of others are influenced by individuals without such official organizational or societal designations. Leadership is not limited to the accomplishment of organizational goals (Council on Graduate Education for Administration in Nursing, 2010).

Liberal Education: A comprehensive sets of aims and outcomes that are essential both for a globally engaged democracy and for a dynamic, innovation-fueled economy (American Association of Colleges &Universities, 2007).

Management: Management is the process of aligning resources with needs to attain specific goals. Management includes planning, organizing, motivating, monitoring, and evaluating human and material resources. Although management usually refers to a mid-level formal leadership function within an organization, it is also the process used at any level to align and allocate resources (Council on Graduate Education for Administration in Nursing, 2010).

Metaparadigm: Represents the worldview of a discipline (the most global perspective that subsumes more specific views and approaches to the central concepts with which it is concerned). There is considerable agreement that nursing's metaparadigm consists of the central concepts of person, environment, health, and nursing (Powers & Knapp, 1990, p. 87).

Macrosystem: Actions taken by senior leaders who are responsible for organization-wide performance (Nelson et al, 2007, p.205).

Mesosystem: Actions taken by the midlevel leaders who are responsible for large clinical programs, clinical support services, and administrative services (Nelson et al., 2007, p.205)

Microsystem: Clinical Microsystems are the small, functional frontline units that provide most health care to most people (Nelson et al., 2007, p.3).

Nursing Science: A basic science that is the substantive, discipline-specific knowledge that focuses on the human-universe-health process articulated in nursing frameworks and theories. The discipline-specific knowledge resides within schools of thought that reflect differing philosophical perspectives that give rise to ontological, epistemological, and methodological processes for the development and use of knowledge concerning nursing's unique phenomenon of concern (Parse et al., 2000).

Organizational Science: An interdisciplinary field of inquiry focusing on employee and organizational health, well-being, and effectiveness. Organizational Science is both a science and a practice, founded on the notion that enhanced understanding leads to applications and interventions that benefit the individual, work groups, the organization, the customer, the community, and the larger society in which the organization operates (University of North Carolina, 2009).

Patient: The term refers to the recipient of a healthcare service or intervention at the individual, family, community, aggregate/population level. Further, patients may function in independent, interdependent, or dependent roles, and may seek or receive nursing

interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care. Depending on the context or setting, patients may, at times, more appropriately be termed clients, *consumers,* or clients of nursing services (AACN, 1998, p. 2).

Population: Refers to a set of persons having a common personal or environmental characteristic. The common characteristic might be anything thought to relate to health, such as age, race, sex, social class, medical diagnosis, level of disability, exposure to a toxin, or participation in a health-seeking behavior, such as smoking cessation. It is the researcher or health practitioner who identifies the characteristic and set of persons that make up this population (Maurer & Smith, 2004).

Population-based Health: Inclusive of aggregates, community, and/or clinical populations that consider the environmental, occupational, and cultural, socio-economic and other dimensions of health (Allan et al., 2004), and derives evidence from population level data and statistics (Starfield, Hyde, Gervas, & Heath, 2007).

***Professionalism*:** The consistent demonstration of core values evidenced by nurses working with other professionals to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, and accountability (Interprofessional Professionalism Collaborative, 2008). Professionalism involves accountability for one's self and nursing practice, including continuous professional engagement and lifelong learning. As discussed in the American Nurses Association Code of Ethics for Nursing (2005, p.16), "The nurse is responsible for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care." Also, inherent in accountability is responsibility for individual actions and behaviors, including civility. In order to demonstrate professionalism, civility must be present. Civility is a fundamental set of accepted behaviors for a society/culture upon which professional behaviors are based (Hammer, 2003; American Association of Colleges of Nursing, 2008).

***Quality Improvement (QI)*:** In health care, QI refers to giving patients the appropriate care at the appropriate time and place with the appropriate mix of information and supporting resources. In many cases, healthcare systems are overly cumbersome, fragmented, and indifferent to patients' needs. Quality improvement tools range from those that simply make recommendations but leave decision-making largely in the hands of individual practitioners (e.g., practice guidelines) to those that prescribe patterns of care (e.g., critical pathways). Typically, QI efforts are strongly rooted in evidence-based procedures and rely extensively on data collected about processes and outcomes (Robert Wood Johnson Foundation, 2009).

Risk Management/Risk Mitigation: A managed program or effort directed at reducing risk, avoiding accidents, and making effective use of purchased insurance (American Nurses Association, 2009).

Self Mastery: The intentional growth and development of physical, emotional, mental, and spiritual being. It allows for flexibility; comfort with chaos, ambiguity, and uncertainty; and the ability to let go of control. The journey of self-mastery increases our capacity to support and move others beyond fear (Viney & Rivers, 2007).

Social Justice: This concept relates to upholding moral, legal, and humanistic principles. This value is reflected in professional practice when assuring equal treatment under the law and equal access to quality health care (American Association of Colleges of Nursing, 2007). Social Justice is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation" (American Association of Colleges of Nursing, 2008, p. 28).

Translational research: Translational research includes two areas of translation. One is the process of applying discoveries generated during research in the laboratory, and in preclinical studies, to the development of trials and studies in humans. The second area of translation concerns research aimed at enhancing the adoption of best practices in the community.

Values: Something of worth; a belief held dearly by a person (Kozier & Erb, 2007).

***Vulnerable Populations*:** Refers to social groups with increased relative risk (e.g., exposure to risk factors) or susceptibility to health-related problems. Vulnerability is evidenced in higher comparative mortality rates, lower life expectancy, reduced access to care, and diminished quality of life (UCLA School of Nursing, 2008).

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APPENDIX A

Task Force on *The Essentials of Master's Education in Nursing*

Joanne Warner, PhD, RN, *Chair*
Dean, University of Portland
School of Nursing

Lynn Babington, PhD, RN
CCNE liaison
Northeastern University
School of Nursing

Jean Bartels, PhD, RN
Vice President for Academic Affairs
and Provost
Georgia Southern University

Joyce Batcheller, DNP, RN, NEA-BC, FAAN, *practice representative*
Senior Vice President/System Chief Nursing Officer
Seton Family of Hospitals

James Harris, DSN, RN, MBA, FAAN, APRN-BC, *practice representative*
Deputy Chief Nursing Officer
Department of Veterans Affairs

Patricia Martin, PhD, RN, FAAN
Dean, Wright State University
College of Nursing and Health

David Reyes, MN, MPH, RN, *public health practice liaison*
Health Services Administrator
Public Health – Seattle & King County

Julie Sebastian, PhD, RN, FAAN
AACN Board liaison
Dean, University of Missouri-Saint Louis
College of Nursing

Geraldine (Polly) Bednash, PhD, RN, FAAN, *staff liaison*
Chief Executive Officer, Executive Director

Kathy McGuinn, MSN, RN, CPHQ, *staff liaison*
Director of Special Projects

Joan Stanley, PhD, RN, FAAN, *staff liaison*
Senior Director of Education Policy

Horacio Oliveira, *staff liaison*
Education Policy and Special Projects Coordinator

APPENDIX B

Participants who attended Stakeholder Meetings (N=18)

Carol J. Bickford
American Nurses Association
Senior Policy Fellow
Silver Spring, MD

Sandra Bruce
National Nursing Staff Development Organization
Nurse Education Program Manager
Pensacola, FL

Evelyn Calvillo
AACN Cultural Competency Advisory Group
Professor and Associate Director
California State University, Los Angeles
Los Angeles, CA

Michelle Cravetz
Association of State and Territorial Directors of Nursing
Executive Director
Clifton Park, NY

Marjorie Godfrey
Dartmouth Institute for Health Policy and Clinical Practice
Instructor
Hanover, NH

Hollye Harrington Jacobs
End-of-Life Nursing Education Consortium
Project Director
Washington, DC

Mary Enzman Hines
American Holistic Nurses Association
President Elect
Flagstaff, AZ

Jean Jenkins
National Human Genome Research Institute
Senior Clinical Advisor to the Director, National Institutes of Health
Bethesda, MD

Rebecca Jones
Council on Graduate Education for Administration in Nursing
Chancellor & Professor, West Suburban College
E. Lombard, IL

Jean Matthews
Quad Council of Public Health Nursing Organizations
Public Health Program Specialist/Nurse Manager
Wheat Ridge, CO

Deborah M. Nadzam
Practice Leader, Patient Safety Services
Joint Commission Resources, Inc.
Oak Brook, IL

Carmen Paniagua & Kem Louie
National Coalition of Ethnic and Minority Nurses Association
Little Rock, AR

Cecilia Plaza
American Association of Colleges of Pharmacy
Director of Academic Affairs and Assessment
Alexandria, VA

Mary-Anne Ponti
American Organization of Nurse Executives (AONE)
Board Member
Washington, DC

Nancy Specter
National Council of State Boards of Nursing
Director of Education
Chicago, IL

Kathy Stephens Williams
American Association of Critical Care Nurses
Past Board Member
Aliso Viejo, CA

APPENDIX C

Schools of Nursing that Participated in the Regional Meetings or Provided Feedback (N=282)

Allen College
Waterloo, IA

Alverno College
Milwaukee, WI

Anderson University
Anderson, IN

Angelo State University
San Angelo, TX

Arkansas State University
State University, AR

Auburn University
Auburn, AL

Augustana College
Sioux Falls, SD

Aurora University
Aurora, IL

Azusa Pacific University
Azusa, CA

Ball State University
Muncie, IN

Bellarmine University
Louisville, KY

Bellevue University
Omaha, NE

Bellin College
Green Bay, WI

Benedictine University
Lisle, IL

Binghamton University
Binghamton, NY

Blessing-Rieman College of Nursing
Quincy, IL

Boise State University
Boise, ID

Brenau University
Gainesville, GA

Brigham Young University
Provo, UT

California Baptist University
Riverside, CA

California State University-Dominguez Hills
San Rafael, CA

California State University-Fullerton
Fullerton, CA

California State University-Long Beach
Long Beach, CA

California State University-Los Angeles
Los Angeles, CA

California State University-San Marcos
San Marcos, CA

California State University-Stanislaus
Turlock, CA

California University of Pennsylvania
California, PA

Carlow University
Pittsburgh, PA

Case Western Reserve University
Cleveland, OH

Cedarville University
Cedarville, OH

Central Methodist University
Fayette, MO

Chamberlain College of Nursing
Columbus, OH

Chatham University
Pittsburgh, PA

Clayton State University
Huntertown, IN

Clemson University
Clemson, SC

College of Mount Saint Joseph
Cincinnati, OH

College of Notre Dame of Maryland
Baltimore, MD

College of Staten Island
Staten Island, NY

Columbus State University
Columbus, GA

Creighton University
Omaha, NE

Curry College
Milton, MA

Delaware State University
Dover, DE

DePaul University
Chicago, IL

DeSales University
Center Valley, PA

Drexel University
Philadelphia, PA

Duke University
Durham, NC

D'Youville College
Buffalo, NY

East Tennessee State University
Johnson City, TN

Eastern Mennonite University
Harrisonburg, VA

Eastern Michigan University
Ypsilanti, MI

Eastern University
St. Davids, PA

Edgewood College
Madison, WI

Elmhurst College
Elmhurst, IL

Elms College
Chicopee, MA

Emory University
Atlanta, GA

Excelsior College
Albany, NY

Felician College
Lodi, NJ

Ferris State University
Big Rapids, MI

Florida A&M University
Tallahassee, FL

Florida Atlantic University
Boca Raton, FL

Florida Gulf Coast University
Fort Myers, FL

Florida International University
Miami, FL

Florida State University
Tallahassee, FL

Framingham State College
Framingham, MA

George Mason University
Fairfax, VA

Georgetown University
Washington, DC

Georgia Southern University
Statesboro, GA

Goshen College
Goshen, IN

Governors State University
University Park, IL

Grand Canyon University
Phoenix, AZ

Grand Valley State University
Grand Rapids, MI

Grand View University
Des Moines, IA

Hawaii Pacific University
Kaneohe, HI

Holy Family University
Philadelphia, PA

Hunter College of CUNY
New York, NY

Idaho State University
Pocatello, ID

Immaculata University
Immaculata, PA

Indiana University of Pennsylvania
Indiana, PA

Indiana University-Purdue University (Fort Wayne)
Fort Wayne, IN

Indiana University-Purdue University (Indianapolis)
Indianapolis, IN

Indiana Wesleyan University
Marion, IN

InterAmerican College
National City, CA

James Madison University
Harrisonburg, VA

Jefferson College of Health Sciences
Roanoke, VA

Johns Hopkins University
Baltimore, MD

Kennesaw State University
Kennesaw, GA

Kent State University
Kent, OH

Keuka College
Keuka Park, NY

Loma Linda University
Loma Linda, CA

Lourdes College
Sylvania, OH

Loyola University Chicago
Chicago, IL

Loyola University New Orleans
New Orleans, LA

Lynchburg College
Lynchburg, VA

Madonna University
Livonia, MI

Marquette University
Milwaukee, WI

Marymount University
Arlington, VA

McKendree University
Lebanon, IL

McNeese State University
Lake Charles, LA

MGH Institute of Health Professions
Boston, MA

Michigan State University
East Lansing, MI

Millikin University
Bloomington, IL

Minnesota State University Moorhead
Moorhead, MN

Misericordia University
Dallas, PA

Monmouth University
West Long Branch, NJ

Moravian College
Bethlehem, PA

Mount Carmel College of Nursing
Columbus, OH

Mount St Mary's College
Los Angeles, CA

Muskingum University
New Concord, OH

National University
La Jolla, CA

Nazareth College
Rochester, NY

Nebraska Methodist College
Omaha, NE

Nebraska Wesleyan University
Lincoln, NE

Neumann College,
Aston, PA

New York University
New York, NY

North Dakota State University
Fargo, ND

North Park University
Chicago, IL

Northern Arizona University
Flagstaff, AZ

Northern Illinois University
DeKalb, IL

Northern Kentucky University
Highland Heights, KY

Northern Michigan University
Marquette, MI

Northwest Nazarene University
Nampa, ID

Northwestern State University of Louisiana
Shreveport, LA

Norwich University
Northfield, VT

Nova Southeastern University
Fort Lauderdale, FL

Oakland University
Rochester, MI

Ohio University
Athens, OH

Old Dominion University
Norfolk, VA

Olivet Nazarene University
Bourbonnais, IL

Otterbein College
Westerville, OH

Pace University
New York, NY

Palm Beach Atlantic University
West Palm Beach, FL

Patty Hanks Shelton School of Nursing
Abilene, TX

Pennsylvania State University
University Park, PA

Prairie View A & M University
Houston, TX

Purdue University
West Lafayette, IN

Quinnipiac University
Hamden, CT

Research College of Nursing
Kansas City, MO

Rivier College
Nashua, NH

Robert Morris University
Moon Township, PA

Rush University Medical Center
Chicago, IL

Saginaw Valley State University
University Center, MI

Saint Ambrose University
Davenport, IA

Saint Anthony College of Nursing
Rockford, IL

Saint Cloud State University
St. Cloud, MN

Saint Joseph's College- New York
Brooklyn, NY

Saint Joseph's College of Maine
Standish, ME

Saint Louis University
St. Louis, MO

Saint Xavier University
Chicago, IL

Salem State College
Salem, MA

Salisbury University
Salisbury, MD

Samford University
Birmingham, AL

Samuel Merritt University
Oakland, CA

San Diego State University
San Diego, CA

San Francisco State University
San Francisco, CA

Seattle University
Seattle, WA

Shenandoah University
Winchester, VA

Simmons College
Boston, MA

South Dakota State University
Sioux Falls, SD

Southern Illinois University
Edwardsville
Edwardsville, IL

Southern University and A&M College
Baton Rouge, LA

Spring Hill College
Mobile, AL

Stevenson University
Stevenson, MD

SUNY Downstate Medical Center
Brooklyn, NY

SUNY Institute of Technology at
Utica/Rome
Utica, NY

SUNY Upstate Medical University
Syracuse, NY

Temple University
Philadelphia, PA

Texas A&M University-Corpus Christi
Corpus Christi, TX

Texas Christian University
Fort Worth, TX

Texas Tech University Health Sciences
Center
Lubbock, TX

Texas Woman's University
Denton, TX

The Catholic University of America
Washington, DC

The College of New Jersey
Ewing, NJ

The George Washington University
Washington, DC

The Ohio State University
Columbus, OH

The Sage Colleges
Albany, NY

The University of Alabama
Tuscaloosa, AL

The University of Alabama in Huntsville
Huntsville, AL

The University of Louisiana at Lafayette
Lafayette, LA

Thomas Jefferson University
Philadelphia, PA

Touro University
Henderson, NV

Towson University
Towson, MD

University at Buffalo
Buffalo, NY

University of Alaska Anchorage
Anchorage, AK

University of Arizona
Tucson, AZ

University of California-Davis
Davis, CA

University of California-San Francisco
San Francisco, CA

University of Central Arkansas
Conway, AR

University of Central Florida
Orlando, FL

University of Cincinnati
Cincinnati, OH

University of Colorado Denver
Denver, CO

University of Connecticut
Storrs, CT

University of Florida
Gainesville, FL

University of Hartford
West Hartford, CT

University of Hawaii at Manoa
Honolulu, HI

University of Houston-Victoria
Victoria, TX

University of Illinois at Chicago
Chicago, IL

University of Iowa
Iowa City, IA

University of Kansas
Kansas City, KS

University of Mary
Bismarck, ND

University of Maryland
Baltimore, MD

University of Massachusetts-Lowell
Lowell, MA

University of Michigan
Ann Arbor, MI

University of Medicine & Dentistry of New Jersey
Newark, NJ

University of Mississippi Medical Center
Jackson, MS

University of Missouri-Columbia
Columbia, MO

University of Missouri-Kansas City
Kansas City, MO

University of Missouri-Saint Louis
St Louis, MO

University of Nebraska
Lincoln, NE

University of Nevada-Las Vegas
Las Vegas, NV

University of Nevada-Reno
Reno, NV

University of New Hampshire
Durham, NH

University of New Mexico
Albuquerque, NM

University of North Alabama
Florence, AL

University of North Carolina-Greensboro
Greensboro, NC

University of North Dakota
Grand Forks, ND

University of Northern Colorado
Greeley, CO

University of Pennsylvania
Philadelphia, PA

University of Phoenix
Phoenix, AZ

University of Pittsburgh
Pittsburg, PA

University of Portland
Portland, OR

University of Rhode Island
Kingston, RI

University of Rochester
Rochester, NY

University of Saint Francis- Illinois
Joliet, IL

University of Saint Francis- Indiana
Fort Wayne, IN

University of San Diego
San Diego, CA

University of San Francisco
San Francisco, CA

University of South Alabama
Mobile, AL

University of South Carolina
Columbia, SC

University of South Florida
Tampa, FL

University of Southern Indiana
Evansville, IN

University of Southern Maine
Portland, ME

University of Tennessee Health Science Center
Memphis, TN

University of Texas Health Science Center-Houston
Houston, TX

University of Texas Health Science Center-San Antonio
San Antonio, TX

University of Texas-Arlington
Arlington, TX

University of Texas-Austin
Austin, TX

University of Texas-Brownsville
Brownsville, TX

University of Texas-Pan American
Edinburg, TX

University of Texas-Tyler
Tyler, TX

University of the Incarnate Word
San Antonio, TX

University of Toledo
Toledo, OH

University of Virginia
Charlottesville, VA

University of Washington
Seattle, WA

University of West Georgia
Carrollton, GA

University of Wisconsin-Milwaukee
Milwaukee, WI

University of Wisconsin-Oshkosh
Oshkosh, WI

University of Wyoming
Laramie, WY

Ursuline College
Pepper Pike, OH

Valdosta State University
Valdosta, GA

Villanova University
Villanova, PA

Virginia Commonwealth University
Richmond, VA

Viterbo University
LaCrosse, WI

Walden University
Minneapolis, MN

Washburn University
Topeka, KS

Washington State University
Spokane, WA

Washington State University
Vancouver, WA

Washington State University
Spokane, WA

Waynesburg University
Waynesburg, PA

Weber State University
Ogden, UT

Webster University
St. Louis, MO

Wesley College
Dover, DE

West Chester University
West Chester, PA

West Coast University
Costa Mesa, CA

West Suburban College of Nursing
Oak Park, IL

West Texas A&M University
Canyon, TX

West Virginia University
Morgantown, WV

Western Carolina University
Cullowhe, NC

Western Governors University
Salt Lake City, UT

Western Kentucky University
Bowling Green, KY

Western University of Health Sciences
Pomona, CA

Wichita State University
Wichita, KS

Widener University
Chester, PA

Wilkes University
Wilkes-Barre, PA

William Carey University
Hattiesburg, MS

William Paterson University
Wayne, NJ

Wilmington University
New Castle, DE

Winona State University
Winona, MN

Winston-Salem State University
Winston-Salem, NC

Wright State University
Dayton, OH

Yale University
New Haven, CT

York College of Pennsylvania
York, PA

APPENDIX D

Professional Organizations that Participated in the Regional Meetings or Provided Feedback (N=9)

American Academy of Nurse Practitioners National Certification Program
Austin, TX

American Association for the History of Nursing
Wheat Ridge, CO

American Nurses Association
Silver Spring, MD

American Organization of Nurse Executives
Washington, DC

Genetic Health Care Expert Panel of the American Academy of Nursing
Washington, DC

International Society of Nurses in Genetics
Pittsburgh, PA

Louisiana State Board of Nursing
Baton Rouge, LA

National Cancer Institute
Bethesda, MD

National Institutes of Health
Bethesda, MD

APPENDIX E

Healthcare Systems that Participated in the Regional Meetings (N=3)

PinnacleHealth
Harrisburg, PA

Elmhurst Memorial Hospital
Elmhurst, IL

Portland VA Medical Center
Portland, OR

Exhibit I.05: Sample Diplomas and Transcripts of MSN graduates of the Adult Gerontology CNS Track

The American University of Beirut

On the recommendation of the faculty of

Rafic Hariri School of Nursing

The University has, by virtue of the authority vested in it by charter under the laws of the State of New York in the United States of America, conferred upon

Mohammad Karim Taha

The degree of

Master of Science in Nursing

(Adult Gerontology Clinical Nurse Specialist)

with all the honors, rights and privileges to that degree appertaining.

In Testimony whereof, the seal of the University and the following authorized signatures are affixed. Given at Beirut, Lebanon, the twenty eighth of February two thousand and twenty.

Registrar

Dean

President

الجامعة الأميركية في بيروت

بناء على توصية الهيئة التعليمية في

كلية رفيق الحريري للتمريض

واستناداً الى الحق الشرعي المعطى للجامعة من حكومة ولاية نيويورك في الولايات المتحدة الأميركية منحت الجامعة

محمد كريم طه

درجة

ماجستير في علوم التمريض

(الممرض المتخصص بصحة الراشدين والمسنين)

مع ما يلازم هذه الدرجة من شرف وحقوق وامتيازات.
وشهادة على ذلك قد ختمت هذه الوثيقة بخاتم الجامعة ووقعت بتوقيع المسؤولين. بيروت، لبنان، في الثامن والعشرين من شهر شباط سنة ألفين وعشرين.

Scanned with CamScanner

Student No: 201404263 Date of Birth: 21-JUL-1993 Date Issued: 08-OCT-2020

Page: 1

Record of: Mohammad Karim Taha
Current Name: Mohammad Karim Taha
Ziad Al Hassan Building
Main Street
Beddawi Mount
Beddawi Camp
Tripoli,
Lebanon

Course Level: Graduate

Current Program
Master of Science in Nursing
College : Rafic Hariri School of Nursing
Major : Nursing
Maj/Concentration : Adult Gerontology Cl.Nurse Spe

Degrees Awarded Master of Science in Nursing 28-FEB-2020
Primary Degree
Major : Nursing
Maj/Concentration : Adult Gerontology Cl.Nurse Spe

Master's Thesis
Title: Symptom Clusters' Severity and Effects on Quality of Life of Hospitalized Oncology Older Adults in Lebanon

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
INSTITUTION CREDIT:						
Fall 2017-2018						
Rafic Hariri School of Nursing						
Nursing						
NURS	500	Theories & ethical frameworks	2.00	94	188.00	
NURS	501	Adv.Nurs.Pract:Scope & Roles	2.00	81	162.00	
NURS	504	Advanced Pathophysiology	3.00	88	264.00	
NURS	530	Stat.Reason.&Appl.in Nur.Reas.	2.00	90	180.00	
Ecrs 9.00 TAV-Hrs: 9.00 QPts: 794.00 TAV: 88.22						
Spring 2017- 2018						
Rafic Hariri School of Nursing						
Nursing						

********** CONTINUED ON NEXT COLUMN **********

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:						
NURS	502	Advanced Nursing Research	3.00	87	261.00	
NURS	503	Adv.Health Assessment	3.00	90	270.00	
PHRM	314	Adv.Pharmacology &Therapeut	3.00	84	252.00	
Ecrs 9.00 TAV-Hrs: 9.00 QPts: 783.00 TAV: 87.00						
Fall 2018-2019						
Rafic Hariri School of Nursing						
Nursing						
NURS	505A	Adv.Prac.in Adult GerontologyI	4.00	90	360.00	
NURS	527	Sys.Appr.to Dev.of Health Serv	3.00	90	270.00	
Ecrs 7.00 TAV-Hrs: 7.00 QPts: 630.00 TAV: 90.00						
Spring 2018-2019						
Rafic Hariri School of Nursing						
Nursing						
NURS	505B	Ad.Prac.in Adult GerontologyII	4.00	88	352.00	
NURS	526	Comprehensive Exam	0.00	P	0.00	
NURS	599	Thesis	6.00	PR	0.00	
Ecrs 4.00 TAV-Hrs: 4.00 QPts: 352.00 TAV: 88.00						
Summer 2018-2019						
Rafic Hariri School of Nursing						
Nursing						
NURS	506	Adv.Prac.in Adult Gerontol.III	4.00	P	0.00	
Ecrs 4.00 TAV-Hrs: 0.00 QPts: 0.00 TAV: 0.00						

********** CONTINUED ON PAGE 2 **********

UNOFFICIAL COPY
Issued for Academic Assessment ONLY

Date: _____

Student No: 201404263

Date of Birth: 21-JUL-1993

Date Issued: 08-OCT-2020

Record of: Mohammad Karim Taha
Level: Graduate

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R

Institution Information continued:

Fall 2019-2020
Rafic Hariri School of Nursing
Nursing

NURS	599A	Thesis	6.00	P	0.00	
	Ecrs 6.00	TAV-Hrs: 0.00	QPts: 0.00	TAV:	0.00	

********** TRANSCRIPT TOTALS **********

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	39.00	29.00	2559.00	88.24
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	39.00	29.00	2559.00	88.24
EQUIVALENT GPA				3.87

********** END OF TRANSCRIPT (GPA Capped at 4.0) **********

UNOFFICIAL COPY
Issued for Academic Assessment ONLY
Date: _____

الجامعة الأميركية في بيروت

بناء على توصية الهيئة التعليمية في

كلية رفيق الحريري للتمريض

واستنادًا الى الحق الشرعي المعطى للجامعة من حكومة ولاية نيويورك في الولايات المتحدة الأميركية منحت الجامعة

ميراي معين شحاده

درجة

ماجستير في علوم التمريض

(الممرض المتخصص بصحة الراشدين والمسنين)

مع ما يلازم هذه الدرجة من شرف وحقوق وامتيازات.

وشهادة على ذلك فقد ختمت هذه الوثيقة بخاتم الجامعة ووقعت بتوقيع المسؤولين. بيروت، لبنان، في السادس والعشرين من شهر شباط سنة الفين واحدى وعشرين.

The American University of Beirut

On the recommendation of the faculty of

Rafic Hariri School of Nursing

The University has, by virtue of the authority vested in it by charter under the laws of the State of New York in the United States of America, conferred upon

Mireille Mouin Chehade

The degree of

Master of Science in Nursing

(Adult Gerontology Clinical Nurse Specialist)

with all the honors, rights and privileges to that degree appertaining.

In Testimony whereof, the seal of the University and the following authorized signatures are affixed. Given at Beirut, Lebanon, the twenty-sixth of February two thousand and twenty-one.

Student No: 201300844 Date of Birth: 06-OCT-1994 Date Issued: 14-SEP-2021

Record of: Mireille Mouin Chehade
Current Name: Mireille Mouin Chehade

Page: 1

Course Level: Graduate

Current Program
Master of Science in Nursing
College : Rafic Hariri School of Nursing
Major : Nursing
Concentration : Adult Gerontology Cl.Nurse Spe

Degrees Awarded Master of Science in Nursing 26-FEB-2021
Primary Degree
Major : Nursing
Concentration : Adult Gerontology Cl.Nurse Spe

Master's Thesis
Title: Exploring the Lived Experiences of Left Ventricular Assist Device Patients and their Caregivers

INSTITUTION CREDIT:

Fall 2016-2017
Rafic Hariri School of Nursing
Nursing

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
NURS	500	Theories & ethical frameworks	2.00	93	186.00	
NURS	501	Adv.Nurs.Pract:Scope & Roles	2.00	91	182.00	
NURS	530	Stat.Reason.&Appl.in Nur.Reas.	2.00	97	194.00	
	Ecrs	6.00 TAV-Hrs: 6.00	QPts:	562.00	TAV:	93.66

Spring 2016-2017
Rafic Hariri School of Nursing
Nursing

NURS	502	Advanced Nursing Research	3.00	98	294.00	
NURS	503	Adv.Health Assessment	3.00	94	282.00	
	Ecrs	6.00 TAV-Hrs: 6.00	QPts:	576.00	TAV:	96.00

Fall 2017-2018
Rafic Hariri School of Nursing
********** CONTINUED ON NEXT COLUMN **********

Term Majors cont:
Nursing

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
NURS	504	Advanced Pathophysiology	3.00	93	279.00	
NURS	505A	Adv.Prac.in Adult GerontologyI	4.00	93	372.00	
	Ecrs	7.00 TAV-Hrs: 7.00	QPts:	651.00	TAV:	93.00

Spring 2017- 2018
Rafic Hariri School of Nursing
Nursing

NURS	505B	Ad.Prac.in Adult GerontologyII	4.00	95	380.00	
NURS	526	Comprehensive Exam	0.00	P	0.00	
PHRM	314	Adv.Pharmacology &Therapeut	3.00	92	276.00	
	Ecrs	7.00 TAV-Hrs: 7.00	QPts:	656.00	TAV:	93.71

Summer 2017-2018
Rafic Hariri School of Nursing
Nursing

NURS	506	Adv.Prac.in Adult Gerontol.III	4.00	P	0.00	
	Ecrs	4.00 TAV-Hrs: 0.00	QPts:	0.00	TAV:	0.00

Fall 2018-2019
Rafic Hariri School of Nursing
Nursing

NURS	527	Sys.Appr.to Dev.of Health Serv	3.00	92	276.00	
	Ecrs	3.00 TAV-Hrs: 3.00	QPts:	276.00	TAV:	92.00

********** CONTINUED ON PAGE 2 **********

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SUBJ NO.	COURSE TITLE	CRED GRD	PTS R

Institution Information continued:

Spring 2018-2019
Rafic Hariri School of Nursing
Nursing

NURS 599	Thesis		6.00	PR	0.00
	Ecrs 0.00	TAV-Hrs: 0.00 QPts:	0.00	TAV:	0.00

Fall 2019-2020
Rafic Hariri School of Nursing
Nursing

NURS 599A	Thesis		6.00	PR	0.00
	Ecrs 0.00	TAV-Hrs: 0.00 QPts:	0.00	TAV:	0.00

Spring 2019-2020(*)
Rafic Hariri School of Nursing
Nursing

NURS 599B	Thesis		6.00	PR	0.00
	Ecrs 0.00	TAV-Hrs: 0.00 QPts:	0.00	TAV:	0.00

(*) Because the COVID-19 pandemic caused significant disruption to academic activities during the spring semester 2019-2020, P/NP option was given to all students.

Fall 2020-2021
Rafic Hariri School of Nursing
Nursing

NURS 599C	Thesis		6.00	P	0.00
	Ecrs 6.00	TAV-Hrs: 0.00 QPts:	0.00	TAV:	0.00

********** CONTINUED ON NEXT COLUMN **********

********** TRANSCRIPT TOTALS **********

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	39.00	29.00	2721.00	93.82
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	39.00	29.00	2721.00	93.82
EQUIVALENT GPA				4.00

********** END OF TRANSCRIPT (GPA Capped at 4.0) **********

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Date:_____

Exhibit I.06: Minutes of the May 15 and 16, 2017 Faculty meeting

AMERICAN UNIVERSITY OF BEIRUT

RAFIC HARIRI SCHOOL OF NURSING

MINUTES OF FACULTY MEETING

DATE AND TIME: May 15 & May 16, 2017 at 9:00 a.m.

PLACE: School of Nursing Conference Room #605

PRESIDING: Dr. Huda Huijer, HSON Director

MEMBERS PRESENT: Mrs. M. Adra, Ms. N. Alayan, Mrs. M. Arevian, Mrs. T. Avedissian, Dr. M. Clinton, Mrs. S. Dakessian, Ms. D. Damianos, Dr. H. Darwish, Dr. N. Dumit, Dr. S. Fares, Dr. L. Farhood, Mrs. T. Gulgulian, Dr. G. Honein, Dr. L. Kantar, Mrs. M. Khoury, Dr. D. Madi, Ms. A. Massouh, Dr. S. Noureddine, Ms. H Tashjian and Dr. L. Younan.

MEMBERS ABSENT: Dr. N. Dumit (absent on the first meeting held on May 15, 2017). None were absent on Tuesday May 16, 2017

First meeting held on May 15, 2017 came to order at 9:00 a.m. and was adjourned at 12:00 p.m. Second meeting (continuation) came to order at 9:00 am and was adjourned

I. APPROVAL OF MINUTES

- Minutes of April 3, 2017: Minutes approved as corrected.

II. UPDATE ON MINUTES

- The three proposals coordinated by Ms. Hera on TS-BSN, MSN Hybrid in Education, and in Administration & Management have been submitted to the Advisory Committee for review and feedback. The three proposals will come to full faculty once they are approved by the respective committees of the School.
- The two plaques of the *Best Graduate Schools* that were purchased are placed on the wall by the auditorium.
- The HSON Director met with five representatives from Al Manaa and staff from the Regional and External Program (REP) and discussed their need for a comprehensive assessment of their current academic programs and administrative services.
- Dr. Huijer met with Dr. El Solh, AUB Medical Center (AUBMC) Director, and discussed restoring the bursaries that used to be provided by AUBMC for nursing students. He promised to discuss this internally and inform us.
- The Career Fair: AUB accepted to advertise for the HSON BA/BS-BSN, second degree program. Flyers were distributed during the Fair.
- HSON received 23 applicants for the Graduate program; 17 were accepted as regular, one on probation and five were not accepted. The HSON request to access incomplete MSN applications was approved.

- The AUB accreditation site visit by the Middle States Commission on Higher Education was conducted using Skype. The submission of the self-study report to the President is December 2017 and the submission to Middle States is March 2018.
- The Promotion & Tenure committee met few times and will be submitting the report soon to the Advisory Committee.

III. DISCUSSION & APPROVALS

A) – Strategic Plan 2017-2022

Task Force Members: Dr. Younan (Chair), Dr. Kantar and Ms. Berbary

Members discussed the plan thoroughly and gave recommendations accordingly. All members approved the strategic plan with the proposed corrections and recommendations.

Motion 2017.01: To recommend the approval of the Strategic Plan 2017-2022 as corrected.

Vote 2017.01: Motion was approved unanimously (19 – 0 – 0)

B) – Business Plan 2017-2022

The Business Plan is still work in progress. Members discussed the plan and gave recommendations. The members noted that student numbers should be aligned with the Strategic Plan. Few changes were recommended and will be integrated.

Motion 2017.02: To recommend the approval the Business Plan 2017-2022 as corrected.

Vote 2017.02: Motion was approved unanimously (19 – 0 – 0)

C) – Revised By-Laws

Task Force Members: Dr. Adra, Dr. Darwish and Dr. Noureddine (Chair)

The By-Laws were modified and aligned with AUB By-Laws for Faculty as per AUB recommendations. Dr. Noureddine briefed the members about the changes and clarified few points. By-Laws were discussed by members and a motion was made to approve.
Dr. Darwish raised few comments regarding changes to the constitution of the committees and the number of advisory committee members, and suggested adding a new continuing education committee, thus she did not approve the motion.

Motion 2017.03: To recommend the approval of the Revised By-Laws.

Vote 2017.03: Motion was approved (17 – 1 – 0)

D) – Organizational Structure

Task Force Members: Dr. Clinton and Dr. Noureddine

The report was introduced and its need and objectives were explained. Members discussed the report and raised some questions. The meeting was adjourned at 12:00 p.m. to resume discussions and approval the next day.
On May 16, all members attended the meeting, and resumed the discussions accordingly. A motion was made to approve the Organizational Chart as corrected.
Dr. Darwish was concerned that the proposed division was too rigid and may not be the best fit based on existing human resources or faculty members' and does not allow to utilize the available resources to their full potentials, thus she did not approve the motion.

Motion 2017.04: To recommend the approval of the Organizational Chart as amended.

Vote 2017.04: Motion was approved (19 – 1 – 0)

E) – Center for Nursing Research

Task Force Members: Dr. Akl, Dr. Darwish (Chair), Dr. Fares and Dr. Honein

Members discussed the Center for Nursing Research (CNR) proposal and a motion was moved to approve.
Dr. Darwish (chair of task force) was concerned that substantial changes were made to the proposed center that reduced the capacity of the center and potentials. The changes were made by additional faculty members and were not discussed with the task force chair prior to incorporation in the proposed document. Dr. Darwish did not approve the motion.

Motion 2017.05: To recommend the approval the CNR proposal as amended.

Vote 2017.05: Motion was approved (18 – 1 – 1)

IV. ANNOUNCEMENTS

- Dr. Dumit announced that the President of the Lebanese University and the Minister of Public Health have approved increasing the number of nursing program branches in Lebanon to include Akkar, Baalbek and Nabatieh in addition to the current locations. Dr. Dumit recommended revisiting our recruitment strategies and asked faculty to share ideas if they have different approaches in recruitment.

Meeting adjourned at 10:15 a.m.

Minutes Recorded by Patricia Assaf Chedid

Exhibit I.07: Minutes of the June 19, 2013 Graduate Faculty Retreat

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

MINUTES OF GRADUATE FACULTY RETREAT

June 19, 2013

Time and Place: The meeting lasted from 9:00 am to 1:00 pm, Room 605, 6th floor, School of Nursing

Presiding: Dr. Laila Farhood, MSN convener

Members Present: Drs. M. Clinton, H. Darwish, N. Dumit, H. Huijer, S. Noureddine, E. Salameh, L. Younan and Mrs. M. Arevian.

Guests: Dr. Kathy Wood (Duke University, USA), Anthony Shamoun (Chief CNS, AUBMC), Dr. C. Abbyad, (BSN convener).

Order of Business:

Dr. Farhood welcomed the faculty members and the guests.
The members presented their areas of specialty to Dr. Kathy Wood.

1- **Consensus Model for APRN Regulation**

- Dr. Noureddine presented the "Consensus Model for APRN Regulation". Discussions about its applicability at HSON were entertained.

- Dr. Huijer reported that putting the specialty on the MSN degree was already done. Example: MSN in Adult Nursing Care, Psychiatry Mental Health, Nursing Administration or Community Health Nursing.

2- **MSN Track Coordinators Presentations**

a. Dr. Clinton Presented the Administration Track curriculum

The following recommendations were made:

- NURS 500-501 to be combined in one course.
- HMPD 318 3 cr. (FHS): To be an elective course.
- MNGT 332 (OSB): It is an alternate course to HMPD 318

- Dr. Clinton suggested that the students take a 3 credit online course in Health Informatics from recognized Universities in USA. This will increase the credits to 39 credits instead of 36. And also a one course from FHS or OSB as an elective.

b. Dr. Noureddine presented a progress report about the MSN adult care track with number of graduates (8 students presented thesis and 32 projects). She also provided results of benchmarking with 7 universities in the U.S.

Proposed changes in the adult track curriculum: No electives, No NURS 500, change the name NURS 520 to health system course and add an adult Care course (4 credits with clinical) to cover required gerontology content and clinical hours required for certification. As such, the credits will be 37-40 credits instead of 36 or 39-42 credits (in case we keep NURS 500).

c. Dr. Farhood presented Academic Requirements and Curriculum of MSN Psychiatry Mental Health Track at AUB, HSON and five other Universities

Pathophysiology and advanced health assessment were added this year to be in line with the 3ps of the APRN requirements. She presented 5 models for this track from US, Australia and Canada. All programs do not have theory, and some programs have up to 60 credits in this track

d. Mrs. Mary Arevian's Presentation: "Community/Public Health Nursing"

In her presentation Mrs. Arevian reiterated that in Maryland there is no NURS 500-501 also No Physiology, Pharmacology and Pathophysiology in the community track. The total number of credits is 36. APN does not include the community track under its umbrella.

e. Dr. Kathy Wood told the members that most of the universities in USA do not have NURS 500, 501 and the students do not need to do a thesis, project, or comprehensive exam; only certification is required.

Dr. Farhood suggested that in the community track, the students may do residencies in NGOs, WHO, Governmental Lebanese centers, or in public health centers.

3. **Anthony Shamoun's Presentation, Chief APN, AUBMC**

"AUBMC Clinical Nurse Specialist Model – CNS Influence and Outcomes"

- Mr. Shamoun presented the AUBMC CNS Care Delivery Model, outcome measures/indicators, and promotional program.
- AUBMC has 6 CNSs practicing in various clinical specialties, 3 of them hold ANCC and AACN CNS certifications.
- CNSs at AUBMC can be either, CNS1 or CNS2; both levels require a Clinical MSN track, with CNS certification for CNS2.
- Multiple CNS certification exams are available through AMIDEAST
- CNSs meet on monthly basis.
- Reporting channel is Chief CNS as 1st level, Director of Nursing/Head of Division as second level.
- Some CNSs are privileged by medical doctors/divisions for additional competencies.
- CNS need assessment is performed on yearly basis by the Chief CNS, Nursing Director, and Physicians/ Head of Divisions.
- 2014 CNS vacancies: Pediatric acute and critical care, Hematology-Oncology.
- Future areas of interest: Community, Psychiatry, and cardiovascular nursing.
- Mr. Shamoun highlighted the importance of HSON-Order of Nurses coordination in advertising the role of CNSs nationwide in an attempt to provide opportunities to AUB HSON MSN graduates; as AUBMC will not be able to recruit all graduates.
- Questions were entertained.

4. **Dr. Kathy Wood Duke University, APRN Curriculum Model:**

The Matriculation Plan for Family Nursing Practitioner Program (Full Time-Distance based/Online – 2 years) was presented and discussed.
Duke University: The number of master students is normally 500 with 55-58 faculty on board. Students graduate with 45 credits, 816 clinical hours. There is no project, thesis or comprehensive "Only certification".

5. **Discussion and comments on the current programs in light of the presentations**

The following recommendations were made:

1. Combine NURS 500 & NURS 501 as 3 cr. Course (to include ethics)
2. Delete Role Development Course for all clinical tracks (NURS 509)
3. Increase NURS 525 from 2 to 3 cr. Course.
4. A Health Policy course (NURS 527) to be required for all tracks.

It was suggested that track coordinators meet and prepare curriculum plans based on the above suggestions.

E. Rustom

Recorder
Elhame Rustom

BSN Alumni Survey Report

2018-2020

Prepared by Lynn Berbary Najem
Student Services Officer

American University of Beirut
Rafic Hariri School of Nursing

Exhibit I.08: Student and Alumni Survey Reports

AUB
American University of Beirut
الجامعة الأميركية في بيروت

BSN Alumni Survey Report

I- Response Rate

	2018-2019	2020
Number of records in this query	19	9
Total BSN Alumni	147	72
Response Rate	**13%**	**13%**

II- Demographic Data

Gender	**2018-2019**	**2020**
Female	13 [68%]	6 [67%]
Male	6 [32%]	3 [33%]
Age	**2018-2019**	**2020**
21 to 25 years	12 [63%]	8 [89%]
26 to 30 years	2 [11%]	1 [11%]
31 to 35 years	4 [21%]	0 [0%]
More than 35 years	1 [5%]	0 [0%]
Program	**2018-2019**	**2020**
BSN Program	12 [63%]	7 [78%]
RN-BSN Program	5 [26%]	2 [22%]
No Answer	2 [11%]	0 [0%]

III- Overall Satisfaction

If you could start college over, would you choose to graduate with the same major?	**2018-2019**	**2020**
Yes	11 [58%]	5 [56%]
No	8 [42%]	4 [44%]

IV-Professional Achievement

Have you attained graduate education after the BSN at AUB?	**2018-2019**	**2020**
Yes, in Nursing	6 [31%]	1 [11%]
Yes, Outside Nursing [specify degree and discipline]	3 [16%]	3 [33%]
No	10 [53%]	5 [56%]
Have you participated in the following professional activities since your graduation?	**2018-2019**	**2020**

Published an article in the nursing literature	2 [9%]	0 [0%]
Participated in a research study	4 [18%]	1 [10%]
Attended international conferences	4 [18%]	4 [40%]
No	12 [55%]	5 [50%]
Others	0 [0%]	0 [0%]
Are you a member of a Professional Organization?	**2018-2019**	**2020**
Yes	7 [37%]	4 [44%]
No	12 [63%]	5 [56%]

V- Curriculum Evaluation

Integrate knowledge from the arts, humanities, sciences, and nursing in professional practice	**2018-2019**	**2020**
Strongly Disagree	3 [16%]	0 [0%]
Disagree	1 [5%]	1 [11%]
Agree	12 [63%]	6 [67%]
Strongly Agree	3 [16%]	2 [22%]
Total= % Strongly Agree + % Agree	**15 [79%]**	**8 [89%]**
Demonstrate competence in clinical skills and critical thinking	**2018-2019**	**2020**
Strongly Disagree	3 [16%]	0 [0%]
Disagree	2 [11%]	1 [11%]
Agree	10 [53%]	4 [44%]
Strongly Agree	4 [21%]	4 [44%]
Total= % Strongly Agree + % Agree	**15 [74%]**	**8 [88%]**
Use research in therapeutic nursing interventions	**2018-2019**	**2020**
Strongly Disagree	3 [16%]	1 [11%]
Disagree	2 [11%]	0 [0%]
Agree	9 [47%]	5 [56%]
Strongly Agree	5 [26%]	3 [33%]
Total= % Strongly Agree + % Agree	**14 [73%]**	**8 [89%]**
Collaborate in a multidisciplinary approach with other care providers	**2018-2019**	**2020**
Strongly Disagree	3 [16%]	0 [0%]
Disagree	3 [16%]	1 [11%]
Agree	8 [42%]	5 [56%]
Strongly Agree	5 [26%]	3 [33%]
Total= % Strongly Agree + % Agree	**13 [68%]**	**8 [89%]**
Communicate effectively with clients, colleagues and other health professionals	**2018-2019**	**2020**

Strongly Disagree	3 [16%]	0 [0%]
Disagree	0 [0%]	1 [11%]
Agree	13 [68%]	5 [56%]
Strongly Agree	3 [16%]	3 [33%]
Total= % Strongly Agree + % Agree	**16 [84%]**	**8 [89%]**
Demonstrate ethical and moral decision making	**2018-2019**	**2020**
Strongly Disagree	3 [16%]	1 [11%]
Disagree	1 [11%]	0 [0%]
Agree	9 [47%]	4 [44%]
Strongly Agree	6 [32%]	4 [44%]
Total= % Strongly Agree + % Agree	**15 [79%]**	**8 [88%]**
Participate in professional and community organizations for the promotion of the nursing profession in Lebanon	**2018-2019**	**2020**
Strongly Disagree	3 [16%]	0 [0%]
Disagree	4 [21%]	2 [22%]
Agree	10 [53%]	5 [56%]
Strongly Agree	2 [11%]	2 [22%]
Total= % Strongly Agree + % Agree	**12 [64%]**	**7 [78%]**
Demonstrate responsibility, accountability, and continued professional development	**2018-2019**	**2020**
Strongly Disagree	3 [16%]	1 [11%]
Disagree	0 [0%]	0 [0%]
Agree	10 [53%]	3 [33%]
Strongly Agree	6 [32%]	5 [56%]
Total= % Strongly Agree + % Agree	**16 [85%]**	**8 [89%]**
Utilize Nursing Process	**2018-2019**	**2020**
Strongly Disagree	3 [16%]	1 [11%]
Disagree	2 [11%]	0 [0%]
Agree	8 [42%]	4 [44%]
Strongly Agree	6 [32%]	4 [44%]
Total= % Strongly Agree + % Agree	**14 [74%]**	**8 [88%]**
Demonstrate leadership skills in the care management of clients	**2018-2019**	**2020**
Strongly Disagree	3 [16%]	0 [0%]
Disagree	1 [5%]	1 [11%]
Agree	10 [53%]	4 [44%]
Strongly Agree	5 [26%]	4 [44%]
Total= % Strongly Agree + % Agree	**15 [79%]**	**8 [88%]**

VI-Alumni Professional Status and Contacts

Which of the following best describes what you are currently doing?	2018-2019	2020
Employed, Full Time	13 [68%]	5 [56%]
Employed, Part Time	1 [5%]	0 [0%]
Continuing my Education	2 [11%]	3 [33%]
Employed and Continuing my Education	2 [11%]	2 [22%]
Caring For Home/Family	2 [11%]	0 [0%]
Unemployed	3 [16%]	1 [11%]
Other	0 [0%]	0 [0%]
If you are not employed, specify the primary reason	**2018-2019 (Count)**	**2020 (Count)**
Unable to find a fulltime job	0	0
Don't desire employment at this time	0	0
Was laid off by the employer	0	0
Quit to find another job	1	1
Other	3	3

Comments about the reason for not being employed:

- 2018-2019: I graduated and traveled to Qatar with the hopes of finding a nursing job, yet I searched for 6 months and no jobs were available since I don't have experience. Moreover, they accepted to take me for an unpaid training for almost 1 year! The training was terrible and the level of professionalism is very low. Hence, I quit nursing, and I'm planning to become a teacher.
- 2018-2019: I wasn't able to take my NCLEX exam to go to the US.
- 2018-2019: In the process of licensure to work in a different country.
- 2020: AUBMC did not employ me after I signed the offer with them, and I am very dissatisfied about it.

If you are employed, specify the institution	2018-2019	2020
American University of Beirut Medical Center; Hamra-Beirut	45%	67%
Bellevue Medical Center; Mansourieh	9%	--
Clemenceau Medical Center; Beirut	18%	--
McGill University Health Center; Canada	9%	--
Ministry of Public Health; Hamra	18%	--
American Hospital Dubai; UAE	--	33%
Current Employment Setting	**2018-2019**	**2020**
Hospital	63%	67%
School of Nursing	0%	
School	0%	
Non-Governmental Organizations	5%	
Community Center	0%	
Physician's Office/Clinic	5%	

Other	16%	
Have you changed jobs since graduating from the BSN program?	**2018-2019**	**2020**
Yes	7 [37%]	4 [44%]
No	12 [63%]	5 [56%]
What is your current position?	**2018-2019**	**2020**
Staff Nurse	11 [58%]	5 [56%]
Educator	1 [5%]	0 [0%]
Administrator [Supervisor]	0 [0%]	0 [0%]
Researcher	1 [5%]	0 [0%]
Assistant Nurse Manager	1 [5%]	0 [0%]
Clinical Specialist	0 [0%]	0 [0%]
Nurse Manager	1 [5%]	0 [0%]
Other	3 [16%]	1 [11%]
In what specialty area are you currently employed?	**2018-2019**	**2020**
Administration	1 [5%]	0 [0%]
Management	5 [26%]	0 [0%]
Education	2 [11%]	0 [0%]
Research	2 [11%]	0 [0%]
Clinical: Adult/General Medical Surg	4 [21%]	1 [11%]
Clinical: Clinic/OPD	1 [5%]	1 [11%]
Clinical: Critical Care-Adult	2 [11%]	0 [0%]
Clinical: Critical Care-Neonatal	0 [0%]	0 [0%]
Clinical: Critical Care-Pediatric	0 [0%]	1 [11%]
Clinical: Emergency Department	0 [0%]	1 [11%]
Clinical: Pool Team	0 [0%]	0 [0%]
Clinical: Mental Health	0 [0%]	0 [0%]
Clinical: Obstetrics	1 [5%]	0 [0%]
Clinical: Oncology	4 [21%]	0 [0%]
Clinical: Operating Room	0 [0%]	0 [0%]
Clinical: Pediatrics	0 [0%]	0 [0%]
Clinical: Recovery Room	0 [0%]	1 [11%]
Clinical: Staff Development	0 [0%]	0 [0%]
Clinical: Quality Management	0 [0%]	0 [0%]
Annual Basic Salary	**2018-2019**	**2020**
$9,999 or less per year	1 [5%]	2 [22%]
$10,000- $14,999 per year	9 [47%]	2 [22%]
$15,000-$19,999 per year	1 [5%]	0 [0%]
$20,000-$29,999 per year	0 [0%]	0 [0%]
$30,000-$39,999 per year	2 [11%]	1 [11%]

>$40,000 per year	2 [11%]	1 [11%]

VII- Alumni Professional Status and Contacts

Are there any areas, which if included in the School of Nursing curriculum, could have prepared you for better for nursing practice?	2018-2019	2020
Yes, Please specify	8 [42%]	6 [67%]
No	11 [58%]	3 [33%]

Responses:

- **2018-2019:** Developing practical skills during the clinicals. I started my job at the hospital without having any experience with IV insertion. Theoretical knowledge is excellent but stressing on practical skills is also as important.
- **2018-2019:** yes, the maternity course was lacking a lot of information. During my studies for the NCLEX-RN, there is a lot of information we didn't learn in the maternity that I had to learn on my own. Other areas I am not sure yet, because I'm still unemployed.
- **2018-2019:** Increasing clinical hours.
- **2018-2019:** Finding more time to practice clinical skills at floors.
- **2018-2019:** More management courses in undergraduate program.
- **2018-2019:** Apply more clinical practice (inserting IV, withdrawing blood...).
- **2018-2019:** Do clinical rotations in other hospitals
- **2018-2019:** Better clinical practice.
- **2020:** Clinical should be hands on not only case discussions. We would take all our time preparing for case discussions without doing our clinical. We are not accredited in USA, they want us to do CGFNS however we were already accredited.
- **2020:** Clinical Skills.
- **2020:** Clinical Experience.
- **2020:** Cellular signaling; Immunology; and in general going more in depth of the systems and diseases.
- **2020:** exposure to private clinics nurses.

BSN Exit Survey Report

2018-2020

Prepared by Lynn Berbary Najem
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BSN Exit Survey Report

I. Response Rate

	2018	2019	2020
Total records in survey	31	29	41
Total BSN Graduating Students	38	38	41
Response Rate	**82%**	**76%**	**100%**

II. Demographic Data

Gender	**2018**	**2019**	**2020**
Female	24 [77%]	21 [72%]	25 [61%]
Male	7 [23%]	8 [28%]	16 [39%]
Nationality	**2018**	**2019**	**2020**
Lebanese	26 [84%]	24 [83%]	30 [73%]
Others	7 [23%]	9 [31%]	11 [27%]
Age in years	**2018**	**2019**	**2020**
Average	23	21.24	20.98
Minimum	20	20	20
Maximum		31	25

III. Program of Study

Minor	**2018**	**2019**	**2020**
No	29 [94%]	27 [93%]	40 [98%]
Yes	2 [6%]	2 [7%]	1 [2%]
GPA	**2018**	**2019**	**2020**
Below 70	0 [0%]	0 [0%]	0 [0%]
Between 70 and 74	1 [3%]	0 [0%]	1 [2%]
Between 75 and 79	14 [45%]	7 [24%]	9 [22%]
Between 80 and 84	9 [29%]	11 [38%]	19 [46%]
85 and Above	7 [23%]	11 [38%]	12 [29%]
Graduation Time	**2018**	**2019**	**2020**
8 semesters	21 [68%]	25 [86%]	26 [63%]
9 semesters	6 [19%]	0 [0%]	5 [12%]
9+ semesters	4 [13%]	4 [14%]	10 [24%]

I wanted to take more courses	1 [3%]	1 [3%]	2 [5%]
I took a light load because I was employed	0 [0%]	0 [0%]	0 [0%]
I preferred a light load (less than 15credits/semester)	0 [0%]	0 [0%]	1 [2%]
I was enrolled in more programs than required (another major or minor)	1 [3%]	0 [0%]	5 [12%]
I repeated some courses, and had to wait some time to retake them	5 [16%]	3 [10%]	7 [17%]
Other	4 [13%]	0 [0%]	3 [7%]

IV. Accreditation

Is BS in Nursing accredited?	**2018**	**2019**	**2020**
Yes	30 [97%]	27 [93%]	39 [95%]
No	0 [0%]	0 [0%]	0 [0%]
I don't know	1 [3%]	2 [7%]	2 [5%]
Is this important to you?	**2018**	**2019**	**2020**
Yes	30 [97%]	29 [100%]	38 [93%]
No	0 [0%]	0 [0%]	1 [2%]
No answer	1 [3%]	0 [0%]	2 [5%]

V. Research

If you were asked to assist in research, would you agree?	**2018**	**2019**	**2020**
Yes	25 [81%]	28 [97%]	38 [93%]
No	6 [19%]	1 [3%]	3 [7%]

VI. Skills Assessment

Written Communication Skills	**2018**	**2019**	**2020**
Strongly Disagree	1 [3%]	1 [3%]	2 [5%]
Disagree	5 [16%]	4 [14%]	5 [12%]
Agree	17 [55%]	19 [66%]	22 [54%]
Strongly Agree	8 [26%]	5 [17%]	12 [29%]
Total = % Agree + % Strongly Agree	**81%**	**83%**	**83%**
Oral Communication Skills	**2018**	**2019**	**2020**
Strongly Disagree	2 [6%]	0 [0%]	
Disagree	0 [0%]	1 [3%]	1 [2%]
Agree	16 [52%]	13 [45%]	0 [0%]

Strongly Agree	13 [42%]	15 [52%]	17 [41%]
Total = % Agree + % Strongly Agree	**94%**	**97%**	**41%**
Problem Solving Skills	**2018**	**2019**	**2020**
Strongly Disagree	1 [3%]	0 [0%]	1 [2%]
Disagree	2 [6%]	0 [0%]	1 [2%]
Agree	16 [52%]	17 [59%]	21 [51%]
Strongly Agree	12 [39%]	12 [41%]	18 [44%]
Total = % Agree + % Strongly Agree	**91%**	**100%**	**95%**
Creative Thinking	**2018**	**2019**	**2020**
Strongly Disagree	2 [6%]	0 [0%]	1 [2%]
Disagree	4 [13%]	3 [10%]	5 [12%]
Agree	18 [58%]	21 [72%]	21 [51%]
Strongly Agree	7 [23%]	5 [17%]	14 [34%]
Total = % Agree + % Strongly Agree	**81%**	**89%**	**85%**
Critical Thinking	**2018**	**2019**	**2020**
Strongly Disagree	1[3%]	0 [0%]	1 [2%]
Disagree	3 [10%]	0 [0%]	1 [2%]
Agree	14 [45%]	10 [34%]	18 [44%]
Strongly Agree	13 [42%]	19 [66%]	21 [51%]
Total = % Agree + % Strongly Agree	**87%**	**100%**	**95%**
Research Skills	**2018**	**2019**	**2020**
Strongly Disagree	1 [3%]	1 [3%]	1 [2%]
Disagree	1 [3%]	4 [14%]	5 [12%]
Agree	19 [61%]	19 [66%]	25 [61%]
Strongly Agree	10 [32%]	5 [17%]	10 [24%]
Total = % Agree + % Strongly Agree	**93%**	**83%**	**85%**
Competence with Computers	**2018**	**2019**	**2020**
Strongly Disagree	2 [6%]	3 [10%]	5 [12%]
Disagree	3 [10%]	9 [31%]	4 [10%]
Agree	21 [68%]	13 [45%]	21 [51%]
Strongly Agree	5 [16%]	4 [14%]	11 [27%]
Total = % Agree + % Strongly Agree	**84%**	**59%**	**78%**
Capacity to Learn New Skills	**2018**	**2019**	**2020**
Strongly Disagree	1 [3%]	0 [0%]	2 [5%]
Disagree	1 [3%]	1 [3%]	0 [0%]
Agree	16 [52%]	18 [62%]	25 [61%]
Strongly Agree	13 [42%]	10 [34%]	14 [34%]
Total = % Agree + % Strongly Agree	**94%**	**96%**	**95%**
Ability to Apply New Knowledge	**2018**	**2019**	**2020**

Strongly Disagree	1 [3%]	0 [0%]	1 [2%]
Disagree	1 [3%]	1 [3%]	3 [7%]
Agree	17 [55%]	18 [62%]	19 [46%]
Strongly Agree	12 [39%]	10 [34%]	18 [44%]
Total = % Agree + % Strongly Agree	**94%**	**96%**	**90%**
Leadership Skills	**2018**	**2019**	**2020**
Strongly Disagree	1 [3%]	0 [0%]	2 [5%]
Disagree	2 [6%]	0 [0%]	2 [5%]
Agree	15 [48%]	20 [69%]	17 [41%]
Strongly Agree	13 [42%]	9 [31%]	20 [49%]
Total = % Agree + % Strongly Agree	**90%**	**100%**	**90%**

VII. Evaluation of Courses

N200 Introduction to Nursing	**2018**	**2019**	**2020**
Extremely Dissatisfied	2 [6%]	4 [14%]	3 [7%]
Dissatisfied	7 [23%]	12 [41%]	11 [27%]
Satisfied	21 [68%]	11 [38%]	25 [61%]
Extremely Satisfied	0 [0%]	2 [7%]	2 [5%]
Total = % Satisfied + % Extremely Satisfied	**68%**	**45%**	**66%**
N201 Introduction to Nursing Practice	**2018**	**2019**	**2020**
Extremely Dissatisfied	0 [0%]	0 [0%]	2 [5%]
Dissatisfied	6 [19%]	2 [7%]	5 [12%]
Satisfied	24 [77%]	20 [69%]	26 [63%]
Extremely Satisfied	0 [0%]	7 [24%]	8 [20%]
Total = % Satisfied + % Extremely Satisfied	**77%**	**93%**	**83%**
N202 Health Assessment	**2018**	**2019**	**2020**
Extremely Dissatisfied	0 [0%]	0 [0%]	0 [0%]
Dissatisfied	2 [6%]	2 [7%]	4 [10%]
Satisfied	28 [90%]	20 [69%]	27 [66%]
Extremely Satisfied	0 [0%]	7 [24%]	10 [24%]
Total = % Satisfied + % Extremely Satisfied	**90%**	**93%**	**90%**
N203 Biostatistics for Nurses	**2018**	**2019**	**2020**
Extremely Dissatisfied	1 [3%]	2 [7%]	1 [2%]
Dissatisfied	3 [10%]	10 [34%]	10 [24%]
Satisfied	24 [77%]	11 [38%]	25 [61%]
Extremely Satisfied	1 [3%]	4 [14%]	5 [12%]
Total = % Satisfied + % Extremely Satisfied	**80%**	**52%**	**73%**
N210 Pathophysiology	**2018**	**2019**	**2020**
Extremely Dissatisfied	0 [0%]	0 [0%]	0 [0%]

Dissatisfied	1 [3%]	1 [3%]	0 [0%]
Satisfied	18 [58%]	16 [55%]	14 [34%]
Extremely Satisfied	10 [32%]	12 [41%]	26 [63%]
Total = % Satisfied + % Extremely Satisfied	**90%**	**96%**	**97%**
N300 Nursing Care of Adults I Theory	**2018**	**2019**	**2020**
Extremely Dissatisfied	1 [3%]	0 [0%]	0 [0%]
Dissatisfied	1 [3%]	0 [0%]	3 [7%]
Satisfied	21 [68%]	14 [48%]	22 [54%]
Extremely Satisfied	7 [23%]	15 [52%]	15 [37%]
Total = % Satisfied + % Extremely Satisfied	**91%**	**100%**	**91%**
N300 Nursing Care of Adults II Theory	**2018**	**2019**	**2020**
Extremely Dissatisfied	0 [0%]	0 [0%]	1 [2%]
Dissatisfied	1 [3%]	1 [3%]	3 [7%]
Satisfied	20 [65%]	11 [38%]	23 [56%]
Extremely Satisfied	9 [29%]	17 [59%]	13 [32%]
Total = % Satisfied + % Extremely Satisfied	**94%**	**97%**	**88%**
N304 Nursing Care of the Expectant Family Theory	**2018**	**2019**	**2020**
Extremely Dissatisfied	2 [6%]	2 [7%]	1 [2%]
Dissatisfied	4 [13%]	4 [14%]	2 [5%]
Satisfied	19 [61%]	14 [48%]	27 [66%]
Extremely Satisfied	5 [16%]	9 [31%]	10 [24%]
Total = % Satisfied + % Extremely Satisfied	**77%**	**79%**	**90%**
N306 Nursing Care of Children Theory	**2018**	**2019**	**2020**
Extremely Dissatisfied	1 [3%]	0 [0%]	2 [5%]
Dissatisfied	6 19%]	6 [21%]	3 [7%]
Satisfied	18 [58%]	14 [48%]	25 [61%]
Extremely Satisfied	5 [16%]	9 [31%]	11[27%]
Total = % Satisfied + % Extremely Satisfied	**74%**	**79%**	**88%**
N400 Critical Care Nursing Theory	**2018**	**2019**	**2020**
Extremely Dissatisfied	1 [3%]	0 [0%]	0 [0%]
Dissatisfied	1 [3%]	0 [0%]	0 [0%]
Satisfied	15 [48%]	9 [31%]	11 [27%]
Extremely Satisfied	12 [39%]	20 [69%]	29 [71%]
Total = % Satisfied + % Extremely Satisfied	**87%**	**100%**	**98%**
N402 Mental Health & Psychiatric Nursing Theory	**2018**	**2019**	**2020**
Extremely Dissatisfied	2 [6%]	1 [3%]	1 [2%]
Dissatisfied	6 [19%]	3 [10%]	6 [15%]
Satisfied	15 [48%]	11 [38%]	16 [39%]

Extremely Satisfied	6 [19%]	14 [48%]	16 [39%]
Total = % Satisfied + % Extremely Satisfied	**67%**	**86%**	**78%**
N404 Nursing Informatics	**2018**	**2019**	**2020**
Extremely Dissatisfied	2 [6%]	4 [14%]	9 [22%]
Dissatisfied	2 [6%]	8 [28%]	12 [29%]
Satisfied	21 [68%]	13 [45%]	20 [49%]
Extremely Satisfied	5 [16%]	4 [14%]	0 [0%]
Total = % Satisfied + % Extremely Satisfied	**84%**	**59%**	**49%**
N406 Nursing Research	**2018**	**2019**	**2020**
Extremely Dissatisfied	1 [3%]	2 [7%]	1 [2%]
Dissatisfied	4 [13%]	3 [10%]	11 [27%]
Satisfied	22 [71%]	21 [72%]	27 [66%]
Extremely Satisfied	3 [10%]	3 [10%]	2 [5%]
Total = % Satisfied + % Extremely Satisfied	**81%**	**82%**	**71%**
N408 Community Health Nursing Practicum	**2018**	**2019**	**2020**
Extremely Dissatisfied	0 [0%]	4 [14%]	3 [7%]
Dissatisfied	3 [10%]	3 [10%]	6 [15%]
Satisfied	21 [68%]	13 [45%]	22 [54%]
Extremely Satisfied	6 [19%]	9 [31%]	10 [24%]
Total = % Satisfied + % Extremely Satisfied	**87%**	**76%**	**78%**
N410 Leadership & Management in Nursing leadership practicum	**2018**	**2019**	**2020**
Extremely Dissatisfied	2 [6%]	0 [0%]	1 [2%]
Dissatisfied	3 [10%]	0 [0%]	5 [12%]
Satisfied	19 [61%]	16 [55%]	24 [59%]
Extremely Satisfied	6 [19%]	13 [45%]	10 [24%]
Total = % Satisfied + % Extremely Satisfied	**80%**	**100%**	**83%**
N411 Intensive Practicum	**2018**	**2019**	**2020**
Extremely Dissatisfied	0 [0%]	0 [0%]	0 [0%]
Dissatisfied	0 [0%]	1 [3%]	4 [10%]
Satisfied	20 [65%]	11 [38%]	15 [37%]
Extremely Satisfied	10 [32%]	17 [59%]	19 [46%]
Total = % Satisfied + % Extremely Satisfied	**97%**	**97%**	**83%**
IPEC 300 Inter-professional Education and Collaboration	**2018**	**2019**	**2020**
Extremely Dissatisfied	1 [3%]	3 [10%]	
Dissatisfied	10 [32%]	6 [21%]	
Satisfied	16 [52%]	14 [48%]	
Extremely Satisfied	2 [6%]	6 [21%]	
Total = % Satisfied + % Extremely Satisfied	**58%**	**69%**	

Courses of High Importance

Which courses do you think were of highest importance to you and to your major in particular? And in what ways?

2018

Course	Reason
HUMR 244	• It helped me develop strong theory-based knowledge.
N201	• This is the base of all nursing knowledge and important to acquire.
N202	• This is the base of all nursing knowledge and important to acquire.
N210	• It helped me develop strong theory-based knowledge. • Most properly structured and filled with knowledge, helped me form an interest in specialties. • This is the basics of nursing.
N300	• It helped me develop strong theory-based knowledge. • Teaches you important nursing interventions. • This is the basics of nursing. • Skills and knowledge.
N302	• It helped me develop strong theory-based knowledge. • Teaches you important nursing interventions. • This is the basics of nursing. • Skills and knowledge.
N400	• It helped me develop strong theory-based knowledge. • This is the course that takes you to the next level of nursing care. • Overall understanding of cases improved mostly in this course. • Most important course. It helped me acquire new ways of thinking and made me interested in the critical care field. • Most properly structured and filled with knowledge, helped me form an interest in specialties. • This is the basics of nursing. • This course improved my knowledge and built my character and helped me improve majorly. • This course where you got to know everything. • Skills and knowledge.
N402	• This is the course where you become a holistic nurse.

N408	• This is the course you learn how to prevent the occurrence of the disease. You can reach people and know what the problem is and try to solve it.
N410	• We were able to practice more. • It helped me develop strong theory-based knowledge. • This course improved my knowledge and built my character and helped me improve majorly.

2019

Course	Reason
N201	•
N202	•
N210	• These are foundations for a higher level of knowledge and thinking skills. • This course was the basis of everything. • This course has everything we need to know.
N300	• These are foundations for a higher level of knowledge and thinking skills. • This course was the basis of everything.
N302	• These are foundations for a higher level of knowledge and thinking skills. • This course was the basis of everything.
N400	• This course provides the means to think in a more advanced way, the N400 way. • This course was the basis of everything. • This course has everything we need to know.
N402	• This course helps not only to understand how a patient's "brain" functions but also how the "mind" does and the physiological effects it has and its relation to society.
N411	• Passion and interest lie in this course. • Clinical experiences.
IPEC 300	• This course was beneficial to see and discuss the ways that our fields can collaborate and how they are intertwined.

2020

Course	Reason
N300	• This course provides the knowledge and skills as well as application.
N302	• This course provides the knowledge and skills as well as application.
N307	• This course provides independence on clinical units and the ability to work on weaknesses.
N400	• I wasn't a true nurse until I took the NURS400 course.

	• This course provides the basic theoretical and clinical foundations that are mostly used later on in the domain. • This course provides the knowledge and skills as well as application. • Passion and interest lie in this course. • It brought together all courses and focused specifically on critical illness. • Clinical experiences. • This course helped me apply and relate what I have learned in theory in a real-life experience. • Great scientific background.
N410	• This course provides the basic theoretical and clinical foundations that are mostly used later on in the domain. • Passion and interest lie in this course. • Clinical experiences. • This course provides independence on clinical units and the ability to work on weaknesses. • This course helped me apply and relate what I have learned in theory in a real-life experience. • These courses help us see what a nurse actually does.
N411	• This course provides independence on clinical units and the ability to work on weaknesses. • This course helped me apply and relate what I have learned in theory in a real-life experience. • These courses help us see what a nurse actually does.

Courses of Less Importance

Which courses do you consider as less of importance or of no importance? And why?

2018

Course	Reason
N200	• It can be integrated with N201. • The course was too generic and slow paced. • The course is very simple and its concepts were very abstract, it could have been grouped with the NURS 201 course. • We did not learn anything.
N203	• It had very minimal contribution to my nursing knowledge/ activities. • We did not use any of it in our undergrad degree. • The course could have easily been merged with research.

N304	• This should be an elective course.
N306	• This should be an elective course.
N402	• Psychiatry exams do not meet objectives of the course. Clinicals are so much and somewhat non-beneficial like OPD visits. There are too many assignments. It is not worth 5 credits unlike critical care which does! • This was a waste of time because you study a lot and don't remember anything at the end.
N404	• Research was more on a Masters level or non-clinical practice. They had us do a midterm, final exam, a research paper, and a presentation, which all of these things are unheard of in a research intro class. The normal research intro class is one midterm and a final paper. • We did not learn anything. • This was a waste of time because you study a lot and don't remember anything at the end.
N406	• Informatics was only about computers and not nursing and felt completely useless in the field. • Informatics wasn't useful because we didnt see direct applications of it.
N408	• We did not learn anything new.
IPEC 300	• We did not learn anything new.
SOAN 201	• The material learned where mentioned in community nursing again it was very redundant.

2019

Course	Reason
N200	• It didn't add to my knowledge anything new. • The way this course was given made it seem useless. • This course was not well-tailored, it was a "waste of time, energy and money", did not help us retain any important information.
N203	• Useless course and we did not learn new info important for my major. • It didn't add to my knowledge anything new. • No direct impact on the overall nursing competencies. • This course was not well-tailored, it was a "waste of time, energy and money", did not help us retain any important information.
N304	• Tough clinicals for male students.
N404	• We did not learn much or how we can apply what we learned in our area of practice. • I still don't know why I took the course or what I was supposed to have learned. • I did not learn neither enjoyed the course.

	• Useless course and we did not learn new info important for my major. • Useless in the presence of EPIC. • It wasn't applicable to our nursing education. If they had incorporated EPIC in our training it would have been helpful. • It didn't add to my knowledge anything new. • It doesn’t apply to what we’re learning. • The way this course was given made it seem useless. • Although nursing informatics is an important topic, but some aspects of the course were not relatable, or maybe could have been given in other ways and made more applicable. • This course was not well-tailored, it was a "waste of time, energy and money", did not help us retain any important information.
N408	• It has almost the same information throughout the semester, and the rotation is not significant. We could have benefited more if we rotated with different NGOs and participated in volunteering activities because we have something to do every time. In the Primary Health Care Centers, we do NOTHING sometimes, or if done, it's not significant at all. • Useless course. • The course was very poorly structured and by the end of the semester it really didn't feel like we gained much from it. • The course was not well organized and the information was not delivered in a clear way. • It didn't add to my knowledge anything new. • The course wasn't able to help me gain interest in the field.
IPEC 300	• I did not learn neither enjoyed the course. • Useless course and we did not learn new info important for my major

Additional Preferred Courses

Would you like to have any other courses offered? Please specify:

Year	Course
2018	• Courses for us as students to relieve all the stress and tension we go through during our BSN years. • Microbiology needed a lot of improvement and more focus on Biochemistry which I really enjoyed taking. • A course that helps to prepare students to get out into the community by teaching them where/how to find different job opportunities and their methods, written assignments (how to compose a CV, cover letter, legal documents), how to prepare for interviews... etc. • CPR and Basic Life Support

	• Legal, Ethical & Professional Practice Issues course • Introduction to Nutrition • Clinical Ethics • More Intensive Practicum • Bioethics as a requirement • Global Health Care • Genetics
2019	• More variety in electives • Nutrition • Physical Therapy • Trauma care course • First Aid
2020	• Trauma • Pharmacology • Research

Unnecessary Prerequisites

As you know some courses have prerequisites, do you think that any of the prerequisites should be removed? [Comment]

Year	Course
2018	• PSYC 210 as prerequisite for NURS 306. • SOAN 201 • PSYC 210 was incredibly useless since most of the vital information to us was already found within the courses we took in nursing. • Biochemistry should not be a prerequisite. • Microbiology should not be a prerequisite. • Biostatistics course should be offered exactly the semester before the research course and not a year before.
2019	• NURS 200 should be removed or implemented into other courses since it is only targeting general knowledge which can be explained in other courses. • Biochemistry and Microbiology: should not be prerequisites because the material is independent from other courses. The important information we learned during clinicals. • PSYC 201 and 210 should not be related to NURS 402 because they are totally different courses. • Sociology for community.
2020	• The prerequisite system is oppressing the student who fail a course and need to wait a whole year to redo it.

	• The prerequisite thing is unfair and stressful. It makes you wait for a whole year in order to take the repeated course. This is so unfair! • The practicum for the critical. • Psychology courses are useless. • Pharmacology and microbiology. • SOAN 201 for the community nursing course. • PSYC 201 and 210 before Psychiatry. • Sociology and psychology as prerequisites to community nursing and pediatric nursing respectively. • PSYCH prerequisites for the pediatrics course.

Skills Assessment

The clinical sites were adequate for training	**2018**	**2019**	**2020**
Strongly Disagree	0 [0%]	0 [0%]	1 [2%]
Disagree	5 [16%]	3 [10%]	1 [2%]
Agree	20 [65%]	19 [66%]	29 [71%]
Strongly Agree	6 [19%]	7 [24%]	10 [24%]
Total = % Agree + % Strongly Agree	**84%**	**90%**	**95%**
I was exposed to enough hands-on experience	**2018**	**2019**	**2020**
Strongly Disagree	1 [3%]	0 [0%]	2 [5%]
Disagree	5 [16%]	8 [28%]	10 [24%]
Agree	21 [68%]	15 [52%]	19 [46%]
Strongly Agree	4 [13%]	6 [21%]	10 [24%]
Total = % Agree + % Strongly Agree	**81%**	**73%**	**70%**
I was able to perform an orderly and complete patient assessment	**2018**	**2019**	**2020**
Strongly Disagree	0 [0%]	0 [0%]	1 [2%]
Disagree	1 [3%]	0 [0%]	0 [0%]
Agree	23 [74%]	16 [55%]	24 [59%]
Strongly Agree	7 [23%]	13 [45%]	16 [39%]
Total = % Agree + % Strongly Agree	**97%**	**100%**	**98%**
I was able to work well independently	**2018**	**2019**	**2020**
Strongly Disagree	0 [0%]	1 [3%]	1 [2%]
Disagree	3 [10%]	3 [10%]	1 [2%]
Agree	19 [61%]	15 [52%]	23 [56%]
Strongly Agree	9 [29%]	10 [34%]	16 [39%]
Total = % Agree + % Strongly Agree	**90%**	**86%**	**95%**

I was able to work well within a team	**2018**	**2019**	**2020**
Strongly Disagree	0 [0%]	1 [3%]	1 [2%]
Disagree	4 [13%]	1 [3%]	0 [0%]
Agree	18 [58%]	17 [59%]	27 [66%]
Strongly Agree	9 [29%]	10 [34%]	13 [32%]
Total = % Agree + % Strongly Agree	**87%**	**93%**	**98%**
I was able to deal effectively with ethical issues	**2018**	**2019**	**2020**
Strongly Disagree	0 [0%]	1 [3%]	1 [2%]
Disagree	5 [16%]	4 [14%]	3 [7%]
Agree	18 [58%]	20 [69%]	25 [61%]
Strongly Agree	8 [26%]	4 [14%]	12 [29%]
Total = % Agree + % Strongly Agree	**84%**	**83%**	**90%**
Care plans were of benefit to me	**2018**	**2019**	**2020**
Strongly Disagree	4 [13%]	2 [7%]	4 [10%]
Disagree	6 [19%]	8 [28%]	10 [24%]
Agree	17 [55%]	14 [48%]	22 [54%]
Strongly Agree	4 [13%]	5 [17%]	5 [12%]
Total = % Agree + % Strongly Agree	**68%**	**66%**	**66%**
I received adequate and necessary instructions	**2018**	**2019**	**2020**
Strongly Disagree	0 [0%]	2 [7%]	1 [2%]
Disagree	4 [13%]	3 [10%]	2 [5%]
Agree	22 [71%]	17 [59%]	29 [71%]
Strongly Agree	5 [16%]	7 [24%]	9 [22%]
Total = % Agree + % Strongly Agree	**87%**	**83%**	**93%**
The overall clinical experience was adequate	**2018**	**2019**	**2020**
Strongly Disagree	1 [3%]	0 [0%]	1 [2%]
Disagree	4 [13%]	2 [7%]	3 [7%]
Agree	17 [55%]	19 [66%]	26 [63%]
Strongly Agree	9 [29%]	8 [28%]	11 [27%]
Total = % Agree + % Strongly Agree	**84%**	**93%**	**90%**

Key Performance Indicators

BSN Exit Survey KPIs	2018	2019	2020
Response Rate	82%	76%	100%
Skill Development	89%	90%	84%
Courses	82%	79%	78%
Clinical Experiences	85%	85%	88%

Comments and Feedback

From your own experience with BSN, do you advise any of your friends to go into the same major?	2018	2019	2020
Yes	**18** [58%]	**21** [72%]	**23** [56%]
No	**7** [23%]	**3** [10%]	**10** [24%]

Reasons for a *Yes Response*

2018	• It is very beneficial and let us deal in a proper way with clinical problems. • Because it is a great major for us to prosper in. • I would only suggest Nursing if the person actually likes it. Nursing is a selfless and humanitarian major that I love for its purpose but in relation to studying and courses, there was too much pressure and too much effort. And to those who do not want to give from their heart and mind to nursing genuinely I would think it is better if they thought of other majors. It seems my answer is between yes and no. But in fact, an ethical and humanitarian major like nursing was not made for everyone. • I am personally satisfied with my experience at AUB. • Nursing profession is the best experience that can a person have. • It helps you to see everything from a different perspective and help your community. • Because of the importance of this major. • Interesting, detailed, and holistic major. • I learned a lot and I achieved a lot within the scope of my undergraduate years. • It is a humane and a beautiful major. • Demanding but rewarding. • Yes, because it was interesting, filled with knowledge and practical experiences. • If they love nursing and they have the responsibility and are able to face a lot of challenges i would encourage them because those are the qualities that a nurse should have. • It is a humane and beautiful major. • Studying BSN at AUB was a very wonderful experience. • Rewarding
2019	• It's a major that helps a person understand another human being in a holistic manner and different modes of delivery of care that best suit that individual

	• It is a humanitarian major that is very much needed everywhere around the world. I advise anyone who likes to help others and who is into the medical field to study nursing. • But only if they are fully aware of the courses and issues that they're going to be faced with • Because it is a really important major that everyone should know about and that we have to change the wrong mentality people have about nursing • Nursing is an important, well-respected, and well-paid field in some parts of the world • If they love nursing they will succeed, if not they should not put it as an option • Although it is very hard and demanding at the end it is worth it • Nursing is a very special major, a hard one in which only unique and talented people succeed, and through which you learn life lessons by dedicating your own life to the care of others. • I would advise them to incase the like such thing otherwise i would not • The major is beautiful, but the AUB BSN program definitely has its shortcomings • Nursing is a great job • Only if they understand the important of taking full care of the patients and if they enjoy healthcare and are hardworking students that are studying not only for a degree but for an entire passionate career • Nursing is a rewarding profession and it teaches you responsibility. • I liked it
2020	• It was a great experience. Regardless how hard or underpaid the domain is in **Lebanon**, it was a great opportunity for **self growth**, maturity, and responsibility. I never regret starting my career with nursing because i believe that once you made it out of nursing school you can always thrive for higher ambitions. (Masters, other additional majors) • It is a good career choice in the short term. • It teaches you about more than just science and challenges you as a person to grow in many aspects. • Nursing is a beautiful experience however this goes back to the person's preferences • Because it is a life changing • BSN program is quite tough but also fruitful, RNs graduating from AUB will always be needed. • To always be well prepared and to overcome one obstacle at a time • Its nice :) although its very stressful • i personally like this major ever since registering to it, i even enjoyed my time despite the hardships • since nursing is the blessing of the humanity, especially in HSON you can feel that atmosphere from faculty and students • but not in Hariri school of nursing. we are treated as school students not university our opinion doesn't matter and we never reached anywhere when any inconvenience happens. • It is the most ethical and decent thing anyone can do

	• If they are REALLY into nursing, otherwise no, it is too exhausting and draining for someone who might not be all about this major • I would recommend this major to someone who is caring and who loves to be a nurse otherwise I won't because it's hard to be a nurse when you don't love your profession. • It depends on what they like • Nursing is an act of humanity and holistic care to patients so yes i would recommend nursing to my friends. • Simply put, "the best way to find yourself is to lose yourself in the service of others" and I see no career better fit to do so than Nursing. It is a noble and rewarding path.

Reasons for a *No Response*

2018	• The program is extremely overwhelming and the professors are extremely unsupportive. • Majority of things are in Arabic. • Because of the way instructors treat students. • Because nursing should not be taught in 3 years, it is very stressful, and you don't enjoy your undergraduate student experience while studying nursing. • As much I love nursing, I think the Lebanese situation and attitude towards nursing has to change in order for the graduates to be happy. • Because some doctors are not professional at all however, they teach us how to be. They are not supportive unless you are an excellent student or you are one of their advisees. A lot of them do not respect that life can be miserable at some point and say that it is our responsibility.
2019	• Very stressful experience, very demanding, as a job it is not rewarding. • Too much stress, totalitarian system, no freedom in anything, intensive syllabus, doesn't abide by AUB main campus rules.
2020	• It was so tough. The spirit is bad. More pressure than knowledge. Some instructors made the experience really bad. • Hectic emotionally. • No I honestly don't, mainly due to the tuition and economic instabilities the university is facing (with talks about and equivalence of 3000 to the $). • The major provides us with many useful information. however, our work is underrated in Lebanon. • Since it is stressful. Passing grade is 70 and there is OSCE and you need to wait for one year to repeat a course. • It was so tough. The spirit is bad. More pressure than knowledge. Some instructors made the experience really bad. • Because it is tough. I always thought it was easy to be a nurse until I got enrolled myself in HSON and turned my life into hell first 2 years. I was mostly lost. Just studying because I have to. I was always tired and felt that no one cares about it. I was always afraid of speaking up regarding how tired I am because as a nurse we were always expected to be fully ready

	for anything! Like okay we get it we are first line of defenses but if we are not being taken care of then we can't learn how to help others. Nursing doesn't care if one of us has a mental disorder, actually HSON bails on such students, in addition to their indifference to if their students have body image problem and cannot fully comply with the hospital rules and policies! I am a nursing student and am I at the hospital to learn and practice. When I decided to be a nurse, I didn't know there are certain looks I have to follow in order to look as they define "neat". Very offensive to say this. Very neglectful forgetting that we are students and not getting paid for each 9 hours we spend learning. And supporting patients. • Because nursing student are never treated like the rest of students. it always felt like i belong to another world that isn't the sane one as the rest of the university. in addition, nursing school has to work on its own rules, regulations, and communication with studetns with the least possible judgment.

Favorable Comments

What are your overall favorable comments about the Nursing Program?

2018	• It is well developed and targets several areas of knowledge • Some of the professors were empathetic and encouraged English in class and the few friends I made. Also, I did get to live abroad and learn a little bit of the Arabic language. But overall I am happy to be leaving. • I remember Dr. Dumit saying that in order to be a leader you have to be a servant first and that saying became one of my beliefs and I also believe that is where the soul of nursing care lays. • You feel like u belong to a unity, 1 group that is cohesive . • Amazing focus on ethical issue, evidence-based practice, focus on theoretical competency, focus on patient centered care. • Many faculty members and staff made my experience special in how much they care and the amount of support they offered me. • Very professional, very well structured • The clinical setting exposed us to a lot of people of different ages and different backgrounds. It made us more mature than others. • The program taught me leadership skills and improved my communication skills. It changed me allot. • Best university to learn theory. • Everything was good.
2019	• We are all a lovely family □ • The program introduced me to a new world of patient care. • We became like a family • It is clearly organized • Well ordered

2020	• The only thing that made me survive it is having my friend around. • Thank you for a constructive university experience • Interesting. • It was tiring and hectic yet I learned a lot. • It is amazing, we worked hard and we deserve this degree • Good in theory • the clinical experience and when i started connecting theory to practice • I loved the nursing program and never regretted about it • To be honest, inconveniences that happened taught me how to become more independent and deal with issues on my own. Not to rely on anyone. The program itself enriches you with the knowledge you need in nursing only. We graduate weak in skill performance. • A wonderful learning experience for someone who loves the medical field and loves to learn. Organized and well-planned program. Courses are very interesting For the most part with very kind and considerate instructors. • I feel the nursing school provided me with all the basics I require to continue my journey to become an amazing nurse. • Humanitarian. • Organized and Well-structured program; Astounding faculty members with such profound knowledge of their respective fields, compassion for students, and most importantly inspiring passion for nursing that would make anyone want to pursue this worthwhile path. • It has helped me grow on all levels. it has helped me even learn how to challenge my professors.

Unfavorable Comments

What are your overall unfavorable comments about the Nursing Program?

2018	• It is HECTIC! and no way to vent our stress. • English is not implemented enough. Several professors speak Arabic in class or encouraged students to speak Arabic. This is not a good program for foreigners who are not fluent in Arabic. • Too much pressure. Too little time. But when we look back, we have no idea how we got here. Nevertheless, it was all worth it. But seriously, too much pressure. • Instructors expect students to know information that was not covered in the introductory courses. • The materials taught in some of the courses were not organized (maternity, pediatric courses). • The program doesn't consider international students. • It is a very condensed program that does not give the students enough time to study and grasp the materials that are taught. The consecutive semester without enough breaks leads to physical, emotional and mental burnout. • We need more clinical experience, better evaluation systems, synchrony between professors of the same course, lack of nutrition course. • The workload and the lack of social life that students undergo because of the number of assignments and deadlines they have to meet. • The pediatric course has a lot of room for improvement; I don't feel like I can be a competent pediatric nurse with the little knowledge that I have. • Most of the courses have exam questions that are not analytical but were never in the slides or discussed in class. Those are the questions that often everyone gets wrong. • Sometimes too stressful and demanding. The students aren't always defended properly. Sometimes the exams were too difficult. The consideration for our time and energy level wasn't always the best. • It is a very hectic major especially during junior year. • I wish it was more considerate to its average students who do not show extremely high GPA and encourage them the same way they encourage the top students. • Some professors should be more professional and have the sense of empathy with student.
2019	• We we're not allowed to review our exams. • Some courses were very unorganized and prepared from a very long time ago, they need to be updated and more organized. • I prefer if it was 4 years insisted of 3 since they are so condensed and tiring. • HSON is unprepared for foreign students. • Very overwhelming, some courses should be removed. • Some instructors should retire because we are moving forward not backward. • AUBMC should treat us equally to medical student.

	• More clinical hours because once per week is not enough, we need to get exposed to cases and work communication skills. • Very demanding and affects your like until you graduate. • There is a very clear difference between professors at HSON. Many professors still use outdated slides and information, while other professors share up to date research with us. For example, in pathophysiology, pediatrics, and critical care, we were given information that was based on the latest research, and the professors would tell us what new research findings are in their respective fields. However, in other courses, like community and maternity, the PowerPoints were old (the dates on the PowerPoint were from years ago), and these professors wouldn't mention research and they couldn't always provide us with up-to-date information. This led to discrepancies between courses and the quality of the information we were learning in these different courses. • There should be no summer courses. • I think the students can use a little more guidance and support. We were often found looking for help from graduates or other students as tutors or has guides for help, rather than looking for help from our professors. • As a second-degree student it would have been very helpful if there was an accelerated program. Having to go to school for another three years was time consuming, especially the first two semesters when I it took 2 courses each.
2020	• Not flexible. • Very strict faculty. • Negative work and study environment. • Stress • Need to get new blood in the school. • Need to focus on clinical skills to be equally strong in both theory and clinical expertise. • It is in a sense squeezed and hard, too much stress, some courses should not be given together because they are heavy together as workload. • Bias • From my experience, how the schools deal with problems that arise. Very poor leadership skills in the administration and some professors. • There's some favoritism going on in some situations (practicum I, registration...) but other than that everything was fine. • They only care about grades, passing or failing and mostly the patient.

Recommendations

What are your future recommendations concerning the program?

2018	• As faculty, the program should NOT only focus on GPA students! Rather focus on the overall performance of students especially on clinical areas because straight A student lack communication skills the MOST but they are more appreciated because they have higher

	GPA, which is not fair or effective. The program should look in depth into students' abilities because some are not taking their chances effectively. Plus, awards should NOT be based on who applies to them, faculty should choose independently who gets awards based on their OVERALL evaluation of each student and by overall, I mean all aspects of students' abilities! • I have no comments except to try and make the program less pressuring that's all. • Nursing should be learned in four years and not in three because it is stressful for students. • Make the program a 4 year program without summer courses. • Get instructors and professors that support their students. • Decreasing the workload is not an option however increasing the semesters can be done. Instead of making it a 3 year (2 summers) program it should be a 4 year program so we can benefit from the summer for hands on experience for example. • Focus more on clinical experiences. Be realistic with your expectations of us. We need career coaching ASAP. There should be a full event for graduate students to meet former grad students who have pursued different paths in nursing. We need guidance in terms of career development and graduate studies. Were extremely behind in this. • Include more clinical rotations in other hospitals. • Increase the clinical exposure more if you can. • The electives courses were really hard because we could not find easy one especially because of time conflict with our major courses.
2019	• Give courses more time so that the students can absorb the information rather than memorize them on the spot and forget them later on. • Divide the program into blocks, the theory then clinical in each block. • Pathophysiology should stay in summer with Dr. Massouh because it is the basis of medsurg courses. the students will be overwhelmed. some instructors are not fair. • A lot of classes have very old slides and teaching slides like community and maternity (specific section) this should be modified. since these courses are really very important and educational but they are not presented in the right way in my opinion. • Listen to the students' struggles and try to fix them. • No summer courses is highly recommended. • Be accurate when you talk about jobs for Palestinian. • Do assessment for instructors and teach them to be assertive and supportive.
2020	• To become more flexible with students. • I would suggest that the faculty members and the students be more connected. • Some courses should be adjusted, more focus on clinical work. • There is a barrier between students and faculty at some point where students feel like they are subjected to discrepancy. This communication cycle should be altered and enhanced. Internships in other hospitals should be an option, especially that we are not exposed to different systems. The curriculum should be revised as well. • Expanding the program for 4 years instead of 3 years.

	• Some professors aren't well equipped to be teaching a class. Some of them need to be changed with younger youth as we need to keep up with the change around the world. • I already recommended having the biostatistics and research course of close proximity. • Please listen to students and try to make them feel accepted to raise concerns. • Please care about students more and give chances. Bear with students!

BSN Satisfaction Survey Report 2018-2020

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Rafic Hariri School of Nursing

BSN Satisfaction Survey Report

I. Response Rate

	2018	2019	2020
Total records in survey	62	69	64
Total BSN students	161	171	197
Response Rate	**39%**	**40%**	**32%**

II. Demographic Data

Gender	**2018**	**2019**	**2020**
Female	42 [68%]	47 [68%]	52 [81%]
Male	20 [32%]	22 [32%]	12 [19%]
Nationality	**2018**	**2019**	**2020**
Lebanese	51 [82%]	62 [90%]	60 [94%]
Others	12 [19%]	10 [14%]	5 [8%]
Age in years	**2018**	**2019**	**2020**
Average	19.89	19.78	19.14
Minimum	18	18	18
Maximum	24	29	24

III. Program of Study

Program	**2018**	**2019**	**2020**
BSN	51 [82%]	58 [84%]	52 [81%]
RN-BSN	14 [23%]	18 [26%]	14 [22%]
Class	**2018**	**2019**	**2020**
BSN II	23 [37%]	32 [46%]	32 [70%]
BSN III	20 [32%]	11 [16%]	11 [28%]
BSN IV	23 [37%]	26 [38%]	26 [2%]
Minor	**2018**	**2019**	**2020**
No	10 [16%]	60 [87%]	57 [89%]
Yes	3 [5%]	5 [7%]	4 [6%]
GPA	**2018**	**2019**	**2020**
Below 70	2 [3%]	3 [4%]	1 [2%]
Between 70 and 74	5 [8%]	2 [3%]	8 [13%]
Between 75 and 79	21 [34%]	18 [26%]	10 [16%]
Between 80 and 84	23 [37%]	20 [29%]	20 [31%]
85 and Above	11 [18%]	26 [38%]	25 [39%]

IV. General Satisfaction Measures

How do you consider your overall experience at AUB School of Nursing?	**2018 %**	**2019 %**	**2020 %**
Extremely Not Satisfying	8	8	8
Not Satisfying	15	15	15
Satisfying	74	74	74
Extremely Satisfying	3	3	3
Total = % Satisfying + % Extremely Satisfying	**77%**	**81%**	**83%**
If you had the chance to decide to enroll at the university again, would you choose AUB?	**2018 %**	**2019 %**	**2020 %**
Definitely would not	8	0	0
Probably would not	6	13	13
Probably would	31	28	28
Definitely would	55	59	59
Total = % Probably would + % Definitely would	**85%**	**87%**	**87%**
How would you rate the cost in relation to the education offered?	**2018 %**	**2019 %**	**2020 %**
Poor	16	9	19
Fair	42	39	47
Good	27	45	28
Excellent	15	7	6
Total = % Good + % Excellent	**42%**	**52%**	**34%**

V. Instruction Assessment

Your overall rating of the courses offered	**2018 %**	**2019 %**	**2020 %**
Poor	5	4	3
Fair	24	19	17
Good	63	62	69
Excellent	8	14	11
Total = % Good + % Excellent	**71%**	**77%**	**80%**
The extent to which courses challenged your thinking is	**2018 %**	**2019 %**	**2020 %**
Poor	5	6	5
Fair	18	10	14
Good	63	64	67
Excellent	15	20	14
Total = % Good + % Excellent	**77%**	**84%**	**81%**
The quality of teaching provided is	**2018 %**	**2019 %**	**2020 %**
Poor	11	9	5

Fair	19	23	17
Good	55	51	55
Excellent	15	17	23
Total = % Good + % Excellent	**69%**	**68%**	**78%**
The availability of faculty to discuss course issues outside class is	**2018 %**	**2019 %**	**2020 %**
Poor	8	7	8
Fair	19	33	31
Good	60	41	50
Excellent	13	19	11
Total = % Good + % Excellent	**73%**	**59%**	**61%**
The faculty's provision of effective feedback is	**2018 %**	**2019 %**	**2020 %**
Poor	13	4	9
Fair	24	36	30
Good	56	48	50
Excellent	6	12	11
Total = % Good + % Excellent	**63%**	**59%**	**61%**
The quality of the content of the curriculum and courses is	**2018 %**	**2019 %**	**2020 %**
Poor	5	4	3
Fair	29	20	14
Good	61	55	64
Excellent	5	20	19
Total = % Good + % Excellent	**66%**	**75%**	**83%**
The workload is too heavy	**2018 %**	**2019 %**	**2020 %**
Strongly Disagree	0	0	0
Disagree	15	14	20
Agree	45	38	64
Strongly Agree	40	48	16
Total = % Agree + % Strongly Agree	**85%**	**86%**	**80%**
The readings given are relevant to the courses	**2018 %**	**2019 %**	**2020 %**
Strongly Disagree	3	3	0
Disagree	15	13	5
Agree	71	67	84
Strongly Agree	11	17	11
Total = % Agree + % Strongly Agree	**82%**	**84%**	**95%**
Required textbooks are used enough to justify their purchase	**2018 %**	**2019 %**	**2020 %**
Strongly Disagree	24	25	23

Disagree	44	38	39
Agree	29	30	38
Strongly Agree	3	7	0
Total = % Agree + % Strongly Agree	**32%**	**38%**	**38%**
The courses meet my expectations	**2018 %**	**2019 %**	**2020 %**
Strongly Disagree	8	3	2
Disagree	15	13	8
Agree	69	74	77
Strongly Agree	8	10	14
Total = % Agree + % Strongly Agree	**77%**	**84%**	**91%**

VI. Student Services Assessment

The quality of advising is	**2018 %**	**2019 %**	**2020 %**
Poor	13	12	6
Fair	24	22	30
Good	39	36	42
Excellent	24	30	22
Total = % Good + % Excellent	**63%**	**67%**	**64%**
My advisor's knowledge of the whole process of advising is	**2018 %**	**2019 %**	**2020 %**
Poor	11	10	6
Fair	26	22	16
Good	35	32	48
Excellent	27	36	30
Total = % Good + % Excellent	**63%**	**68%**	**78%**
The amount of time spent with my advisor is	**2018 %**	**2019 %**	**2020 %**
Poor	23	12	11
Fair	31	30	44
Good	35	39	38
Excellent	11	19	8
Total = % Good + % Excellent	**47%**	**58%**	**45%**
The availability of my advisor and frequency of meeting him/her are	**2018 %**	**2019 %**	**2020 %**
Poor	11	12	3
Fair	24	20	23
Good	39	32	53
Excellent	26	36	20
Total = % Good + % Excellent	**65%**	**68%**	**73%**

The size of the class is	**2018 %**	**2019 %**	**2020 %**
Poor	11	6	3
Fair	26	16	20
Good	58	59	63
Excellent	5	19	14
Total = % Good + % Excellent	**63%**	**78%**	**77%**
The quality of classrooms is	**2018 %**	**2019 %**	**2020 %**
Poor	13	7	6
Fair	34	16	14
Good	48	59	67
Excellent	5	17	13
Total = % Good + % Excellent	**53%**	**77%**	**80%**
The quality of online classes is	**2018 %**	**2019 %**	**2020 %**
Poor			
Fair			
Good			
Excellent			
Total = % Good + % Excellent			
The registration process is	**2018 %**	**2019 %**	**2020 %**
Poor	21	20	47
Fair	32	33	23
Good	40	38	30
Excellent	6	9	0
Total = % Good + % Excellent	**47%**	**46%**	**30%**
The online registration is	**2018 %**	**2019 %**	**2020 %**
Poor	21	22	48
Fair	29	36	33
Good	44	33	19
Excellent	6	9	0
Total = % Good + % Excellent	**50%**	**42%**	**19%**
The student orientation is	**2018 %**	**2019 %**	**2020 %**
Poor	3	6	5
Fair	26	23	27
Good	53	52	61
Excellent	18	19	8
Total = % Good + % Excellent	**71%**	**71%**	**69%**

The services offered by the HSON Student Services Office	**2018 %**	**2019 %**	**2020 %**
Poor	10	7	8
Fair	29	23	30
Good	52	46	56
Excellent	10	23	6
Total = % Good + % Excellent	**61%**	**70%**	**63%**
The healthcare services are	**2018 %**	**2019 %**	**2020 %**
Poor	8	3	2
Fair	18	16	20
Good	55	52	63
Excellent	19	29	16
Total = % Good + % Excellent	**74%**	**81%**	**78%**
The availability of places to study is	**2018 %**	**2019 %**	**2020 %**
Poor	29	19	22
Fair	24	19	31
Good	37	51	38
Excellent	10	12	9
Total = % Good + % Excellent	**47%**	**62%**	**47%**
The library services are	**2018 %**	**2019 %**	**2020 %**
Poor	10	3	6
Fair	23	20	11
Good	53	54	70
Excellent	15	23	13
Total = % Good + % Excellent	**68%**	**77%**	**83%**
The recreational facilities are	**2018 %**	**2019 %**	**2020 %**
Poor	16	13	6
Fair	31	17	33
Good	44	58	56
Excellent	10	12	5
Total = % Good + % Excellent	**53%**	**70%**	**61%**
The computer facilities are	**2018 %**	**2019 %**	**2020 %**
Poor	15	13	3
Fair	23	29	25
Good	48	41	59
Excellent	15	17	13

Total = % Good + % Excellent	**63%**	**58%**	**72%**
The quality of lab facilities is	**2018 %**	**2019 %**	**2020 %**
Poor	18	13	8
Fair	26	29	23
Good	44	39	59
Excellent	13	19	9
Total = % Good + % Excellent	**56%**	**58%**	**69%**
The security services are	**2018 %**	**2019 %**	**2020 %**
Poor	6	0	2
Fair	21	19	11
Good	56	54	73
Excellent	16	28	14
Total = % Good + % Excellent	**73%**	**81%**	**88%**
The counseling services for personal problems are	**2018 %**	**2019 %**	**2020 %**
Poor	15	9	6
Fair	26	20	30
Good	48	55	61
Excellent	11	16	3
Total = % Good + % Excellent	**60%**	**71%**	**64%**
The ability of gaining a sense of belonging to the university is	**2018 %**	**2019 %**	**2020 %**
Poor	26	13	6
Fair	16	20	25
Good	45	45	61
Excellent	13	22	8
Total = % Good + % Excellent	**58%**	**67%**	**69%**
The recognition of excellent students (giving awards, honors…) is	**2018 %**	**2019 %**	**2020 %**
Poor	10	16	6
Fair	27	25	38
Good	53	42	50
Excellent	10	17	6
Total = % Good + % Excellent	**63%**	**59%**	**56%**
The university's response to my interests and concerns is	**2018 %**	**2019 %**	**2020 %**
Poor	15	13	13
Fair	27	25	33
Good	50	48	48
Excellent	8	14	6

Total = % Good + % Excellent	**58%**	**62%**	**55%**

VII. Evaluation Financial Aid

Have you received financial aid	**2018 N [%]**	**2019 N [%]**	**2020 N [%]**
Yes	52 [84%]	51 [74%]	51 [80%]
No	10 [16%]	18 [26%]	13 [20%]
The amount of financial aid I am receiving/received is	**2018 %**	**2019**	**2020**
Poor	5	6	14
Fair	15	17	14
Good	34	36	31
Excellent	26	13	19
Total = % Good + % Excellent	**60%**	**49%**	**50%**

VIII. Key Performance Indicators

BSN Satisfaction Survey %	**2018 %**	**2019 %**	**2020 %**
Response Rate	**39**	**40**	**32**
Overall Satisfaction	**77**	**81**	**83**
Satisfaction with instructions	**71**	**72**	**76**
Satisfaction with advising	**59**	**65**	**65**

IX. Comments and Feedback

Below are the general comments students had about the program which may help us improve it.

Year 2018 Themes	**Comment**
General	• Nursing is a precious profession, honestly. Studying nursing care should be an enjoyable and enriching experience. The experience I had was definitely enriching, no doubts there. But it was too pressuring and so many times I contemplated giving up because of the pressure. But through nursing I also learned to always look forward and move forward and not backwards and that is why I carried on every single time. I apologize for the lack of recommendations but I only hope the best for this major and hope for its improvement and prosper over time. • There are a few issues related to advising and course logistics that we have brought up over and over again but it seems that nobody has taken any action.
Curriculum	• Offer nursing courses both semesters.

	• Grades aren't everything! Give chances to students to gain extra credits if their clinical performance is good. It is unfair if they failed and lost scholarships just because of a grade. Some people are bad at testing! • I really like how some instructors are really interested in your success, but I wish there were less workload. I got really tired and didn't enjoy any material I was taking. If I had time I would have studied better. Please take this into consideration if you are interested in our mental and physical health. • The timing of courses is really not good because we cannot take electives. • The program given is quite interesting and full of knowledge and facts yet too much given in a short time. • We cannot skip classes every time we have an evening shift. From the beginning of the semester, they should tell us about the registration and the clinical rotations to know what to take although they don't have choices because of the timing. • Registration of humanities courses was really horrible; I was obliged to take courses that were harder than all major courses together because I did not like it but did not find anything to take. • Overall, it was a good experience. The school is competent and gives important information in regard to nursing concepts, theory, EBP, and ethics. The evaluation system is a bit superficial since it is only about grades.
Faculty and Preceptors	• Preceptors are too mean and unsupportive. • Some faculty are biased. If you can adjust the clinical evaluations to be individualized. the comments are hunting us from the first semester till we graduate some people do show improvements. • We should have more supportive environment when in clinicals. • OSCEs should NOT be done for every course. It simply doesn't make sense to have an OSCE for a maternity course, or even a pediatric course. • Some of the professors just don't care about their students, some don't feel entitled to do their job (advising, answering questions ...) some are subjective towards students.
Facilities	• Please open up the old entrance to save us some time to go to SML and then come back to nursing. • The computer lab should be updated with new computers because we are waiting a lot and at the end the computer is not working so we have to change it and it is not acceptable especially if we are in a hurry. • The school of nursing should not close early and classes should always be provided to students because we spend all the time there so we really need a place to study knowing that sometimes it is hard to study at home. • Change and upgrade the nursing school because it can't accommodate our numbers.
Clinicals	• Our clinicals are very narrowed because of rules and the privileges given to students from other universities. • Allow us to do evening shifts in leadership, or 12-hour shifts when applicable. 7 am 3 times per week for 9 weeks can't possibly be healthy!

	• We lack more clinical experience. We should be more exposed to clinical practice before we graduate. Nutrition is important.

Year 2019 Themes	Comment
General	• I love my university.
Curriculum	• Every course is a prerequisite to another one, and then every course is given once a year, so if you fail with one you have to wait for a whole year, at least if its prerequisite, the course should be given every semester. • The workload is very heavy. May be the major can be extended to 4 years or the schedule of the courses can be changed. • Find a way that NURS 200 [Introduction to Nursing] introduces NURS 203 [Biostatistics] which in turn introduces NURS 406 [Nursing Research]. It would be much beneficial in promoting research education. • Update course content especially maternity and pediatrics course; the content is very old and not given in a scientific and comprehensive way. • The exams are often not reflective of our knowledge. quite often, the exams include questions that we have never heard of [especially 201, 202, and 402]. I understand you want us to use critical thinking, but we first have to be tested for a base of knowledge before critical thinking. • Relate NURS 200 to 203 to 406 [research wise] and teach advanced research skills right from the beginning [NURS200]. • Tests are not comprehensive, and quite often grades are not reflective of knowledge. • The organization of courses should be better. A lot of courses require less time, others require more time and need to be placed in different places (like pharmacology). The workload is heavy on students.
Faculty and Preceptors	• I appreciate all my faculty members. • Faculty members are encouraged to work on their lecturing skills, because quite often they just explain whatever is in the book. we know how to read and how to research, but what we really want from the lectures is relating theory to practice and sharing clinical experience. • Update content of the courses, especially maternity and pediatrics. • Faculty members are encouraged to relate theory to practice and give examples of clinical experience.
Facilities	• The student lounge where we eat, rest, and have our lockers is really miserable compared to other faculties. It smells so bad and it is not cleaned on a daily basis. I think nursing students deserve a better environment to relax in. The computer lab closes very early while we have a lot of work, printing, and assignments to do which is inefficient. I would recommend to keep it open for more time. Also, for studying spaces, I think doing a classroom or small library in HSON for nursing students would be a huge project but a very beneficial one to consider. since most of the time we don't find a place to study in SML and other libraries are too far from HSON. • Let HSON remain open after 7 pm especially during finals.

	• Renovate the students' lounge in the basement floor.
Clinicals	• We need more hands-on practice and guidance as well as patience. • Revise the way the community course is given. the rotations in some centers are good, and others are not beneficial. Moreover, the content of the lectures is all old and does not contribute to our learning experience nor does it promote our thinking. •

Year 2020 Themes	**Comment**
General	• I love my university. • My faculty's response to the COVID-19 pandemic has been utterly disappointing. • Online registration process is hectic and students keep fishing for courses.
Curriculum	• Tests are not comprehensive, and quite often grades are not reflective of knowledge. • The organization of courses should be better. A lot of courses require less time, others require more time and need to be placed in different places (like pharmacology). The workload is heavy on students. • Relax the curriculum better by not restricting it to 3 years only if you are receiving financial aid or not. • It would be better having free electives than free humanities. We can have a minor if you allow us to take courses that we want instead of forcing us to take humanities. • Remove any unnecessary material from the program because all new students are finding it hard to be able to focus on the material knowing from older students that they will not be using them. Plus, it is a waste of money and time for everyone. • Replacing humanity courses with free electives (or other attributes; giving us more choices) would be great. It would allow us to choose courses we are passionate about and would make the process of pursuing a minor much easier. • The program is amazing but i would like to say that in the sophomore year there are some courses that we took that offer irrelevant topics to nursing that we won't need after finishing the course which make our workload pretty heavy...
Faculty and Preceptors	• The faculty should look more into the problems that students have, specifically when the students talk to them about it, sends numerous emails about it, and is still left with no answer. They should also work on the availability of the class prior to registration day, as well as securing the financial aid they promised students during their interview prior to the acceptance. Otherwise, they're doing the best they can in these times of crises. • HSON, in my opinion, is the best faculty in AUB. Professors and advisors treat us like we are their own. Thank you for all your efforts.
Facilities	• Please provide the students with study places that are available 24 hours. • It would be of great appreciation if more places in HSON could be turned into studying rooms to provide students with a place to study in between classes.
Clinicals	• Do the theoretical courses first than the practical (hospital shifts) separately since the workload is a lot.

MSN Alumni Survey 2020

Number of records in this query:	Count
Total records in survey	8
Total Number of Alumni who were surveyed	25
Response Rate	**32.0%**

Gender	Count	Percent
Male	0	0.0%
Female	8	100.0%
Age		
21-25	0	0.0%
26-30	5	62.5%
31-35	0	0.0%
More than 35	3	37.5%
Year of Graduation	**Count**	**Percent**
2012	1	12.5%
2016	1	12.5%
2017	1	12.5%
2018	1	12.5%
2019	3	37.5%
2020	1	12.5%
Which Rafic Hariri School of Nursing MSN track were you enrolled in?	**Count**	**Percent**
Nursing Administration and Management	3	37.5%
Adult Gerontology Clinical Nurse Specialist	1	12.5%
Psychiatric Mental Health Clinical Nurse Specialist	2	25.0%
Community and Public Health Nursing	2	25.0%
If you could start college over, would you choose to graduate with the same major?	**Count**	**Percent**
Yes	7	87.5%
No	1	12.5%
Have you attained graduate education after the MSN?	**Count**	**Percent**
Yes, in nursing	2	25.0%
Yes, outside nursing	0	0.0%
No	6	75.0%
Have you participated in the following professional activities since your graduation?	**Count**	**Percent**
Published an article in the nursing literature	2	25.0%
Participated in a research study	4	50.0%
Attended international conferences	1	12.5%
Presented at international conferences	2	25.0%
Presented at international conferences	0	0.0%
No	3	37.5%
Are you a member of a professional organization?	**Count**	**Percent**
Yes (Order of Nurses in Lebanon, Sigma Theta Tau International Honor Society of Nursing, Academy of Medical Surgical Nurses)	4	50.0%
No	4	50.0%

Evaluation of the MSN Program

Rate your agreement with the below statements. The MSN nursing program at the School of Nursing at AUB provided educational experiences which enabled me to:		
Integrate theory and research in nursing and related disciplines in advanced nursing practice	**Count**	**Percent**
Strongly Disagree	0	0.0%
Disagree	2	25.0%
Agree	3	37.5%
Strongly Agree	3	37.5%
Total = % Agree + % Strongly Agree	**6**	**75.0%**
Initiate, participate, utilize and disseminate nursing research	**Count**	**Percent**
Strongly Disagree	0	0.0%
Disagree	2	25.0%
Agree	3	37.5%
Strongly Agree	3	37.5%
Total = % Agree + % Strongly Agree	**6**	**75.0%**
Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills in a specialized area of nursing	**Count**	**Percent**
Strongly Disagree	0	0.0%
Disagree	1	12.5%
Agree	2	25.0%
Strongly Agree	5	62.5%
Total = % Agree + % Strongly Agree	**7**	**87.5%**
Demonstrate advanced decision-making across health care settings, using multidisciplinary approach	**Count**	**Percent**
Strongly Disagree	0	0.0%
Disagree	1	12.5%
Agree	2	25.0%
Strongly Agree	5	62.5%
Total = % Agree + % Strongly Agree	**7**	**87.5%**
Assume leadership roles in education and/or management to promote health care	**Count**	**Percent**
Strongly Disagree	0	0.0%
Disagree	1	12.5%
Agree	2	25.0%
Strongly Agree	5	62.5%
Total = % Agree + % Strongly Agree	**7**	**87.5%**

Employment Questions

Which of the following best describes what you are currently doing?	Count	Percent
Employed, full time	4	50.0%
Employed, part time	0	0.0%
Continuing my education	1	12.5%
Employed and continuing my education	1	12.5%
Caring for home/family	2	25.0%
Unemployed	0	0.0%

If employed, what is your current employment setting?	Count	Percent
Hospital	2	25.0%
Hariri School of Nursing , AUB	3	37.5%
Other (Teaching at a Technical College of Nursing)	1	12.5%
Have you changed jobs since graduating from the MSN program?	**Count**	**Percent**
Yes	2	33.0%
No	4	67.0%
If your answer to the above question was yes, was the job at a higher level?	**Count**	**Percent**
Yes	2	100.0%
No	0	0.0%
What is your current position?	**Count**	**Percent**
Staff nurse	1	20.0%
Educator	3	60.0%
Nurse manager	1	20.0%
In what specialty area are you currently employed?	**Count**	**Percent**
Administration	1	17.0%
Education	3	50.0%
Clinical: Adult/General Medical Surgical	2	33.0%
Annual basic salary	**Count**	**Percent**
$9,999 or less per year	3	50.0%
$10,000- $14,999 per year	2	33.0%
$15,000-$19,999 per year	0	0.0%
$20,000-$29,999 per year	0	0.0%
$30,000-$39,999 per year	0	0.0%
greater than $40,000 per year	0	0.0%
Other	1	17.0%

Additional Comments

Are there any areas, which if included in the School of Nursing curriculum, could have prepared you for better for nursing practice?	Count	Percent
Yes	1	12.5%
No	4	50.0%
Do you have any other comments?	**Count**	**Percent**
To be able to have 100% scholarship to continue our education	1	12.5%

MSN Exit Survey Report

2020

Prepared by Lynn Berbary Najem
Student Services Officer

American University of Beirut
Rafic Hariri School of Nursing

MSN Exit Survey Report

I- Response Rate

Number of Responses	2020
Total records in survey	8
Number of graduated students	8
Response Rate	**100%**

II- Demographic Data

Gender	2020 N [%]
Female	6 [75%]
Male	2 [25%]
Nationality	**N [%]**
Lebanese	5 [63%]
Other: Palestinian	3 [37%]
Age	
Average	29.38
Minimum	26
Maximum	42

Where did you complete your BSN?	2020 N [%]
AUB (American University of Beirut)	5 [63%]
Balamand University	1 [12%]
LAU (Lebanese American University)	2 [25%]
MSN Track	**N [%]**
Adult Gerontology Clinical Nurse Specialist	4 [50%]
Nursing Administration and Management	3 [38%]
Psychiatric Mental Health clinical Nurse Specialist	0 [0%]
Community and Public Health Nursing	1 [12%]
Did you do a minor in another major? If yes, in what?	**N [%]**
No	8 [100%]
Your GPA is:	
80-84	2 [25%]
85+	6 [75%]
Did you do a thesis or a project? why?	**N [%]**
Thesis	4 [50%]
Project	4 [50%]

III- Evaluation of Curriculum and Courses

Evaluation of curriculum

To what extent were you satisfied with the following?	2020 %
Course Sequencing	
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	86
Extremely Satisfied	14
Total = % Satisfied + % Extremely Satisfied	**100%**
Course Content	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	13
Satisfied	43
Extremely Satisfied	43
Total = % Satisfied + % Extremely Satisfied	**86%**
Elective courses	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	13
Satisfied	67
Extremely Satisfied	17
Total = % Satisfied + % Extremely Satisfied	**84%**

Evaluation of Courses

To what extent were you satisfied with the following courses?	2020 %
NURS 500 Nursing Theory	
Extremely Dissatisfied	0
Dissatisfied	13
Satisfied	86
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**86%**
NURS 501 Foundations of Advanced Practice	**2020 %**
Extremely Dissatisfied	14
Dissatisfied	29
Satisfied	57
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**57%**

To what extent were you satisfied with the following courses?	2020 %
NURS 502 Advanced Nursing Research	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	100
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 503 Advanced Health Assessment	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	13
Satisfied	60
Extremely Satisfied	20
Total = % Satisfied + % Extremely Satisfied	**80%**
NURS 503A Advanced Health Assessment for Mental Health	
None of the students took this course	
NURS 504 Advanced Pathophysiology	**2020 %**
Extremely Dissatisfied	13
Dissatisfied	38
Satisfied	0
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**0%**
NURS 505A Advanced Practice in Adult-Gerontology	**2020 %**
Extremely Dissatisfied	0%
Dissatisfied	0%
Satisfied	100%
Extremely Satisfied	0%
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 505B Advanced Practice in Adult-Gerontology II	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	100
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**100%**

To what extent were you satisfied with the following courses?	2020 %
NURS 506 Advanced Practice in Adult Gerontology III	
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	100
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 507 Role Development in Nursing Administration	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	75
Extremely Satisfied	25
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 508 Advanced Practice in Nursing Administration	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	75
Extremely Satisfied	25
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 509 Role Development in Nursing Education	**2020 %**
Extremely Dissatisfied	0%
Dissatisfied	0
Satisfied	75
Extremely Satisfied	25
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 512 Psychiatric and Mental Health Assessment	
None of the students took this course	
[PHRM 314 Advanced Pharmacology]	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	100
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 516 Psychopathology and Human Behavior	
None of the students took this course	
NURS 517 Models of Treatment –Psychotherapy	

To what extent were you satisfied with the following courses?	2020 %
None of the students took this course	
NURS 518 Group and Family Psychotherapy	
None of the students took this course	
NURS 519 Clinical Residency in Psychiatric Care	
None of the students took this course	
HMPD 342 Financial Management and Accounting	**2020 %**
Extremely Dissatisfied	13
Dissatisfied	13
Satisfied	0
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**0%**
NURS 520 Managing Quality with Teams	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	0
Extremely Satisfied	100
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 522 Principles and Practice of Community Health Nursing	**2020 %**
Extremely Dissatisfied	50
Dissatisfied	0
Satisfied	50
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**50%**
EPHD 300 Principles of Epidemiology	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	0
Extremely Satisfied	100
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 523 Advanced Community Assessment and Interventions	**2020 %**
Extremely Dissatisfied	100
Dissatisfied	0
Satisfied	0
Extremely Satisfied	0

To what extent were you satisfied with the following courses?	2020 %
Total = % Satisfied + % Extremely Satisfied	**0%**
NURS 524 Clinical Residency in Public and Community Health Care	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	0
Extremely Satisfied	100
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 525 Leadership Theories and Applications for nurse managers	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	33
Extremely Satisfied	67
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 527 Systems Approach to the Development and Evaluation of Health Care Services	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	17
Satisfied	50
Extremely Satisfied	33
Total = % Satisfied + % Extremely Satisfied	**83%**
MNGT 332 Human Capital Management	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	0
Extremely Satisfied	100
Total = % Satisfied + % Extremely Satisfied	**100%**
EDUC 318 Test Construction in Education	
None of the students took this course	
EDUC 326 Theory and Design of Curriculum	
None of the students took this course	
NURS 526 Comprehensive exam	**2020 %**
Extremely Dissatisfied	14
Dissatisfied	0
Satisfied	86
Extremely Satisfied	0

To what extent were you satisfied with the following courses?	2020 %
Total = % Satisfied + % Extremely Satisfied	**86%**
NURS 530 Statistical Reasoning and Application in Nursing Research	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	83
Extremely Satisfied	17
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 531 Practical Applications of Budgeting in Nursing	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	50
Extremely Satisfied	50
Total = % Satisfied + % Extremely Satisfied	**100%**
NURS 533 Digital Tools for Connected Health	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	0
Extremely Satisfied	100
Total = % Satisfied + % Extremely Satisfied	**100%**

Would you like to have any other courses offered?	2020 %
No	85%
Yes, Nutrition, more public health courses	15%

Please indicate how much you agree or disagree with the following? Courses are offered frequently enough for timely completion of the degree requirements	2020 %
Strongly Disagree	43
Disagree	14
Agree	29
Strongly Agree	14
Total = % Strongly Agree + % Agree	**43%**

IV- Evaluation of Instruction and Advising

To what extent were you satisfied with the following?	2020
Classroom Instruction	%
Extremely Dissatisfied	14
Dissatisfied	0
Satisfied	72
Extremely Satisfied	14
Total = % Satisfied + % Extremely Satisfied	**86%**
Online instruction	**2020** %
Extremely Dissatisfied	0
Dissatisfied	29
Satisfied	57
Extremely Satisfied	14
Total = % Satisfied + % Extremely Satisfied	**71%**
Availability of Faculty for support	**2020** %
Extremely Dissatisfied	0
Dissatisfied	29
Satisfied	29
Extremely Satisfied	42
Total = % Satisfied + % Extremely Satisfied	**71%**
Career Guidance	**2020** %
Extremely Dissatisfied	29
Dissatisfied	29
Satisfied	14
Extremely Satisfied	29
Total = % Satisfied + % Extremely Satisfied	**43%**
Clinical Experience	**2020** %
Extremely Dissatisfied	0
Dissatisfied	40
Satisfied	60
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**60%**

Residency	2020 %
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	57
Extremely Satisfied	43
Total = % Satisfied + % Extremely Satisfied	**100%**

Please indicate how much you agree or disagree with the following: My residency prepared me for the advanced practice nurse role	2020 %
Strongly Disagree	0
Disagree	14
Agree	57
Strongly Agree	29
Total = % Agree + % Strongly Agree	**86%**
To what extent were you satisfied with the following: Academic Advising	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	29
Satisfied	29
Extremely Satisfied	38
Total = % Satisfied + % Extremely Satisfied	**71%**
Mentoring Experience with Projects/Thesis	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	13
Satisfied	57
Extremely Satisfied	29
Total = % Satisfied + % Extremely Satisfied	**86%**
Please indicate how much you agree or disagree with the following: My graduation project/thesis was relevant to my career goals	**2020 %**
Strongly Disagree	0
Disagree	0
Agree	71
Strongly Agree	29
Total = % Agree + % Strongly Agree	**100%**

V- Assessment of Services

To what extent were you satisfied with the following:	2020
HSON Student Services Office (SSO)	**%**

Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	100
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**100%**
Library services	**2020 %**
Extremely Dissatisfied	14
Dissatisfied	14
Satisfied	57
Extremely Satisfied	14
Total = % Satisfied + % Extremely Satisfied	**71%**
IT services	**2020 %**
Extremely Dissatisfied	14
Dissatisfied	0
Satisfied	71
Extremely Satisfied	14
Total = % Satisfied + % Extremely Satisfied	**85%**
E-learning Technical Support Services/Moodle	**2020 %**
Extremely Dissatisfied	17
Dissatisfied	0
Satisfied	67
Extremely Satisfied	17
Total = % Satisfied + % Extremely Satisfied	**84%**
Bookstore services	**2020 %**
Extremely Dissatisfied	25
Dissatisfied	25
Satisfied	50
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**50%**
Financial aid services/ Graduate assistantship	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	100
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**100%**

Student health services	2020 %
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	100
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**100%**
Security services	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	100
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**100%**

VI- Skills Assessment

To what extent did your graduate program help you develop the following? Advanced knowledge	2020 %
Not at all	0
Very Little	0
Moderate	33
Greatly	67
Total = % Moderate + % Greatly	**100%**
Personal growth	**2020 %**
Not at all	0
Very Little	17
Moderate	0
Greatly	83
Total = % Moderate + % Greatly	**83%**
Professional growth	**2020 %**
Not at all	17
Very Little	17
Moderate	0
Greatly	67
Total = % Moderate + % Greatly	**67%**
Oral presentation skills	**2020 %**
Not at all	0
Very Little	33
Moderate	17
Greatly	50
Total = % Moderate + % Greatly	**67%**

Writing skills	**2020 %**
Not at all	33
Very Little	0
Moderate	0
Greatly	67
Total = % Moderate + % Greatly	**67%**
Leadership skills	**2020 %**
Not at all	0
Very Little	17
Moderate	33
Greatly	50
Total = % Moderate + % Greatly	**83%**
Administrative skills	**2020 %**
Not at all	33
Very Little	0
Moderate	33
Greatly	33
Total = % Moderate + % Greatly	**66%**
Research skills	**2020 %**
Not at all	0
Very Little	17
Moderate	17
Greatly	67
Total = % Moderate + % Greatly	**84%**
Education/teaching skills	**2020 %**
Not at all	17
Very Little	17
Moderate	17
Greatly	50
Total = % Moderate + % Greatly	**67%**
Cultural competency in both knowledge and practice	**2020 %**
Not at all	0
Very Little	17
Moderate	17
Greatly	67
Total = % Moderate + % Greatly	**84%**

Conceptual skills	2020 %
Not at all	0
Very Little	17
Moderate	33
Greatly	50
Total = % Moderate + % Greatly	**83%**
Abilities to assess and manage health issues in individuals	**2020 %**
Not at all	17
Very Little	0
Moderate	33
Greatly	50
Total = % Moderate + % Greatly	**83%**
Abilities to assess and manage health issues in families	**2020 %**
Not at all	17
Very Little	17
Moderate	33
Greatly	33
Total = % Moderate + % Greatly	**67%**
Abilities to assess and manage health issues in communities	**2020 %**
Not at all	17
Very Little	33
Moderate	17
Greatly	33
Total = % Moderate + % Greatly	**50**
Abilities to assess and manage health issues in organizations	**2020 %**
Not at all	0
Very Little	33
Moderate	33
Greatly	33
Total = % Moderate + % Greatly	**67%**
Ethical reasoning skills	**2020 %**
Not at all	0
Very Little	17
Moderate	33
Greatly	50
Total = % Moderate + % Greatly	**83%**

Ability to use research evidence in practice	2020 %
Not at all	0
Very Little	0
Moderate	50
Greatly	50
Total = % Moderate + % Greatly	**100%**

VII- Employment

Have you accepted a new position at this time?	2020 %
No	83%
Yes	17%
If yes, please indicate your Anticipated (as opposed to your current)	
Registered nurse	100%
What are your plans after graduation?	

Three participants answered the question as follows:

- Pursue PhD
- Continue DNP or PhD still not sure
- Find a new job to apply to

VIII- Overall program Evaluation

Please indicate how much you agree or disagree with the following: The program was intellectually challenging	2020 %
Strongly Disagree	17
Disagree	0
Agree	66
Strongly Agree	17
Total = % Agree + % Strongly Agree	**83%**
I would recommend my graduate program to prospective students	
Strongly Disagree	0
Disagree	33
Agree	67
Strongly Agree	0
Total = % Agree + % Strongly Agree	**67%**

If I were starting over, I would enroll in this program	
Strongly Disagree	0
Disagree	33
Agree	67
Strongly Agree	0
Total = % Agree + % Strongly Agree	**67%**
The program provided me with good preparation for my future career	
Strongly Disagree	0
Disagree	17
Agree	83
Strongly Agree	0
Total = % Agree + % Strongly Agree	**83%**

IX- Key Performance Indicators

MSN Exit Survey	2020
Response rate	100%
Skill Development	**77%**
Courses	**79%**
Clinical Experience	**87%**
Advising and Mentoring	**86%**

X- Comments and Feedback

Favorable Comments

Year	What are your overall favorable comments about the Nursing Program?
2020	Needs to be more focused on public health
	Helped me grow intellectually and professionally
	This program taught me how to adapt to difficult situations and deal with many people that are very challenging and hard to deal with. It increased my knowledge and connection base. It developed my leadership skills as well.

Unfavorable Comments

Year	What are your overall unfavorable comments about the Nursing Program?
	Too broad. Not focused

2020	Please tell the professors to grade the students according to the students' performance. Not by how much they love or hate the students. I have had a terrible relationship with one of the professors that treated me unfairly.

Recommendations

Year	What are your future recommendations concerning the program?
2020	Improve the community courses. Totally useless
	Increase the number of tracks.
	The clinical practicum should be assigned to people who are getting paid to do this job. My practicum of Nursing 505A was not as expected. The CNS that I was appointed with did not expose me to the role of the CNS.

MSN Satisfaction Survey Report

2020

Prepared by Lynn Berbary Najem
Student Services Officer

American University of Beirut
Rafic Hariri School of Nursing

1866 AUB American University of Beirut الجامعة الأميركية في بيروت

MSN Satisfaction Survey Report

I- Response Rate

	2020 %
Total records in survey	**5**
Total number of students	**55**
Response Rate	**9%**

II- Demographic Data

Gender	**2020**
Female	4 [80%]
Male	1 [20%]
Nationality	**2020**
Lebanese	3 [60%]
Other: Palestinian	2 [40%]
Age	**2020**
Average	28
Minimum	26
Maximum	33

III- Program of Study

Track of study	**2020**
Administration	2 [40%]
Adult Care	2 [40%]
Psychiatric Mental Health	0 [0%]
Community and Public Health Nursing	1[20%]
Credits Completed in the program	**2020**
Up to 9 credits	0 [0%]
Between 10 and 18 credits	0 [0%]
Between 19 and 26 credits	1 [20%]
More than 27 credits)	4 [80%]
Minor? If yes, in what?	**2020**
No	5 [100%]
Yes Minor in Education	0 [0%]

Track of study	2020
Your GPA is	
Below 70	0 [0%]
70-74	0 [0%]
75-79	0 [0%]
80-84	1 [20%]
85+	4 [40%]

IV- General Satisfaction Measures

To what extent were you satisfied or dissatisfied with the following?	2020
The program overall	**%**
Extremely Dissatisfied	20
Dissatisfied	0
Satisfied	80
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**80%**
The extent to which courses challenged your thinking	**2020 %**
Extremely Dissatisfied	20
Dissatisfied	0
Satisfied	60
Extremely Satisfied	20
Total = % Satisfied + % Extremely Satisfied	**80%**
The quality of the content of courses	**2020 %**
Extremely Dissatisfied	20
Dissatisfied	20
Satisfied	60
Extremely Satisfied	0
Total = % Satisfied + % Extremely Satisfied	**60%**
Please indicate how much you agree or disagree with the following:	**2020**
The workload is too heavy	**%**
Strongly Disagree	0
Disagree	40
Agree	40
Strongly Agree	20
Total = % Agree + % Strongly Agree	**60%**
The readings given are relevant to the courses	**2020 %**

Strongly Disagree	0
Disagree	0
Agree	80
Strongly Agree	20
Total = % Agree + % Strongly Agree	**100%**
The required textbooks are used enough to justify their purchase	**2020 %**
Strongly Disagree	20
Disagree	40
Agree	40
Strongly Agree	0
Total = % Agree + % Strongly Agree	**40%**
The courses meet my expectations	**2020 %**
Strongly Disagree	20
Disagree	20
Agree	60
Strongly Agree	0
Total = % Agree + % Strongly Agree	**60%**

V- Instruction Assessment

How would you rate the items related to instruction below?	**2020 %**
The quality of teaching provided is	
Poor	20
Fair	20
Good	20
Excellent	40
Total = % Good +% Excellent	**60%**
The size of the class	**2020 %**
Poor	0
Fair	0
Good	80
Excellent	20
Total = % Good +% Excellent	**100%**
The faculty's provision of effective feedback is	**2020 %**
Poor	0
Fair	20
Good	60

Excellent	20
Total = % Good +% Excellent	**80%**
Modes of teaching delivery (blended, face to face, etc.) are	**2020 %**
Poor	20
Fair	20
Good	40
Excellent	20
Total = % Good +% Excellent	**60%**
To what extent were you satisfied or dissatisfied with the following?	**2020 %**
The availability of faculty to discuss course issues outside class	
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	50
Extremely Satisfied	50
Total = % Satisfied +% Extremely Satisfied	**100%**
The Faculty assistance in improving my academic performance	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	75
Extremely Satisfied	25
Total = % Satisfied +% Extremely Satisfied	**100%**
To what extent were you satisfied or dissatisfied with the following?	**2020 %**
The clinical experiences are enriching	
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	80
Extremely Satisfied	20
Total = % Satisfied +% Extremely Satisfied	**100%**
Clinical preceptors meet my expectations	**2020 %**
Extremely Dissatisfied	20
Dissatisfied	0
Satisfied	60
Extremely Satisfied	20
Total = % Satisfied +% Extremely Satisfied	**80%**

VI- Advising Assessment

To what extent were you satisfied or dissatisfied with the following?	2020
The quality of advising	**%**
Extremely Dissatisfied	0
Dissatisfied	40
Satisfied	20
Extremely Satisfied	40
Total = % Satisfied +% Extremely Satisfied	**60%**
My adviser's knowledge of the whole process of advising	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	20
Satisfied	40
Extremely Satisfied	40
Total = % Satisfied +% Extremely Satisfied	**80%**
The amount of time spent with my adviser	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	40
Satisfied	20
Extremely Satisfied	40
Total = % Satisfied +% Extremely Satisfied	**60%**
The availability of my adviser	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	0
Satisfied	60
Extremely Satisfied	40
Total = % Satisfied +% Extremely Satisfied	**100%**
My adviser's follow up on my academic performance	**2020 %**
Extremely Dissatisfied	0
Dissatisfied	20
Satisfied	40
Extremely Satisfied	40
Total = % Satisfied +% Extremely Satisfied	**80%**

VII- Overall Experience

Please rate the following: The recruitment and Admission process	2020 %
Poor	0
Fair	40
Good	40
Excellent	20
Total = % Good + % Excellent	**60%**
The orientation process	**2020 %**
Poor	0
Fair	40
Good	40
Excellent	20
Total = % Good + % Excellent	**60%**
The registration process	**2020 %**
Poor	0
Fair	40
Good	40
Excellent	20
Total = % Good + % Excellent	**60%**
How do you consider your overall experience at the Rafic Hariri School of Nursing at AUB?	**2020 %**
Extremely Not Satisfying	0
Not Satisfying	25
Satisfying	75
Extremely Satisfying	0
Total = % Satisfying +% Extremely Satisfying	**75%**
If you had the chance to decide to enroll at the university again would you choose AUB?	**2020 %**
Definitely would not	20
Probably would not	20
Probably would	20
Definitely would **Total = % Probably would + % Definitely would**	40 **60%**

VIII- Key Performance Indicators

MSN Satisfaction Survey	2020
Response rate	9%
Overall Satisfaction	**80%**
Satisfaction with instructions	**77%**
Satisfaction with advising	**76%**

IX- Comments and Feedback

Year	We would welcome any general comments you may have about the program which may help us improve it (either positive or negative)
2020	Add more tracks to the Master's program. I could not do residency I wanted outside Lebanon.

MSN Exit Survey Report

2018-2019

Prepared by Lynn Berbary Najem

Student Services Officer

American University of Beirut

Rafic Hariri School of Nursing

1866 AUB American University of Beirut الجامعة الأميركية في بيروت

MSN Exit Survey Report

I- Response Rate

	2018	2019
Total Responses	10	15
Total MSN graduating students	10	15
Response Rate	**100%**	**100%**

II- Demographic Data

Gender	**2018**	**2019**
Female	9 [90%]	15 [100%]
Male	1 [10%]	0 [0%]
Nationality		
Lebanese	10 [100%]	14 [93%]
Other	0 [0%]	1 [7%]
Age		
Average	31.5	29.47
Minimum	26	24
Maximum	53	59

III- Program of Study

Where did you complete your BSN?	**2018**	**2019**
AUB	66 [60%]	8 [53%]
Other	4 [40%]	7 [47%]
MSN Track		
Adult Care	2 [20%]	3 [20%]
Nursing Administration	7 [70%]	3 [20%]
Psychiatry and Mental Health Nursing	[0%]	4 [27%]
Community and Public Health Nursing	1 [10%]	5 [33%]
Minor in education		
Yes	0 [0%]	1 [7%]
No	10 [100%]	14 [93%]
GPA		
80-84	4 [40%]	3 [20%]
85+	6 [60%]	12 [80%]
Did you do a thesis or a project?		
Thesis	1 [10%]	6 [40%]
Project	9 [90%]	9 [60%]

IV- Program Evaluation

Academic advising	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	7
Satisfied	40	53
Extremely Satisfied	60	40
Total = % Satisfied + % Extremely Satisfied	**100%**	**93%**
Course sequencing	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	7
Satisfied	50	46
Extremely Satisfied	50	46
Total = % Satisfied + % Extremely Satisfied	**100%**	**93%**
Course content	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	7
Satisfied	60	60
Extremely Satisfied	40	33
Total = % Satisfied + % Extremely Satisfied	**100%**	**93%**
Mentoring experience with projects/thesis	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	40	36
Extremely Satisfied	60	64
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
Clinical experience (Adult Care)	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	33	33
Extremely Satisfied	67	67
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
Clinical experience (Psychiatric Mental Health)	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	0	49
Extremely Satisfied	0	60

Total = % Satisfied + % Extremely Satisfied	**0%**	**100%**
Clinical experience (Community Health Nursing)	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	0	29
Extremely Satisfied	100	71
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
Residency	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	30	27
Extremely Satisfied	70	73
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
Classroom instructions	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	50	53
Extremely Satisfied	50	47
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
Personal contact with faculty	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	7
Satisfied	40	40
Extremely Satisfied	60	53
Total = % Satisfied + % Extremely Satisfied	**100%**	**93%**
HSON Student Services (SSO)	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	10	0
Satisfied	50	62
Extremely Satisfied	40	38
Total = % Satisfied + % Extremely Satisfied	**90%**	**100%**
Library services	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	60	57
Extremely Satisfied	40	43

Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
Computer services	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	60	73
Extremely Satisfied	40	27
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
Recruitment and admission process	**2018 %**	**2019 %**
Extremely Dissatisfied	0	7
Dissatisfied	0	7
Satisfied	50	54
Extremely Satisfied	50	33
Total = % Satisfied + % Extremely Satisfied	**100%**	**87%**
Bookstore services	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	67	77
Extremely Satisfied	33	23
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
Financial aid services/ Graduate assistantship	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	25	8
Satisfied	50	46
Extremely Satisfied	25	46
Total = % Satisfied + % Extremely Satisfied	**75%**	**92%**
Student health services	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	75	85
Extremely Satisfied	25	15
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
Security services	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	60	79
Extremely Satisfied	40	21

Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**

IV- Evaluation of Courses

NURS 500 Nursing Theory	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	50	73
Extremely Satisfied	50	27
Total = % Satisfied + % Extremely Satisfied	**100%**	**15**
NURS 501 Foundations of Advanced Practice	**2018 %**	**2019 %**
Extremely Dissatisfied	0	13
Dissatisfied	10	7
Satisfied	50	60
Extremely Satisfied	40	20
Total = % Satisfied + % Extremely Satisfied	**90**	**80%**
NURS 502 Advanced Nursing Research	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	7
Satisfied	60	67
Extremely Satisfied	40	27
Total = % Satisfied + % Extremely Satisfied	**100%**	**94%**
NURS 503 Advanced Health Assessment	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	8
Satisfied	33	58
Extremely Satisfied	67	33
Total = % Satisfied + % Extremely Satisfied	**100%**	**91%**
NURS 504 Advanced Pathophysiology	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	18
Satisfied	67	45
Extremely Satisfied	33	36
Total = % Satisfied + % Extremely Satisfied	**100%**	**82%**
NURS 505 Advanced Practice in Adult Care II	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0

Dissatisfied	0	33
Satisfied	33	33
Extremely Satisfied	67	33
Total = % Satisfied + % Extremely Satisfied	**100%**	**66%**
NURS 506 Adult Care Residency	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	50	33
Extremely Satisfied	50	67
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 507 Role Development in Nursing Administration	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	50	33
Extremely Satisfied	50	67
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 508 Advanced Practice in Nursing Administration	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	14	25
Extremely Satisfied	86	75
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 509 Role Development in Nursing Education	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	33	14
Extremely Satisfied	67	86
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 512 Psychiatric and Mental Health Assessment	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	100	50
Extremely Satisfied	0	50
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 515 Advanced Pharmacology] or starting 2015 [PHRM 314 Advanced Pharmacology]	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0

Dissatisfied	0	18
Satisfied	67	36
Extremely Satisfied	33	45
Total = % Satisfied + % Extremely Satisfied	**100%**	**81%**
NURS 516 Psychopathology and Human Behavior	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	100	100
Extremely Satisfied	0	0
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 517 Models of Treatment -Psychotherapy	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	100	100
Extremely Satisfied	0	0
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 518 Group and Family Psychotherapy	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	100	100
Extremely Satisfied	0	0
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 519 Clinical Residency in Psychiatric Care	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	100	25
Extremely Satisfied	0	75
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
HMPD 342 Financial Management and Accounting	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	60	100
Extremely Satisfied	40	0
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 520 Managing Quality with Teams	**2018**	**2019**

	%	%
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	43	33
Extremely Satisfied	57	67
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 522 Principles and Practice of Community Health Nursing	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	17
Satisfied	50	33
Extremely Satisfied	50	50
Total = % Satisfied + % Extremely Satisfied	**100%**	**83%**
NURS 523 Advanced Community Assessment and Interventions	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	50	17
Extremely Satisfied	50	83
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 524 Clinical Residency in Public and Community Health Care	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	50	0
Extremely Satisfied	50	100
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
NURS 525 Leadership Theories and Applications for nurse managers	**2018 %**	**2019 %**
Extremely Dissatisfied		0
Dissatisfied		0
Satisfied		33
Extremely Satisfied		67
Total = % Satisfied + % Extremely Satisfied		**100%**
NURS 527 Developing Health Service Programs	**2018 %**	**2019 %**
Extremely Dissatisfied		0
Dissatisfied		0
Satisfied		58

Extremely Satisfied		42
Total = % Satisfied + % Extremely Satisfied		**100%**
MNGT 319 Change Management] and after 2015 NURS 525 Developing Theories for Nursing Practice	**2018 %**	**2019 %**
Extremely Dissatisfied	0	
Dissatisfied	0	
Satisfied	38	
Extremely Satisfied	62	
Total = % Satisfied + % Extremely Satisfied	**100%**	
MNGT 332 Human Capital Management	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	38	50
Extremely Satisfied	62	50
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
BUSS 310 Effective Communication] and after 2015 [NURS 527 Developing Health Service Programs	**2018 %**	**2019 %**
Extremely Dissatisfied	0	
Dissatisfied	0	
Satisfied	38	
Extremely Satisfied	62	
Total = % Satisfied + % Extremely Satisfied	**100%**	
EDU 317 Theory and Methods of Testing or after 2015 EDU 318 Test Construction in Education	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	100	0
Extremely Satisfied	0	100
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**
EDU 326 Theory and Design of Curriculum	**2018 %**	**2019 %**
Extremely Dissatisfied	0	0
Dissatisfied	0	0
Satisfied	100	50
Extremely Satisfied	0	50
Total = % Satisfied + % Extremely Satisfied	**100%**	**100%**

Comprehensive exam	2018 %	2019 %
Extremely Dissatisfied	0	0
Dissatisfied	0	7
Satisfied	40	64
Extremely Satisfied	60	29
Total	**100%**	**93%**

V- Program Evaluation

Interactions among students and faculty are characterized by mutual respect regarding student needs, concerns, and suggestions.	2018 %	2019 %
Strongly Disagree	0	0
Disagree	0	13
Agree	60	47
Strongly Agree	40	40
Total = % Agree + % Strongly Agree	**100%**	**87%**
The program was intellectually challenging		
Strongly Disagree	0	0
Disagree	0	7
Agree	40	86
Strongly Agree	60	7
Total = % Agree + % Strongly Agree	**100%**	**93%**
I would recommend my graduate program to prospective students.		
Strongly Disagree	0	0
Disagree	0	13
Agree	30	73
Strongly Agree	70	13
Total = % Agree + % Strongly Agree	**100%**	**86%**
If I were starting over, I would enroll in this program again.		
Strongly Disagree	0	0
Disagree	10	7
Agree	50	67
Strongly Agree	40	26
Total = % Agree + % Strongly Agree	**90%**	**93%**
The program provided me with good preparation for my future career		

Strongly Disagree	0	0
Disagree	0	7
Agree	40	80
Strongly Agree	60	13
Total = % Agree + % Strongly Agree	**100%**	**93%**
My residency prepared me for the advanced practice nurse role		
Strongly Disagree	0	0
Disagree	0	7
Agree	40	47
Strongly Agree	60	47
Total = % Agree + % Strongly Agree	**100%**	**94%**
My graduation project/thesis was relevant to my career goals		
Strongly Disagree (SD)	0	0
Disagree (D)	0	0
Agree (A)	20	33
Strongly Agree (SA)	80	67
Total = % Agree + % Strongly Agree	**100%**	**100%**
Courses are offered frequently enough for timely completion of the degree requirements.		
Strongly Disagree	0	13
Disagree	0	7
Agree	40	60
Strongly Agree	60	20
Total = % Agree + % Strongly Agree	**100%**	**80%**

VI- Skills Assessment

To what extent did your graduate program help you develop the following skills?

Advanced knowledge	2018 %	2019 %
Not at all	0	0
Very Little	0	7
Moderate	10	7
Greatly	90	87
Total = % Moderate + % Greatly	**100%**	**94%**
Personal growth	2018 %	2019 %

Not at all	0	0
Very Little	0	0
Moderate	20	27
Greatly	80	73
Total = % Moderate + % Greatly	**100%**	**100%**
Professional growth	2018 %	2019 %
Not at all	0	0
Very Little	0	0
Moderate	30	27
Greatly	70	73
Total = % Moderate + % Greatly	**100%**	**100%**
Oral presentation skills	2018 %	2019 %
Not at all	0	0
Very Little	0	7
Moderate	20	20
Greatly	80	73
Total = % Moderate + % Greatly	**100%**	**93%**
Writing skills	2018 %	2019 %
Not at all	0	0
Very Little	0	0
Moderate	0	13
Greatly	100	87
Total = % Moderate + % Greatly	**100%**	**100%**
Leadership skills	2018 %	2019 %
Not at all	0	0
Very Little	0	0
Moderate	30	27
Greatly	70	73
Total	**100%**	**100%**
Administrative skills	2018 %	2019 %
Not at all	0	7
Very Little	0	0
Moderate	50	40
Greatly	50	53
Total = % Moderate + % Greatly	**100%**	**93%**
Research skills	2018	2019

	%	%
Not at all	0	0
Very Little	0	0
Moderate	20	20
Greatly	80	80
Total = % Moderate + % Greatly	**100%**	**100%**
Education/teaching skills	2018 %	2019 %
Not at all	0	0
Very Little	0	0
Moderate	20	27
Greatly	80	73
Total = % Moderate + % Greatly	**100%**	**100%**
Cultural competency in both knowledge and practice	2018 %	2019 %
Not at all	0	0
Very Little	0	0
Moderate	30	53
Greatly	70	47
Total = % Moderate + % Greatly	**100%**	**100%**
Conceptual skills	2018 %	2019 %
Not at all	0	0
Very Little	0	0
Moderate	50	60
Greatly	50	40
Total = % Moderate + % Greatly	**100%**	**100%**
Abilities to assess and manage health issues in individuals	2018 %	2019 %
Not at all	10	13
Very Little	0	7
Moderate	50	20
Greatly	40	60
Total = % Moderate + % Greatly	**90%**	**80%**
Abilities to assess and manage health issues in families	2018 %	2019 %
Not at all	10	13
Very Little	0	7
Moderate	60	13
Greatly	30	67
Total = % Moderate + % Greatly	**90%**	**80%**

Abilities to assess and manage health issues in communities	2018 %	2019 %
Not at all	10	13
Very Little	0	13
Moderate	70	27
Greatly	20	47
Total = % Moderate + % Greatly	**90%**	**74%**
Abilities to assess and manage health issues in organizations	2018 %	2019 %
Not at all	10	0
Very Little	0	7
Moderate	30	47
Greatly	60	47
Total = % Moderate + % Greatly	**90%**	**94%**
Ethical reasoning skills	2018 %	2019 %
Not at all	0	0
Very Little	0	0
Moderate	20	33
Greatly	80	67
Total = % Moderate + % Greatly	**100%**	**100%**
Ability to use research evidence in practice	2018 %	2019 %
Not at all	0	0
Very Little	0	0
Moderate	10	13
Greatly	90	87
Total = % Moderate + % Greatly	**100%**	**100%**

VII- Employment

Have you accepted a new position at this time?	**2018**	**2019**
No	7 [70%]	9 [60%]
Yes	3 [30%]	6 [40%]
If yes, please indicate your Anticipated (as opposed to your current) job function, role or title within the next 12 months (select all applicable):		
Clinical Nurse Specialist	0	2

Case Manager	0	1
Staff Development/ Clinical Educator	0	0
Nurse Manager/Asst Nurse Manager	0	0
Supervisor/Coordinator	0	0
Researcher	1	0
Administrator/Nurse Executive	0	0
Teacher/Faculty	0	3
School Nurse	0	0
Other	1	1

VIII- Key Performance Indicators

MSN Exit Survey	2018	2019
Response rate	100%	100%
Skill Development	98%	95%
Courses	100%	95%
Clinical Experience	100%	100%
Advising and Mentoring	100%	95%

IX- Comments and Feedback

Favorable Comments

Year	19- What are your overall favorable comments about the Nursing Program?
2018	excellent
	Professors are very supportive Program is very enriching
	challenging
	Enhancing research skills
	It is comprehensive, It prepares me to be a nurse leader.
2019	It is an interactive program and I recommend everybody to enroll in it
	It is a very rich program, helps students acquire knowledge from different sub-specialties in Nursing. Empowers nursing students and prepares them to take on the more advanced role in nursing, which is the APN.
	Highly competent professors especially Dr. Clinton!

Unfavorable Comments

Year	20- What are your overall unfavorable comments about the Nursing Program?
2018	nothing
	None
	some delays

2019	Take students' suggestions and needs more into consideration (in terms of class schedule) + increase flexibility in courses between the semesters in order to decrease the time needed for the student to complete his/her courses and graduate (since most nursing students doing they MSN are working students).
	non-flexible schedule computer lab closes at 5pm, therefore less studying resources for students
	Number of credits

Recommendations

Year	21- What are your future recommendations concerning the program?
2018	To have more sub specialty
	None
	Open pediatric section
	Reducing unwanted courses like theories. Elaborating on research courses
2019	Nursing pathophysiology should be given by an expert in the field, well read in all aspects
	Have specific and clear guidelines to be provided to Nursing students as soon as they enroll in the Master's program, this will enable the student to better prepare and organize his/her life/residency/work while meeting the needs of the program. Have specific and clear guidelines to be provided to Nursing students as soon as they decide on whether they want to register for the Thesis/Project. This will prevent confusion that can be experienced by the student, and will enable him to prepare better and excel in the different stages of the Thesis/Project process.

MSN Satisfaction Survey Report

2018-2019

Prepared by Lynn Berbary Najem

Student Services Officer

American University of Beirut

Rafic Hariri School of Nursing

1866 AUB American University of Beirut الجامعة الأميركية في بيروت

MSN Satisfaction Survey Report

I- Response Rate

	2018	2019
Number of records	19	23
Total MSN graduating students	49	54
Response Rate	**39%**	**43%**

II- Demographic Data

	2018	2019
Gender		
Female	17 [89%]	19 [83%]
Male	2 [11%]	4 [17%]
Nationality		
Lebanese	19 [100%]	22 [96%]
Other	0 [0%]	2 [9%]
Age	2018	2019
Average	**29.84**	**27.83**
Minimum	24	22
Maximum	53	41

III- Program of Study

Track of study	**2018**	**2019**
Administration	8 [42%]	7 [30%]
Adult Care	6 [32%]	4 [17%]
Psychiatric Mental Health	1 [5%]	6 [26%]
Community and Public Health Nursing	5 [26%]	6 [26%]
Credits Completed in the program:	**2018**	**2019**
Up to 9 credits	0 [0%]	0 [0%]
Between 10 and 18 credits	0 [0%]	5 [22%]
Between 19 and 26 credits	2 [11%]	3 [13%]
More than 27 credits	17 [89%]	15 [65%]
Minor in Education?	**2018**	**2019**
Yes	0 [0%]	1 [4%]
No	19 [100%]	22 [96%]

Your GPA is:	2018	2019
Below 70	0 [0%]	0 [0%]
70-74	0 [0%]	0 [0%]
75-79	0 [0%]	0 [0%]
80-84	10 [53%]	6 [26%]
85+	9 [47%]	17 [74%]

IV- General Satisfaction Measures

How do you consider your overall experience at AUB School of Nursing?	2018 %	2019 %
Extremely Not Satisfying	0	0
Not Satisfying	11	0
Satisfying	74	87
Extremely Satisfying	16	13
Total = % Satisfying + % Extremely Satisfying	**90%**	**100%**

If you had the chance to decide to enroll at the university, again would you choose AUB?	2018 %	2019 %
Definitely would not (1)	0	4
Probably would not (2)	0	4
Probably would (3)	37	35
Definitely would (4)	63	57
Total = % Probably would + % Definitely would	**100%**	**92%**

How would you rate the cost in relation to the education offered?	2018 %	2019 %
Poor	11	13
Fair	58	26
Good	26	57
Excellent	5	4
Total = % Good + % Excellent	**31%**	**61%**

Instruction Assessment

Your overall rating of the courses offered is	2018 %	2019 %
Poor	0	0
Fair	11	17
Good	53	65
Excellent	37	17
Total = % Good + % Excellent	**90%**	**81%**

The extent to which courses challenged your thinking is	2018 %	2019 %
Poor	0	0
Fair	16	17
Good	26	70
Excellent	58	13
Total= = % Good + % Excellent	**84%**	**83%**

The quality of teaching provided is		**2018 %**	**2019 %**
	Poor	5	4
	Fair	11	0
	Good	53	87
	Excellent	32	9
Total = % Good + % Excellent		**85**	**96**
The availability of faculty to discuss course issues outside class is		**2018 %**	**2019 %**
	Poor	0	0
	Fair	21	9
	Good	37	74
	Excellent	42	17
Total = % Good + % Excellent		**79%**	**91%**
The faculty's provision of effective feedback is		**2018 %**	**2019 %**
	Poor	0	0
	Fair	21	13
	Good	37	74
	Excellent	42	13
Total = % Good + % Excellent		**79%**	**87%**
The quality of the content of the curriculum and courses is		**2018 %**	**2019 %**
	Poor	0	0
	Fair	16	4
	Good	42	91
	Excellent	42	4
Total = % Good + % Excellent		**84%**	**95%**
The workload is too heavy		**2018 %**	**2019 %**
	Strongly Disagree	0	0
	Disagree	42	48
	Agree	47	43
	Strongly Agree	11	9
Total = % Agree + % Strongly Agree		**58%**	**52%**
The readings given are relevant to the courses		**2018 %**	**2019 %**
	Strongly Disagree	0	0
	Disagree	0	4
	Agree	63	87
	Strongly Agree	37	9
Total = % Agree + % Strongly Agree		**100%**	**96%**
Required textbooks are used enough to justify their purchase		**2018 %**	**2019 %**
	Strongly Disagree	16	4

	Disagree	26	43
	Agree	47	48
	Strongly Agree	11	4
Total = % Agree + % Strongly Agree		**58%**	**52%**
The courses meet my expectations		**2018 %**	**2019 %**
	Strongly Disagree	0	0
	Disagree	11	9
	Agree	63	87
	Strongly Agree	26	4
Total = % Agree + % Strongly Agree		**89%**	**91%**
The clinical learning experiences are enriching		**2018 %**	**2019 %**
	Strongly Disagree	0	0
	Disagree	11	0
	Agree	53	83
	Strongly Agree	37	17
Total = % Agree + % Strongly Agree		**90%**	**100%**

V- Skills Assessment

The quality of advising is		**2018 %**	**2019 %**
	Poor	0	4
	Fair	16	17
	Good	32	57
	Excellent	53	22
Total = % Good + % Excellent		**85%**	**79%**
My advisor's knowledge of the whole process of advising is		**2018 %**	**2019 %**
	Poor	0	4
	Fair	16	13
	Good	32	52
	Excellent	53	30%
Total = % Good + % Excellent		**85%**	**82%**
The amount of time spent with my advisor is		**2018 %**	**2019 %**
	Poor	0	9
	Fair	32	17
	Good	21	57
	Excellent	47	17
Total = % Good + % Excellent		**68%**	**74%**
The availability of my advisor is		**2018 %**	**2019 %**
	Poor	5	4

	Fair	16	9
	Good	26	70
	Excellent	53	17
Total = % Good + % Excellent		**79%**	**87%**
The size of the class is		**2018 %**	**2019 %**
	Poor	0	0
	Fair	5	9
	Good	58	61
	Excellent	37	30
Total = % Good + % Excellent		**95%**	**91%**
The quality of classrooms is		**2018 %**	**2019 %**
	Poor	5	9
	Fair	26	17
	Good	42	65
	Excellent	26	9
Total = % Good + % Excellent		**68%**	**74%**
The registration process is		**2018 %**	**2019 %**
	Poor	0	0
	Fair	21	13
	Good	42	70
	Excellent	37	17
Total = % Good + % Excellent		**79%**	**87%**
The online registration is		**2018 %**	**2019 %**
	Poor	0	0
	Fair	11	9
	Good	53	65
	Excellent	37	26
Total = % Good + % Excellent		**90%**	**91%**
The student orientation is		**2018 %**	**2019 %**
	Poor	5	0
	Fair	16	13
	Good	47	78
	Excellent	32	9
Total = % Good + % Excellent		**79%**	**87%**
The services offered by the HSON Student Services Office		**2018 %**	**2019 %**
	Poor	5	4
	Fair	21	17
	Good	21	70
	Excellent	53	9

Total = % Good + % Excellent		**74%**	**79%**
The health care services are		**2018 %**	**2019 %**
	Poor	0	0
	Fair	5	4
	Good	74	87
	Excellent	21	9
Total = % Good + % Excellent		**95%**	**96%**
The availability of places to study is		**2018 %**	**2019 %**
	Poor	16	9
	Fair	26	39
	Good	37	48
	Excellent	21	4
Total= % Good + % Excellent		**58%**	**52%**
The library services are		**2018 %**	**2019 %**
	Poor	5	0
	Fair	0	17
	Good	58	74
	Excellent	37	9
Total = % Good + % Excellent		**95%**	**83%**
The recreational facilities are		**2018 %**	**2019 %**
	Poor	5	0
	Fair	16	22
	Good	63	74
	Excellent	16	4
Total = % Good + % Excellent		**79%**	**78%**
The quality of clinical facilities is		**2018 %**	**2019 %**
	Poor	5	0
	Fair	5	9
	Good	74	78
	Excellent	16	13
Total % Good + % Excellent		**92%**	**91%**
The quality of lab facilities is		**2018 %**	**2019 %**
	Poor	5	13
	Fair	5	13
	Good	58	57
	Excellent	32	17
Total % Good + % Excellent		**90%**	**74%**
The security services are		**2018 %**	**2019 %**

	Poor	0	0
	Fair	16	17
	Good	58	70
	Excellent	26	13
Total % Good + % Excellent		**84%**	**83%**
The counseling services for personal problems are		**2018 %**	**2019 %**
	Poor	0	0
	Fair	16	17
	Good	58	78
	Excellent	26	4
Total = % Good + % Excellent		**84%**	**82%**
The ability of gaining a sense of belonging to the university is		**2018 %**	**2019 %**
	Poor	0	13
	Fair	16	9
	Good	47	65
	Excellent	37	13
Total = % Good + % Excellent		**84%**	**78%**
The university's response to my interests and concerns is		**2018 %**	**2019 %**
	Poor	5	0
	Fair	0	17
	Good	63	78
	Excellent	32	4
Total = % Good + % Excellent		**95%**	**82%**
The services offered by the Writing Center are		**2018 %**	**2019 %**
	Poor	5	0
	Fair	11	9
	Good	63	87
	Excellent	21	4
Total = % Good + % Excellent		**84%**	**91%**

VI- Financial Aid

Have you received financial aid or Graduate Assistantship (GA)?		**2018 N [%]**	**2019 N [%]**
	Yes	5 [26%]	12 [52%]
	No	14 [74%]	11 [48%]
The amount of financial aid/GA I am receiving/received is		**2018 %**	**2019 %**
	Poor	0	0
	Fair	50	25

	Good	17	67
	Excellent	33	8
Total = % Good + % Excellent		**50%**	**75%**

Key Performance Indicators

MSN Satisfaction Survey	**2018**	**2019**
Response rate	39%	43%
Overall Satisfaction	**89%**	**100%**
Satisfaction with instructions	**85%**	**91%**
Satisfaction with advising	**79%**	**80%**

VII- Comments and Feedback

Year 2018 themes	**Comments**
General	• The program is well established and helpful. It increases my knowledge a lot. • I would like to explain my great satisfaction to study at AUB HSON. I have learned a lot from the program, the interaction and the environment there. thank you • Enhance nursing research and focus on it. Suggestion: • - constructive feedback instead of criticism - building a positive environment that is nurturing to students
Mode of teaching delivery	• Some courses can be given online. • The way the courses are given should be improved. Blending online learning • Some major courses are being taught in an old boring version where every student had to present one chapter in turn.
Comments on clinical	• We need more faculty members with better clinical experience. • We need to have more clinical guidance and supervision. • Suggestion to have more nurse clinicians to teach in adult care
Scheduling of classes	• When a masters student, with a job (which is expected) enrolls in HSON he/she expects the classes to fit a life of a graduate AKA in the afternoon , not in the middle of the day, making it hard , hectic and very stressful to pursue my degree . • suggestions for improvement: - catering to students with full time jobs such as option of evening classes - availability of summer courses which can shorten duration to graduate - better organization of part time study plan so each semester is more or less equivalent in credits and workload

Year 2019 Themes	Comments
General	• Thank you all for everything! It has been great. Great job, keep up the good work. • I recommend AUB HSON a lot, I believe it's a good school. • Would appreciate if the computers and projectors are evaluated or changed because we are having difficulty in class using it.
Teaching delivery	• Shifting to an online MS program would be much appreciated, we are having difficulty in managing the classes time and our work schedule, most of our classes are in AM which is not feasible for nurses who do not work as RN's.
Services	• Mrs. Berbary (student services officer) is always ready to help in any student related issue. Mrs. Ghalayini administrative assistant) is always available for help and sends reminders. The tuition fees are high. • I appreciate that GA hours are flexible
Communication	• I appreciate that our Dean Dr. Huijer was always available for advice and recommendations. • I appreciate that my adviser Dr. Doumit is always available for help and she makes our learning experience better. My GA adviser is professional.

MSN Alumni Survey Report 2018/19

	2018/19
Responses	
Number of records in this query: **The 4 graduates are class of 2018**	4
Total MSN Alumni: **This survey was sent to the graduates of 2018 and 2019**	28
Response Rate	**14%**

I. Demographics

Gender	**Count**	**Percentage**
Male	1	25%
Female	3	75%
Age	**Count**	**Percentage**
21-25	0	0%
26-30	1	25%
31-35	2	50%
>35	1	25%
Which Rafic Hariri School of Nursing (HSON) MSN track were you enrolled in?	**Count**	**Percentage**
Nursing Administration	1	25%
Adult Care Nursing	3	75%
Psychiatry Mental Health Nursing	0	0%
Community and Public Health Nursing	0	0%

If you could start college over, would you choose to graduate with the same major?	**Count**	**Percentage**
Yes	3	75%
No	1	25%
Have you attained graduate education after the MSN?	**Count**	**Percentage**
Yes, in nursing	0	0%
Yes, outside nursing	0	0%
No	4	100%
Have you participated in the following professional activities since your graduation?	**Count**	**Percentage**
Published an article in the nursing literature	2	50%
Participated in a research study	0	0%
Attended international conferences	0	0%
Presented at international conferences	0	0%
No	0	0%
Other	2	50%
Are you a member of a professional organization?	**Count**	**Percentage**
Yes	2	50%
No	2	50%
If your answer was yes, please indicate names of organizations?	**Count**	**Percentage**

Answer: Academy of Medical Surgical Nurses	2	50%

Curriculum Evaluation

The MSN nursing program at the School of Nursing at AUB provided educational experiences which enabled me to:	**2018/19**
Integrate theory and research in nursing and related disciplines in advanced nursing practice	**Percentage**
Strongly Disagree	25%
Disagree	0%
Agree	75%
Strongly Agree	0%
Total = % Agree + % Strongly Agree	**75%**
Initiate, participate, utilize and disseminate nursing research	
Strongly Disagree	25%
Disagree	0%
Agree	50%
Strongly Agree	25%
Total = % Agree + % Strongly Agree	**75%**
Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills in a specialized area of nursing.	**75%**
Strongly Disagree	25%
Disagree	0%
Agree	50%
Strongly Agree	25%
Total = % Agree + % Strongly Agree	
Demonstrate advanced decision-making across health care settings, using multidisciplinary approach	
Strongly Disagree	25%
Disagree	0%
Agree	50%
Strongly Agree	25%
Total = % Agree + % Strongly Agree	**75%**
Assume leadership roles in education and/or management to promote health care	
Strongly Disagree	25%
Disagree	0%
Agree	25%
Strongly Agree	50%
Total = % Agree + % Strongly Agree	**75%**

Current Job

Which of the following best describes what you are currently doing?	Count	Percentage
Employed, full time	4	100%
Employed, part time	0	0%
Continuing my education	0	0%
Employed and continuing my education	0	0%
Caring for home/family	0	0%
Unemployed	0	0%
if you are not employed, specify the primary reason	**Count**	**Percentage**
Unable to find a full time job	0	0%
Don't desire employment at this time	0	0%
Was laid off by the employer	0	0%
Quit to find another job	0	0%
If employed, current employment address:	**Count**	**Percentage**
Answer	4	100%
No answer	0	0%
	2 graduates are working at AUBMC and the othe 2 in LAUMCRH	
If employed, current employment address:	**Count**	**Percentage**
Answer: **The 4 graduates are working in Beirut**	4	100%
Telephone number	**Count**	**Percentage**
Answer	4	100%
	Response	
	1200800	
	350000	
	13500000	
	1200800	
Employed [E-mail address]	**Count**	**Percentage**
Answer	3	75%
No answer	1	25%
	Response	
	Hind.abdelmassih@laumcrh.com	
	ms56@aub.edu.lb	
	bi07@aub.edu.lb	
Current employment setting:	**Count**	**Percentage**
Hospital	4	100%
School of Nursing	0	0%
School	0	0%
Non governmental organizations	0	0%
Community center	0	0%
Physician's office/clinic	0	0%
Have you changed jobs since graduating from the MSN program?	**Count**	**Percentage**

Yes	1	25%
No	3	75%
If your answer to the above question was yes, was the job at a higher level?	**Count**	**Percentage**
Yes	1	25%
No	0	0%
No answer	3	75%
What is your current position?	**Count**	**Percentage**
Staff nurse	2	50%
Educator	0	0%
Administrator (Supervisor)	0	0%
Researcher	0	0%
Assistant nurse manager	0	0%
Clinical specialist/Advanced Practice Nurse	0	0%
Nurse manager	1	25%
Other: EPIC system analyst	1	25%
In what specialty area are you currently employed?	**Count**	**Percentage**
Administration	0	0%
Management	1	25%
Education	0	0%
Research	0	0%
Clinical: Adult/General Medical Surg	0	0%
Clinical: Clinic/OPD	0	0%
Clinical: Critical Care-Adult	0	0%
Clinical: Critical Care-Neonatal	2	50%
Clinical: Critical Care-Pediatric	1	25%
Other: EPIC system analyst	1	25%
Annual basic salary	**Count**	**Percentage**
$9,999 or less per year	0	0%
$10,000- $14,999 per year	0	0%
$15,000-$19,999 per year	2	50%
$20,000-$29,999 per year	1	25%
$30,000-$39,999 per year	1	25%
>$40,000 per year	0	0%
Are there any areas, which if included in the School of Nursing curriculum, could have prepared you for better for nursing practice?	**Count**	**Percentage**
No	4	100%

Exhibit I.09: Minutes of the Task force on Faculty Workload

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING

Taskforce on Faculty Workload
Minutes of Meeting – Oct 25, 2021

Time and place: The meeting came to order at 9 am in room 102, HSON building

Present: Lina Abi Fakhr Kantar, Angela Massouh, Samar Noureddine, Houry Puzantian, Silva Dakessian (replacing Hera Tashjian), and Lina Younan.

Order of Business:

1. **Review and approval of minutes Dec 17, 2020**: Minutes were approved.

2. **Review of "Compiled Document– Summary on Select Literature on Faculty Workload HSON AUB – Dec 17 Presentations**:. Sections on workload allocation (credits) were reviewed and relevant ones were **highlighted on document**, for follow up:

    a. Workload as per Washington University
    b. Workload as per Indiana University
    c. Thesis and dissertation supervisions would be requiring credits.
    d. Consideration to be given for number of students in class

3. **Review of AUB Workload Policy**: course load allocation. The policy was reviewed and relevant parts highlighted to guide the future work.

4. **Review and edit of Faculty Survey on Workload:** the survey was discussed. Dr. Noureddine will send it to the members for final review and approval before sending it to the faculty.

5. <u>Additional Tasks to follow up on:</u>

a. Revisit **clinical faculty workload distribution**.
b. Look into **workload for Online and blended coursework**
c. Workload for **Simulation sessions**
d. Workload for graduate teaching, especially mentoring thesis and dissertations

6. **Adjournment**: The meeting was adjourned at 10:40 am

Recorded by: Houry Puzantian

Exhibit I.10: Sample Orientation of Clinical Preceptors about their Role in Teaching

From: Angala Massouh
To: Nuhad Yazbik-Dumit; Samar Noureddine
Subject: Fwd: Critical Care Rotation
Date: Tuesday 18 January 2022 05:17:46 PM
Attachments: Critical Care Rotation.docx
Preceptor Expectations in Critical Care.docx

Begin forwarded message:

From: Angala Massouh <am50@aub.edu.lb>
Subject: Critical Care Rotation
Date: August 21, 2021 at 2:15:04 AM GMT+3
To: "Rachele Bejjani (Student)" <rrb09@mail.aub.edu>, Sarine Rita Malkdjian <sm132@aub.edu.lb>, Mohamad Issa <mi32@aub.edu.lb>, Hayat Rifaat Bayer <hr44@aub.edu.lb>, "Mireille Chehade (Alumni)" <mmc25@mail.aub.edu>, "Alison Haidar (Student)" <aah80@mail.aub.edu>, Nora Hijal <nh98@aub.edu.lb>, "Nour Abdallah (Student)" <naa109@mail.aub.edu>, Silva Dakessian Sailian <sd61@aub.edu.lb>, Nicole Dagher <nd44@aub.edu.lb>
Cc: Nuhad Yazbik-Dumit <ny00@aub.edu.lb>, Angala Massouh <am50@aub.edu.lb>

Hi all,
Thank you for accepting to precept with me in N400 this year.
I am attaching a **draft of the rotation** for your quick review. If this is ok, HSON will forward to AUBMC administration for approval.
Please mark your calendars on **Friday, September 10 at 2pm** for a quick zoom meeting to discuss course logistics. I am attaching a document on **Preceptor Expectations in Critical Care.** Please read this carefully before we meet. It includes all logistics, timings, and future meeting dates.

Below is the zoom details for September 10.

HSON Zoom2 is inviting you to a scheduled Zoom meeting.

Topic: Critical Care Faculty Meeting
Time: Sep 10, 2021 02:00 PM Beirut

Join Zoom Meeting
https://zoom.us/j/96804719312?pwd=YVBzYmgrcVhZZHhzMHllYTB2QnY0dz09

Meeting ID: 968 0471 9312
Passcode: 611193

Angela Massouh, PhD, MScN, FHFA

Assistant Professor | Adult and Critical Care Nursing
Nurse Leader | Research, Education, and Innovation
Clinical Nurse Specialist | Cardiology and Heart Failure

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American University of Beirut - School of Nursing- NURS 400 Critical Care Nursing: Clinical Rotation – Fall 2021

Clinical: Thursday 7am to 3pm or 3 to 10pm and Friday 7am to 3pm

PrepLab: Wednesday 1 to 2 pm or 2 to 3pm and Thursday 2 to 3pm

ED Group Online PrepLab: Triaging in the Emergency Department by Mrs. Dakessian

Thursday Group		Sept 23 and 30	Oct 7 and 14	Oct 21 and 28	Nov 4 and 11	Nov 18 and 25
1		ED-Day Silva Dakessian	ICU-Evening Alison Haidar	CCU-Evening Nour Abdallah	NCU-Day Rachel Bejjani	RCU-Day Rachel Bejjani
2		RCU-Evening Sarine Rita Malkidjian	ED-Day Silva Dakessian	NCU-Evening Sarine Rita Malkidjian	ICU-Day Hayat Refaat Bayer	CCU-Evening Nour Abdallah
3		ICU-Day Hayat Refaat Bayer	RCU-Evening Sarine Rita Malkidjian	ED-Day Silva Dakessian	CCU-Evening Nour Abdallah	NCU-Evening Sarine Rita Malkidjian
4		NCU-Evening Sarine Rita Malkidjian	CCU-Day Nora Hijal	RCU-Evening Sarine Rita Malkidjian	ED-Day Silva Dakessian	ICU-Day Hayat Refaat Bayer
5		CCU-Evening Nour Abdallah	NCU-Day Rachel Bejjani	ICU-Evening Alison Haidar	RCU-Day Rachel Bejjani	ED-Evening Nicole Dagher

Thursday Group		Sept 23 and 30	Oct 7 and 14	Oct 21 and 28	Nov 4 and 11	Nov 18 and 25
6		ED-Evening Nicole Dagher	ICU-Day Hayat Refaat Bayer	CCU-Day Nora Hijal	NCU-Evening Sarine Rita Malkidjian	RCU-Evening Sarine Rita Malkidjian
7		RCU-Day Rachel Bejjani	ED-Evening Nicole Dagher	NCU-Day Rachel Bejjani	ICU-Evening Alison Haidar	CCU-Day Nora Hijal
8		ICU-Evening Alison Haidar	RCU-Day Rachel Bejjani	ED-Evening Nicole Dagher	CCU-Day Nora Hijal	NCU-Day Rachel Bejjani
9		NCU-Day Rachel Bejjani	CCU-Evening Nour Abdallah	RCU-Day Rachel Bejjani	ED-Evening Nicole Dagher	ICU-Evening Alison Haidar
10		CCU-Day Nora Hijal	NCU-Evening Sarine Rita Malkidjian	ICU-Day Hayat Refaat Bayer	RCU-Evening Sarine Rita Malkidjian	ED-Day Silva Dakessian

Friday Group		Sept 24 and Oct 1	Oct 8 and 15	Oct 22 and 29	Nov 5 and 12	Nov 19 and 26
1		ED-Day Silva Dakessian	NCU-Evening Mohammad Issa	ICU-Day [22] Evening [29] Bayer/Haidar	RCU-Day Mohammad Issa	CCU-Day Mireille Chehade
2		RCU-Evening Mohammad Issa	CCU-Day Mireille Chehade	ED-Day [22] Evening [29] Dakessian/Dagher	NCU-Day Mohammad Issa	ICU-Day [19] Evening [26] Bayer/Haidar
3		NCU-Evening Mohammad Issa	ICU-Day [8] Evening [15] Bayer/Haidar	RCU-Day Mohammad Issa	CCU-Day Mireille Chehade	ED-Day Silva Dakessian

Unit	RCU and NCU	ICU	CCU	ED
Thursday Day	Rachel Bejjani	Hayat Refaat Bayer	Nora Hijal	Silva Dakessian
Thursday Evening	Sarine Rita Malkidjian	Alison Haidar	Nour Abdallah	Nicole Dagher
Friday	Mohammad Issa	Bayer/Haidar	Mireille Chehade	Silva Dakessian

Preceptor Expectations in Critical Care

Welcome to the Critical Care Course.

First, I would like to thank you for agreeing to precept Senior Nursing Students at the Hariri School of Nursing in the NURS 400 Introduction to Critical Care course. You were selected for this integral role based on one or more of the below:

- BSN Graduate and/or MSN Enrolled or Graduate from AUB HSON in the Adult Care Track
- Proven experience in Critical Care with no less than 2 years
- Teaching/precepting experience is a plus

This document details what is expected of you in NURS 400 Introduction to Critical Care. The responsibilities of clinical preceptors are to guide students in the transition to the novice nurse role in practice. By the end of this clinical rotation, it is expected that students are able to take care of a critically ill patient under moderate, minimal to moderate, or minimal supervision.

It is expected that the clinical preceptor will collaborate with the course coordinator to promote student learning and growth through weekly communication. Clinical preceptors are expected to communicate their feedback about student performance to both the course coordinator and the student by the end of the second week of rotation in each specialty area. It is the preceptor's responsibility to complete a formative student evaluation at end of second week of rotation in each specialty area. It is the course coordinator's role to complete a formal midsemester student evaluation as well as a summative evaluation based on the formative evaluations you submit.

The preceptor agrees to:

1. Ensure course learning outcomes are met.
2. Provide ongoing supervision and direction of the student while in the clinical areas consistent with student ability and expectations and consistent with learning objectives.
3. Collaborate with students in meeting individualized learning objectives by selecting opportunities that facilitate learning.
4. Plan staged sudent experiences that provide a progression from observer to responsible professional practice.
5. Refer to the Competency Based Checklist to determine the skills that students are expected to perform.
6. Notify the clinical area Nurse Manager immediately if concerns/questions arise as to the student's behavior or nursing competence.
7. Attend the course meetings on Zoom or face to face [introductory meeting + midsemester student evaluation meeting + summative student evaluation meeting].

Clinical Logistics

- You will receive an email with the clinical rotation for you to save all your assigned clinical days. Clinicals start on **September 23** and end on **November 26.**
- Clinical hours are as such:
    - Thursday 7am to 3pm
    - Thursday 3 to 10pm
    - Friday 7am to 3pm or 3 to 10pm
- One of the preceptors [day or evening] is expected to be in the unit during PrepLab. Please contact your colleague [day/evening] ahead of time and plan that one of you is there. Prep Labs are planned as such:
    - Wednesday 1 to 2pm for Thursday 7am to 3pm clinicals
    - Wednesday 2 to 3pm for Thursday 3pm to 10pm clinicals
    - Thursday2 to 3pm for Friday clinicals
    - ED Group Online PrepLab
- In case of a serious excuse that is preventing you from coming, please make every effort to contact the students and cancel clinical several hours ahead of time so that students are not on clinical sites unattended. Inform me as soon as you can.
- By the end of every 2 rotations, you are expected to give the students a detailed evaluation [**Rotation Specific Clinical Evaluation** available on Moodle]. Students are expected to bring you the hard copy to fill. You will need to track student notes so that you are able to present your evaluation in the faculty meetings.
- Two careplans will be submitted in N400 only. So, you might not receive any careplan from your group. If you do, these need to be corrected within 1 week of submission. Careplan submission deadline: Saturday at 5pm after each clinical day. The last careplan can be submitted any time before November 27 at 5pm.

Meeting Dates

There will be 3 meetings throughout the semester.

1. **Introductory Meeting**
    - Date: September 10 at 2pm via Zoom
    - https://zoom.us/j/96804719312?pwd=YVBzYmgrcVhZZHhzMHllYTB2QnY0dz09
    - Meeting ID: 968 0471 9312
    - Passcode: 611193
2. **MidSemester Evaluation Meeting**
    - Date: October 29 at 1pm
    - Venue: will be discussed closer to the date.
3. **Summative Evaluation Meeting**
    - Date: December 10 at 1pm
    - Venue: will be discussed closer to the date.

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

Minutes of NURS 302 (Nursing care of adults and older adults II) meeting

Friday, January 21, 2021

Time and Place: The meeting came to order at 11am, via WebEx.

Members present: Dr. M. Adra (course coordinator), Dr. Nour Alayan (course co-coordinator), Ms. Melissa Makhoul, Ms. Sarah Chehayeb, Ms. Emilie Succar and Ms. Nour Abdallah.

Absent: Ms. Silva Dakessian (excused).

Order of Business:

1) Access to Moodle: Moodle access with editing privileges is granted for all faculty members and preceptors participating in the course.
2) Simulation Lab: simulation will take place during the first 2 weeks of the clinical rotation (Jan 25th and Feb 1st, 2022). On each day, students will be divided into two groups (Group A and Group B). Group A will be in the sim lab from 8:30 am to 11:30am, and Group B will be in the sim lab from 12:30 pm to 03:30 pm. Each simulation lab will include 3 stations and each group will spend one hour on each station. On Jan. 25, the stations are: IV insertion, Neuro-assessment, and Calculation of dosages of medications and IV rates. On Feb. 1 the stations are: IV manipulation and administration of IVD medications, Review of history taking and the assessment sheet, and tracheostomy care and suctioning. Preceptors are distributed on each station according to the set schedule.

   The Neurologic assessment station will be manned by Mr. Mohammad Tabsh who is a registered nurse working on 4N; he will be demonstrating neuro assessment and allowing for return demonstration for both groups on January 25th, 2022.
3) The clinical experience:
   - Final clinical rotation schedule pending.
   - Prep labs will take place every Monday and Wednesday from 1:00 pm to 2:00 pm. Clinical rotations will take place every Tuesday and Thursday. Each clinical day

will have day shifts (from 07:00 am to 3:00 pm) and evening shifts (from 03:00 pm to 11:00 pm).

- Prep labs must be conducted in the presence of the preceptors to make sure that the students have collected the necessary data and visited and seen their patients; In case there is a need to change the prep lab hour, it must be in agreement with the preceptor and the whole group. Extra time may be given to students after the prep lab at the discretion of the preceptor to make sure that they understand their patient's condition and the priority nursing diagnoses of their patients.
- Clinical areas include: Bassile Infusion center (BIC), MS Center, 4 North, 9 North, 9 South, 10 North, 10 South and 5 South). Given that only 3 students are allowed at the MS Center at a time, the clinical experiences of BIC and MS Center may be combined together on the same day in a way that allows for all students to rotate in each area for a few hours.
- Post-clinical conferences are to be conducted at HSON instead of the conference rooms at AUBMC to avoid crowding on the unit. Each preceptor must book a classroom for the conference with Ms. Jeanette prior to the clinical day.
- Requests of preceptors regarding the clinical rotation slots will be taken into consideration while planning the clinical rotation.
- Phone numbers and email addresses of all preceptors are included in the course syllabus to facilitate communication between the students and the preceptors.
- A refresher session regarding the care plan, objectives of each clinical day, the physical assessment sheet and the planning of a clinical day experience will be given to students by Ms. Nour Abdallah on March 31, 1-3pm, 2022. Preceptors are encouraged to attend the session.
- There are three clinical evaluation forms for students which will be revised and uploaded on Moodle in the coming week. Evaluation forms must be filled after each clinical experience and signed by the students. The latter is to point out areas for improvement for the students and documenting data regarding the students' clinical performance. We will begin filling the evaluation forms starting the third clinical experience to allow some time for the students to adjust to the clinical area. Anecdotes and evaluation forms must also include the strengths of the students and

not only their weaknesses, for encouragement. All students must receive evaluations/feedback on a bi-weekly basis.

- Students who have weak clinical performance should sign a contract including their weaknesses and to set an action plan for improvement. This may be done after the mid-semester evaluation. Contracts have to be signed by the students during meetings between the preceptor and the student in the presence of Dr. Marina Adra or Dr. Nour Alayan.
- The uniform policy has to be strictly implemented.
- Students are required to submit five careplans **only** throughout the semester.
- Students are required to perform a health education (patient teaching) in the presence of the instructor about a topic relevant to their patient's condition **once** throughout the semester. Students are expected to complete this requirement towards the middle of the semester. This requirement is equivalent to 5% of the course grade. The rubric pertaining to patient education will be posted on Moodle in due time.
- The nature of the Nursing care needs to be emphasized. Students must be encouraged to perform nursing interventions and practice nursing skills in all of its different facets to enhance their learning experience (e.g., positioning patients, ambulating patients, putting bed pans, performing morning care, collecting specimens, checking intake/outputs…)

4) Care plans:

- Only **two** priority nursing diagnoses are required in each care plan, and they should be discussed thoroughly. **All relevant interventions** must be included.
- Students are required to submit their careplans **on the same day** of the clinical experience. More specifically, deadline for submission **for day groups is 5:00 pm** of the same day and **11:00 pm of the same day for evening groups.** For evening groups, students may be given some time during the clinical rotation to edit/finalize their careplans in case of changes in their patients' conditions.
- It was agreed that students submit their care plans via email.
- Feedback/Correction of careplans is essential to give instructions/comments to students on how to improve and write better.

- Students are allowed to use various resources to write their careplans as long as the resources are scientific and the information is paraphrased.
- For medication preparation: the indication of the medication in the patient's case, the generic name, the mechanism of action and the nursing implications of each medication must be emphasized. Preceptors have to make sure that the students know the meaning of abbreviations (e.g. ACE or ARB…). Rare side effects are not to be overemphasized.
- The rubric for the care plan will be uploaded on Moodle.
- The physical assessment sheet will be updated by Ms. Nour Abdallah.

Meeting adjourned at 12:30 pm

Recorder: Nour Abdallah

Exhibit I.11: Preceptor Education workshop

American University of Beirut
Rafic Hariri School of Nursing

Preceptor Education Workshop

An Overview

The primary drivers of change in today's nursing education aim at bridging the gap between health care requirements and educational preparation of nurses. The origin of the gap is attributed to the difference between educational goals and actual demands of the workplace. Preceptors may act as mediators between educational programs and health care settings.

Nursing literature defines preceptors as professional nurses who monitor the transition of new nurses from theory to practice and evaluate their performance. Preceptors employ time and efforts in coaching and evaluating students, emulating safety and competence in practice, and enriching the graduate's clinical repertoire. Undergraduate nursing students at the American University of Beirut are precepted throughout the semester. Preceptors are directly involved in monitoring students and evaluating them to ensure transference of classroom knowledge to practice.

The available literature highlights three significant roles that preceptors may assume when educating students. First, preceptors help to avoid a sudden transition from classroom to workplace; second, they are concrete models for emulating competent safe practice; and third, they continue the chain of learning.

Workshop Aims

The adequate preparation of preceptors helps to garner success of the educational process and achievement of program learning outcomes. The workshop aims at preparing preceptors who have genuine interest in teaching. The determinants of effective preceptorship include:

- Voluntary relationship between students and preceptors
- Interactive learning process
- Involvement of teacher, preceptor and student
- Clinical setting and simulation as the medium of instruction
- Focus on student learning

Workshop topics

This workshop sheds light on new perspectives in nursing education such as simulation, with the following themes forming the basis of the workshop:

- Principles and implications of preceptorship
- Learning theories and relevant teaching strategies
- Learning needs, readiness, and styles
- Constructive feedback
- Skills for writing anecdotes
- Simulation implementation at HSON

Workshop Outcomes

At the conclusion of the Preceptor Education Workshop, the preceptor candidates will be able to demonstrate competency and ability to serve as a nurse preceptor. The expected outcomes revolve around enabling participants to:

- Demonstrate the duties and responsibilities of the preceptor and its relationship to other support roles.
- Build and maintain a working relationship with the preceptee, create a learning environment, and enhance the socialization process.
- Incorporate learning theories in the education process, assess learning styles and learning needs, and assist learners in maximizing their potentials to achieve learning objectives.
- Set realistic goals, assess progress, and give constructive feedback.
- Plan effective teaching strategies by incorporating simulation into the teaching learning process.

Preceptor Workshop

February 14, 2019

Timetable

Time	Topic	Presenter
8:00-8:30	**Registration**	Dr. Lina Kantar
8:30-9:00	**Introductory concepts on precepting students**	Mrs. May Khoury
9:00-9:30	**Learning theories**	Dr. Kantar
9:30-10:00	• **Learning theories applied**	Dr. Kantar
9:45-10:15	**Coffee Break**	
10:15-10:45	**Fostering student learning**	Dr. Kantar
10:45-11:15	**Providing constructive feedback**	Dr. Nuhad Dumit
11:15-11:45	**Skills of writing anecdotes**	Dr. A. Massouh
11:45-12:15	**Simulation at HSON**	Ms. Randa Farha
12:15-12:30	**Logistics & administrative Processes**	Mrs. Patricia Assaf

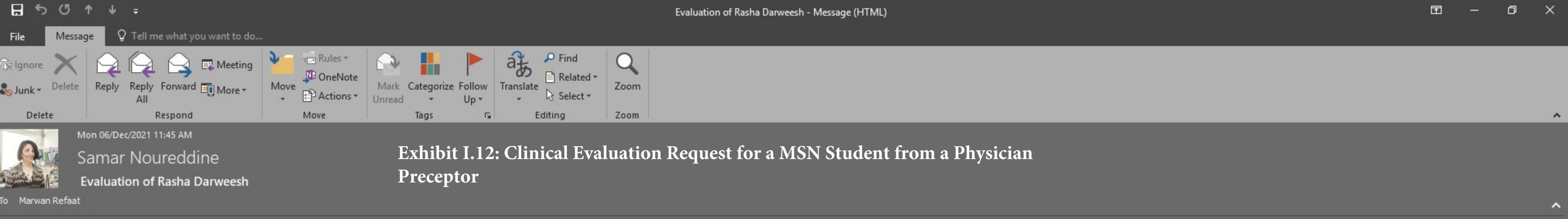

Exhibit I.12: Clinical Evaluation Request for a MSN Student from a Physician Preceptor

Dear Dr. Refaat,

Let me start by expressing my thanks and appreciation to you for supervising Rasha Darweesh in her clinical rotation this Fall semester considering the hectic times you are going through with the economic crisis, as she finished her training with you. She had a very rich experience and I could tell from her weekly reports that she had a very rich exposure to various kinds of patients with cardiac electrophysiologic disorders.

I am writing to seek your evaluation of her performance, using the below criteria. I would greatly appreciate having your comments under each of the criteria. I am also asking for an overall grade out of 100. I would greatly appreciate your response at your earliest convenience so I can finalize her grades. Thank you

1. Assessment and diagnostic reasoning skills as demonstrated by the student's involvement with the patients and clinical team
2. Communication and interaction with patients: professionalism, therapeutic communication, engagement in the discussion etc...
3. Knowledge in the area as reflected in the student's discussions with you
4. Critical thinking as reflected from her questions to you and the team
5. Professional qualities: Motivation, punctuality, initiative etc..

Thank you

Samar

Samar Noureddine, PhD, RN, FAHA, FAAN
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Honorary Professor: University of Dundee, Scotland
Adjunct faculty: Johns Hopkins University, USA
Founding President: Lebanese Cardiovascular Nursing Society

Exhibit I.13: MSN Program Revision Proposal 2015

Revision of the Masters of Science in Nursing Program:

Proposal

Submitted by the Graduate Studies Committee: Dr. Samar Noureddine (Committee Chair and coordinator of the Adult Care Track), Dr. Laila Farhood (MSN convener and Psychiatric Mental Health Track coordinator), Dr. Huda Huijer (HSON Director), Dr. Michael Clinton (Administration Track coordinator), Mrs Mary Arevian (Community Track coordinator), Dr. Nuhad Dumit, Dr. Lina Younan.

January 2015

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List of Abbreviations

APN: Advanced Practice Nurse
APRN: Advanced Practice Registered Nurse
BSN: Bachelor of Science in Nursing
CCNE: Commission on Collegiate Nursing Education
CNM: Certified Nurse Midwife
CNP: Certified Nurse Practitioner
CNS: Clinical Nurse Specialist
CRNA: Certified Registered Nurse Anesthetist
MSN: Masters of Science in Nursing
RN: Registered Nurse

Executive Summary

The Hariri School of Nursing Masters of Science in Nursing (MSN) program was launched in 2003, starting with 2 tracks: Administration and Adult Care. In 2008, the Psychiatry and Mental Health track was launched and in 2009 the Community and Public Health track was started. Continuous evaluation is maintained for the curricula of all tracks through feedback from students (instructor course evaluation, student satisfaction and exit surveys), faculty (course evaluation), as well as current trends in graduate nursing education and the context of Lebanon. The MSN program is registered in the New York State Department of Education (Hegis code 1203.10). The program got accredited by the Commission on Collegiate Nursing Education (CCNE) in 2007 and got reaccredited in 2012 for 10 years.

Developments in nursing, including new essentials for graduate education released by CCNE, required revisiting the curriculum. The Graduate Studies Committee is proposing a revision of all tracks of the MSN program. The revisions involve mostly the core component that students from all tracks must take, in addition to additional coursework in the adult care, administration and community and public health tracks. The psychiatric mental health nursing track remains unchanged. The revised clinical tracks aim to prepare graduates for the Clinical Nurse Specialist role.

The proposed revisions are not expected to entail additional human or material resources. One new core biostatistics course will be offered by the newly hired biostatistics assistant professor. One new course on budgeting has been offered before in the Summer Nursing Institute for a number of years. The new course in the Adult Care track can be offered by the current faculty. There is one additional course in the Administration track on nursing informatics that students can take online at the University of Colorado, which approved our request to have our students take the course.

In addition, the Graduate Studies Committee is proposing a new track in Nursing Research, which includes the core courses of the MSN program, the courses that constitute the SHARP certificate program offered in the summer, in addition to a thesis. This new proposed MSN in Nursing Research does not entail any additional courses beyond what is available and thus does not require additional resources. This track aims to better prepare nurses for research careers or pursuit of doctoral study.

Overview of the MSN Program

The Hariri School of Nursing, founded in 1905 as a three year diploma program, was the first nursing school in the Middle East. In 1936, there was a five year Bachelor of Science in Nursing program (BSN), which was replaced in 1964 by the current four-year program (including the freshman year) leading to the degree of Bachelor of Science in Nursing. The Master of Science in Nursing (MSN) program was launched in the academic year 2003-2004, following a needs assessment study of 328 nurses that included graduates of the BSN program at AUB and other nurses who hold positions in Lebanon, Jordan and the United Arab Emirates. The majority of the respondents requested higher education in nursing as a means to meet the health needs in Lebanon and 92% expressed their support for an MSN program. Over two thirds of the sample selected as area of specialty adult care, nursing administration, or nursing education. In 2003-2004, the program was launched, starting with 2 tracks: Adult Care and Nursing Administration. Moreover, students interested in nursing education could have a minor in education along with their main MSN degree through taking additional courses in education.

Hariri School Of Nursing Mission

The mission of the Hariri School of Nursing is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing, following the American model of nursing education and practice. The School aims to provide learning opportunities that will enable students to develop into competent nurses who respect cultural diversity while coordinating and delivering high quality, compassionate nursing care in Lebanon and the region, guided by ethical principles. The faculty believes education is an interactive process between faculty and students with both taking responsibility for active learning. The baccalaureate program, drawn primarily from the humanities, sciences, and caring disciplines, focuses on the use of nursing theory and research as a basis for practice. The master's program focuses on preparing nurses for advanced nursing practice roles, and is based on the use and generation of research based knowledge to guide practice. Nursing students at AUB learn to think critically, develop professional attitudes and leadership skills, and appreciate the value of life-long learning and freedom of speech.

Hariri School Of Nursing Vision

The Hariri School of Nursing aspires to become the leading school of nursing in Lebanon and the region; nationally and internationally recognized for excellence in education, research, and service.

The school is committed to offering cutting-edge culturally-relevant and internationally recognized graduate and undergraduate education, fostering life-long learning and scholarship, developing the leaders in nursing and health care, and attracting a competent and culturally-diverse student body.

MSN Program Learning Outcomes

Upon successful completion of the MSN program, students are expected to:

1. Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.
2. Initiate, participate in, utilize and disseminate nursing research.
3. Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills in specialized area of nursing.
4. Demonstrate advanced decision-making across health care settings, using multidisciplinary approach.
5. Analyze the impact of socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery.
6. Assume leadership roles in education and management to promote health care.

Tracks by Specialty Area

The current MSN program offers a minimum of 36 credits with a comprehensive exam and the option of either a 6 credit thesis, or a 3 credits graduation project, with 3 credit of elective course work. The program is registered at the New York State Department of Education, HEGIS code 1203.10.

In 2007, the MSN program got unconditional accreditation by the Collegiate Commission in Nursing Education (CCNE) of the American Association of the Colleges of Nursing (AACN). There was only one recommendation for the Adult Care track to have separate courses in advanced pathophysiology and pharmacology, as opposed to the integrated approach that was originally used in the courses whereby pathophysiology and pharmacology content was integrated in the courses that discuss the health management of adult patients.

In 2008, the Psychiatric and Mental Health track was launched and in 2009 the Community and Public Health track was launched.

In 2012, the MSN program was re-accredited by CCNE for a period of 10 years.

As of September 2014, the MSN program has graduated 134 students from all tracks.

The MSN program currently includes the following components:

1. A total of 9 credits of core courses in:
    a. Nursing Theory (N500, 2 credits)
    b. Foundations of Advanced Practice (N501, 3 credits), and
    c. Advanced Nursing Research (N502, 4 credits)
2. Three credits in role development (N507: Nursing Administration or N509: Nursing Education)
3. Seventeen to twenty two credits of specialty courses (this varies by track)
4. Six credits thesis or 3 credits project + 3 credits elective coursework
5. One to three credits of Elective coursework

Students in the clinical tracks who plan to get certified in their area of specialty in the US may take N528 (2 credits), an additional practicum course worth of 100 hours of clinical training in advanced nursing practice in their area of specialty.

Students interested in a career in nursing education take 12 credits in education, including: NURS 509 (Role Development in Nursing Education), 2 courses in the department of education and an elective course in education.

Appendix A outlines the courses and their descriptions for each MSN track.

MSN Revision

The MSN program is under continuous scrutiny by the Graduate Studies Committee since its inception in 2003-2004 and is often reviewed at the course level. Two major reviews of the program were undertaken when the self-study for the CCNE application was being prepared in 2006 and then again in 2011. In deciding revisions, which so far have been minor, data from student satisfaction surveys, course evaluations by students and faculty members, exit surveys, as well as developments in nursing are used to guide curricular decisions. Other criteria that underlie curricular decisions include the context of the nursing profession in Lebanon. For instance, initially the clinical tracks were generic, preparing advanced practice nurses who could fit the needs in the country, knowing that the level of a Masters prepared Nurse Specialist is not recognized legally yet in Lebanon. The Nursing Law that includes the Nurse Specialist level being currently considered at the Lebanese Parliament.

<u>New accreditation requirements</u>

In 2011, around the time of re-accreditation of the MSN program, the CCNE developed new essentials for graduate education in nursing. Those new essentials were not imposed on programs undergoing reaccreditation for immediate implementation at the time, but were recommended for implementation soon. The main features of those new recommendations were shifting the focus away from preparation in roles of advanced practice and more towards ensuring generic skills and knowledge for all MSN students regardless of area of specialty. The table in Appendix B highlights the main differences between the 1996 and the 2011 CCNE essentials of graduate education.

The most important consideration in the 2011 essentials is the recommendation that all Masters programs provide core content to all students regardless of specialty in the following areas:

- Organizational culture and assessment
  - Systems theory/thinking
  - Leadership and team building
- Policy development: Politics and ethics
  - Change theory and management of change
- Process improvement techniques
  - Quality improvement tools, quality performance indicators, nurse sensitive outcomes, patient safety
  - Problem identification, data driven decision making
- Informatics

- Integration of health care technology in documentation, decision support systems, telemedicine
- Databases and health information management
- Health care economics: e.g. Product value analysis

Another factor that drove the revision of the MSN program is the consensus model of Advanced Practice Registered Nurse (APRN) regulation that was proposed in a white paper in 2008 by a joint group from the American Association of Colleges of Nursing (AACN) that accredits nursing programs, the National Council of State Boards of Nursing and the National Organization of Nurse Practitioner Faculties. This model governs licensure, accreditation, certification and education of APRNs and will be enforced soon. This model defines APRNs as licensed independent practitioners who are expected to practice within standards established or recognized by a licensing body. The model defines the APRN as a nurse who:

1. Has completed an accredited graduate-level education program preparing him/her for one of the four recognized APRN roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), or certified nurse practitioner (CNP);
2. Has passed a national certification examination that measures APRN, role and population-focused competencies and who maintains continued competence as evidenced by recertification in the role and population through the national certification program;
3. Has acquired advanced clinical knowledge and skills preparing him/her to provide direct care to patients, as well as a component of indirect care;
4. Has practice that builds on the competencies of registered nurses (RNs) by demonstrating a greater depth and breadth of knowledge, a greater synthesis of data, increased complexity of skills and interventions, and greater role autonomy;
5. Is educationally prepared to assume responsibility and accountability for health promotion and/or maintenance as well as the assessment, diagnosis, and management of patient problems;
6. Has clinical experience of sufficient depth and breadth to reflect the intended license; **and**
7. Has obtained a license to practice as an APRN in one of the four APRN roles: CRNA, CNM, CNS or CNP.

The revised clinical tracks of the MSN program at AUB will be tailored to prepare clinical nurse specialists (CNSs). The CNS, according to the consensus model, has a unique APRN role to integrate care across the health illness continuum and through three spheres of influence: patient, nurse, system. The three spheres are overlapping and interrelated but each sphere has a distinctive focus. In each of the spheres of influence, the primary goal of the CNS is continuous improvement of patient outcomes and

nursing care. Key elements of CNS practice are to create environments through mentoring and system changes that empower nurses to develop caring, evidence-based practices to alleviate patient distress, facilitate ethical decision-making, and respond to diversity. The CNS is responsible and accountable for the diagnosis and treatment of health/illness states, disease management, health promotion, and prevention of illness and risk behaviors among individuals, families, groups, and communities.

The consensus model recommends that APRN education must:

a. Be formal education with a graduate degree or post-graduate certificate (either post-master's or post-doctoral) that is awarded by an academic institution and accredited by a nursing or nursing-related accrediting organization recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation;
b. Be awarded pre-approval, pre-accreditation, or accreditation status prior to admitting students;
c. Be comprehensive and at the graduate level;
d. Prepare the graduate to practice in one of the four identified APRN roles;
e. Prepare the graduate with the core competencies for one of the APRN roles across *at least one* of the six population foci;
f. Include at a minimum, three separate comprehensive ***graduate-level*** courses (the APRN Core) in:
    - Advanced physiology/pathophysiology, including general principles that apply across the lifespan;
    - Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; **and**
    - Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents.
g. Additional content, specific to the role and population, in these three APRN core areas should be integrated throughout the other role and population didactic and clinical courses;
h. Provide a basic understanding of the principles for decision making in the identified role;
i. Prepare the graduate to assume responsibility and accountability for health promotion and/or maintenance as well as the assessment, diagnosis, and management of patient problems, which includes the use and prescription of pharmacologic and non-pharmacologic interventions; and
j. Ensure clinical and didactic coursework is comprehensive and sufficient to prepare the graduate to practice in the APRN role and population focus.

k. The population foci defined by the model and which MSN programs ought to address include adult-gerontology; family/individual across the life span; neonatal; pediatrics; and women's health/gender related. Further specialization such as in areas like oncology or palliative care, can be acquired with more course work.

Thus in light of the above, the Graduate Studies Committee of the Hariri School of Nursing reviewed all the data at hand and worked on revising the MSN curriculum. First the MSN Program outcomes were revised. Description of the revised program is:

'*The program provides students with a thorough understanding of the theoretical basis of advanced practice and also incorporates managerial, administrative and educational skills. Depending on the track of study, the graduate is expected to be an expert clinician, an informed educator, a knowledgeable researcher and a skilled manager*'.

Revised MSN Program Learning Outcomes

The MSN program will prepare nurses who:

1. Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.
2. Participate in conducting research within collaborative teams to improve care outcomes and support policy changes
3. Deliver advanced practice nursing based on critical thinking, research evidence, and advanced knowledge and skills in specialized area of nursing.
4. Demonstrate advanced clinical and data driven decision-making across health care settings.
5. Analyze the impact of socio-cultural, economic, ethical, legal and political issues on nursing practice, health promotion strategies and health care delivery.
6. Assume leadership roles in education and management, utilizing inter-and intra-disciplinary approaches and systems thinking.
7. Analyze current and emerging technologies to optimize patient safety, cost-effective care, quality and health outcomes'.

The curricular revisions of the MSN include changes to the common core courses that students in all tracks take, in addition to track-specific changes.

Changes in the Core Courses

The new core course work includes 12 credits divided as follows (see current and revised/new course syllabi in Appendices C-K):

- N500: This course remains worth 2 credits but is changed from 'Nursing theory' to 'Theories, concepts, and ethical practices for advanced nursing practice' (Appendices C and D).
- N501: This course was reduced from 3 to 2 credits with the understanding that specialty- specific roles shall be integrated in specialty courses in the various tracks. The title is changed from 'Foundations for Advanced Practice' to 'Advanced Nursing Practice: Scope and Roles' (Appendices E and F).
- N530: Statistical Reasoning and Application for Nursing Research. This is a new 2-credit course that covers statistical analysis including the theoretical part that was in N502 and application in the computer lab on SPSS. This course was added based on students' request for more practice in statistics and in order to better prepare graduates who might be interested in pursuing doctoral study (Appendix G).
- N502: This advanced nursing research course was reduced from 4 down to 3 credits. The content is the same except the statistical analysis part was removed (Appendices H and I).
- N527: This 3-credits course was changed from 'Developing Health Service Programs' to 'Systems Approach to the Development and Evaluation of Health Care Services' and given in the revised format this fall semester. This course, which was offered only to the Administration track students, will become part of the core for students of all tracks, in order to provide content related to leadership and management, informatics, project development and evaluation (Appendices J and K).

The role development courses are no more required from all the students. In the revised program, N507 is reduced to a 2 credit course instead of 3 credits and is required from the revised administration track students. The title is changed from 'Role development in Nursing Administration'' to 'Essentials of Nursing Administration and Management' (Appendices L and M). On the other hand, N509, the 3 credit course 'Role Development in Nursing Education', will be required of nursing students taking the minor in nursing education; otherwise students in any track may take it as an elective.

Changes in Specialty Courses

Adult-Gerontology Track

The revised Adult Care Track will be named Adult-Gerontology Track in line with accredited US programs. As mentioned above the adult care track students will take the revised core courses described

above. The advanced Assessment, Pathophysiology and Pharmacology courses remain as offered currently. The Advanced Practice in Adult Care I course is expanded from a one 4-credit course to a two 4-credit course series titled 'Advanced Practice in Adult Care I' and 'Advanced Practice in Adult Care II' (Appendices N, O, and P). The rationale for the change includes:

1. Provision of enough content in gerontology, so the track becomes Adult-Gerontology in line with the consensus model requirements.
2. Provision of more content on health promotion and risk reduction for those students who do not want to take the community track courses as electives.
3. Add 2 credits of clinical to ensure that the program offers 500 hours of clinical, which is now a requirement for APRN programs.

Finally, the Advanced Practice in Adult Care II (i.e. the residency in adult care) remains 4 credits and is titled 'Advanced Practice in Adult Care III'.

Below is the course distribution for the revised adult care track.

Adult-Gerontology Track:	**Lect Hr/wk**	**Clinical hr/wk**	**Total credits**
NURS 500 Theories, concepts, and ethical practices for advanced nursing practice	2	0	2
NURS 501 Advanced Nursing Practice: Scope & Roles	2	0	2
NURS 502 Advanced Nursing Research	3	0	3
NURS 530 Statistical Reasoning and Application for Nursing Research	2	0	2
NURS 527 Systems Approach to the Development and Evaluation of Health Care Services	3	0	3
NURS 503 Advanced Health Assessment	2	3	3
NURS 504 Advanced Pathophysiology (blended)	3	0	3
NURS 505A Advanced Practice in Adult Care I	2	6	4
NURS 505B Advanced Practice in Adult Care II	2	6	4
PHRM 314 Advanced Pharmacology and Therapeutics	3	0	3
NURS 506 Advanced Practice in Adult Care III	0	16	4
NURS 599 Thesis or NURS 598 Project and elective	–	–	6

The total number of credits for the revised adult-gerontology care track is: 39 credits.

Nursing Administration and Management Track

The revised administration track is renamed 'Nursing Administration and Management Track'. Students will take the 12 credits worth of core courses. Their specialty courses include the revised NURS 507 course; NURS 531 (Appendix Q), a one credit budgeting course in lieu of HMPD 342; NURS 525 was expanded from 2 to 3 credits, revised and titled 'Leadership Theories and Approaches for Nurse Managers' and was given in the new format this fall semester (Appendices R and S); a new 3 credit course on Nursing Informatics (Appendix T); the same current NURS 520 'Managing Quality with Teams' course; the same MNGT 332 course titled 'Human Resource Management'; and the same NURS 508 (Advanced Practice in Nursing Administration)'. An agreement was reached with the University of Colorado to have students take the informatics course online (NURS 6482: e-Health). Below is the course distribution for the nursing management track

Nursing Administration and Management Track:	**Lect Hr/wk**	**Clinical hr/wk**	**Total credits**
NURS 500 Theories, concepts, and ethical practices for advanced nursing practice	2	0	2
NURS 501 Advanced Nursing Practice: Scope & Roles	2	0	2
NURS 502 Advanced Nursing Research	3	0	3
NURS 530 Statistical Reasoning and Application for Nursing Research	2	0	2
NURS 527 Systems Approach to the Development and Evaluation of Health Care Services	3	0	3
NURS 507 Essentials of Nursing Administration and Management	2	0	2
NURS 508 Advanced Practice in Nursing Administration	0	16	4
NURS 531 Budgeting	1	0	1
NURS 525 Leadership Theories and Approaches for Nurse Managers	3	0	3
NURS 520 Managing Quality with Teams	3	0	3
MNGT 332 Human Capital Management	3	0	3
NURS 6284 E-Health	3	0	3
NURS 599 Thesis or NURS 598 Project and elective	–	–	6

The total number of credits for the Nursing Administration and Management Track is 37 credits.

Psychiatric and Mental Health Track.

Students in this track take the new 12 credits of core courses as other students. No changes were made to the specialty courses in the Psychiatric and Mental Health track. The course distribution for the revised psychiatric and mental health track is shown below.

Revised Psychiatric Mental Health Track	**Lect Hr/wk**	**Clinical Hr/wk**	**Total credits**
NURS 500 Theories, concepts, and ethical practices for advanced nursing practice	2	0	2
NURS 501 Advanced Nursing Practice: Scope & Roles	2	0	2
NURS 502 Advanced Nursing Research	3	0	3
NURS 530 Statistical Reasoning and Application for Nursing Research	2	0	2
NURS 527 Systems Approach to the Development and Evaluation of Health Care Services	3	0	3
NURS 503A Advanced Health Assessment for Mental Health	1	0	1
NURS 504 Advanced Pathophysiology	3	0	3
NURS 512 Advanced Mental Health Assessment	1	3	2
PHRM 314 Advanced Pharmacology and Therapeutics	3	0	3
NURS 516 Psychopathology and Human Behavior	3	0	3
NURS 517 Models of Treatment-Psychotherapy	1	6	3
NURS 518 Group and Family Psychotherapy	1	6	3
NURS 519 Clinical Residency in Acute Psychiatric Care	0	16	4
NURS 599 Thesis	_	_	6
or			
NURS 598 Project and elective			

The total number of credits for the Revised Psychiatric Mental Health Track is 40 credits.

Community and Public Health Track

Students in this track will take the new 12 credits of core courses as other students. No changes were made to the specialty courses in the nursing courses. However, one 2 credit epidemiology course (EPHD 301) was added to the track, which is an introductory course in epidemiology that the department of epidemiology and biostatistics at the Faculty of Health Sciences agreed to offer for students in their program who come from the health care field; See Appendix U for the course description. The course distribution for the revised Community and Public Health track is shown below.

Revised Community and Public Health Track	**Lect Hr/wk**	**Clinical Hr/wk**	**Total credits**
NURS 500 Theories, concepts, and ethical practices for advanced nursing practice	2	0	2
NURS 501 Advanced Nursing Practice: Scope & Roles	2	0	2
NURS 502 Advanced Nursing Research	3	0	3
NURS 530 Statistical Reasoning and Application for Nursing Research	2	0	2
NURS 527 Systems Approach to the Development and Evaluation of Health Care Services	3	0	3
NURS 503 Advanced Health Assessment	2	3	3
NURS 504 Advanced Pathophysiology (blended)	3	0	3
PHRM 314 Advanced Pharmacology and Therapeutics	3	0	3
NURS 522 Principles and Practice of Community Health Nursing	2	3	3
NURS 523 Advanced Community Assessment	2	3	3
NURS 524 Clinical Residency in Community Health Care	0	16	4
EPHD 301 Principles of Epidemiology for Health Professionals	2	0	2
NURS 599 Thesis	–	–	6
or			
NURS 598 Project and elective			

The total number of credits for the Revised Community and Public Health Track is 39 credits.

New Track

MSN Track in Nursing Research

The Graduate Studies Committee is also proposing a new MSN track in Nursing Research. The rationale is to provide an opportunity for students interested in a research career or planning to pursue a PhD program to develop their research skills more than what the regular tracks currently allow. The proposed revisions of most tracks will lead to an increase in the number of credits. Even now more students are opting for projects than thesis due to the demands of these professional tracks. Since the MSN program inception in 2003, only 10 out of 134 MSN graduates did a thesis. We expect the situation to continue with the revised program.

The Scholars in HeAlth Research Program (SHARP) certificate program, which aims to prepare scholars in health research, has attracted a good number of MSN students over the last three years. Although only 4 places were made available for nursing students, many students showed interest in the research program and actually applied. Similarly, the market analysis that was recently conducted by HSON to determine the feasibility for a PhD program showed a large number of respondents indicating an interest in a research career. The above substantiate the need to open an MSN research track at HSON and as such guaranteeing its feasibility and viability. The plan for this track shall include the core courses, in addition to the SHARP certificate program courses. The SHARP courses are currently offered during summer, so no additional resources will be required. The curriculum plan shall be as follows:

MSN in Nursing Research Track	**Lect Hr/wk**	**Clinical Hr/wk**	**Total credits**
NURS 500 Theories, concepts, and ethical practices for advanced nursing practice	2	0	2
NURS 501 Advanced Nursing Practice: Scope & Roles	2	0	2
NURS 502 Advanced Nursing Research	3	0	3
NURS 530 Statistical Reasoning and Application for Nursing Research	2	0	2
NURS 527 Systems Approaches to the Development and Evaluation of Health Care Services	3	0	3
SHARP 300 Principles of Epidemiology	2	2	2
SHARP 320 Design and Analysis of epidemiological studies	2	2	3
SHARP 310 Biostatistics	2	2	4
SHARP 315 Introduction to Research Ethics and Responsible Conduct of Research	1	0	1
SHARP 325 Library Science and Informatics	0	0	0
SHARP 330 Analysis and Reporting of Large Clinical Datasets I	2	0	2
NURS 599 Thesis	–	–	6

The total number of credits for this track is 30 credits.

The SHARP courses' descriptions as per AUB catalogue follows:

SHARP 300 Principles of Epidemiology *11.3; 2 cr.
A course in principles, concepts and application of epidemiology tools relevant to public health practice. The course consists of lectures, assigned readings and complimentary practical sessions. It will cover the basic principles of epidemiology such as disease occurrence, distribution and determinants, different epidemiologic study designs such as cross-sectional, case-control, and cohort studies; with applications on sources of data, indices of morbidity and mortality, measures of association, bias, confounding and interaction. *Offered only in Summer. Equivalent to EPHD 300*.

SHARP 320 Design and Analysis of Epidemiological Studies *17.5; 3 cr.
The course introduces elements and methodological issues related to study design, data analysis, and inference in epidemiological research. Cohort and case-control studies are the focus of discussion. Problems of exposure and disease definitions, confounding, effect modification, matching, bias, interaction, and misclassification are considered. Equivalent to EPHD 320.

SHARP 310 Biostatistics *22.11; 4 cr.
This course is an introduction to basic statistical techniques applied to health sciences and related fields. The objectives are twofold: descriptive statistics which encompass techniques for organizing and summarizing data, and inferential statistics from estimation, to confidence interval, and testing of hypothesis. Applications include probability distribution, comparing population means (t-tests) or proportions (X2 squares) for data obtained from paired or independent samples, significance testing, sample size calculation and power, stratified and matched analyses, and oneway ANOVA. Also, it introduces simple linear regression, correlations, logistic regression and nonparametric methods for data analysis. Focus will be on problems that are commonly encountered in health services and biomedical research. *Offered only in Summer. Equivalent to EPHD 310.*

SHARP 315 Introduction to Research Ethics and RCR *8.1; 1 cr.
This course recaps the history of ethical principles, the development of research codes of conduct and ethical practices and familiarizes investigators and faculty members with the different kinds of ethical issues that they might come across throughout their careers; it allows scholars to reflect critically about what it means to be an ethical and responsible researcher. The course format is a mixture of didactic lectures, online training modules (CITI Responsible Conduct of Research modules), case-studies, clinical research practicums and discussions, interactive lectures that are Power Point based, small discussion groups, audios, video prompts (real footages and films), simulations (e.g. mock IRB) allowing scholars to role play followed by discussions. *Offered only in Summer*.

SHARP 325 Library Science/ Informatics *4.0; 0 cr.
This introductory course spans two 2-hour session, and focuses on effective and efficient searching skills of bibliographic medical and health-related databases with various search options/techniques that the OVID interface allows using MeSH terms, explode functions, keyword searching in title, abstract, and subject headings, adjacency, and publication types, in addition to Boolean operators and truncation using MeSH terms. MeSH is used by the indexers at National Library Medicine to describe the content of an article. These MeSH terms are also organized in a hierarchy or tree structure, and this would allow users to explode a MeSH to ensure that narrower MeSH terms are also included in the search. Training format is a mixture of

demonstrations, hands-on exercises, and clinical scenarios. *Offered only in Summer*.

SHARP 330 Analysis and Reporting of Large Clinical Datasets I *4.9; 2 cr.
This course will put into practice the statistical analysis and other computing skills introduced to scholars in EPHD 300/ SHARP 300, EPHD 310/ SHARP 310 and SHARP 325. The training format is a mixture of demonstrations, hands-on exercises, and clinical scenarios. The course will simulate previously executed/published analyses on previously collected de-identified health research datasets. Scholars will go through the entire process experience of data handling, hypothesis-driven analysis design and culminating with the execution of statistical analysis (modeling) and presentation of results. In addition, this course will use existing datasets to familiarize scholars with commonly used health data analysis methods that are otherwise not covered in the MS/MPH curriculum. These will include survival analysis methodology, Cox regression multivariate modeling of survival data, approaches to matching of study cohorts and mathematical model simulation (predictions)/ risk modeling. *Offered only in Summer*.
*** as per the full seven-week summer session (each session + 2 hours).**

APPENDICES

Appendix A

Current MSN curricula.

Adult Care Track:	**Lect Hr/wk**	**Clinical hr/wk**	**Total credits**
NURS 500 Nursing Theory	2	0	2
NURS 501 Foundations of Advanced Practice	3	0	3
NURS 502 Advanced Nursing Research	4	0	4
NURS 509 Role Development in Nursing Education	3	0	3
NURS 503 Advanced Health Assessment	2	3	3
NURS 504 Advanced Pathophysiology (blended)	3	0	3
NURS 505 Advanced Practice in Adult Care I	2	6	4
NURS 506 Advanced Practice in Adult Care II	0	16	4
PHRM 314 Advanced Pharmacology and Therapeutics	3	0	3
Elective	_	_	1
NURS 599 Thesis	–	–	6
or			
NURS 598 Project and elective			

Nursing Administration Track	**Lect Hr/wk**	**Clinical hr/wk**	**Total credits**
NURS 500 Nursing Theory	2	0	2
NURS 501 Foundations of Advanced Practice	3	0	3
NURS 502 Advanced Nursing Research	4	0	4
NURS 507 Role Development in Nursing Administration	3	0	3
NURS 508 Advanced Practice in Nursing Administration	0	16	4
HMPD 342 Financial Management and Accounting	3	0	3
NURS 525 Transformational Leadership for Nursing Practice	2	0	2
NURS 520 Managing Quality with Teams	3	0	3
NURS 527 Developing Health Service Programs	3	0	3
MNGT 332 Human Capital Management	3	0	3
Elective	_	_	3
NURS 599 Thesis	–	–	6
or			
NURS 598 Project and elective			

Psychiatric Mental Health Track	**Lect Hr/wk**	**Clinical hr/wk**	**Total credits**
NURS 500 Nursing Theory	2	0	2
NURS 501 Foundations of Advanced Practice	3	0	3
NURS 502 Advanced Nursing Research	4	0	4
NURS 509 Role Development in Nursing Education	3	0	3
NURS 503A Advanced Health Assessment for Mental Health	1	0	1
NURS 504 Advanced Pathophysiology	3	0	3
NURS 512 Advanced Mental Health Assessment	1	3	2
PHRM 314 Advanced Pharmacology and Therapeutics	3	0	3
NURS 516 Psychopathology and Human Behavior	3	0	3
NURS 517 Models of Treatment-Psychotherapy	1	6	3
NURS 518 Group and Family Psychotherapy	1	6	3
NURS 519 Clinical Residency in Acute Psychiatric Care	0	16	4
NURS 599 Thesis or NURS 598 Project and elective	_	_	6

Community and Public Health Track	**Lect Hr/wk**	**Clinical hr/wk**	**Total credits**
NURS 500 Nursing Theory	2	0	2
NURS 501 Foundations of Advanced Practice	3	0	3
NURS 502 Advanced Nursing Research	4	0	4
NURS 509 Role Development in Nursing Education	3	0	3
NURS 503 Advanced Health Assessment	2	3	3
NURS 504 Advanced Pathophysiology (blended)	3	0	3
PHRM 314 Advanced Pharmacology and Therapeutics	3	0	3
NURS 522 Principles and Practice of Community Health Nursing	2	3	3
NURS 523 Advanced Community Assessment	2	3	3
NURS 524 Clinical Residency in Community Health Care	0	16	4
Elective	_	_	3
NURS 599 Thesis or NURS 598 Project and elective	–	–	6

Minor in Education	**Lect Hr/wk**	**Clinical hr/wk**	**Total credits**
EDU 318 Test Construction in Education	3	0	3
EDU 326 Theory and Design of Curriculum	3	0	3
Elective in Education	3	0	3
N509 Role development in Nursing Education	3	0	3

Below are the catalogue descriptions of the MSN courses that are currently offered.

NURS 500 Nursing Theory (2 credits)
This course provides analysis and evaluation of nursing theories and conceptual frameworks with implications for practice and research. Overview of theory development is presented with a focus on the students' area of study.

NURS 501 Foundations of Advanced Practice (3 credits)
The course provides students with knowledge about the advanced nursing practice (ANP) role, and focuses on the foundations and philosophy of care. Legal and ethical issues related to ANP, such as regulation, are explored. The role of nursing in affecting health care system change is emphasized.

NURS 502 Advanced Nursing Research (4 credits)
This course focuses on complex research designs and analysis of multiple variables. The interrelationship of theoretical frameworks, quantitative/qualitative design, sample selection, data collection instruments, and data analysis are analyzed in terms of clinical nursing research problems.

NURS 503 Advanced Health Assessment (3 credits)
This course focuses on the advanced comprehensive assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, psychosocial and physical assessment, and diagnostic reasoning.

NURS 503A Advanced Health Assessment for Mental Health (1 credit)
This theory course focuses on the comprehensive health assessment of clients using a biopsychosocial approach. Mental health students will build on their knowledge and skills in clinical interviewing, focused history taking, and critical analysis of client data to identify actual and potential health problems. The focus will be on the differential diagnosis of various case presentation with organic and psychological etiologies.

NURS 504 Advanced Pathophysiology (3 credits)
This is a course in advanced pathophysiology related to acute and chronic illnesses experienced by adults. Emphasis is placed on pathophysiologic nursing phenomena experienced across diseases, their manifestations and assessment measures. Case studies are used to illustrate application to advanced nursing practice.

NURS 505 Advanced Practice in Adult Care I (4 credits)
This course builds on NURS 504 and includes a theory and a clinical component. Emphasis is on the application of pathophysiologic, psychologic and pharmacologic principles and advanced practice skills in the management of adults with potential and actual health problems. The practicum provides opportunities for students to begin development of their advanced practice roles in specialty areas of their choice. *Prerequisites: NURS 503, NURS 504.*

NURS 506 Advanced Practice in Adult Care II (4 credits)
This is a practicum in which students apply content learned in NURS 503, 504, 505and 515, and use concepts learned in NURS 501 and NURS 509, in the advanced management of adult clients with various illnesses. Interdisciplinary collaboration, research utilization, educational activities and case

management are emphasized in a specialty area of practice. *Prerequisites: NURS-505 and PHRM 314.*

NURS 507 Role Development in Nursing Administration (3 credits)
This course focuses on administrative skill development, managerial roles and responsibilities, and organizational effectiveness in a changing health care environment. Emphasis is placed on strategic management, interdisciplinary collaboration, business ethics, and international health management.

NURS 508 Advanced Practice in Nursing Administration (4 credits)
This practicum focuses on developing advanced management and administrative nursing skills in hospitals and primary health care settings. *Prerequisite: NURS 507.*

NURS 509 Role Development in Nursing Education (3 credits)
This course addresses principles of teaching and learning, instructional methods, test construction and use, as well as curriculum and program development as applied to nursing. The course enables students to apply educational theory and research in various settings such as schools of nursing and staff development centers.

NURS 512 Advanced Psychiatric and Mental Health Assessment (2 credits)
This course focuses on the advanced comprehensive mental health assessment of individuals using a case based approach. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, mental status examination and diagnostic reasoning. The student performs comprehensive assessment and D.S.M. IV diagnosis on adult populations.

PHRM 314 Advanced Pharmacology and Therapeutics (3 credits)
This course covers pharmacology and drug therapy related to advanced nursing practice. General principles of pharmacokinetics pharmacotherapeutics, pharmacogenetics and considerations for special populations are covered. Classes of drugs, their mechanism of action, drug selection, dosage, therapeutic and adverse effects, and patient monitoring are discussed using case studies of clinical conditions. *Students are required to have taken pharmacology at the undergraduate level before PHRM 314.*

NURS 516 Psychopathology and Human Behavior (3 credits)
This theory course examines the effects and/or sequels of alterations in selected bio-behavioral processes in the adult human suffering from illnesses with critical onsets and long-term unstable conditions. It focuses on the study of the brain and behavior and the neurological, physiological and biochemical foundations of cognition, mood and affect. Students will be exposed to advanced assessment skills, selected theories and research to identify complex psychiatric disorders and interventions utilizing case studies.

NURS 517 Models of Treatment-Psychotherapy (3 credits)
In this course, students learn the models of treatment of psychiatric and mental health disorders, and become trained on psychotherapeutic interventions in acute settings. Theories on individual psychotherapy, crisis intervention, group and family therapy are covered. This course has a clinical component where students do practicum in a psychiatric care department. In this course students learn the application of the acquired knowledge in the field of practice and start to practice their role.

NURS 518 Group and Family Psychotherapy (3 credits)

This course is complementary to the "Models of Treatment" course, and it focuses on group and family psychotherapeutic interventions. Students synthesize knowledge of theories in the provision of care to groups and families with complex psychiatric problems. Family and group intervention strategies are discussed in a variety of settings. Students explore the practice of these interventions in psychiatric care departments.

NURS 519 Clinical Residency in Acute Psychiatric Care (4 credits)
The purpose of this clinical practicum course is to provide opportunities for students to apply the content learned from courses. Students will use assessment skills, selected theories, and research to identify complex health problems and interventions for diverse populations. The focus is on advanced case management and practice of the role, which is further developed as the student integrates theory and practice skills in acute and chronic or community settings. Students will spend 224 hours of clinical hours under the supervision of a preceptor.

NURS 520 Managing Quality with Teams (3 credits)
This course addresses theory and application of quality teams, their composition, purposes, function, and decision making tools. Process improvement team and the use of mapping processes for process improvement are a main focus.

NURS 522 Principles and Practice of Community Health Nursing (3 credits)
This course introduces concepts and issues relevant to the advanced practice of public and community health nursing. Areas of focus include health promotion, management of chronic disease and health education. The course will use case studies in class and field work in the community.

NURS 523 Advanced Community Assessment and Interventions (3 credits)
This course focuses on the nursing assessment of the health of communities using a case based approach. Students are provided with advanced knowledge and skills in population and individual needs assessment and community based interventions. Clinical experience will be provided.

NURS 524 Clinical Residency in Public and Community Health Care (4 credits)
The purpose of this clinical course is to provide students with opportunities to apply content learned in community courses, with a focus on advanced case management and health promotion. Assessment skills, theories and research will be utilized in identifying health problems and planning community interventions. *Prerequisites: NURS 522 and NURS 523.*

NURS 525 Transformational Leadership for Nursing Practice (3 credits)
The purpose of this course is to promote critical thinking about, and utilization of, transformational leadership behaviors in nursing settings. The course encourages a reflective approach to cultivating an effective personal leadership style, with a particular emphasis on transformational leadership. Students will assess their leadership behaviors, develop strategies to improve, and practice targeted leadership behaviors. Students develop an evidence-based transformational leadership plan with short, medium and long-term objectives during the course.

NURS 527 Developing Health Service Programs (3 credits)
The purpose of this course is to introduce students to the development and implementation of programs/projects intended to improve practice and health system outcomes. The course will focus on

the theory and practice of organizational communication in its various forms - internal, external, informal and formal - and introduce conceptual approaches and techniques of program evaluation. Opportunities for gaining access to health service organizations for project work will be provided. Students will prepare a project plan as part of the course

NURS 528 Practicum (2 credits)
This is a practicum in which students apply the various roles of the advanced practice nurse in their area of specialty. The aim is to extend the clinical experiences obtained during the residency and enhance advanced practice competencies, in preparation for specialty certification.

NURS 526 Comprehensive Exam (zero credits)

NURS 598 Project (3 credits)
Special projects directed toward acquiring skills needed in the development of programs relevant to nursing care within the student's area of interest. Projects vary depending on the track of study.

NURS 599 Thesis (6 credits)

Non nursing courses required in the administration track.
HMPD 342 Financial Management and Accounting (3 credits): The course covers the basic skills of modern financial management and accounting, and the utilization of its concepts and tools to make decisions in health care organizations.

MNGT 332 Human Capital Management (3 credits): An advanced analysis of the human resource function and the challenge of managing human capital in a modern corporation. The course highlights the interrelationships of the different human resource management functions and the strategic role of the HR in today's environment, and capitalizes on new trends and actual case examples to illustrate current HR best practices.

Non nursing courses required for the minor in education
EDUC 318 Test Construction in Education (3 credits): Development of testing techniques and skills for appraisal of the cognitive and affective objectives of instruction. *Alternate years*.

EDUC 326 Theory and Design of Curriculum (3 credits): Examination of organization, scope, and sequence of curricula with special emphasis on various approaches to curriculum development. *Annually.*

Appendix B

1996 vs. 2011 Essentials for MS Nursing Education by CCNE

1996 essentials	2011 essentials
The 1996 essentials' document addresses 2 components: 1. Statement of essential core content for all MSN educated nurses 2. Statement of essential core content for all Advanced Practice Nurses (APNs) in direct care roles The 4 dominant titles for APNs are nurse practitioners (NP), clinical nurse specialists (CNS), certified nurse-midwife (CNM) and nurse anesthetist (NA). MSN programs in nursing administration and community health are included in the Model of Master's Nursing Curriculum. Students prepared in master's nursing programs in these two specialty areas are, in most cases, not prepared to provide direct client care; therefore, these two specialty areas of nursing education are not included under the APN Clinical Core. If a program, however, does prepare graduates in these specialty areas to provide direct client care, the students in the program should receive the content included in the advanced practice nursing clinical core.	The 2011 document addresses core for all MSN programs; provides curricular framework and elements regardless of focus or major practice; delineates outcomes expected of all MS graduates, not preparation for specific roles. There is no prescriptive directive on the design of MSN programs. Graduates of MSN programs build on their BSN knowledge and skills. For those seeking terminal degrees in the discipline, the new conceptualization for MSN education will allow seamless movement into a research or practice-focused doctoral program. MSN education prepares the graduate to: • Lead change for quality outcomes • Advance a culture of excellence through lifelong learning • Build and lead collaborative interprofessional care teams • Navigate and integrate care services across the healthcare system • Design innovative nursing practices • Translate evidence into practice
The 1996 essentials of Graduate Education in Nursing **Essential I: Research:** MS nurses are prepared to utilize new knowledge to provide high quality health care, initiate change, and improve nursing practice. Preparation in research utilization includes the evaluation of research, problem identification within the clinical practice setting, awareness of practice outcomes, and the clinical application of research.	**The 2011 essentials of Graduate Education in Nursing** **Essential I: Background for practice from Sciences and humanities.** MS nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, organizational sciences for continual improvement of nursing care across diverse settings.

The 1996 essentials of Graduate Education in Nursing	**The 2011 essentials of Graduate Education in Nursing**
Essential II: Health care policy, Organization, and Financing of Health Care: Graduates are prepared to provide quality cost-effective care, participate in the design and implementation of care in various health care systems, and assume a leadership role in managing human, fiscal, and physical health care resources.	**Essential II: Organizational and systems leadership**. The master's-prepared nurse must be able to analyze the impact of systems on patient outcomes, including analyzing error rates. These skills are critical to the promotion of high quality and safe patient care. Leadership skills are needed to emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.
Essential III: Ethics: Students should develop an understanding of the principles, values and beliefs that provide a framework for nursing practice. Students are provided the opportunity to analyze systems of health care and determine how the values underpinning them and their own values influence the interventions and care delivered.	**Essential III: Quality improvement and safety:** MS nurse must be articulate in the methods, tools, performance measures, & standards related to quality, & prepared to apply quality principles within an organization.
IV: Professional role development: This content operationalizes the theoretical principles and norms within the graduate's specialty area of practice, to provide the student with a clear understanding of the nursing profession, advanced practice nursing roles, the requirements for, and regulation of these roles.	**Essential: IV: Translating and integrating scholarship into practice**: MS nurse applies research outcomes within the practice setting, resolves practice problems, works as change agent and disseminate results.
Essential V: Theoretical foundations of nursing practice: The graduate should be prepared to critique, evaluate, and utilize appropriate theory within one's practice. Nursing practice integrates and applies a wide range of theories from nursing and other sciences. The master's nursing curriculum should include nursing and other relevant theories from a wide range of fields such as the natural, social, organizational, and biological sciences.	**Essential V: Informatics & healthcare technologies**: MS nurse uses patient –care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

The 1996 essentials of Graduate Education in Nursing	**The 2011 essentials of Graduate Education in Nursing**
Essential VI: Human diversity and social issues: students must develop an understanding and appreciation of human diversity in health and illness and to assure the delivery of appropriate or individualized health care. Diverse learning experiences must be provided throughout the curriculum and clinical practice to develop an understanding of the wide diversity of subcultural influences on human behavior, including ethnic, racial, gender, and age differences. **Essential VII: Health promotion and disease prevention:** Graduate education should prepare nurses with a strong theoretical foundation in health promotion, illness prevention, and maintenance of function across the health-illness continuum with clients: the individual, family, or community. Health promotion and disease prevention must also be an integral part of graduate nursing practice. Each essential has associated program outcomes and sample content	**Essential VI: Health policy and advocacy**: MS nurse is able to intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care **Essential VII: interprofessional collaboration for improving patient and population health outcomes:** MS nurse member of interprofessional team, communicates, collaborates an consults with other health professionals to manage and coordinate care **Essential VIII: Clinical prevention and population health for improving health**: MS nurse applies and integrates broad, organizational, client-centered and culturally appropriate concepts in the planning, delivery, management and services to individuals, families, and aggregates/identified populations **Essential IX: Masters-level Nursing practice**: Nursing practice at MS level is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. MS graduates have advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing interventions include both direct and indirect care components. Each essential has associated program outcomes and sample content

1996 Model of Master's Nursing Curriculum	**2011 Model of Master's Nursing Curriculum**
Graduate Nursing Core (All master's degree nursing students) • **Administration** • **APN Clinical Core** (All master's degree nursing students prepared to provide direct client care) • **Community Health** (All master's degree nursing students prepared to provide population-based care) **Specialty Curricula** **CNM; CRNA; CNS; NP (Primary Care NP Acute Care NP)**	**Masters Graduate Nursing Core** (All master's degree nursing students) • Direct care core -> competencies for direct care roles • Competencies for indirect care practice roles (those that primarily focus on aggregates, systems, and organizations) • Didactic and supervised clinical experiences to demonstrate integration of advanced nursing knowledge in master's level nursing practice. All programs that prepare graduates for roles that have a component of direct care must have graduate level content in pathophysiology, health assessment, and pharmacology (coined the 3 Ps), as well as appropriate clinical experiences. The nurse educator is a direct care role and thus requires graduate level content in the 3 direct care core courses.
The master's curriculum is conceptualized as having three components: 1. **Graduate Nursing Core**: Foundational curriculum content deemed essential for all students who pursue a master's degree in nursing regardless of specialty or functional focus. 2. **Advanced Practice Nursing Core**: Essential content to provide direct client services at an advanced level. 3. **Specialty Curriculum Content**: Those clinical and didactic learning experiences identified and defined by the specialty nursing organizations.	The master's curriculum is conceptualized as having three components: 1. **Graduate Nursing Core**: foundational curriculum content deemed essential for all students who pursue a master's degree in nursing regardless of the functional focus. 2. **Direct Care Core:** essential content to provide direct patient services at an advanced level. 3. **Functional Area Content**: those clinical and didactic learning experiences identified and defined by professional nursing organizations and certification bodies for specific nursing roles or functions.
Advanced Practice Nursing Core Curriculum (the 3 Ps): I. Advanced Health/Physical Assessment II. Advanced Physiology/Pathophysiology III. Advanced Pharmacology The inclusion of a culminating or capstone experience in all master's programs is strongly recommended via a series of courses/ seminars, a performance improvement project, a comprehensive examination, or a thesis.	In addition to developing competence in the 2 essential core areas (graduate nursing and direct care), each graduate will have additional coursework in an area of practice or functional role. Nurse preparing for a role as educator need preparation in all 9 essentials including the 3 Ps, in addition to curriculum design and development, teaching methodologies, educational needs assessment, and learner centered theories and methods.

1996 Clinical experiences	**2011 Clinical/practice learning expectations**:
The advanced practice nursing student prepared in any of the current direct care provider roles must receive sufficient clinical experience to provide depth and breadth in a given specialty or with designated population(s). AACN endorses the minimum requirements defined by the specialty organizations for the individual APN roles. No organization has developed similar standards that define the minimum number of clinical hours required for CNS education programs. AACN believes that all APN students who will practice in a direct client care role, make diagnoses, prescribe therapeutic regimens, and be accountable for these decisions, should have a minimum of 500 hours in direct clinical practice during the education program.	All MSN graduates must have supervised (i.e. precepted experiences with faculty site visits) clinical experiences which are sufficient to demonstrate mastery of the essentials. The goals of the clinical experiences are to provide the learner with opportunities to: • Lead change to improve quality outcomes • Advance a culture of excellence through lifelong learning • Build and lead collaborative interprofessional care teams • Navigate and integrate care services across the healthcare system • Design innovative nursing practices • Translate evidence into practice Simulated experiences can also be used such as mass casualty events, simulated database problems, simulated interpersonal communication scenarios

Appendix C

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE
SCHOOL OF NURSING

NURS 500 NURSING THEORY

Fall Semester 2011-2012

Dr Michael Clinton, Professor in Nursing Science
Extension: 5956; Room 523 Rafic Hariri School of Nursing
mc42@aub.edu.lb

Fridays 9:00 – 11:00; Classroom 2, Rafic Hariri School of Nursing

This course engages you in critiquing, evaluating and utilizing a variety of theories from nursing and related fields. It is conducted to international standards of nursing scholarship and requires critical thinking about the relevance of theory to nursing practice. You will focus on a nursing theory of your choice and its application to your clinical specialty. This **two-credit** course complements **NURS 501: Foundations of Advanced Practice** and provides theoretical foundations for **NURS 502: Advanced Nursing Research**. It is best thought of as an advanced introduction to the place of theory in nursing practice and research. The work of nursing theorists and other scholars will be examined through a process of **personal inquiry.**

PREREQUISITES:

None

TEXTBOOK:

There is no set textbook for this course.

LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Evaluate theories from nursing and related fields
2. Explain the characteristics of a theory of your choice
3. Practice application of the theory of your choice
4. Compare theory-based personal nursing interventions with standard care
5. Apply the personal inquiry process to your development as an advanced practitioner of nursing

TEACHING METHODS:

- Facilitation of personal inquiry
- Critique of theories used in nursing and related research
- Analysis of published research
- Personal reflection on the relevance of nursing theories to nursing practice

LEARNING ASSESSMENT:

- Class participation: 10 %
- Presentation on a selected nursing theory 40%
- Written paper on personal inquiry 50%

POLICIES:

1. All course requirements must be completed before grades are submitted for credit.
2. Students who miss more than one fifth of lecture hours will be asked to drop the course.
3. A student who misses an examination may request a make-up examination. The final decision for such requests will be taken by the course coordinator.
4. The passing grade for this course is "70".
5. Students are expected to abide by AUB's policy on student code of conduct (p. 3).

COURSE OUTLINE

1. Introduction (30th September)
    a. Mutual Introduction
    b. Introduction to the Course
        i. Course Outline
        ii. Semester Schedule
        iii. The personal inquiry process
        iv. Student assignments
        v. Preparation of a short case-study
        vi. Allocation/choice of seminar topics
        vii. The University of San Diego Nursing Theory webpage: http://www.sandiego.edu/academics/nursing/theory/#Theories

2. Conceptions of Nursing Knowledge (7th October)
    a. Clarification of concepts and assumptions:
        i. What are nursing frameworks/theories/models?
        ii. Do "nursing theories" differ from other theories? If so, how?
        iii. What makes a theory a "nursing theory"?
        iv. **For next week**: Select a "**nursing theory**" to use as the starting point for personal inquiry in this course (Refer to The University of San Diego Nursing Theory website) You may choose a theory developed by **a non-nursing scholar**. However, the theory you choose **must** have been used to conduct research into nursing practice.

3. Conceptions of Persons (14th October)
    a. Persons, nursing theories and care plans
        i. What is a person?
        ii. How are persons conceived of in nursing theories?

iii. Are the nursing interventions in your case studies consistent with conceptions of the person in i. and ii?
iv. How may the focus of nursing (person, family, community, population group) vary among practice settings?
v. What deep ethical issues arise in your nursing practice?
vi. Do nursing theories help to resolve practice dilemmas in your day-to-day practice?

4. Clarification of course work (21st October)
    a. Critical application of theory to practice
        i. Your classroom presentation
        ii. Iterative development of your case study
        iii. The personal inquiry process
        iv. Your written assignment

PREPARATION WEEK (28th October) NO CLASS

5. An Early Nursing Theorist – Florence Nightingale (4th November)
    a. Nightingale's Notes on Nursing
        i. Brief outline of your case study
        ii. Which of Florence Nightingale's ideas are relevant to your case study?
        iii. How has the concept of the environment changed from Nightingale's time?
        iv. Which nursing interventions are consistent with Nightingale's 'Notes on nursing'?

6. Anthropological Models – Madeleine Leininger (11th November) **Myrna Saadeh; Serpouhi Toriquian; Solange Choueifaty**
    a. The Transcultural Nursing Model:
        i. Brief outline of your case study
        ii. Describe the key concepts in the model?
        iii. What contribution has the model made to research?
        iv. How would you apply the Transcultural Nursing Model to your case study?

7. Humanistic Models I – Rosmary Parse (18th November)
    a. The Theory of Human Becoming
        i. Brief outline of your case study
        ii. What contribution has the model made to nursing scholarship?
        iii. How would you apply the Theory of Human Becoming to your case study?

8. Humanistic Models II – Jean Watson (25th November)

a. Watson's Caring Theory
    i. Brief outline of your case study
    ii. What can we learn from the model about what it is to be a person?
    iii. What contribution has the model made to nursing scholarship?
    iv. How would you apply the Watson's Caring Theory to your case study?

9. Self-Care Models - Dorethea Orem (2nd December)
    a. Self-Care Deficit Theory
        i. Brief outline of your case study
        ii. Explain the main concepts in the theory?
        iii. How would you apply the Self-Care Deficit Theory to your case study?
        iv. What difference does the model make to nursing your patient?

10. Systems Models – Betty Neuman (9th December) **Sukaina Hijou & Aimèe Khaled**
    a. The Neuman Systems Model
        i. Explain the main concepts in the theory?
        ii. Describe the key elements of the theory
        iii. What contribution has the model made to conceptualizing nursing practice?
        iv. How would you apply the Neuman Systems Model to your case study?
        v. What difference would the model make to interventions used with your patient?
11. Bioethical Theories (16th December)
    a. Husted & Husted's Symphonological Bioethical Theory
        i. Describe the key elements of the model from the perspective of:) the patient; 2. the nurse
        ii. How would you apply the Symphonological Bioethical Theory to your case study?
        iii. What difference would the model make to interventions used with your patient?

12. Workshop on Draft Assignments (23rd December)
    a. Discussion of work in progress
        i. How have the theories/models discussed in the course influenced the nursing interventions in your case study?
        ii. Which theory/model have you found the most useful when working on your case study?
        iii. Was it necessary to amend the model to apply it to your case study? If so, how?
        iv. What are the limitations of the model? (Explain from the perspective of your case study)

CHRISTMAS AND NEW YEAR VACATION

13. Conclusions (6th January 2012)
    a. Discuss with reference to the theories and models discussed during the course:
        i. What are the strengths of nursing theories?
        ii. What are their weaknesses?
        iii. What is the evidence for using nursing theories in practice?
        iv. What is the evidence for using nursing theories as a basis for research?

14. Next steps (13th January)
    a. Impact on practice:
        i. Have nurses exhausted the usefulness of nursing theories?
        ii. If, not what do we need to do to develop the next generation of nursing theories?
        iii. If so, what kind of theories do we need for practice relevant research and scholarship?
        iv. How could you use nursing theory in your MSN project?

READING PERIOD FOR FIRST SEMESTER 19th January, 2012.

ASSESSMENT

CLASS PARTICIPATION (10% of Course Grade)
Contribution to classroom discussion (10%)

CLASSROOM PRESENTATION (40% of Course Grade)
You will have responsibility for introducing the session of your choice. Please structure your presentation as follows:

1. Brief summary of case study (5%)
2. Summary of a selected theory including explanation of important concepts (10%)
3. An indication of how the selected theory can be applied in practice (15%)
4. Your thoughts on what the work of the nursing theorist tells us about the scope of nursing practice (10%)
5. How the theory can contribute to the nursing care of your patient (10%).

Creative presentations that involve a high level of classroom interaction and that stimulate lots of questions and comments will be highly regarded.

GUIDELINES FOR WRITTEN ASSIGNMENT (50% of Course Grade)

PURPOSE OF THE ASSIGNMENT:

To demonstrate competence in applying theory to nursing practice, by providing a personal synthesis of course material in a way that enhances the care of an individual patient. You will find this assignment easier to write if you start in the first or second week of the course and update your paper from week to week in light of discussion of topics relevant to your assignment. Please use your assignment to show how you have applied the personal inquiry process, introduced in the first session and posted on Moodle, to examine the relationship between theory and the development of nursing practice.

GENERAL REQUIREMENTS:

Write an account of using the personal inquiry process to show the place of theory in the development of advanced nursing practice. **Maximum length**: 2000 words, including a case study of not more than 500 words, presented in APA format in double spaced typewritten pages. The final paper is due **one week after the end of the course.**

SPECIFIC REQUIREMENTS:

1. **Introduction (5%)**
   Provide an overview of what will be covered and indicate the conclusion to be drawn from your case study of the application of a nursing theory to nursing practice. Justify your choice of nursing theory you mention its reference to nursing priorities in Lebanon.
2. **Experience (10%):** Describe an initial brief clinical case study (**500 words**, **please see instructions below**).
3. **Applicability (5%):** Explain how a nursing or related theory has added to your understanding of your case study.
4. **Deliberation (5%%):** Justify your choice of theory with reference to recently published research (**research published since 2006)**.
5. **Action (20%):** Specify how you can use the insights you have developed into your chosen theory to develop the nursing care of the patient in your case study.
6. **Grammar and syntax, and APA format (5%)** American Psychological Association (2001) *Publication manual of the American Psychological Association*. Washington: APA.

GUIDELINES FOR CASE STUDY (500 words)

Provide a description of the patient (pseudonym, age, gender, occupation, relevant medical and nursing history) and any significant others (spouse, children, other members of the household), reason for admission, diagnosis, initial treatment, current health status, current treatments, nursing management and interventions, prognosis. Include a summary of the current nursing care plan with reference to diagnoses, standard protocols, individual needs, family involvement, expected outcomes and any areas of concern or unresolved health needs. Use a nursing theory of your choice to structure this information.

Please **do not use** medical, nursing or other abbreviations. Set out all medical and nursing terms in full. Write in prose and **avoid bullet points and lists**.

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STUDENT CONDUCT

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
   Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

MC, 2012

Appendix D

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE
SCHOOL OF NURSING

NURS 500: Theories, Concepts and Frameworks for Advanced Nursing Practice (REVISED)

Dr Michael Clinton, Professor
Extension: 5956; Room 523 Rafic Hariri School of Nursing
mc42@aub.edu.lb

Wednesdays 8:30 – 10:30; Classroom 2, Rafic Hariri School of Nursing

The purpose of this course is to introduce at an advanced level conceptual resources for advanced nursing practice. It is organized around four themes selected to encourage the application of selected theoretical frameworks to clinical practice, leading nurses, and developing more effective healthcare systems. This **two-credit** course complements **NURS 501: Foundations of Advanced Practice** and provides theoretical foundations relevant to all the tracks in the MSN program. The process of **personal inquiry guides learning in the course.** The course is structured around **four** organizing themes. II. **Fundamentals** including conceptions of science, nursing knowledge, and levels of abstraction. **II. Interdisciplinary theories** relevant to nurses and nursing. III. **The politics of health** including the role of nurses in policy making and system reform. IV. **Implications** for advancing practice, research, leadership, and system reform. The course assists participants to develop and demonstrate the competencies required for graduate studies and offers a foundation for more advanced study of the theoretical foundations of nursing and healthcare.

PREREQUISITES:

None

TEXTBOOK:

Butts, J. & Rich, K. (2015) *Philosophies and theories for advanced nursing practice.* 2nd edition. Sudbury, MA: Jones and Bartlett Learning.

Hamric, A.B., Spross, J.A. & Hadson, C.M. (2013) *Advanced nursing practice: An integrative approach.* 6th edition. Philadelphia: W.B. Saunders (Chapters: 11, 13 & 22). N.B. This is the required textbook for NURS 501: Foundations of Advanced Practice.

PRIMARY WEB BASED RESOURCE

The University of San Diego Nursing Theory webpage:
http;//www.sandiego.edu/academcis/nursing/theory/#Theories

LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Explain why the status of nursing knowledge is in question
2. Identify the theoretical antecedents of selected theories used in nursing and related social and behavioral science disciplines
3. Examine the application of middle range theories in health promotion, behavioral change, family functioning, health maintenance
4. Use selected economic, political and ethical theories to analyze healthcare delivery
5. Demonstrate application of a selected theory to the care of a patient, the organization of advanced nursing practice, education, administration, policy development, or research.

TEACHING METHODS:

- Facilitation of personal inquiry
- Analysis of published research
- Critique of selected concepts, theories and frameworks
- Analysis of case studies

LEARNING ASSESSMENT:

- **Course participation: 10 %**
  - Verbal rapporteur on applications to community and public health nursing, clinical nursing, or nursing leadership of the content of a self-selected classroom session (5%)
  - Evidence-based posts to on-line course forum (videos, PowerPoint Presentations, research articles, personal commentaries, or initiation of discussion themes that engage other participants in discussion, debate, or collaboration. (5%)
- **Introduction of a seminar topic 40%**
- **Written paper demonstrating personal inquiry 50%**

POLICIES:

1. All course requirements must be completed by student before grades are submitted for credit.
2. Students who miss over one fifth of lecture hours will be asked to drop the course.
3. A student who misses an exam may request a make-up examination. The final decision for such requests will be taken by the course coordinator.
4. The passing grade for this course is "70".
5. Students are expected to abide by AUB's policy on student code of conduct (p. 3).

COURSE OUTLINE (The topics underlined will receive most attention)

I Fundamentals

1. Introduction to the Course
   a. Course outline, learning outcomes, assessed work
   b. Introduction to Philosophy of Science (Chapter 1)
   Nature of science
   Scientific methods

Intersubjectivity
Practice implications of philosophies of science

2. Historical Overview of the Development of Nursing Knowledge
    a. Disciplinary Knowledge and Nursing Science (Chapter 2)
    Contestability of nursing knowledge
    The search for a "nursing" paradigm
    Ways of knowing in nursing
    Continuities and turns in conceptions of nursing
    Interdisciplinary or nursing knowledge development

3. Concepts, Models, Frameworks and Theories
    a. Levels of Conceptual Abstraction (Chapter 3)
    Components of nursing knowledge
    The knowledge hierarchy
    Knowledge informed practice
    Practice informed knowledge
    Deductive theories
    Inductive theories

II. Interdisciplinary Theories

4. Critical Theory and Emancipation
    a. Critical Theory and Emancipatory Knowledge (Chapter 7)
    Habermas and the Theory of Communicative Action
    The work of Chinn and Kramer
    Emancipatory nursing knowledge
    Implications for ethical practice and research

5. Morality and Ethics
    a. Theories and Methods in Ethics (Chapter 9)
    Normative ethics
    Meta ethical questions
    The fact/value distinction
    Rule based theories
    Consequentialism
    Principlism
    Implications for ethical practice and scholarship

6. Education and Training
    a. Educational and Learning Theories (Chapter 10)

Behavioral learning theories
Cognitive learning theories
Information processing theories
Social learning theories and self-efficacy
Psychodynamic learning theories
Neuropsychology and learning
Implications for self-development and practice development

7. Health and Behavior
    a. Health Behavior Theories (Chapter 11)
    The Health-Beliefs model
    Theories of reasoned action
    The transtheoretical approach
    Social-cognitive models
    Social-ecological models
    Implications for advanced nursing practice

8. Health and Resources
    a. Economic Theories (Chapter 14)
    Economic concepts: demand, supply, market equilibrium
    Health as an economic good
    Market failure
    Economic analyses of health interventions
    Cost analyses
    Ethical considerations

9. Organizing and Leading Healthcare
    a. Theories of Organizational Behavior and Leadership (Chapter 15)
    Contingency theory
    Organizational configuration
    Systems theories
    Change theory
    Theories X, Y, Z, and K
    The Full Spectrum Leadership Model
    Elements of Transformational Leadership
    Self-leadership
    Ethical considerations

III. The Politics of Health

10. Analyzing Health Politics and Policy Contexts

a. Global and National Perspectives
How do global health policies influence nursing practice?
Selected exemplars from the World Health Organization and national healthcare systems in developed countries
Ethical implications

11. Frameworks for Action on Politics and Policy
    a. Influencing Health Policy Reform
    How do nurses influence health reform?
    Selected exemplars from Lebanon and the Eastern Mediterranean region
    Ethical implications

IV. Implications for Advanced Nursing Practice

12. Advancing Nursing Knowledge
    a. Theory Evaluation and Testing (Chapter 24)
    Types of theories used in nursing
    Conceptual models for nursing practice
    Examples of nursing theories
    Theoretical antecedents of nursing theories
    Evaluation of theories used in nursing

13. Advancing Practice, Praxis and Leadership
    a. Using theory in Advancing Practice (Chapter 25)
    Applying theories in practice
    Research evidence
    Personal vignettes
    Next steps

CLASS PARTICIPATION (10% of Course Grade)

-

Course participation: 10 %

- Verbal rapporteur on applications to community and public health nursing, clinical nursing, or nursing leadership of the content of a self-selected classroom session (5%)
- Evidence-based posts to on-line course forum (videos, PowerPoint Presentations, research articles, personal commentaries, or initiation of discussion themes that engage other participants in discussion, debate, or collaboration. (5%)

INTRODUCTION OF A SEMINAR TOPIC (40% of Course Grade)

You will have responsibility for introducing a seminar of your choice. Your introduction should be short and focused (not more than 20 minutes. PowerPoint slides are not necessary, but you should prepare a short handout to cover the main elements of the theory you are introducing (not more than two pages). Your introduction should be structured as follows:

1. Summary of a selected theory (10%)
2. An indication of how the selected theory can be applied by clinical nurses, nurse educators, nurse researchers, or nurse administrators (10%)
3. Brief summary of a research study based on the theory published in an international peer reviewed journal: research question, results, conclusion, relevance to Advanced Nursing Practice (10%)
4. Explanation of the relationship between the theory and a nursing model or framework described on the University of San Diego Nursing Theory webpage (10%)

GUIDELINES FOR WRITTEN ASSIGNMENT (50% of Course Grade)

PURPOSE OF THE ASSIGNMENT:

To demonstrate competence in applying theory to practice provide a personal synthesis of seminar material considered in the course that has potential to enhance your advanced practice role. You will find this assignment easier to write if you start in the first or second week of the course and update your paper from week to week in light of your reading and classroom discussions. Please use your assignment to show how you have applied the personal inquiry process, introduced in the first session and posted on MOODLE, to develop a theoretically informed approach to a selected aspect of advanced practice.

GENERAL REQUIREMENTS:

Write an account of using the personal inquiry process to show the place of theory in the development of advanced nursing practice. **Maximum length**: 2000 words, including a case study of not more than 500 words, presented in APA format in double spaced typewritten pages. The final paper is due **one week after the end of the course.**

SPECIFIC REQUIREMENTS:

1. **Introduction (5%)**
   Provide an overview of what will be covered and indicate the conclusion to be drawn from your case study of the application of a theory to nursing practice (nursing practice includes: clinical nursing, community and public health nursing, nursing leadership, nursing administration, nurse education, professional development, empirical research, scholarship). Justify your choice of theory with reference to nursing and health priorities in Lebanon.
2. **Experience (10%):** Describe an initial brief clinical case study (**500 words**, **please see instructions below**).
3. **Applicability (5%):** Explain how a selected theory has added to your understanding of your case study.

4. **Deliberation (10%):** Justify your choice of theory with reference to:
    - Two recently published research articles (**research published in the past 12-18 months)**. 5%
    - Explanation of the relationship between the theory and a **nursing model or framework** described on the University of San Diego Nursing Theory webpage
5. **Action (15%):** Specify how you **have used or could use** your theoretically informed insights to enhance advanced practice outcomes.

6. **Grammar and syntax, and APA format (5%)** American Psychological Association (2010) *Publication manual of the American Psychological Association*. *6th Edition* Washington: APA. For a user friendly guide to complying with APA format requirements, access and bookmark the following URL: https://owl.english.purdue.edu/owl/resource/560/01/

GUIDELINES FOR CASE STUDY (500 words)

Provide a description of the patient (pseudonym, age, gender, occupation, relevant medical and nursing history) and any significant others (spouse, children, other members of the household), reason for admission, diagnosis, initial treatment, current health status, current treatments, nursing management and interventions, prognosis. Include a summary of the current nursing care plan with reference to diagnoses, standard protocols, individual needs, family involvement, expected outcomes and any areas of concern or unresolved health needs. Use a nursing theory of your choice to structure this information.

Alternatively (500 words)

Provide a description of a challenging event that has occurred in your work setting in the past 12 months: an ethical dilemma, a misunderstanding between colleagues, the introduction of a new policy or procedure, an organizational imperative, the publication of a new research article relevant to your practice, a successful leadership intervention. Describe what occurred, identify the stakeholders involved (be sure to protect anonymity), the challenges you experienced, and how you responded to them. Use a theory of your choice to structure this information.

FURTHER READING

One or more selected research articles directly relevant to the topic of the week and published in the past year will be uploaded on the MOODLE course page. Please use the link provided on the MOODLE page to upload articles or materials you have found. Participants who refer to these resources will receive a higher grade for course participation.

STUDENT CONDUCT

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use

notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

MC, November 2014

Appendix E

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

SCHOOL OF NURSING

NURS 501 Syllabus

FALL 2014-2015

Course No. & Title: NURS 501 Professional Foundation of Advanced Practice (3 credits).

Course Description:

This course is intended to provide the student with knowledge related to the advanced practice role. Students in this course develop a vision for Advanced Nursing Practice (ANP). The course concentrates on the foundations and philosophy of care in different health care settings. Legal and ethical issues related to ANP, standardization, regulation and interdisciplinary relationships are discussed. Students will also examine historical and contemporary roles in fostering advocacy and changes within the health care system.

Placement of Course:

This is a required course in the MSN program Fall semester. Room 103 - HSON

Faculty responsible for the course:

Laila F. Farhood PhD., C.S., RN, Professor
E-mail: lf00@aub.edu.lb
Ext. 5975

Course Objectives:

Upon the completion of the course, students will be able to:

1. Discuss the historical development of Advanced Nursing Practice (ANP).
2. Critically evaluate the context in which scientific knowledge develops.
3. Describe the roles and competencies of ANP including clinical, consulting, research, leadership, collaboration, change agent and ethical decision-maker.
4. Review the philosophy underlying advanced nursing practice.
5. Conceptualize and articulate the distinction between advanced and generalist nursing practice.

6. Analyze the impact of socio-cultural, economic and political issues on nursing practice and health care delivery.

7. Delineate components of bio-ethical and legal decision-making related to practice issues and collegial relationships.

8. Examine critically the relationship of health care ethics to social and health policy development and implementation.

9. Understand the principles underlying comprehensive professional regulation/standardization.

10. Evaluate research findings on advanced practice roles

Teaching Methods:

Lecture/seminar format, selected projects, readings and discussions of significance for nurses in advanced practice roles. Students are expected to read assignments prior to class and participate in discussion. Class attendance & participation are required.

Evaluation:

Seminar presentation	20%
Written assignments (paper)	40%
Book presentation	15%
Class participation	25%

Assignments:

Assignments 1: This assignment is 1-2 page paper in which you project your expectations in joining the MSN program. What roles characterize your advanced practice versus your presence generalist practice? This assignment offers a convincing and persuasive account of your future practice role.

Assignment 2: This paper addresses a controversial advanced practice issue related to your field of study. The issue should impact APN. As if you are writing a manuscript for publication: Get the instruction of authors from the journal follow the journal's instruction to write the manuscript i.e. abstract, format for references, etc… The following should be followed:

Introduction: State the nature of the issue clearly. Discuss the relevance of the issue to advanced practice nursing. This issue being forced in your present role and expect to realize at an advanced level.

Background: Present information on the issue and any historical material if appropriate.

Both sides of the issue or controversy: Present adequately and fairly. Include relevant theoretical/conceptual framework.

Discussion: Write the discussion clearly, and substantiate with relevant information of data.

The journal guidelines: Follow all of them.

References: Use pertinent references appropriately. Follow journal instructions for format of the references.

Text: Write "good" grammar, punctuation, and organize the text in a logical fashion. Grade will be based on professionalism, relevance, impact, coherency, organization, grammar and spelling in the paper.

Assignment 3: Position paper: This one page paper addresses your position w.r.t an advanced area of interest. Write down the pros, cons & rationale for your position. This paper helps you begins to think philosophically about clinical issues and how you plan to implement advanced roles and competencies of ANP in your advanced practice.

Seminar presentation: Consists of a group presentation (3-5) of an advanced role in different specialties. Evaluation is based on the content, clarity, organization, relevance and creativity.

Required Text

Hamric A.B., Spross J.A. & Hanson C.M. (2011) 5th. Advanced Nursing Practice: An Intergrative Approach. Philadelphia W.B. Saunders.

Recommended Text

Kenney W. Janet (2002). Philosophical & Theoretical perspectives for Advanced Nursing Practice. Jones & Bartlett publishers.

Smith H. Mable (2005). The Legal, Professional, and Ethical Dimensions of Higher Education, Lippincott, Williams & Wilkins.

Joel A Lucille (2009). Advanced practice Nursing; essentials for role development. 2nd Ed. F.A. Davis Company.

Additional References

ANA code for nurses. ANA publication.

Sheehy, C.M., McCarthy, M.C. (1998). Advanced Practice Nursing: Emphasizing Common Roles. F. A. Davis Company.

Ann Boykin and Savina Schoenhofer (2001). Nursing as Caring: A Model for Transforming Practice. Latest edition, Jones and Bartlett Publishers.

Diane M. Doran (2003). Nursing Sensitive Outcomes: State of the Science. Second edition, Jones and Bartlett Publishers.

Anne H. Bishop & John R. Scudder, Jr. (2000). Nursing Ethics Holistic Caring Practice. Second edition, Jones and Bartlett Publishers.

Polifroni & Welch (1998). Perspectives on Philosophy of Science in Nursing: An Historical and Contemporary Anthology. Lippincott Williams & Wilkins Co.

Robinson (2001). Clinical Decision-Making: A Case Study Approach. Second edition, Lippincott Williams & Wilkins Co.

McCloskey, J.C. & Grace M.K. (1997). Current Issues in Nursing. St. Louis, Mosby Co.

O'Keefee, Mary (2001). Nursing Practice and the Law. Philadelphia, F.A. Davis Co.

ANA (American Nurses Association (1997). Scope & Standards of Advanced Practice Registered Nursing. Washington DC.

Healthy people 2010. http://web.health.gov/healthy people

Course Content:

Unit I:

Sept 3, 10, 2014	Orientation to the course . History and Evolution of Advanced Nursing Practice Historical aspects of ANP Conceptualization of ANP Definition/Education/Role development **(Chs. 1-4 Text, Ch. 2 & 3 Kenny)** **Students are expected to read these chs on their own**	Dr. L. Farhood
Sept, 17, 2014	Advanced Roles / ICN/ Global APN roles/ certification (Lebanon & Globally)	Dr. S. Noureddine

Unit II:

Sept., 24, Oct. 1,	Competencies/Expanded roles Philosophy of nursing science/practice **(Chs. 7-10 - Chs. 5-8 Text)**	Dr. L. Farhood
Oct. 5-7		**Al Adha Holiday**

Unit III

Oct. 8, 15, 2014	Selected Theories and Models for ANP	Dr. L. Farhood

	Theories of leadership Theories of teaching and learning Theories of change Models of health promotion Models of advanced practice nursing **(Ch. 11 & 12 Text, Ch. 14 Kenny)**	
Units IV & V		
Oct. 22, 29, 2014	Legal Aspects of APN Nurse-practice acts/legislative processes Professional negligence (Malpractice) Creating excellence in practice Credentialing APN **(Ch. 13 & 21 Text/Handouts)**	Dr. L. Farhood
Nov. 5, 2014	APN practice role environment & Certification (USA/Lebanon), Women's Health, Neuro role)	Dr. L. Farhood Guest Dr. L. Younan Guest Dr. H. Darwish-
Nov, 12, 2014	Specific Practice Roles	Dr. L. Farhood Guest Ms. A. Massouh Guest Mr. A. Shamoun
Nov. 19, 2014	Ethical Decision-Making in Practice Professional ethics Health care ethics: professional & moral leadership Selected ethical approaches Ethical dilemmas **(Ch. 11, 22 Text, Ch. 13 Kenny)**	Dr. L. Farhood
Unit VI:		
Nov, 26, 2014	Socio-cultural/Political Issues Health care and economic system Socio-cultural and political issues **(Ch. 23 Text, Chs. 15, 17 & 18 Kenny)**	Dr. L. Farhood
Unit VII:		
Dec 3, 2014	Interdisciplinary Relationship Health care system change Rights, obligations Evidence –Based Practice/Interrelationship Between Theory, Research and Practice. Developing a collective vision of Advanced Nursing Practice outcome evaluation and performance Improvement **(Ch. 25 text Unit VI Kenny)**	Dr. L. Farhood
Dec. 10, 17, 2014		

Concepts to be integrated in lectures and student presentations: Dr. L. Farhood

- Issues in the Continuing Evolution of Advanced Nursing Practice
- Faculty practice
- Health policy issues
- Developing markets for ANP – CNS, ANP (case manager, consultant, educator, and researcher)
- Administrative justification and support for ANP
- Collaborative practice (multidisciplinary guidelines)
- Clinical research in the advanced practice role
- Publishing scholarly works
- Creating excellence in practice/clinical pathways
- Evaluating APN
  (Ch. 21, 25 & 26 Text, Ch. 19 Kenny)

TBA Book class presentation "From Silence to voice"
Student presentations start week (Sept. 24, 2014) and continues throughout the semester.

STUDENT CONDUCT

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a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
   Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

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LF/er - September 2014

Appendix F

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE
HARIRI SCHOOL OF NURSING
NURS 501 Syllabus
(REVISED)

Course No. & Title: NURS 501 Advanced Nursing Practice: Scope and Roles (2 credits).

Course Description:
This course is intended to provide the student with knowledge related to the advanced practice role. Students develop a vision and structure for Advanced Nursing Practice (APN) which includes the Consensus Model for Advanced Practice Registered Nurse (APRN), regulation, credentialing, and emerging professional issues facing APN roles. The course concentrates on the foundations and philosophy of care in different specialties and health care settings. Legal and ethical issues related to ANP, and interdisciplinary relationships are highlighted. This **two-credit** course complements **NURS 500: Theories, Concepts and Frameworks for Advanced Nursing practice.** It provides theoretical foundations relevant to all the tracks in the MSN program and serves as a guide to designing relevant courses on all the facets of advanced practice.

Placement of Course:
This is a required course in the MSN program fall semester.

Faculty responsible for the course:
Laila F. Farhood PhD., C.S., RN, Professor
E-mail: lf00@aub.edu.lb
Ext. 5975

Course Objectives:
Upon the completion of the course, students will be able to:
1. Discuss the historical development of Advanced Nursing Practice (ANP).
2. Describe the roles and competencies of advanced practice nurses including clinical, consulting, research, leadership, collaboration, change agent and ethical decision-maker.
3. Review the philosophy underlying advanced nursing practice.
4. Conceptualize and articulate the distinction between advanced and generalist nursing practice.
5. Analyze the impact of socio-cultural, economic and political issues on nursing practice and health care delivery.
6. Examine critically the relationship of health care ethics to social and health policy development and implementation.
7. Discuss the principles underlying comprehensive professional regulation/standardization.
8. Evaluate research findings on advanced practice roles

Teaching Methods:

Lecture/seminar format, selected projects, readings and discussions of significance for nurses in advanced practice roles. Students are expected to read assignments prior to class and participate in discussion. Class attendance & participation are required.

Evaluation:

Seminar presentation	25%
Written assignments (paper)	40%
Book presentation	10%
Class participation	25%

Assignments:

Assignment 1: This paper addresses a controversial advanced practice issue related to your field of study. The issue should impact APN. As if you are writing a manuscript for publication: Get the instruction of authors from the journal follow the journal's instruction to write the manuscript (**max 5 pages**) i.e. abstract, format for references, etc… The following should be followed:

Introduction: State the nature of the issue clearly. Discuss the relevance of the issue to advanced practice nursing. This issue being forced in your present role and expect to realize at an advanced level.

Background: Present information on the issue and any historical material if appropriate.

Both sides of the issue or controversy: Present adequately and fairly. Include relevant theoretical/conceptual framework.

Discussion: Write the discussion clearly, and substantiate with relevant information of data.

The journal guidelines: Follow all of them.

References: Use pertinent references appropriately. Follow journal instructions for format of the references.

Text: Write "good" grammar, punctuation, and organize the text in a logical fashion. Grade will be based on professionalism, relevance, impact, coherency, organization, grammar and spelling in the paper.

Assignment 2: Position paper: This one page paper addresses your position w.r.t an advanced area of interest. Write down the pros, cons & rationale for your position. This paper helps you begins to think philosophically about clinical issues and how you plan to implement advanced roles and competencies of ANP in your advanced practice.

Seminar presentation: Consists of a group presentation (3-5) of an advanced role in different specialties. Evaluation is based on the content, clarity, organization, relevance and creativity.

Required Text

Hamric A.B., Spross J.A. & Hanson C.M., O'Grady E.T. (2014) Advanced Nursing Practice: An Intergrative Approach (5th. Ed). Philadelphia W.B. Saunders.

Recommended Text

Kenney W. Janet (2002). Philosophical & Theoretical perspectives for Advanced Nursing Practice. Jones & Bartlett publishers.

Smith H. Mable (2005). The Legal, Professional, and Ethical Dimensions of Higher Education, Lippincott, Williams & Wilkins.

Joel A Lucille (2009). Advanced practice Nursing; essentials for role development. 2nd Ed. F.A. Davis Company.

Additional References:

ANA code for nurses. ANA publication.

Sheehy, C.M., McCarthy, M.C. (1998). Advanced Practice Nursing: Emphasizing Common Roles. F. A. Davis Company.

Ann Boykin and Savina Schoenhofer (2001). Nursing as Caring: A Model for Transforming Practice. Latest edition, Jones and Bartlett Publishers.

Diane M. Doran (2003). Nursing Sensitive Outcomes: State of the Science. Second edition, Jones and Bartlett Publishers.

Anne H. Bishop & John R. Scudder, Jr. (2000). Nursing Ethics Holistic Caring Practice. Second edition, Jones and Bartlett Publishers.

Polifroni & Welch (1998). Perspectives on Philosophy of Science in Nursing: An Historical and Contemporary Anthology. Lippincott Williams & Wilkins Co.

Robinson (2001). Clinical Decision-Making: A Case Study Approach. Second edition, Lippincott Williams & Wilkins Co.

McCloskey, J.C. & Grace M.K. (1997). Current Issues in Nursing. St. Louis, Mosby Co.
O'Keefee, Mary (2001). Nursing Practice and the Law. Philadelphia, F.A. Davis Co.

ANA (American Nurses Association (1997). Scope & Standards of Advanced Practice Registered Nursing. Washington DC.

Healthy people 2010. http://web.health.gov/healthy people

Course Content:

Unit I:

Orientation to the course.

History and Evolution of Advanced Nursing Practice
Historical aspects of ANP
Conceptualization of ANP
Definition/Education/Role development
(Chs. 1-4 Text, Ch. 2 & 3 Kenny)
Students are expected to read these chs on their own

Unit II: Advanced Roles / ICN/ Global, Consensus Model for Advanced Practice
APN roles/ certification (Lebanon & Globally)
Competencies/Expanded roles
Philosophy of nursing science/practice
(Chs. 7-10 - Chs. 5-8 Text)

Unit III

Selected Theories and Models for ANP
Models of advanced practice nursing
(Ch. 11 & 12 Text, Ch. 14 Kenny)

Unit IV

Legal Aspects of APN
Nurse-practice acts/legislative processes
Professional negligence (Malpractice)
Creating excellence in practice
Credentialing APN
(Ch. 13 & 21 Text/Handouts)

Unit V

APN practice role environment & Certification
(USA/Lebanon) (e.g. Women's Health, Neuro role)
(Ch. 14, 21)
Specific Practice Roles (Lebanon-AUBMC)

Unit VI

Ethical Decision-Making in **Advanced Nursing** Practice
Professional ethics
Health care ethics: professional & moral leadership
Selected ethical approaches
Ethical dilemmas
(Chs. 13 & 21 Text, Ch. 13 Kenny)

Unit VII:

Socio-cultural/Political Issues
Health care and economic system
(Ch. 22 Text, Chs. 15, 17 & 18 Kenny)

Unit VIII:

Interdisciplinary Relationship
Leadership and team buidling
Evidence –Based Practice/Interrelationship between Theory, Research and Practice.
Developing a collective vision of Advanced Nursing Practice
Outcome evaluation and performance Improvement.
(Chs. 22 & 23 text Kenny)

Concepts to be integrated in lectures and student presentations:

- Issues in the Continuing Evolution of Advanced Nursing Practice
- Faculty practice
- Developing markets for ANP – CNS, ANP (case manager, consultant, educator, and researcher)
- Administrative justification and support for ANP
- Collaborative practice (multidisciplinary guidelines)
- Clinical research in the advanced practice role
- Publishing scholarly works
- Creating excellence in practice/clinical pathways
- Evaluating APN
  (Ch. 20, 23 & 26 Text, Ch. 19 Kenny)

TBA Book class presentation "From Silence to voice"
Student presentations

STUDENT CONDUCT

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

   Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

LF
Nov 13, 2014

Appendix G

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING
(NEW COURSE)

Course number and title: N530: Statistical Reasoning and Application in Nursing Research

Number of credits: 2 credits. Lecture (one hour) and computer lab (2 hours) (unless stated otherwise)

Course Description: This class introduces students to the basic concepts and applications of statistics for nursing research and how to carry these applications using SPSS. The emphasis is on interpretation and application rather than theoretical details. The course starts with an overview of types of data, data management, descriptive statistics and introduction to probability. The course then introduces the concepts of inferential statistics with a main focus on t tests, ANOVA, chi-squared tests, Fisher's exact test and the assumptions underlying those tests. Last, students will be introduced to simple and multiple linear regression analyses and applications. The primary objective of the course is to provide students with the skills necessary to *understand* basic statistical analyses and *carry out* those analyses using SPSS. The course does not require memorization of lengthy statistical formulae.

Learning outcomes:

At the end of this course students will be able to:

1. Perform descriptive techniques commonly used for various types of data used in nursing research
2. Describe the concepts of the binomial and the normal distributions and sampling distributions
3. Conduct hypothesis tests comparing means and proportions using inferential statistical tests in SPSS
4. Conduct simple and multiple linear regression analyses using SPSS
5. Apply appropriate statistical tests to select research questions in the field of study
6. Critically appraise biostatistical literature in nursing research

Teaching methods: Biostatistics for Nursing Research I is taught in a dynamic learning environment consisting of didactic lectures, hands-on exercises and SPSS lab sessions. Moreover, students will engage in small-group discussions to critically appraise selected published nursing articles from a statistical point of view.

Faculty: Souha Fares, PhD; telephone: 5980; email: sf31@aub.edu.lb

Learning assessment:

Students will be evaluated on the following

- **Homework (30%)** meet outcomes 1-6: Home works are an opportunity for the students to practice their skills and check their understanding of the material. They will be a combination of problem solving, interpreting analyses published in nursing journals and conducting the analysis

of a given dataset using SPSS. Homework will be posted on moodle one month before the due date; I highly recommend that you start working on them early on.

- **Midterm on XXdateXX (30%)** meets outcomes 1-3: It is a multiple choice test designed to check the students' grasp of the basic biostatistical concepts discussed in class and their understanding of published analyses and SPSS output
- **Final (30%)** meets outcomes 3-5: It is a multiple choice test designed to check the students' grasp of the basic biostatistical concepts discussed in class and their understanding of published analyses and SPSS output
- **Attendance and participation in class (10%)** meets outcomes 1-6: You will be graded on your active attendance. i.e. your involvement in class discussions, asking and answering questions raised during the lectures or the lab sessions.

Required textbook:

- No textbook is required.

Recommended readings:

Munro B.: Statistical Methods for Health Care research, 3rd Edition. Lippincott, New York, 1997

Polit D.: Data Analysis & Statistics for Nursing Research, 7th Edition. Prentice Hall New Jersey, 1997

Moore D., McCabe G., Craig B.: An Introduction to Statistical Methods and Data Analysis, 4th Edition. Duxbury Press, California, 1993

D'agostino R., Sullivan L., Beiser A.: Introductory Applied Biostatistics, Brooks/Cole cengage learning, 2006

Daniel W. W. Biostatistics: A Foundation for Analysis in the Health Sciences, 7th Edition. John Wiley & Sons, New York, 1998

Moore D., McCabe G., Craig B.: Introduction to the Practice of Statistics, 6th Edition, W.H. Freeman and Company, New York, 2009

Schedule of sessions:

Week1:

- Session 1: Lecture1 - Introduction
  - General biostatistics concepts
  - Basic definitions (population, sample, variables, …)
  - Types of data
- Session 2: Lab - Intro to SPSS and data management with SPSS
  - Introduction to the windows of SPSS
  - Reading and entering data into SPSS
  - Labeling variables and values

- Recoding variables
- Computing new variables

Week2:

- Session 3: Lecture2 - Descriptive statistics (I)
  - Summarize one continuous variable with numbers
  - Display one continuous variable with graphs
  - Summarize one categorical variable with numbers
  - Display one categorical variable with graphs
- Session 4: Lab - Descriptive statistics (I) with SPSS

Week3:

- Session 5: Lecture2 - Descriptive statistics (II)
  - Two-way tables (two categorical variables)
  - Correlation (two continuous variables)
  - Describing one continuous and one categorical variable
- Session 6: Lab - Descriptive statistics (II) with SPSS

Week4:

- Sessions 7 & 8: Lecture 3: Basic probability theory and test diagnostics
  - Definition of probability, properties, laws of probability
  - Test Diagnostics (PVP, PVN, Sensitivity, Specificity)

Homework 1 is due

Week5:

- Session 9: Lecture4 - Inferential statistics for continuous data (I)
  - The normal distribution
  - Data transformation to near normality
  - Sampling distributions of population means
- Session 10: Lecture4 - Inferential statistics for continuous data (II)
  - The t distribution
  - T tests

Week6:

- Session 11: Lecture4 - Inferential statistics for continuous data (III)
  - One way analysis of variance (ANOVA)
  - ANOVA post hoc tests (Bonferroni)
- Session 12: Lab - Inferential statistics for continuous data using SPSS

Week7:

- Session 13 - Biostatistics Journal Club
- Session 14: Lecture5 - Inferential statistics for categorical data (I)
  - The binomial distribution
  - Z tests for proportions

Homework 2 is due

Week 8: Midterm

Week9:

- Session 15: Lecture5 - Inferential statistics for categorical data (II)
  - Chi-squared tests
  - Fisher exact test
  - Mcnemar test
- Session 16: Lab - Inferential statistics for categorical data using SPSS

Week 10:

- Session 17: Lecture 6 – Simple linear regression
  - Introduction to regression analysis
  - Simple linear regression
- Session 18: Lecture 7 – Multiple linear regression

Week 11:

- Session 19: Lab – Simple and multiple linear regression
- Session 20: Biostatistics Journal Club

Homework 3 is due

Week 12:

- Session 21: Review
  - Review of the statistical techniques covered in class
- Session 22: Lab
  - Using the statistical concepts covered in the course, we will use SPSS to answer questions on a given nursing dataset

Course policies:

1. All course requirements must be completed by the students before grades are submitted for credit.
2. Students who miss over one fifth of lecture hours will be asked to drop the course.
3. A student who misses an exam may request a makeup examination. The final decision for such requests will be taken by the course coordinator.
4. The passing grade for this course is "70".
5. Students are expected to abide by AUB's policy on student code of conduct.

Moodle:

All the required course work can be accessed on Moodle

Student conduct:

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
   Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

SF/September 2014

Appendix H

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE
HARIRI SCHOOL OF NURSING
N. 502 ADVANCED NURSING RESEARCH
(CURRENT COURSE)

SPRING 2013-2014

Course Number and Title: N. 502 Advanced Nursing Research

Number of Credits: 4 credits

Catalogue Description:
This course focuses on complex research designs and analysis of multiple variables. Emphasis will be placed on techniques for control of variables, data analysis, and interpretation of results. The interrelationship of theoretical frameworks, design, sample selection, data collection instruments, and data analysis techniques will be analyzed in depth. Critical evaluation of research articles will be covered. Content will be discussed in terms of clinical nursing research problems. Utilization of research findings to promote evidence-based practice will be emphasized.

Placement of course:
Spring Semester.
Tuesday 4 – 5:50 pm- HSON Hisham Jaroudi Auditorium
Friday: 9:00 – 11:00 am-Classroom 103- Van Dyck.

Faculty Responsible for the Course:
Hala Darwish, PhD, RN. Room 514, Hariri School of Nursing. Extension 5938/7427
Pager: 1304. Email: hd30@aub.edu.lb

Souha Fares, PhD. Room 521, Hariri School of Nursing. Extension 5980
Email: sf31@aub.edu.lb

Learning Outcomes:
Upon completion of this course, students will be able to:
1. Select appropriate research design approaches to a variety of research problems.
2. Synthesize findings from the literature to determine their relevance for enhancing the scientific basis of nursing practice.
3. Appraise simple and complex sample selection techniques appropriately, with an analysis of the strengths and weaknesses of each.

4. Evaluate reliability, validity and sensitivity of measurement instruments.
5. Demonstrate ability to critique research reports.
6. Appraise methods for data analysis appropriate for selected research designs.
7. Interpret computerized outputs of various statistical analyses.
8. Develop a research proposal applicable to nursing practice.
9. Demonstrate an understanding of interdisciplinary, clinically based research.
10. Demonstrate the ability to communicate research findings relevant to clinical practice.
11. Explain the importance of ethics in research practice.
12. Discuss ethical issues ranging from plagiarism and intellectual property to human research

Teaching Methods:

Several teaching techniques will be used. There will be lectures by the instructors to cover the content. Students will be asked to share their research ideas with the class. Discussion forums using Moodle will be used to discuss materials on line. A number of assignments related to course content are used. The instructors will be available for individual help with assignments.

Learning Assessment:

1.	Class participation.	5 %
2.	Human protection assignment	5 %
3.	Literature search assignment	5 %
4.	Data analysis assignment	10 %
5.	Group presentation critique	15 %
6.	Proposal paper	30 %
7.	Tests	30 %

The style for use in all written work is the Publication Manual of the American Psychological Association (6th ed.). Washington DC, American Psychological Association.

Description of Assignments:

1. Class participation. Students are expected to come prepared and participate in classroom activities. Grading will be based on informed participation in class discussions, facilitation of classmates' knowledge, and evidence of using the content of this course. Emphasis will be on substantive and thoughtful participation. The course is put on Moodle and assignments will be handled via Moodle. Lecture outlines and assigned readings will also be put on Moodle. Participation will also include students' logging into the course.

2. Literature search. Each student will identify a nursing practice problem in his/her field. Using Medline, Pub Med or the CINAHL database, the student submits a summary of the search method used related to the research problem, with a statement of the problem or research question, the data base used, keywords and limits, and a list of 10-15 relevant research based articles that are not more than 5-10 years old, using APA format. This assignment is due February 18, 2014.

3. Human protection assignment: It is an institutional requirement that all Principal Investigators, co-investigators, research assistants, research coordinators, nurses, students, residents, fellows, statisticians and other personnel who plan to conduct research studies involving human subjects complete the required web-based courses offered by the Collaborative Institutions Training Initiatives (CITI) Program. The required courses are available at the CITI web-site: https://www.citiprogram.org/Default.asp.
Biomedical investigators should complete the Biomedical Responsible Conduct of Research, Basic Course; Social and Behavioral Science investigators should complete the equivalent course on the responsible conduct of research in these disciplines. Students must log in as students and complete the modules in their course; at the end of each module there is a quiz that you take and get a grade. This course should take around one hour. The passing rate to achieve certification is set at 75%, and the course allows for re-taking the quiz at the end of each module to improve one's fund of knowledge and score. After completing the course successfully you must request a certificate. A signed and dated copy of the CITI certificate should be submitted to the course coordinator with a copy kept for your records/future use. The certificate must be submitted February 28, 2014.

4. Data analysis assignment. From a set of computerized outputs, students will interpret the results of data analysis, explaining the statistical tests used and statistical significance. The data analysis assignment is due April 25, 2014.

5. Group presentation: critique of a research article. Groups of 2 to 3 students will orally present to the class a critique of research articles selected from the course pack. The critique will cover all major aspects of the research process as described in the guidelines for research critique. Consideration of utilization of the study findings must be included in the presentation. Estimated presentation time for each group is 20 minutes, followed by a 10 minute class discussion. A sign-up sheet for sets of articles will be available at the fourth week of class. Grading will be based on the quality of critique, thoroughness of analysis, and dialogue with peers. Guidelines for the critique are provided in the course syllabus.

5. Paper/Proposal. You will be asked to submit a term paper describing a research proposal. The background section of the proposal, including introduction, literature review and/or theoretical framework shall be submitted by March 18, 2014 for feedback from the faculty. The deadline for receipt of the completed proposal is May 5, 2014. The term paper must be submitted by 5:00 pm that day in order to avoid a penalty of 5 points grade reduction for each late day. Delays in typing or computer problems are NOT acceptable excuses. Please try to plan ahead. Guidelines for the paper are provided in the course syllabus.

6. Tests: Two tests will evaluate the students' knowledge of material covered class.

Important Note

Creativity and independent action are the keys to success in this class. You may select any research topic relevant to nursing that you wish. There are many ways to develop it into a research design. The course content and experiences will guide you. We want you to do well. Budget your time, organize your work early and you should be able to complete the term paper without major difficulties. Do not hesitate to ask for help if you need it.

Also please note that all papers will be submitted through Moodle Turnitin for detection of plagiarism, I HAVE ZERO TOLERANCE TO PLAGIARISM! Any act of plagiarism intended or not intended will result in an academic warning.

Required Textbooks:

Polit, D.F. & Beck, C. T. (2012). *Nursing Research: Generating and Assembling Evidence for Nursing Practice.* (9th ed.) Philadelphia: Wolters Kluwer Heath and Lippincott Williams & Wilkins.

Additional Readings:

Wood, M.J and Ross-Kerr, J.C, (2011). *Basic Steps in Planning Nursing Research: From Question to Proposal* (7th Ed).Sudbury, Jones and Bartlett.

Darwish, H and Noureddine, S. Course Reader. (These readings are posted on Moodle).

Class Schedule

Date	Topic	Faculty	Reading
Tuesday. January 28,2014	Introduction to the course. History of Nursing Research	H. Darwish	Polit & Beck: Chapter 1.
F. January 31,2014	Review of the Research Process: Key concepts and Steps in Research.	H. Darwish	Polit & Beck: Chapter 3
Tuesday. February 4	Research problems, questions and hypotheses	S. Fares	Polit & Beck: Chapter 4
F. February 7	Research problems, questions and hypotheses continued Research literature review and critiquing evidence	H. Darwish	Polit & Beck: Chapter 4 Polit & Beck: Chapter 5
T. February 11	Research literature review and critiquing evidence	H. Darwish	Polit & Beck: Chapter 5
F. February 14	Holiday		
T. February 18	Ethical aspects of nursing research Theoretical frameworks in research ***Literature search due***	H. Darwish	Polit & Beck: Chapter 7 Polit & Beck: Chapter 8 Polit & Beck: Chapter 6 Assigned Reading on Moodle
F. February 21	Quantitative designs	S.Fares	Polit & Beck: Chapter 9

T. February 25	Enhancing rigor in quantitative research	S.Fares	Polit & Beck: Chapters 10-11
F. February 28	Writing research proposals and planning ***CITI student certificate due***	H. Darwish	Polit & Beck: Chapter 29 Assigned Reading
T March 4	Data collection methods	S. Fares	Polit & Beck: Chapter13,14
F. March 7	Measurement and data quality	S. Fares	Polit & Beck: Chapters 14, 15 Assigned Reading on Moodle
T March 11	**Exam I**	H. Darwish	
F. March 14	Sampling designs	S. Fares	Polit & Beck: Chapter 12
T. March 18	Developing and testing self-report scales ***Background of proposal due***	H. Darwish	Polit & Beck: Chapter 15, Assigned Reading on Moodle
F March 21	Quantitative data analysis: Descriptive Statistics	S. Fares	Polit & Beck: Chapters 16
T. March 25	Holiday Annunciation Day		
F. March 28	Quantitative data analysis: Inferential Statistics	S. Fares	Polit & Beck: Chapter 17
T. April 1	Quantitative data analysis: Inferential Statistics	S. Fares	Polit & Beck: Chapter 17
F. April 4	Translating research evidence into practice/ Mixed methods &developing interventions	H.Darwish.	Polit & Beck: Chapter2, 25, 26 Assigned Reading on Moodle
T. April 8	Qualitative data collection, analysis and trustworthiness	M. Dumit	Polit & Beck: Chapter 22-23-24 Assigned Reading on Moodle
F. April 11	Quantitative data analysis: Multivariate statistics	S. Fares	Polit & Beck: Chap. 19
T. April 15	Qualitative data collection, analysis and trustworthiness	M. Dumit	Polit & Beck: Chapter 22-23-24 Assigned Reading on Moodle
F. April 18	Holiday Easter		
T. April 22	Quantitative data analysis continued (Data analysis & interpretation) and critique of article and data analysis and interpretation	H. Darwish	Polit & Beck: Chapter 5 & 19
F. April 25	Student presentations		Articles presented
T. April 29	Student presentations		Articles presented
F. May 2	Student presentations		Articles presented
M. May 5	*Research proposal due*		
T. May 13	*Exam II*		

Unit Specific Learning Outcomes

Unit I: History of Nursing Research

1. Describe ways in which research plays an important role in the nursing profession and discuss why learning about nursing research is important to practicing nurses.
2. Discuss general trends in the evolution of nursing research.
3. Identify several areas of high priority for nurse researchers.
4. Distinguish basic and applied research.

Unit II: Review of the research process:

1. Distinguish independent and dependent variables.
2. Differentiate between dictionary and operational definitions of a variable.
3. Describe the flow and sequence of activities in quantitative and qualitative research.

Unit III: Research question and hypotheses

Describe the process of developing and refining a research problem.

1. Identify aspects of the feasibility of studying a research problem.
2. Describe the function of research hypotheses and characteristics of a workable hypothesis.
3. Distinguish different types of hypotheses (e.g., simple versus complex, directional versus non-directional, research versus statistical).

Unit IV: Literature review

1. Describe several purposes of a literature review.
2. Explain the difference between a primary and a secondary source.
3. Identify several bibliographic aids for nursing research problems.
4. Perform a review of the literature on a given topic using an electronic database.

Unit V: Creation of a Theoretical Framework

1. Distinguish between theories, conceptual models, and frameworks.
2. Identify several conceptual models of nursing and several other conceptual models frequently used by nurse researchers.
3. Explain how theories are tested, fitted to a research problem, and developed.

Unit VI: Ethical Aspects of Nursing Research

1. Discuss the historical background that led to the creation of various codes of ethics.
2. Understand the nature of the conflict between ethics and scientific rigor and provide some specific examples of ethical dilemmas.
3. Identify some of the most salient costs and benefits of participating in a study from a participant's point of view.
4. Identify steps that can be undertaken to safeguard the confidentiality of study participants.
5. Describe informed consent and process consent.
6. Describe the role of Institutional Review Board (IRBs) in the review of research plans.
7. Explain the importance of ethics in research practice.

8. Discuss ethical issues ranging from plagiarism and intellectual property to human research

Unit VII: Selecting A Research Design

1. Discuss the various aspects of research design.
2. Distinguish between and evaluate cross-sectional and longitudinal designs.
3. Distinguish between and evaluate prospective and retrospective designs.
4. Describe the characteristics of a good research design.

Unit VIII: Quantitative Designs

1. Describe the characteristics of the experiments, quasi-experiments, and pre-experiments.
2. Describe the process by which subjects are randomly assigned to groups.
3. Identify several specific experimental, quasi-experimental, and non-experimental designs.
4. Describe the purpose of survey research and the types of data collection approaches it uses.
5. Describe the purposes and approaches of secondary analyses, and discuss their advantages and limitations.
6. Describe the general aims of meta-analysis.
7. Describe various aspects of research control.
8. Evaluate the strengths and weaknesses of the alternative methods of controlling extraneous variables.
9. Distinguish between internal and external validity.
10. Identify types of analyses that can be undertaken to detect threats to internal validity.

Unit IX: Qualitative Research Designs

1. Identify areas in which a qualitative researcher can plan for broad design contingencies.
2. Identify the major research traditions for qualitative research, and describe the domain of inquiry of each.
3. Describe the basic characteristics of ethnographic, phenomenological, and grounded theory studies.

Unit X: Sampling Designs

1. Distinguish between nonprobability and probability samples.
2. Identify considerations to be kept in mind in deciding sample size in a quantitative study.
3. Describe the steps in selecting a sample in a quantitative study.
4. Identify several approaches to theoretical/purposive sampling in qualitative studies.
5. Describe the purpose of power analysis.

Unit XI: Data Collection Methods

1. Identify the four main dimensions of data collection approaches.
2. Identify the three main types of data collection methods for nursing research (self-reports, observation, and biophysiologic measures), and recognize their major strengths and weaknesses.
3. Identify the major considerations in selecting a specific instrument (conceptual relevance, quality, resource limitations, etc.)
4. Describe the purpose of pretesting an instrument package.

Unit XII: Assessing Data Quality (Validity and Reliability)

1. Describe the major characteristics and the major advantages of measurement.
2. Identify several major sources of measurement error.
3. Describe three different aspects of reliability, and specify how each aspect can be assessed.
4. Interpret the meaning of correlation coefficients and reliability coefficients.
5. Identify several other criteria for assessing measuring tools.
6. Identify and describe approaches to improving the dependability of qualitative data.

Unit XIII: Quantitative Analysis – Data Reduction

1. Distinguish descriptive and inferential statistics.
2. Identify the four levels of measurement, and describe the characteristics of each.
3. Describe the meaning and interpretation of a standard deviation.
4. Identify the levels of measurement associated with different descriptive statistics.
5. Interpret computer printouts for selected descriptive statistics.
6. Describe the concept of a sampling distribution.
7. Describe the logic and purpose of the null hypothesis.
8. Distinguish between Type I and Type II errors.
9. Distinguish between parametric and nonparametric statistical tests.
10. Describe hypothesis testing procedures.
11. Specify the appropriate applications for t-tests, ANOVA, chi-square, and correlation coefficients, and interpret the meaning of the calculated statistics.
12. Identify the levels of measurement associated with various parametric and non-parametric tests.
13. Describe the applications, principles, and general procedures of simple and multiple linear regressions.

Unit XIV: Design and Implementation of a Quantitative Data Analysis Strategy

1. Describe the major phases in the analysis of quantitative data.
2. Discuss the steps required to prepare data for computer analysis.
3. Describe strategies for interpreting hypothesized, unhypothesized, or mixed results.
4. Distinguish practical and statistical significance.

Unit XV: Qualitative Data Analysis

1. Describe some of the challenges that a qualitative analyst faces.
2. Distinguish four prototypical qualitative analysis styles.
3. Describe the four intellectual processes that typically play a role in qualitative analysis.
4. Discuss the activities that researchers perform to manage and organize qualitative data.
5. Describe the basic procedures used to analyze qualitative data.

Unit XVI: Intervention and Outcomes Research

1. Discuss the challenges and limitations of conducting true experiments on humans.
2. Describe the process of intervention research: Project planning, gathering information, developing an intervention theory, designing and testing the intervention, collection and analysis of data, and dissemination.
3. Define and identify the prerequisites of evidence-based practice.
4. Discuss the theoretical basis of outcomes research.
5. Distinguish evaluation of outcomes, process and structure.

6. Identify methodologies for **mixed methods** studies in terms of sampling, strategies/designs, measurement methods and statistical methods.

Unit XVII: Critiquing Research Reports

1. Describe the functions of a research critique.
2. Discuss methodologic decisions amenable to criticism that designing a study involves.
3. Identify the main dimensions of a research critique (substantive, theoretical, methodologic, interpretive, ethical and stylistic).
4. Evaluate a research report along the above main dimensions.

Unit XVIII: Communication of Research Reports

1. Identify and describe the major sections of a research report.
2. Compare and contrast several types of research reports.
3. Identify the elements necessary for a successful poster presentation.
4. Describe the style appropriate to a research report.

Unit XIX: Evidence Based Nursing

1. Describe a continuum along which research utilization can occur.
2. Discuss the current status of research utilization within nursing.
3. Identify barriers to utilizing nursing research.
4. Propose three or four strategies to improve the utilization of nursing research findings for researchers, educators, practicing nurses, nursing students, and administrators.

Student conduct

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
d. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
b. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

Guidelines for the research proposal

The outline for the proposal is as follows:

- **I.** Introduction. What is your major focal area? What is the problem under study? What is the population affected? What is the significance of studying this problem? End this section with a statement of the purpose of your study.
- **II.** Review of the Literature. This section should summarize literature relating to the topic and findings of previous studies similar to your proposed study. You may describe methods that others used in studies similar to yours. End the section by a summarizing paragraph pointing out the gaps in the literature and bringing forth the need for your study. Put here your specific research questions or hypotheses.
- **III.** Theoretical framework. The theoretical framework summarizes existing knowledge of concepts under study and provides a basis for predicting relationships among variables. You may use an already existing theory/model, or create your own model of the variables you are studying. Include in this section the conceptual definitions of all the variables that you are planning to study.
- **IV.** Research Design. This section describes the plan for the study and type of design, with rationale for your choice of the design. Identify in this section the variables as they relate to the design i.e. which ones are the independent, dependent, and extraneous or intervening variables.
- **V.** Sample Selection Techniques. This section describes the technique to be used in selecting the sample with explanation of the sampling design, inclusion/exclusion criteria and recruitment method.
- **VI.** Research instruments. Describe the instruments you will use for measuring all the study variables (Operational definitions). State the type of data (categorical vs. continuous). Describe data quality: Reliability and validity for each instrument for self-report measures; Sensitivity/specificity for physiological measures.
- **VII.** Procedure: Describe how you will conduct the study, including the number of times data will be collected, setting and method of data collection (who, what and where). Include here ethical considerations: Seeking IRB approval, informed consent.
- **VIII.** Proposed Analysis of Results: State what statistical tests you will use for summarizing the sample characteristics and answering the research questions or testing hypotheses. Include sample tables for how you might present data obtained in the study.
- **IX.** Conclusions and limitations. What are the specific conclusions one could make for support or lack of support of your hypotheses? What limitations in the study methods may influence the results? Are there implications for nursing practice, education or administration?
- **X.** References
- **XI.** Appendix. Include Research Instruments, consent forms, etc...

Guidelines for the Research Critique

I. Content of the Critique of a Research Article

A. Cite the research article (in American Psychological Association/APA format) that you will critique for this presentation. Note that the research article must be data based and published in a peer reviewed journal. A copy of the complete article must be turned in with your power point presentation outline.

B. State the primary purpose, research questions or hypotheses for the selected research article (if there is nothing mentioned in the article, write down your best guess).

C. Significance**:** Identify, define, and explain the significance of the clinical problem in the article. Did the researchers justify the importance of the study? How? Were they convincing?

D. Study Background and design.

1. Was the literature review comprehensive? Recent? Written in an organized manner?
2. What theoretical framework do you think was used for this study? Was it appropriate?
3. What is the research design used in the study? What are the advantages to this type of design? Would another design be more appropriate and why?

E. Sample.

1. What type of sampling design was used (probability/non probability)?
2. List and describe 3 sample selection inclusion criteria: (if not explicitly stated, what is your best guess?). List and describe 3 sample selection exclusion criteria.
3. How many subjects were actually studied? analyzed?
4. Did the authors justify their sample size and how?
    a. Availability (convenience sample)
    b. Other studies have used similar samples sizes.
    c. Power analysis.

F. Primary Variables

1. Define/describe the independent variable(s).
2. Define/describe the dependent variable(s).
3. Define/describe extraneous variable(s).
4. Phenomenon under investigation if it was a qualitative study.

G. Instruments

1. Name and describe one instrument for measuring the dependent variable and one for the independent variable, or describe the primary means of collecting data in case a qualitative design was used.
2. How was validity of the instruments reported? If this was not described, what would you do to check that the instrument was valid?
3. How did the researchers test the instrument reliability or did they only report tests done by previous authors? If reliability testing was not described, how do you think should the reliability of the instrument be addressed?

H. Describe the study procedures for data collection; would you be able to replicate the study based on the information given? Do you agree with the method used for data collection? Why or why not? Were ethical considerations attended to or addressed in the article?

I. Statistical Analysis

1. What was the level of measurement of the dependent variable?

2. What was the level of measurement of the independent variable(s)?

3. List the statistical test(s) used to test the study hypothesis(es)/answer the research questions

4. What type is/are the statistical test(s) named in question # 3 (Parametric; Non parametric)

J. Main results.

Give a brief summary of the main results of the study

K. Conclusion and Clinical Implications

1. What conclusions did the authors come to regarding the problem of interest? What clinical recommendations did they make about the problem?

2. Do you agree with the author's conclusions? Why or why not? Support your reasons for agreement/disagreement by indicating how the study met/failed to meet the criteria for the internal/external validity.

L. Presentation style of the article

1. Was there enough data present overall in the article for you to do a thorough critique?
2. Was the material organized in a logical manner?
3. Was the title appropriate for introducing the study?

M. Research utilization

Evaluate the utilization potential of the current study findings; can they be used in practice?

II. Creativity of presentation, group cohesiveness and appropriate use of audio visual aids.

These will be considered in evaluating the group presentation of the critique.

HD, SF, 2014

Appendix I

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE
HARIRI SCHOOL OF NURSING

N. 502 ADVANCED NURSING RESEARCH

(REVISED)

Course Number and Title: N. 502 Advanced Nursing Research

Number of credits: 3 credits

Catalogue Description:

This course focuses on complex research designs. Emphasis will be placed on techniques for control of variables, and interpretation of results. The interrelationship of theoretical frameworks, design, sample selection and data collection instruments, will be analyzed in depth. Critical evaluation of research articles will be covered. Content will be discussed in terms of clinical nursing research problems. Utilization of research findings to promote evidence-based practice will be emphasized.

Placement of course:

Spring Semester.
Tuesday 4 – 5:30 pm-
Friday: 9:00 – 10:30 am.

Faculty Responsible for the Course:

Hala Darwish, PhD, RN. Room 514, Hariri School of Nursing. Extension 5938/7427
Pager: 1304.
Email: hd30@aub.edu.lb

Souha Fares, PhD. Room 521, Hariri School of Nursing. Extension 5980
Email: sf31@aub.edu.lb

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Select appropriate research design approaches to a variety of research problems.
2. Synthesize findings from the literature to determine their relevance for enhancing the scientific basis of nursing practice.
3. Demonstrate ability to critique research reports, including evaluation of design and measures.

4. Develop a research proposal applicable to nursing practice.
5. Demonstrate an understanding of interdisciplinary, clinically based research.
6. Demonstrate the ability to communicate research findings relevant to clinical practice.
7. Discuss ethical issues pertaining to research

Teaching Methods:
Several teaching techniques will be used. There will be lectures by the instructors to cover the content. Students will be asked to share their research ideas with the class. Discussion forums using Moodle will be used to discuss materials on line. A number of assignments related to course content are used. The instructors will be available for individual help with assignments.

Learning Assessment:

1. Class participation.	5 %
2. Human protection assignment	5 %
3. Literature search assignment	10 %
4. Group presentation critique	20 %
5. Proposal paper	30 %
6. Tests	30 %

The style for use in all written work is the Publication Manual of the American Psychological Association (6th ed.). Washington DC, American Psychological Association.

Description of Assignments:

1. **Class participation**. Students are expected to come prepared and participate in classroom activities. Grading will be based on informed participation in class discussions, facilitation of classmates' knowledge, and evidence of using the content of this course. Emphasis will be on substantive and thoughtful participation. The course is put on Moodle and assignments will be handled via Moodle. Lecture outlines and assigned readings will also be put on Moodle. Participation will also include students' logging into the course.

2. **Literature search**. Each student will identify a nursing practice problem in his/her field. Using Medline, Pub Med or the CINAHL database, the student submits a summary of the search method used related to the research problem, with a statement of the problem or research question, the data base used, keywords and limits, and a list of 10-15 relevant research based articles that are not more than 5-10 years old, using APA format. This assignment is due XXXX.

3. **Human protection assignment**: It is an institutional requirement that all Principal Investigators, co-investigators, research assistants, research coordinators, nurses, students, residents, fellows, statisticians and other personnel who plan to conduct research studies involving human subjects complete the required web-based courses offered by the Collaborative Institutions Training Initiatives (CITI) Program. The required courses are available at the CITI web-site: https://www.citiprogram.org/Default.asp.
Biomedical investigators should complete the Biomedical Responsible Conduct of Research, Basic Course; Social and Behavioral Science investigators should complete the equivalent course on the responsible conduct of research in these disciplines. Students must log in as students and complete the

modules in their course; at the end of each module there is a quiz that you take and get a grade. This course should take around one hour. The passing rate to achieve certification is set at 75%, and the course allows for re-taking the quiz at the end of each module to improve one's fund of knowledge and score. After completing the course successfully you must request a certificate. A signed and dated copy of the CITI certificate should be submitted to the course coordinator with a copy kept for your records/future use. The certificate must be submitted by XXXX

4. Group presentation: critique of a research article. Groups of 2 to 3 students will orally present to the class a critique of research articles selected from the course pack. The critique will cover all major aspects of the research process as described in the guidelines for research critique. Consideration of utilization of the study findings must be included in the presentation. Estimated presentation time for each group is 20 minutes, followed by a 10 minute class discussion. A sign-up sheet for sets of articles will be available at the fourth week of class. Grading will be based on the quality of critique, thoroughness of analysis, and dialogue with peers. Guidelines for the critique are provided in the course syllabus.

5. Paper/Proposal. You will be asked to submit a term paper describing a research proposal. The background section of the proposal, including introduction, literature review and/or theoretical framework shall be submitted by XXX for feedback from the faculty. The deadline for receipt of the completed proposal is XXX. The term paper must be submitted by 5:00 pm that day in order to avoid a penalty of 5 points grade reduction for each late day. Delays in typing or computer problems are NOT acceptable excuses. Please try to plan ahead. Guidelines for the paper are provided in the course syllabus.

6. Tests: Two tests will evaluate the students' knowledge of material covered class.

Important Note
Creativity and independent action are the keys to success in this class. You may select any research topic relevant to nursing that you wish. There are many ways to develop it into a research design. The course content and experiences will guide you. We want you to do well. Budget your time, organize your work early and you should be able to complete the term paper without major difficulties. Do not hesitate to ask for help if you need it.
Also please note that all papers will be submitted through Moodle Turnitin for detection of plagiarism, I HAVE ZERO TOLERANCE TO PLAGIARISM! Any act of plagiarism intended or not intended will result in an academic warning.

Required Textbooks:

Polit, D.F. & Beck, C. T. (2012). *Nursing Research: Generating and Assembling Evidence for Nursing Practice.* (9th ed.) Philadelphia: Wolters Kluwer Heath and Lippincott Williams & Wilkins.

Additional Readings:

Wood, M.J and Ross-Kerr, J.C, (2011). *Basic Steps in Planning Nursing Research: From Question to Proposal* (7th Ed).Sudbury, Jones and Bartlett.

Darwish, H and Noureddine, S. Course Reader. (These readings are posted on Moodle).

Class Schedule

Date	Topic	Reading
Session 1	Introduction to the course. History of Nursing Research	Polit & Beck: Chapters 1.
Session 2	Review of the Research Process: Key concepts and Steps in Research.	Polit & Beck: Chapter 3
Session 3	Research problems, questions and hypotheses	Polit & Beck: Chapter 4
Session 3	Research problems, questions and hypotheses Research literature review and critiquing evidence	Polit & Beck: Chapter 4 Polit & Beck: Chapter 5
Session 4	Research literature review and critiquing evidence	Polit & Beck: Chapter 5
Session 5	Ethical aspects of nursing research Theoretical frameworks in research *Literature search due*	Polit & Beck: Chapter 7 Polit & Beck: Chapter 8 Polit & Beck: Chapter 6 Assigned Reading on Moodle
Session 6	Quantitative designs	Polit & Beck: Chapter 9
Session 7	Enhancing rigor in quantitative research	Polit & Beck: Chapters 10-11
Session 8	Writing research proposals and planning *CITI student certificate due*	Polit & Beck: Chapter 29 Assigned Reading
Session 9	Data collection methods	Polit & Beck: Chapters 13,14
Session 10	Measurement and data quality	Polit & Beck: Chapters 14, 15 Assigned Reading on Moodle
Session 11	*Exam I*	
Session 12	Sampling designs	Polit & Beck: Chapter 12
Session 13	Developing and testing self-report scales *Background of proposal due*	Polit & Beck: Chapter 15, Assigned Reading on Moodle
Session 14	Translating research evidence into practice/ Mixed methods/Intervention research	Polit & Beck: Chapters 2, 25, 26 Assigned Reading on Moodle
Session 15	Qualitative data collection, analysis and trustworthiness	Polit & Beck: Chapter 22-23-24 Assigned Reading on Moodle
Session 16	Qualitative data collection, analysis and trustworthiness	Polit & Beck: Chapter 22-23-24 Assigned Reading on Moodle
Session 17	Critique of article and data analysis and interpretation	Polit & Beck: Chapter 5 & 19
Session 18	Student presentations	Articles presented
Session 19	Student presentations	Articles presented
Session 20	Student presentations	Articles presented
Session 21	*Exam II*	

Unit Specific Learning Outcomes

Unit I: History of Nursing Research

1. Describe ways in which research plays an important role in the nursing profession and discuss why learning about nursing research is important to practicing nurses.
2. Discuss general trends in the evolution of nursing research.
3. Identify several areas of high priority for nurse researchers.
4. Distinguish basic and applied research.

Unit II: Review of the research process:

Distinguish independent and dependent variables.

1. Differentiate between dictionary and operational definitions of a variable.
2. Describe the flow and sequence of activities in quantitative and qualitative research.

Unit III: Research question and hypotheses

1. Describe the process of developing and refining a research problem.
2. Identify aspects of the feasibility of studying a research problem.
3. Describe the function of research hypotheses and characteristics of a workable hypothesis.
4. Distinguish different types of hypotheses (e.g., simple versus complex, directional versus non-directional, research versus statistical).

Unit IV: Literature review

1. Describe several purposes of a literature review.
2. Explain the difference between a primary and a secondary source.
3. Identify several bibliographic aids for nursing research problems.
4. Perform a review of the literature on a given topic using an electronic database.

Unit V: Creation of a Theoretical Framework

1. Distinguish between theories, conceptual models, and frameworks.
2. Identify several conceptual models of nursing and several other conceptual models frequently used by nurse researchers.
3. Explain how theories are tested, fitted to a research problem, and developed.

Unit VI: Ethical Aspects of Nursing Research

1. Discuss the historical background that led to the creation of various codes of ethics.
2. Understand the nature of the conflict between ethics and scientific rigor and provide some specific examples of ethical dilemmas.
3. Identify some of the most salient costs and benefits of participating in a study from a participant's point of view.
4. Identify steps that can be undertaken to safeguard the confidentiality of study participants.
5. Describe informed consent and process consent.
6. Describe the role of Institutional Review Board (IRBs) in the review of research plans.
7. Explain the importance of ethics in research practice.
8. Discuss ethical issues ranging from plagiarism and intellectual property to human research

Unit VII: Selecting A Research Design

1. Discuss the various aspects of research design.
2. Distinguish between and evaluate cross-sectional and longitudinal designs.
3. Distinguish between and evaluate prospective and retrospective designs.
4. Describe the characteristics of a good research design.

Unit VIII: Quantitative Designs

1. Describe the characteristics of the experiments, quasi-experiments, and pre-experiments.
2. Describe the process by which subjects are randomly assigned to groups.
3. Identify several specific experimental, quasi-experimental, and non-experimental designs.
4. Describe the purpose of survey research and the types of data collection approaches it uses.
5. Describe the purposes and approaches of secondary analyses, and discuss their advantages and limitations.
6. Describe the general aims of meta-analysis.
7. Describe various aspects of research control.
8. Evaluate the strengths and weaknesses of the alternative methods of controlling extraneous variables.
9. Distinguish between internal and external validity.
10. Identify types of analyses that can be undertaken to detect threats to internal validity.

Unit IX: Qualitative Research Designs

1. Identify areas in which a qualitative researcher can plan for broad design contingencies.
2. Identify the major research traditions for qualitative research, and describe the domain of inquiry of each.
3. Describe the basic characteristics of ethnographic, phenomenological, and grounded theory studies.

Unit X: Sampling Designs

1. Distinguish between nonprobability and probability samples.
2. Identify considerations to be kept in mind in deciding sample size in a quantitative study.
3. Describe the steps in selecting a sample in a quantitative study.
4. Identify several approaches to theoretical/purposive sampling in qualitative studies.
5. Describe the purpose of power analysis.

Unit XI: Data Collection Methods

1. Identify the four main dimensions of data collection approaches.
2. Identify the three main types of data collection methods for nursing research (self-reports, observation, and biophysiologic measures), and recognize their major strengths and weaknesses.
3. Identify the major considerations in selecting a specific instrument (conceptual relevance, quality, resource limitations, etc.)
4. Describe the purpose of pretesting an instrument package.

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2. Identify several major sources of measurement error.
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1. Discuss the challenges and limitations of conducting true experiments on humans.
2. Describe the process of intervention research: Project planning, gathering information, developing an intervention theory, designing and testing the intervention, collection and analysis of data, and dissemination.
3. Describe mixed methods research
4. Identify methodologies for mixed methods studies in terms of sampling, strategies/designs, measurement methods and statistical methods.

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1. Describe the functions of a research critique.
2. Discuss methodologic decisions amenable to criticism that designing a study involves.
3. Identify the main dimensions of a research critique (substantive, theoretical, methodologic, interpretive, ethical and stylistic).
4. Evaluate a research report along the above main dimensions.

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1. Describe a continuum along which research utilization can occur.
2. Discuss the current status of research utilization within nursing.
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a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
e. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

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Guidelines for the Research Proposal

The outline for the proposal is as follows:

I. Introduction. What is your major focal area? What is the problem under study? What is the population affected? What is the significance of studying this problem? End this section with a statement of the purpose of your study.
II. Review of the Literature. This section should summarize literature relating to the topic and findings of previous studies similar to your proposed study. You may describe methods that others used in studies similar to yours. End the section by a summarizing paragraph pointing out the gaps in the literature and bringing forth the need for your study. Put here your specific research questions or hypotheses.
III. Theoretical framework. The theoretical framework summarizes existing knowledge of concepts under study and provides a basis for predicting relationships among variables. You may use an already existing theory/model, or create your own model of the variables you are studying. Include in this section the conceptual definitions of all the variables that you are planning to study.
IV. Research Design. This section describes the plan for the study and type of design, with rationale for your choice of the design. Identify in this section the variables as they relate to the design i.e. which ones are the independent, dependent, and extraneous or intervening variables.
V. Sample Selection Techniques. This section describes the technique to be used in selecting the sample with explanation of the sampling design, inclusion/exclusion criteria and recruitment method.
VI. Research instruments. Describe the instruments you will use for measuring all the study variables (Operational definitions). State the type of data (categorical vs. continuous). Describe data quality: Reliability and validity for each instrument for self-report measures; Sensitivity/specificity for physiological measures.
VII. Procedure: Describe how you will conduct the study, including the number of times data will be collected, setting and method of data collection (who, what and where). Include here ethical considerations: Seeking IRB approval, informed consent.

VIII. Proposed Analysis of Results: State what statistical tests you will use for summarizing the sample characteristics and answering the research questions or testing hypotheses. Include sample tables for how you might present data obtained in the study.

IX. Conclusions and limitations. What are the specific conclusions one could make for support or lack of support of your hypotheses? What limitations in the study methods may influence the results? Are there implications for nursing practice, education or administration?

X. References

XI. Appendix. Include Research Instruments, consent forms, etc...

Guidelines for the Research Critique

I. Content of the Critique of a Research Article

E. Cite the research article (in American Psychological Association/APA format) that you will critique for this presentation. Note that the research article must be data based and published in a peer reviewed journal. A copy of the complete article must be turned in with your power point presentation outline.

F. State the primary purpose, research questions or hypotheses for the selected research article (if there is nothing mentioned in the article, write down your best guess).

G. Significance: Identify, define, and explain the significance of the clinical problem in the article. Did the researchers justify the importance of the study? How? Were they convincing?

H. Study Background and design.

4. Was the literature review comprehensive? Recent? Written in an organized manner?
5. What theoretical framework do you think was used for this study? Was it appropriate?
6. What is the research design used in the study? What are the advantages to this type of design? Would another design be more appropriate and why?

E. Sample.

1. What type of sampling design was used (probability/non probability)?
2. List and describe 3 sample selection inclusion criteria: (if not explicitly stated, what is your best guess?). List and describe 3 sample selection exclusion criteria.
3. How many subjects were actually studied? analyzed?
4. Did the authors justify their sample size and how?
    a. Availability (convenience sample)
    b. Other studies have used similar samples sizes.
    c. Power analysis.

F. Primary Variables

1. Define/describe the independent variable(s).
2. Define/describe the dependent variable(s).
3. Define/describe extraneous variable(s).
4. Phenomenon under investigation if it was a qualitative study.

G. Instruments

2. Name and describe one instrument for measuring the dependent variable and one for the independent variable, or describe the primary means of collecting data in case a qualitative design was used.

2. How was validity of the instruments reported? If this was not described, what would you do to check that the instrument was valid?

3. How did the researchers test the instrument reliability or did they only report tests done by previous authors? If reliability testing was not described, how do you think should the reliability of the instrument be addressed?

H. Describe the study procedures for data collection; would you be able to replicate the study based on the information given? Do you agree with the method used for data collection? Why or why not? Were ethical considerations attended to or addressed in the article?

I. Statistical Analysis

8. What was the level of measurement of the dependent variable?
9. What was the level of measurement of the independent variable(s)?
10. List the statistical test(s) used to test the study hypothesis(es)/answer the research questions
11. What type is/are the statistical test(s) named in question # 3 (Parametric; Non parametric)

J. Main results.

Give a brief summary of the main results of the study

K. Conclusion and Clinical Implications

1. What conclusions did the authors come to regarding the problem of interest? What clinical recommendations did they make about the problem?

2. Do you agree with the author's conclusions? Why or why not? Support your reasons for agreement/disagreement by indicating how the study met/failed to meet the criteria for the internal/external validity.

L. Presentation style of the article

1. Was there enough data present overall in the article for you to do a thorough critique?
2. Was the material organized in a logical manner?
3. Was the title appropriate for introducing the study?

M. Research utilization

Evaluate the utilization potential of the current study findings; can they be used in practice?

<u>II. Creativity of presentation, group cohesiveness and appropriate use of audio visual aids</u>.

These will be considered in evaluating the group presentation of the critique.

HD/SF, September 2014

Appendix J

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

NURS 527 Developing Health Service Programs

(CURRENT COURSE)

Course Coordinator: Nuhad Yazbik Dumit
Email: ny00@aub.edu.lb; Ext.: 5955

The purpose of this 3-credit course is to introduce students to the development and implementation of programs/projects intended to improve practice and health system outcomes. The course will focus on the theory and practice of organizational communication in its various forms - internal, external, informal and formal - and introduce conceptual approaches and techniques of program evaluation. Opportunities for gaining access to health service organizations for project work will be provided. Students will prepare a project plan as part of the course.

Learning Outcomes

At the completion of the course, students will be able to:

1. Use appropriate measures to assess healthcare needs of a target population or health service problem based on knowledge of current health practices in the country and internationally
2. Select appropriate intervention strategy for healthcare needs of a target population or health service problem based on the assessment
3. Set realistic short-term and long-term goals addressing the healthcare needs of a target population or health service problem
4. Design a program and/or intervention intended to improve practice and/or healthcare system outcomes
5. Demonstrate knowledge of calculating cost and value of the program/intervention
6. Examine data required for performance measurement, monitoring and program evaluation for the selected program/intervention
7. Develop a business plan for the proposed program/service
8. Select appropriate organizational communication forms for the various stages of the proposed program/service

Pre-requisite: NURS 507 Role Development in Nursing Administration or equivalent

Teaching Methods: Lecture/discussion/team exercises/presentations/group papers

Course Outline

Part I: Assessing Current Practices

1. Contemporary Issues in Social/Health Service Program Planning and Administration

Part II: Problem Analysis/Needs Assessment

2. The Contribution of Theory to Program Planning
3. Understanding Social Problems
4. Needs Assessment: Theoretical Considerations
5. Needs Assessment: Approaches to Measurement

Part III: Planning, Designing, and Tracking the Intervention

6. Selecting the Appropriate Intervention Strategy
7. Setting Goals and Objectives
8. Designing Effective Programs
9. Using Management Information

Part IV: Calculating the Costs and Value of the Interventions

10. Budgeting for Control, Management, and Planning
11. Line-Item, Functional, and Program Budgeting Systems
12. Performance Measurement, Monitoring, and program Evaluation: Data Requirements
13. Program Impact Evaluation and Hypothesis Testing

Part V: Developing the Business Plan

Part VI: Using Effective Organizational Communication in Developing Health Services Programs

Course Assignments and Learning Assessment

Participation in class Discussions and Learning Activities (20%)

Participation in group discussions will be evaluated as follows:

- 16-20 points: Participate consistently in class discussions based on readings and thoughtful reflections on read material and class discussions.
- 11-15 points: Participates most of the time in class discussions based on readings and thoughtful reflections on read material and class discussions.
- 6-10 points: Participates in class discussions but comment reflects limited knowledge and understanding of reading materials.
- 0-5 points: Infrequent contributions to class discussions or makes comments that are tangential to discussion.

Midterm Paper: Focused Assessment of a Population or Health Care Delivery Problem (25%)

Students are required to conduct either a focused assessment of a population or health care delivery problem as the foundation for the development of a program (final paper) to address the identified

concern. The type of assessment chosen should reflect healthcare problems/needs of the Lebanese population. For example, problems related to health promotion such as physical fitness program; disease prevention such as control of hypertension program; and health restoration such as cardiac rehabilitation and management of chronic illnesses could be selected. Other problems such as low birth weight, adolescent smoking, or obesity could also be considered to propose a health service program addressing them. Developing such programs related to quality assurance, staff training, and community outreach could also be considered.

Students have the choice to work independently or to pair with **one** peer in the completion of the mid-term and final papers. However, this should be decided by the second session of the course.

Critical elements to be included in the midterm paper (maximum 12 pages, 12 pt. font, excluding references and appendices) are:

- Description of target population or health care delivery system selected for assessment. (2 points)
- Overview of population health need or health care delivery problem to be addressed with discussion of contributing factors derived from literature review and analysis of secondary data where applicable.
  (10 points)
- Identification of factors/behaviors related to population health need or health care delivery problem that will be the focus for a program of intervention and rationale for their selection. (8 points)
- Formulation of program hypothesis. (3 points)
- Clarity of presentation, logical organization of ideas, grammar, spelling, and use of scholarly format consistent with *APA Publication Manual, 5th edition.* (2 points)

Final Paper: Program Proposal and Evaluation Plan (55%)

Building on your assessment of a population or health care delivery problem, develop a program proposal to address the selected problem and an evaluation plan for measuring the impact of the program. Critical elements to be evaluated in the program proposal and evaluation plan (maximum 15 pages 12 pt. font, excluding references and appendices) are:

- Introductory paragraph summarizing health need or problem to be addressed, target population, and program hypothesis. (2 points)
  - Clearly defined goals and measurable objectives. (5 points)
  - Description of intervention strategies to attain program objectives, including underlying theory of change, evidence of their known effectiveness and cultural acceptability to target population/health care delivery system. (10 points)
  - Evaluation plan for measuring program implementation and attainment of objectives, including identification of process and outcome indicators for each objective, evaluation design, procedure for collection of data, plan for analysis of data, and timeline for implementation of program and completion of evaluation. (10 points)
  - Construct a budget for your proposed program, including narrative justification; attach to paper as Appendix A. (8 points)
  - Develop a business plan for the proposed program/service. (10 points.)
  - Select appropriate organizational communication forms for the various stages of the proposed program/service. (5 points.)
  - Clarity of presentation, logical organization of ideas, grammar, spelling, and use of scholarly format consistent with *APA Publication Manual, 6th edition.* (5 points)

Summary of Course Competency Evaluation	Grade Allocation	Due Date
Participation in class discussions	20 %	Every class session
Focused Assessment of a Population or Health Care Delivery Problem	25 %	--------
Program proposal & Evaluation	55 %	--------
Total	100 %	

Required Text:

Kettner, P.M., Moroney, R.M., & Martin, L.L. (2013). Designing and Managing Programs: An Effectiveness-Based Approach (4th ed.). Thousand Oaks, CA: Sage Publications.

Attendance, Grading, and Conduct:

Students will adhere to the AUB class attendance policy as stated in the AUB Catalog and to the code of conduct as stipulated on AUB website: http://pnp.aub.edu.lb/general/conductcode/index.html. Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University.

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
   Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

The grading system as outlined in the AUB Catalog for graduate students will be adhered to.

Class schedule

Date	Session	Assigned readings
October 25	Introduction to the course • Contemporary Issues in Social/Health Service Program Planning and Administration • Foundations for initiating a health service program: o Change management	Kettner et al.,: Chapter 1 Readings will be provided by instructor
November 1	• The Contribution of Theory to Program Planning • Understanding Social Problems	Ch. 2 Ch. 3

November 8	• Needs Assessment:
	  o Theoretical Considerations
	  o Approaches to Measurement
		Ch. 4
		Ch. 5

November 29	• Selecting the Appropriate Intervention Strategy	Ch. 6
December 6	o System's Thinking	Readings will be provided
December 13	o Organizational communication	Readings will be provided
December 20	• Setting Goals and Objectives • Designing Effective Programs ➢ Presentations and discussions of focused assessment	Ch. 7 Ch. 8 ➢ Paper due at midnight
December 27	• Performance Measurement, Monitoring, and program Evaluation: Data Requirements • Developing business plans	Ch. 10 Readings will be provided by instructor
January 3	• Impact Program Evaluation and Hypothesis Testing	Ch. 11
January 10	• Budgeting for Control, Management, and Planning • Line-Item, Functional, and Program Budgeting Systems ➢ Projects Presentations	Ch. 12 Ch. 13 **Dr. Lina Younan**
January 17	➢ Papers due	

September 2012, N Dumit

Appendix K

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

NURS 527 Systems Approach to the Development and Evaluation of Health Care Services

(REVISED COURSE)

Course Coordinator: Nuhad Yazbik Dumit
Email: ny00@aub.edu.lb; Ext.: 5955

The purpose of this 3-credit course is to introduce graduate students to the development and implementation of health service programs/projects intended to improve health care, practice, and health system's outcomes. The course addresses assessment of contemporary issues affecting health such as those of the epidemiology of diseases, healthcare policies, socio-cultural, geo-political, and economic. It focuses on the theory and practice of planning from a system's perspective and introduces conceptual approaches and techniques of program evaluation. Health service program quality control and measurement, management information, change management and organizational communication in its various forms will be addressed. Examples based on actual health service programs will be used in class discussions to illustrate the concepts. Students will prepare a project plan as part of the course.

Learning Outcomes

At the completion of the course, students will be able to:

1. Use appropriate measures to assess healthcare needs of a target population or health service problem based on knowledge of current health practices in the country and internationally.
2. Select appropriate intervention strategy for healthcare needs of a target population or health service problem based on the assessment taking into consideration the epidemiology of the country, healthcare policies, and healthcare systems.
3. Set realistic short-term and long-term goals addressing the healthcare needs of a target population or health service problem taking into consideration the socio-cultural, geo-political, and economic attributes of the population.
4. Design a program and/or intervention intended to improve practice and/or healthcare system outcomes based on system's thinking.
5. Demonstrate knowledge of calculating cost and value of the program/intervention.
6. Examine data required for performance measurement, monitoring, program evaluation, and data-driven decision making using management information systems for assuring quality for the selected program/intervention.
7. Develop a business plan for the proposed program/service.
8. Select appropriate organizational communication forms and change management approach for the various stages of the proposed program/service.

Pre-requisite: None

Teaching Methods: Lecture/discussion/team exercises/presentations/group papers

Course Outline

Part I: Assessing Current Practices

1. Contemporary Issues in Social/Health Service Program Planning and Administration
    a. Epidemiology of diseases
    b. Healthcare policies
    c. Socio-cultural, geo-political, economic, and healthcare systems

2. Foundations for initiating a health service program:
    a. Using System's Thinking for Designing and Evaluating Social Health Service Programs
    b. Leading Teams Effectively
    c. Change management

Part II: Problem Analysis/Needs Assessment

3. The Contribution of Theory to Program Planning
4. Understanding Social Problems
5. Needs Assessment: Theoretical Considerations
6. Needs Assessment: Approaches to Measurement

Part III: Planning, Designing, and Tracking the Intervention

7. Selecting the Appropriate Intervention Strategy
8. Setting Goals and Objectives
9. Designing Effective Programs
10. Using Management Information

Part IV: Calculating the Costs and Value of the Interventions

10. Performance Measurement, Monitoring, and program Evaluation: Data Requirements
11. Impact Program Evaluation and Hypothesis Testing
12. Budgeting for Control, Management, and Planning
13. Developing Line-Item, Functional, and Program Budgeting Systems

Part V: Developing the Business Plan

Part VI: Using Effective Organizational Communication in Developing Health Services Programs

Part VII: Health Service Program Quality Control and Measurement

Course Assignments and Learning Assessment

Participation in class Discussions and Learning Activities (20%)

Participation in group discussions will be evaluated as follows:

Evaluation	Grade point	Performance description
Excellent	16-20	Participates consistently in class discussions based on readings and thoughtful reflections on read material and class discussions.
Good	11-15	Participates most of the time in class discussions based on readings and thoughtful reflections on read material and class discussions.
Fair	6-10	Participates in class discussions but comment reflects limited knowledge and understanding of reading materials.
Fail	0-5	Infrequent contributions to class discussions or makes comments that are tangential to discussion.

Midterm Paper: Focused Assessment of a Population or Health Care Delivery Problem (30%)
Students are required to design a focused assessment of a population or health care delivery problem as the foundation for the development of a health service program (final paper). The type of assessment chosen should reflect healthcare problems/needs of the Lebanese population. For example, problems related to health promotion such as physical fitness program; disease prevention such as control of hypertension program; and health restoration such as cardiac rehabilitation and management of chronic illnesses could be selected. Other problems such as low birth weight, adolescent smoking, or obesity could also be considered to propose a health service program addressing them. Developing such programs related to quality assurance, staff training, and community outreach could also be considered. Students have the choice to work independently or to pair with **one** peer in the completion of the mid-term and final papers. However, this should be decided by the second session of the course.
Critical elements to be included in the midterm paper (maximum 12 pages, 12 pt. font, excluding references and appendices) are:

Critical element/content	Grade point	Description of performance	N of pages
Description of target population	2/2	Specific and accurate description	1-2 paragraphs
	1/2	General description	
	0	Unrelated description	
Overview of population health needs	5/5	Comprehensive and specific description of health needs including contributing factors derived from literature review and analysis from secondary data	2-3 pages
	4/5	Specific description of health needs including contributing factors derived from literature review and analysis from secondary data	
	3/5	General description of health needs including contributing factors derived from literature review and analysis from secondary data	

	2/5	General description of health needs	
Needs Assessment approach/s	9-10/10	All 4 types of needs assessment are addressed accurately	3-4 pages
	6-8/10	3 types of needs assessment are addressed accurately or all types addressed imprecisely	
	4-5/10	2 types of needs assessment are addressed accurately	
	0-3	Needs assessment is addressed imprecisely	
Problem Analysis	8/8	Accurate identification of factors/behaviors related to population health need or health care delivery problem that will be the <u>focus</u> for a program of intervention and rationale for their selection	3-4 pages
	6-7/8	General identification of factors/behaviors related to population health need or health care delivery problem that will be the <u>focus</u> for a program of intervention and rationale for their selection	
	4-5/8	Imprecise identification of factors/behaviors related to population health need or health care delivery problem that will be the <u>focus</u> for a program of intervention <u>without</u> rationale for their selection	
	0-3/8	Factors/behaviors unrelated to population health need or health care delivery problem	
Formulation of program hypothesis	3/3	Accurate formulation of hypothesis including hypothesis of etiology, consequence, condition, intervention, consequence, and outcome	½ page
	2/3	Formulation of hypothesis including hypothesis of precondition, condition, intervention, and outcome	
	0-1/3	Imprecise formulation of hypothesis.	

Clarity of presentation, logical organization of ideas, grammar, spelling, and use of scholarly format consistent with *APA Publication Manual, 6th edition* (2 points)

Final Paper: Program Proposal and Evaluation Plan (50%)

Building on your assessment of a population or health care delivery problem, develop a program proposal to address the selected problem and an evaluation plan for measuring the impact of the program. Critical elements to be evaluated in the program proposal and evaluation plan (maximum 15 pages 12 pt. font, excluding references and appendices) are:

Critical element/content	Grade point	Description of performance	N of pages
Introductory paragraph	2/2	Specific and accurate summary of the health need or problem, target population, and program hypothesis	1/2 page
	1/2	General description	
	0	Unrelated description	

Clearly defined goals and <u>measurable objectives</u>	5/5	Specific goal statement; Objectives written using action verbs that yield measurement of the achievement of the objectives and satisfy the following:	Specific Measurable Attainable Realistic Timely	1 page
	4/5	Specific goal statement; Objectives satisfy SMART mostly		
	3/5	General goal statement; Objectives satisfy SMART partially		
	2/5	General goal statement; Objectives satisfy SMART in a few instances		
Description of intervention strategies	9-10/10	Specific and thorough description of intervention strategies including underlying theory of change, evidence of effectiveness and cultural acceptability to target population/health care delivery system		5 pages
	6-8/10	General description of intervention strategies appropriate to the HC/service problem		
	4-5/10	Partial description of intervention strategies appropriate to the HC/service problem		
	0-3	Unrelated or partially related description of intervention strategies appropriate to the healthcare/service problem		
Evaluation plan	9-10/10	Specific and thorough description of the evaluation plan measuring program implementation and attainment of objectives, including identification of process and outcome indicators for each objective, evaluation design, procedure for collection of data, plan for analysis of data, and timeline for program implementation and completion of evaluation.		5 pages
	6-8/10	General description of the evaluation plan including most elements described above.		
	4-5/10	Partial description of the evaluation plan including some elements described above.		
	0-3	Unrelated or partially related description of the evaluation plan including few of the elements described above.		
Budget Plan including narrative justification [attach as Appendix]	5/5	Accurate formulation of a budget plan consistent with all the functions and services addressed in the intervention strategies and implementation plan		1-2 pages
	4/5	General formulation of a budget plan consistent with the most of the functions and services addressed in the intervention strategies and implementation plan		
	3/5	Partial formulation of the budget plan consistent with some of the functions and services addressed in the intervention strategies and implementation plan		
	1-2/5	Inconsistent budget plan in relation to the planned functions and services		
Business Plan [attach as Appendix]	9-10/10	Specific formulation of a business plan for the proposed program/service including the following	* Table of Contents * Executive summary * General description of services * Objectives of services	4-5 pages

		components:	* The Organizational Plan The Marketing Plan * Operational plan * Financial Documents * Supporting Documents	
	6-8/10	Formulation of a business plan including most of the components described above.		
	4-5/10	General formulation of a business plan including some components described above.		
	0-3	Formulation of a business plan including few to none of the components described above.		
Organizational communication	5/5	Selection of appropriate organizational communication forms pertinent to the various stages of the proposed program/service.		2 pages
	4/5	Selection of appropriate organizational communication forms pertinent to most of the various stages of the proposed program/service.		
	3/5	Selection of appropriate organizational communication forms pertinent to some of the various stages of the proposed program/service.		
	1-2/5	Selection of organizational communication forms pertinent to few of the various stages of the proposed program/service.		
Paper organization	3/3	Clarity of presentation, logical organization of ideas, grammar, spelling, and use of scholarly format consistent with *APA Publication Manual, 6th edition*		
	2/3	Mostly consistent with APA		
	1/3	Partially consistent with APA		
	0	Inconsistent with APA		

Summary of Course Competency Evaluation	**Grade Allocation**	**Due Date**
Participation in class discussions	20 %	Every class session
Focused Assessment of a Population or Health Care Delivery Problem	30 %	--------
Program proposal & Evaluation	50 %	--------
Total	100 %	

Required Text:

Kettner, P.M., Moroney, R.M., & Martin, L.L. (2013). Designing and Managing Programs: An Effectiveness-Based Approach (4th ed.). Thousand Oaks, CA: Sage Publications.

Recommended text:

Longest, B.B. (2004). Managing health programs and projects. San Francisco, CA: Jossey-Bass.

Attendance, Grading, and Conduct:

Students will adhere to the AUB class attendance policy as stated in the AUB Catalog and to the code of conduct as stipulated on AUB website: http://pnp.aub.edu.lb/general/conductcode/index.html. Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
   Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

The grading system as outlined in the AUB Catalog for graduate students will be adhered to.

Class schedule: Academic Year 2014-2015

Date/Content	Session	Assigned readings
Part I **September 3**	Introduction to the course Assessing Current Practices • Contemporary Issues in Social/Health Service (SHS) Program Planning and Administration ▪ Epidemiology of diseases ▪ Healthcare policies ▪ Socio-cultural, geo-political, economic, and healthcare systems	Kettner et al.: Chapter 1
September 10	• Foundations for initiating a health service program: o Using System's Thinking for Designing and Evaluating SHS Programs	Readings will be provided by instructor
September	o Leading Teams Effectively o Change management	Readings will be provided

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Part II **September 24**	Problem Analysis/Needs Assessment • The Contribution of Theory to Program planning • Understanding Social health Problems	 Ch. 2 Ch. 3
October 1	○ Needs Assessment: - Theoretical Considerations - Approaches to Measurement	 Ch. 4 Ch. 5
Part III **October 8**	Planning, Designing and Tracking the Intervention ○ Selecting the Appropriate Intervention Strategy ○ Setting Goals and Objectives	 Ch. 6 Ch. 7
October 15	• Designing Effective Programs ➢ Presentations and discussions of focused assessment	Ch. 8 Paper due Monday midnight
October 22	○ Using Management Information Systems for data driven decision making	Ch. 9
Part IV **October 29**	• Calculating the Value and Cost of the Intervention ○ Performance Measurement, Monitoring, and Program Evaluation	 Ch. 10
November 5	○ Impact Program Evaluation and Hypothesis Testing	Ch. 11
November 12	• Budgeting for Control, Management, and Planning • Developing Line-Item, Functional, and Program Budgeting Systems	Ch. 12 Ch. 13 **Dr. Lina Younan**
November 19	➢ Developing business plans	Readings will be provided
November 26	➢ Organizational communication	Readings will be provided
December 3	• Health Service Quality Control and Measurement	Readings will be provided
December 15	➢ Papers due	

ND, September 2014

Appendix L

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

SCHOOL OF NURSING

NURS 507 Role Development in Nursing Administration

Spring Semester 2014

Dr Michael Clinton, Professor in Nursing Science
Extension: 5956; Room 523 Rafic Hariri School of Nursing
mc42@aub.edu.lb

Thursday 10:00am – 12:50pm; Classroom 1, HSON

This **three-credit** course is offered at the beginning of the **administration track** to introduce management concepts and management techniques (often called management tools). It focuses on three core topics: roles and responsibilities of managers; leading organizational effectiveness; and strategic planning. A general management perspective is adopted throughout the course. The course examines conceptual models for management and leadership and applies them to challenges in nursing administration. Participants are encouraged to critically apply the course content to real world challenges with the aim of making the course directly relevant to the workplace. The focus is on using management models and concepts to work towards improved organizational effectiveness. Case studies of organizational problems provide the basis for group practical work. Group projects are intended to improve the functioning of organizational units and clinical departments by strengthening the nursing role in management and administration. There is a course syllabus, but this will be modified in response to themes that arise from the group work component of the course. The first module, **Management Roles and Responsibilities,** introduces ways of thinking about leadership and management and examines organizational structures, organization of patient care, communication and advocacy. The second module, **Leading for Organizational Effectiveness,** develops critical thinking about motivating co-workers, delegating responsibilities, controlling quality, building teams, developing staff, and introduces the concept of organizational change. The final module, **Strategic Planning,** develops strategic thinking and provides practice in writing mission and goal statements, making strategic decisions, option appraisal and evaluating organizational performance against key performance indicators. The course provides the foundation courses in the administration track, especially **NURS 520 Quality Management in Teams and NURS 525 Transformational Leadership for Nursing Practice.**

The course requires critical analysis of current practice in light of recent developments and research. The course involves participants in group projects selected to address current issues in the workplace.

PREREQUISITES: None

TEXTBOOK:

Marquis, B.L. & Huston, C.J. (2012) *Leadership roles and management functions in nursing*.7th ed. Philadelphia: Wolters Kluver/Lippincott, Williams & Wilkins.

LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Describe management roles and responsibilities in nursing services
2. Apply techniques for improving organizational effectiveness
3. Construct future scenarios for a nursing unit or service
4. Conduct a situation analysis
5. Write strategic goals
6. Apply principles of change management
7. Model supportive communication behaviors

TEACHING METHODS:

- Reading assigned textbook chapters
- Analysis of selected published research
- Discussion of case studies
- Application of management techniques to real world problems
- Student presentations
- Independent reading
- Group work

LEARNING ASSESSMENT:

- Online participation: 15 %
- Application of management technique 40%
- Executive report on group project 45%

POLICIES:

1. All course requirements must be completed by student before grades are submitted for credit.
2. Students who miss over one fifth of lecture hours will be asked to drop the course.
3. A student who misses an exam may request a make-up examination. The final decision for such requests will be taken by the course coordinator.
4. The passing grade for this course is "70".
5. Students are expected to abide by AUB's policy on student code of conduct (p. 3).

COURSE OUTLINE

30th January**: Introduction to the Course**

Course outline
Assignments
Self-Awareness
Developing Management Skills Presentation
Group work: Completion of Management Skills Scale
Time Management
Reading: Marquis & Huston – Chapter 9.

Module 1. Management Roles and Responsibilities

6h February: 1.1. Twenty-First Century Thinking about Leadership and Management
Reading: Marquis & Huston – Chapter 3.
1.2. Organizational, Political and Personal Power
Reading: Marquis & Huston – Chapter 13.
Group Work: Exercise 3.7 or 13.9

13th February: 1.3 Organizing Patient Care
Reading: Marquis & Huston – Chapter 14.
1.4 Staffing Needs and Scheduling Policies
Reading: Marquis & Huston – Chapter 17.
Group Work: Exercise 14.6 or 14.7

20th February 1.5 Organizational, Personal and Group Communication
Reading: Marquis & Huston – Chapter 19.
1.6 Patient Subordinate and Professional Advocacy
Reading: Marquis & Huston – Chapter 6.
Group Work: Exercise 6.9

Module 2 Leading Organizational Effectiveness

27th February: 2.1 Creating a Motivating Climate
Reading: Marquis & Huston – Chapter 18.
Group Work: Exercise 18.5
2.2 Delegation
Reading: Marquis & Huston – Chapter 20
Group Work: Exercise 20.7.

6th March: 2.3 Quality Control
Reading: Marquis & Huston – Chapter 23.
2.4 Recruitment, Selection and Retention
Reading: Marquis & Huston – Chapter 15
Group Work: Exercise – 15.6

13th March: 2.5 Team Building
Reading: Marquis & Huston – Chapter 16.
2.6 Career Development
Reading: Marquis & Huston – Chapter 11.
Group Work: Exercise 19.7

20th March: 2.7 Planned Change
Reading: Marquis & Huston – Chapter 8; Exercise 8:10

Module 3. Strategic Planning

27th March: 3.1 Strategic and Operational Planning
Reading: Marquis & Huston – Chapter 7.
Group Work: Case Study

3rd April: 3.2 Setting Direction and Strategy
Case Study: SWAT, TAWS, Porter's five forces, PEST
KPIs, Patient Satisfaction, QALYS
Reading: Marquis & Huston – Chapter 8

10th April: 3.3 Fiscal Planning
Reading: Marquis & Huston – Chapter 10
Group Work: Exercise 10.11

17th April: Participant Initiated Topic

Group Assignments

24th April: Presentation of Group Projects

1st May: Final Date for Submission of Group Projects

ASSESSMENT REQUIREMENTS

CLASS PARTICIPATION (15% of Course Grade)

Posting of three online assignments that will be announced during the course. The focus will be based on the learning model described in Session 1 and the exercises in the set textbook. The assignments will be posted one week before the end of each course module. (15%)

APPLICATION OF A MANAGEMENT TECHNIQUE (1000 words maximum) (40% of Course Grade)

THIS ASSIGNMENT TO BE SUBMITTED ELECTRONICALLY IN APA FORMAT BY MONDAY 21ST APRIL, 2014.

GUIDELINES FOR INDIVIDUAL ASSIGNMENT

PURPOSE OF THE ASSIGNMENT:

To provide an opportunity for you to demonstrate competence in applying a management tool to a topic of your choice. The topic may be one you are working on for your group assignment, or one that you want to work on because it is relevant to something you want to change in the workplace.

GENERAL REQUIREMENTS:

The course provides beginning practice in the application of management techniques relevant to real world challenges in nursing administration. Select a management tool mentioned in the course and describe how you would use it to address a management challenge in a nursing service. You will find the "Mind Tools" website: http://www.mindtools.com/pages/main/ThemedIndex.htm invaluable for reviewing management tools, their background and applications. Try to review the Mind Tools material on the techniques of the week before attending class.

SPECIFIC REQUIREMENTS:

Introduction (5%)

- Brief description of the management issue to be addressed

Description (5%)

- Description of the relevant management technique with reference to the originator (properly referenced in APA format; and if possible a recent research that reports on use of the technique.

Diagram (15%)

- A diagrammatic representation of the management tool. **This must be an original diagram, not one taken from Mind Tools or another source.** Please use Visio or PowerPoint to prepare your diagram

Application (15%)

- Brief description of the application of the selected management tool. If you choose to use the Visio program to prepare your diagram, you can access it from the AUB server:

    1. Click on the A-Z tab on the AUB homepage;
    2. Click on AUB Applications Server; https://softtools.aub.edu.lb/Citrix/MetaFrame/default/default.aspx
    3. Login using your AUB identifier and Password;

4. Click on Microsoft Office 2007;

5. Choose: Visio

GROUP WRITTEN ASSIGNMENT (45% of Course Grade)

THIS ASSIGNMENT TO BE SUBMITTED ELECTRONICALLY AS A WORD DOCUMENT IN APA FORMAT ON THURSDAY, 1ST MAY, 2014

GUIDELINES FOR GROUP ASSIGNMENT

PURPOSE OF THE ASSIGNMENT:

To provide an opportunity for you to bring together concepts learned during the course to address a topic selected from those listed below.

GENERAL REQUIREMENTS:

Work in groups of **4-5 students** to prepare an **executive summary** of the application of concepts covered in the course to **one** of the topics listed below, or an alternative topic of equal complexity approved by the course instructor. **Maximum length**: **two A4 pages**. The final paper is due **one week after the end of the course.**

SPECIFIC REQUIREMENTS:

Introduction (5%)
Provide an overview of what will be covered and indicate the main conclusion and any recommendations from the exercise. Justify your choice of topic and approach with reference to nursing priorities in Lebanon.

Provide a brief analysis of the topic (10%): (**500 words; please see instructions below**).

Action (10%): Describe management actions that address the topic using concepts in the course.

Deliberation (10%): Justify your actions with reference to published research.

Applicability (10%): Assess the applicability of your chosen actions to nursing administration in Lebanon. Identify any important obstacles to progress, and indicate how they might be overcome.

Grammar and syntax, and APA format (5%) American Psychological Association (2001) *Publication manual of the American Psychological Association*. Washington: APA.

Be sure to indicate what each group member has contributed to completion of the exercise and preparation of the group report. Specifically, explain any agreement about authorship of the sections and any other contributions individual group members made to the exercise.

GUIDELINES FOR ANALYSING THE TOPIC (500 words)

Briefly describe the topic. Identify its significance for nursing administration in Lebanon. Identify the reasons for management intervention with reference to the likely consequences of inaction. Describe the most important management issues to be addressed. Specify the intended outcomes and how you will judge the success or otherwise of your interventions. Limit your management actions to those that have the greatest potential for improving nurses' job satisfaction by tackling the deepest causes of dissatisfaction. Specify any assumptions you have to make to complete this exercise. Complete the exercise with reference to **either** a hospital unit, **or** a small hospital.

TOPICS FOR GROUP ASSIGNMENT

1. Healthcare organizations strive to implement shared governance to support retention of nurses and to improve patient care. Assess progress in implementing shared governance in a healthcare setting of your choice. What has gone well? What has not gone well? How much skepticism is there about the concept of shared governance? What needs to be done now to bring shared governance closer to reality?

2. Choose a familiar health care setting and describe the methods used to prevent pressure sores. What is the prevalence of pressure sores in the organization? Is the prevalence increasing or decreasing? Why? What needs to change to improve performance on this nurse sensitive indicator? What principles of change management are relevant? (You may substitute a nurse sensitive indicator of your choice for this assignment.

3. Assess the business plan for a nursing service of your choice. Identify any operational goals that involve the scope of nursing practice. Undertake a risk assessment of these changes Identify the performance indicators you would use to assess whether the stated goals been met.

4. Are nurses knowledge workers? If they are, what are the implications for **ONE** of the following:
    - Organizational structures?
    - Empowerment and delegation?
    - Reporting relationships and accountability?
    - Leadership practices?
    - Intended patient outcomes?
    - Key performance indicators?

ALTERNATE TOPICS

5. Choose an article from the course reading list and explain the relevance of the author(s) arguments and conclusions to the development of nursing administration in Lebanon.

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Su, S., Jenkins, M., & Liu, P. -. (2012). Nurses' perceptions of leadership style in hospitals: A grounded theory study. *Journal of Clinical Nursing, 21*(1-2), 272-280.

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STUDENT CONDUCT

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
   Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

MC, 2014

Appendix M

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

SCHOOL OF NURSING

NURS 507 Essentials of Nursing Administration & Management

(REVISED COURSE)

Dr. Lina Younan, Clinical Assistant Professor in Nursing Science

Extension: 5981; Room 522 Rafic Hariri School of Nursing

ly11@aub.edu.lb

Tuesday 9:00am – 10:50pm

This **two-credit** course is offered at the beginning of the **administration track** to introduce management concepts and management techniques (often called management tools). It focuses on three core topics: roles and responsibilities of managers; leading organizational effectiveness; and strategic planning. A general management perspective is adopted throughout the course. The course examines conceptual models for management and leadership and applies them to challenges in nursing administration. Participants are encouraged to critically apply the course content to real world challenges with the aim of making the course directly relevant to the workplace. The focus is on using management models and concepts to work towards improved organizational effectiveness. Case studies of organizational problems provide the basis for group practical work. Group projects are intended to improve the functioning of organizational units and clinical departments by strengthening the nursing role in management and administration.

PREREQUISITES: None

REQUIRED TEXTBOOK:

Russell, L.A. (2013). Management and Leadership for Nurse Administrators (6th ed.). Burlington: Jones & Bartlett Learning.

American Psychological Association. (latest edition date). Publication manual (APA Manual) (6th ed.).Washington, DC: American Psychological Association

Recommended Textbook:

Marquis, B.L. and Huston, C.J. (2014). Leadership roles and management functions in nursing (8th ed.). Philadelphia: Lippincott Williams & Wilkins.

LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Describe management roles and responsibilities in nursing services based on standards of nursing administration practice by ANA 2009
2. Examine techniques for improving organizational effectiveness
3. Analyze nursing units and services addressing organizational structure, recruitment and staffing issues
4. Conduct a situation analysis addressing common administrative nursing problem
5. Write strategic goals
6. Present ideas of how to proactively involve staff in managing change
7. Model supportive communication behaviors

TEACHING METHODS:

- Reading assigned textbook chapters
- Analysis of selected published research
- Discussion of case studies
- Application of management techniques to real world problems
- Student presentations
- Independent reading
- Group work

LEARNING ASSESSMENT:

- Online participation: 15 %
- Application of management technique 40%
- Executive report on group project 45%

POLICIES:

1. All course requirements must be completed by student before grades are submitted for credit.
2. Students who miss over one fifth of lecture hours will be asked to drop the course.
3. A student who misses an exam may request a make-up examination. The final decision for such requests will be taken by the course coordinator.
4. The passing grade for this course is "70".
5. Students are expected to abide by AUB's policy on student code of conduct (p. 3).

COURSE OUTLINE

Date	**Topics**	**Reading**	**Group Work**
Session 1	Introduction to the Course		
Session 2	Time management and delegation	Marquis & Huston – Chapter 9&20	Exercise 20.7
Module 1. Management Roles and Responsibilities			
Session 3	Concepts & Theories guiding	Russel : Chapter 2	Exercise 2-9

	professional practice Standards of nursing administration practice	Marquis &Huston: Chapter 3	
Session 4	Organizational Structure & Analysis*	Russel – Chapter 7 Marquis & Huston – Chapter 14.	Exercise 7.1 and 7.4
Session 5	Collaborative Decision Making and Communication*	Russel – Chapter 6	Case Study: Exercise 6.3
Module 2 Leading Organizational Effectiveness			
Session 6	Creating a Motivating Climate	Marquis & Huston – Chapter 18	Exercise 20.7
Session 7	Recruitment, Selection and Retention*	Russel – Chapter 8 Marquis & Huston – Chapter 15	Exercise 8.2
Session 8	Performance Appraisal	Russel – Chapter 18	Exercise 18.1
Session 9	Managing a Culturally Diverse Workforce*	Russel – Chapter 23	Exercise 23.1
Session 10	Change, Complexity, and Creativity	Russel – Chapter 5, Marquis & Huston – Chapter 8	Exercise 8.10
Module 3. Strategic Planning			
Session 11	Strategic and Operational Planning*	Russel – Chapter 9	Exercise 9.10
Session 12	Tools for Evaluating Operations and Care Delivery Systems	Russel – Chapter 16	Exercise 16.1
Session 13	Quality Management	Russel – Chapter 17 Marquis & Huston – Chapter 23	
Session 14	Risk Management	Russel – Chapter 15	Exercise 15.2
Session 15	Presentation of Group Projects		
	Final Date for Submitting Group Projects		

ASSESSMENT REQUIREMENTS

CLASS PARTICIPATION (15% of Course Grade)

Posting of three online assignments that will be announced during the course. The focus will be based on the learning model described in Session 1 and the exercises in the set textbook. The assignments will be posted one week before the end of each course module. (15%)

APPLICATION OF A MANAGEMENT TECHNIQUE (1000 words maximum) (40% of Course Grade)

THIS ASSIGNMENT TO BE SUBMITTED ELECTRONICALLY IN APA FORMAT

GUIDELINES FOR INDIVIDUAL ASSIGNMENT

PURPOSE OF THE ASSIGNMENT:

To provide an opportunity for you to demonstrate competence in applying a management tool to a topic of your choice. The topic may be one you are working on for your group assignment, or one that you want to work on because it is relevant to something you want to change in the workplace.

GENERAL REQUIREMENTS:

The course provides beginning practice in the application of management techniques relevant to real world challenges in nursing administration. Select a management tool mentioned in the course and describe how you would use it to address a management challenge in a nursing service. You will find the "Mind Tools" website: http://www.mindtools.com/pages/main/ThemedIndex.htm invaluable for reviewing management tools, their background and applications. Try to review the Mind Tools material on the techniques of the week before attending class.

SPECIFIC REQUIREMENTS:

Introduction (5%)

Brief description of the management issue to be addressed

Description (5%)

Description of the relevant management technique with reference to the originator (properly referenced in APA format; and if possible a recent research that reports on use of the technique.

Diagram (15%)

A diagrammatic representation of the management tool. **This must be an original diagram, not one taken from Mind Tools or another source.** Please use Visio or PowerPoint to prepare your diagram

Application (15%)

Brief description of the application of the selected management tool. If you choose to use the Visio program to prepare your diagram, you can access it from the AUB server:

1. Click on the A-Z tab on the AUB homepage;
2. Click on AUB Applications Server; https://softools.aub.edu.lb/Citrix/MetaFrame/default/default.aspx
3. Login using your AUB identifier and Password;
4. Click on Microsoft Office 2007;
5. Choose: Visio

GROUP WRITTEN ASSIGNMENT (45% of Course Grade)

THIS ASSIGNMENT TO BE SUBMITTED ELECTRONICALLY AS A WORD DOCUMENT IN APA FORMAT

GUIDELINES FOR GROUP ASSIGNMENT

PURPOSE OF THE ASSIGNMENT:

To provide an opportunity for you to bring together concepts learned during the course to address a topic selected from those listed below.

GENERAL REQUIREMENTS:

Work in groups of **4-5 students** to prepare an **executive summary** of the application of concepts covered in the course to **one** of the topics listed below, or an alternative topic of equal complexity approved by the course instructor. **Maximum length**: **two A4 pages**. The final paper is due **one week after the end of the course.**

SPECIFIC REQUIREMENTS:

Introduction (5%)
Provide an overview of what will be covered and indicate the main conclusion and any recommendations from the exercise. Justify your choice of topic and approach with reference to nursing priorities in Lebanon.

Provide a brief analysis of the topic (10%): (**500 words; please see instructions below**).

Action (10%): Describe management actions that address the topic using concepts in the course.

Deliberation (10%): Justify your actions with reference to published research.

Applicability (10%): Assess the applicability of your chosen actions to nursing administration in Lebanon. Identify any important obstacles to progress, and indicate how they might be overcome.

Grammar and syntax, and APA format (5%) American Psychological Association (2001) *Publication manual of the American Psychological Association*. Washington: APA.

> **Be sure to indicate what each group member has contributed to completion of the exercise and preparation of the group report. Specifically, explain any agreement about authorship of the sections and any other contributions individual group members made to the exercise.**

GUIDELINES FOR ANALYSING THE TOPIC (500 words)

Briefly describe the topic. Identify its significance for nursing administration in Lebanon. Identify the reasons for management intervention with reference to the likely consequences of inaction. Describe the most important management issues to be addressed. Specify the intended outcomes and how you will judge the success or otherwise of your interventions. Limit your management actions to those that have the greatest potential for improving nurses' job satisfaction by tackling the deepest causes of dissatisfaction. Specify any assumptions you have to make to complete this exercise. Complete the exercise with reference to **either** a hospital unit, **or** a small hospital.

TOPICS FOR GROUP ASSIGNMENT

1. Healthcare organizations strive to implement shared governance to support retention of nurses and to improve patient care. Assess progress in implementing shared governance in a healthcare setting of your choice. What has gone well? What has not gone well? How much skepticism is there about the concept of shared governance? What needs to be done now to bring shared governance closer to reality?
2. Choose a familiar health care setting and describe the methods used to prevent pressure sores. What is the prevalence of pressure sores in the organization? Is the prevalence increasing or decreasing? Why? What needs to change to improve performance on this nurse sensitive indicator? What principles of change management are relevant? (You may substitute a nurse sensitive indicator of your choice for this assignment.
3. Assess the business plan for a nursing service of your choice. Identify any operational goals that involve the scope of nursing practice. Undertake a risk assessment of these changes Identify the performance indicators you would use to assess whether the stated goals been met.
4. Are nurses knowledge workers? If they are, what are the implications for **ONE** of the following:
    a. Organizational structures?
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    c. Reporting relationships and accountability?
    d. Leadership practices?
    e. Intended patient outcomes?
    - Key performance indicators?

ALTERNATE TOPICS

Choose an article from the course reading list and explain the relevance of the author(s) arguments and conclusions to the development of nursing administration in Lebanon.

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Winslow, S. A., Fickley, S., Knight, D., Richards, K., Rosson, J., & Rumbley, N. (2011). Staff nurses revitalize a clinical ladder program through shared governance. *Journal for Nurses in Staff Development, 27*(1), 13-17.

STUDENT CONDUCT

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

b. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

c. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

d. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

LY, November 2014

Appendix N

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N505: Advanced Practice in Adult Care I: Course syllabus

(CURRENT COURSE)

Spring 2013-2014

Course number and title: N505: Advanced Practice in Adult Care I.

Number of credits: 4 credits. Lecture and discussion: 2 hours; clinical practice: 6 hours.

Prerequisites: N503 Advanced Health Assessment**;** N504: Advanced Pathophysiology

Catalogue Course description: This course builds on N504 & N503 and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and skills in the assessment and management of clients with a spectrum of health problems.

Detailed course description: The theory component of this course covers the human response to complex multi-system health problems. The emphasis is on management of illnesses, based on pathophysiological and psychosocial theory, and including pharmacological, invasive and alternative interventions. The nursing process is used as the organizing framework for the course. Topics include diabetes, hypertension, cardiometabolic syndrome, chronic obstructive pulmonary disease, respiratory failure, acute coronary syndrome, heart failure, renal failure, dementia, shock, sepsis, pain, malnutrition and cancer. In the clinical component of the course, students begin to explore and practice aspects of the clinical nurse specialist role in their area of interest, focusing on developing clinical expertise. Emphasis is placed on the clinical application and utilization of nursing research and theory relevant to nursing intervention in the care of the acutely ill patient. Within the clinical setting, attention is given to the bio-psycho-social and cultural variables influencing the patient position on the health-illness continuum. Clinical rounds are incorporated where students analyze and synthesize knowledge of pathophysiology, assessment and psychosocial concepts in case study presentations.

Course coordinator: Samar Noureddine, PhD, RN, FAHA; email: sn00@aub.edu.lb. Office extension: 5966; cell phone: 03-579451.

Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Analyze current biobehavioral research related to the management of patients with acute and chronic conditions.

2. Compare and contrast descriptive indices and assessment parameters of complex bio-behavioral health problems.

3. Develop nursing and collaborative diagnoses based on appropriate selection of health assessment data.

4. Select evidence-based nursing interventions relevant to selected diagnoses and adapted to individual patient needs.

5. Evaluate the effectiveness of the plan of care.

6. Participate in the coordination and management of care of adults in the acute care setting with the multidisciplinary health care team.

Textbooks:

1. Required:

Foster, J. W., & Prevost, S. S. (2012). *Advanced Practice Nursing of Adults in Acute Care.* (2nd ed). Philadelphia: F. A. Davis.

Cooper, D. H., Krainik, A. J., Lubner, S. J., Reno, H. E. (2010). *Washington Manual of Medical Therapeutic.*, (33rd ed). Philadelphia: Lippincott Williams & Wilkins. **This book is available online on Moodle. The 2014 34th edition is available in Books and pens for 75,000 L.L.**

Noureddine, S. *Course Reader (extra readings are posted on Moodle).*

2. **Recommended (all are available at the Saab Medical Library):**

Carpenito, L. J. (2006). Nursing Diagnosis: Application to clinical practice (11th ed.) Philadelphia: Lippincott.

Moorhead, S., Johnson, M., & Maas, M. (Eds). (2004). *Iowa outcomes project: Nursing outcomes classification (NOC)*. (3rd ed.) St. Louis, MO: Mosby.

Johnson, M., Bulecheck, G., McCloskey Dochtermann, J., Maas, M., & Moorhead, S. (2005). *Nursing diagnoses, outcomes & interventions: NANDA, NOC and NIC linkages*. (2nd ed). St. Louis: MO: Mosby.

McClockey Cochterman, J. C., & Bulechek, G. (2004). *Iowa outcomes project: Nursing interventions classification (NIC).* (4th ed). St. Louis, MO: Mosby.

Teaching methods:
Classroom discussions of assigned readings.
Student presentations.
Precepted clinical practice.

Schedule of Classes

Date	Topic	Reading
Tuesday Jan. 28, 2014	Introduction to the course. Overview of the roles & competencies of the clinical nurse specialist.	Foster & Prevost: Chapter 1 Course reader: AACN standards of advanced practice; NACNS competencies
Tuesday Feb 4, 2014	Management of clients with hypertension & Cardiometabolic syndrome.	Foster & Prevost: Chapters 9 & 13 Cooper et al: Chapter 4 Course reader: 2014 Hypertension guidelines
Tuesday Feb 11, 2014	Management of clients with Respiratory failure (COPD and ARDS).	Foster & Prevost : Chapters 10 & 15 Cooper et al.: Chapter 8, 9 Course reader: GOLD guidelines for COPD; ARDS management guidelines
Tuesday Feb 18, 2014	Prevention and management of clients with acute coronary syndrome	Foster & Prevost: Chapter 9 Cooper et al: Chapter 5 Course reader: Management guidelines for ACS
Tuesday Feb 25, 2014 **Paper topic, outline & references due**	Management of older adults: Dementia **Dr. Hala Darwish**	Foster & Prevost: Chapter 4 Course reader: Management guidelines for dementia
Tuesday March 4, 2014	Management of patients with brain traumatic injury **Dr. Hala Darwish** ***First patient write up due***	Foster & Prevost: Chapter 8 Cooper et al: Chapter 24 Course reader: Guidelines for the management of neurologic injury
Tuesday March11, 2014	Management of clients with renal failure.	Foster & Prevost: Chapter 13 Cooper et al: Chapter 11 Course reader: Management of acute kidney injury
Tuesday March 18, 2014	Management of patients with hematologic malignancies Pain management	Foster & Prevost: Chapters 14 & 3 Cooper et al.: Chapter 20 Course reader: Cancer care
Tuesday April 1, 2014 **Paper half way over**	Management of patients with shock and sepsis	Foster & Prevost: Chapters 9 & 15 Cooper et al: Chapter 8 Course reader: Sepsis guidelines
Tuesday April 8, 2014	Management of clients with heart failure.	Foster & Prevost: Chapter 9 Cooper et al: Chapter 6 Course reader: Guidelines for HF management
Thursday April 10 or 18, 2014	Management of clients with diabetes and its complications **Dr. Mona Nasrallah**	Foster & Prevost: Chapter 11 Cooper et al: Chapter 21 Course reader: ADA diabetes guidelines
Tuesday April 22, 2014	Management of patients with malnutrition	Foster & Prevost: Chapter 2 Cooper et al: Chapter 2

	Second patient write up due	Course reader: Malnutrition in critical illness
Tuesday April 29, 2014	Management of clients with cerebrovascular accidents	Foster & Prevost: Chapter 1 Cooper et al: Chapter 24 Course reader: ASA stroke guidelines
Tuesday May 6, 2014	***Paper due***	

Learning Assessment:

Class participation & student presentations:	20%
Paper	30%
Clinical evaluation, including weekly logs and mini project	35%
Patient write ups	15%

Student participation:

Classes will be interactive in this course. Case studies will be used as the basis for discussing clinical topics throughout the semester. Evidence based guidelines for management of specific patient populations will be compared and discussed. Research articles related to the clinical topics covered will be assigned for discussion in class. Each student is expected to give a presentation in one of the above areas. In the last class, students will share their main achievements in the clinical rotation.

Paper guidelines:

Each student will select a clinical topic, using a case study or clinical problem, based on his/her clinical area of interest to develop the paper requirement for this course. This theoretical paper should review and synthesize the state of bio-behavioral knowledge on the problem chosen, with consideration of demographic, genetic and environmental influencing factors. Background data and research evidence will be used to support discussion of the nursing management of the chosen problem within an advanced practice perspective. The paper should not exceed 10-15 pages of double spaced text. You must use APA style. Grading criteria include:

1. Problem definition and incidence/prevalence overview	10%
2. Bio-behavioral knowledge review (pathophysiology, manifestations)	25%
3. Synthesis of related factors (risk factors, co-morbidities)	10%
4. Evidence based advanced practice nursing management	40%
5. APA style, organization, grammar	15%

Students are urged to prepare this paper for publication and will be mentored into choosing an appropriate journal and submit it as manuscript.

Clinical Component:

Students are expected to choose a clinical area in which they wish to develop expertise. Students are required to write behavioral objectives that reflect course objectives and their individual needs and interests. Each week, the student shall indicate objectives to be completed, strategies to achieve them, self-evaluate the outcome, and discuss that in written clinical logs with the faculty.

Students will be assigned one or more preceptors who will guide their practice and participate in their evaluation. The focus in this practicum is on the development of the advanced clinical practice role of the clinical nurse specialist role. Emphasis is placed on the utilization of the nursing process in the management of patients. Six hours of clinical practice are required per week. Students are expected to participate in multidisciplinary clinical rounds where cases are discussed as applicable to their area of interest.

The evaluation of the clinical will be based on student progress towards their set behavioral objectives, feedback from the assigned preceptor and student, as well as one mini project/product to be prepared by the end of the semester. This project may be a clinical pathway, clinical assessment tool, or a patients/staff teaching session.

Weekly reports of the clinical experience must include:

1. Brief overview of the objectives achieved and activities in which the student was engaged
2. Self-evaluation of/reflection on the experience during that week
3. Description of cases seen using the SOAP format with elaboration on patient management.

Patient write ups:

Students are required to submit 2 patient write ups from the cases encountered in the clinical setting, based on the nursing process. The write ups shall include the following:

- Assessment data base (subjective and objective). Include relevant medical and surgical history.
- Nursing diagnosis(es)
- Outcome criteria
- An intervention plan within the scope of advanced practice with specific evidence based advanced practice interventions

Students may use an expanded version of the SOAP format if they wish. However the planning/intervention part ought to be elaborated with actions specific to the case. Do not include general actions plans; only specific interventions. Address the patient holistically, including a biopsychosocial approach and evidence based interventions. Include references at the end of the write up. Note the rubric on Moodle that will be used to grade the write up.

Student conduct

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism. Students' papers shall be submitted on Moodle and will be subjected to a plagiarism check by Turnitin software.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

SN, January 2014.

Appendix O

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N505A Course syllabus

(NEW COURSE)

Course number and title: N505A: Advanced Practice in Adult-Gerontology Care I.

Number of credits: 4 credits. Lecture and discussion: 2 hours; clinical practice: 6 hours.

Prerequisite: N503 Advanced Health Assessment**;**
Co-requisite: N504: Advanced Pathophysiology

Catalogue Course description: This course builds on N504 & N503 and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of clients with a spectrum of health problems.

Detailed course description: The theory component of this course focuses on health promotion, disease prevention and the diagnosis and management of chronic health problems in adults and older adults. The emphasis is on management of health problems, based on pathophysiological and psychosocial theory, and including pharmacological, invasive and alternative interventions. The nursing process is used as the organizing framework for the course. Topics include risk assessment and risk reduction strategies for cancer screening, lipid monitoring, smoking, physical activity, diet and weight management, diabetes, hypertension, cardiometabolic syndrome, coronary artery disease, chronic obstructive pulmonary disease, heart failure, chronic renal failure, infectious diseases, cerebrovascular disease, in addition to health problems of older adults (cognitive impairment, urinary incontinence, dehydration).
In the clinical component of the course, students begin to explore and practice aspects of the clinical nurse specialist role in their area of interest, focusing on developing clinical expertise. Emphasis is placed on the clinical application and utilization of research evidence and theory relevant to nursing intervention in the care of adults and older adults. Within the clinical setting, attention is given to the bio-psycho-social, genetic and cultural variables influencing the patient position on the health-illness continuum. Clinical rounds are incorporated where students analyze and synthesize knowledge of pathophysiology, assessment and psychosocial concepts and practice clinical decision making. Patient/family education and counseling are emphasized.

Faculty: Samar Noureddine, PhD, RN, FAHA; email: sn00@aub.edu.lb. Office extension: 5966.
Hala Darwish, PhD, RN; email: hd30@aub.edu.lb; office extension: 5938

Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Discuss epidemiologic trends on the health-illness continuum in adults and older adults.
2. Analyze current biobehavioral research related to the prevention and management of adults and older adults with chronic conditions.
3. Compare and contrast descriptive indices and assessment parameters of health risks common chronic health problems in adults and older adults.
4. Develop nursing and collaborative diagnoses based on appropriate selection of health assessment data.
5. Select evidence-based nursing interventions relevant to selected diagnoses and adapted to patient and family needs.
6. Evaluate the effectiveness of the plan of care through identified patient outcomes.
7. Participate in the coordination and management of care of adults and older adults in various health settings with the multidisciplinary health care team.
8. Demonstrate competence in educating and counseling adults and older adults regarding healthy lifestyles and self care.
9. Discuss ethical issues surrounding the care of adults and older adults with chronic illness, and end of life care.

Textbooks:

1. Required:

Foster, J. W., & Prevost, S. S. (2012). *Advanced Practice Nursing of Adults in Acute Care.* (2nd ed). Philadelphia: F. A. Davis.

Cooper, D. H., Krainik, A. J., Lubner, S. J., Reno, H. E. (2014). *Washington Manual of Medical Therapeutic.*, (34th ed). Philadelphia: Lippincott Williams & Wilkins.

Noureddine, S. *Course Reader (extra readings are posted on Moodle).*

2. **Recommended (all are available at the Saab Medical Library):**

Carpenito, L. J. (2006). Nursing Diagnosis: Application to clinical practice (11th ed.) Philadelphia: Lippincott.

Moorhead, S., Johnson, M., & Maas, M. (Eds). (2004). *Iowa outcomes project: Nursing outcomes classification (NOC).* (3rd ed.) St. Louis, MO: Mosby.

Johnson, M., Bulecheck, G., McCloskey Dochtermann, J., Maas, M., & Moorhead, S. (2005). *Nursing diagnoses, outcomes & interventions: NANDA, NOC and NIC linkages*. (2nd ed). St. Louis: MO: Mosby.

McClockey Cochterman, J. C., & Bulechek, G. (2004). *Iowa outcomes project: Nursing interventions classification (NIC).* (4th ed). St. Louis, MO: Mosby.

Teaching methods:

Classroom discussions of assigned readings.
Student presentations.
Precepted clinical practice.

Content outline

Date	Topic
Week 1	**Introduction to the course. Overview of the roles & competencies of the CNS**
week 2	**Health promotion, health risk appraisal and healthy lifestyle**
week 3	**Management of clients with hypertension & Cardiometabolic syndrome.**
week 4	**Management of clients with Chronic Obstructive Pulmonary Disease and Asthma. Dyspnea management**
week5	**Health problems associated with aging. Palliative and end of life care. Pain management**
week 6	**Management of clients with irritable bowel syndrome and peptic ulcer disease.**
week 7	**Management of clients with chronic neurologic disorders: multiple sclerosis, Parkinson's disease**
week 8	**Anxiety, sleep problems, fatigue and depression in chronic illness**
week 9	**Management of clients with chronic renal failure and urinary incontinence.**
week 10	**Management of clients with heart failure; self care in chronic illness**
week 11	**Management of clients with diabetes and its complications**
week 12	**Management of clients with dehydration and malnutrition**
week 13	**Management of clients with cerebrovascular accidents**
week 14	**Management of clients with cognitive impairment in older adults: Dementia and delirium.**

Learning Assessment:

Class participation & student presentations:	20%
Exam	30%
Clinical evaluation, including weekly logs and mini project	35%
Patient write ups	15%

Student participation:

Classes will be interactive in this course. Case studies will be used as the basis for discussing clinical topics throughout the semester. Evidence based guidelines for health risk assessment and management of specific patient populations will be compared and discussed. Research articles related to the clinical topics covered will be assigned for discussion in class. Each student is expected to give a presentation in one of the above areas.

Exam:

Students will sit for an exam that covers material addressed in the course using open ended questions and based on case studies.

Clinical Component:

Students are expected to choose a clinical area in which they wish to develop expertise. Students write behavioral objectives that reflect course objectives and their individual needs and interests. Each week, the student shall indicate objectives to be completed, strategies to achieve them, self-evaluate the outcome, and discuss that in written clinical logs with the faculty.

Students will be assigned one or more preceptors who will guide their practice and participate in their evaluation. The focus in this practicum is on the development of the advanced clinical practice role of the clinical nurse specialist role, using the nursing process in the management of patients. Six hours of clinical practice are required per week. Students are expected to participate in multidisciplinary clinical rounds where cases are discussed as applicable to their area of interest. Clinical placement shall be in outpatient and inpatient settings.

The evaluation of the clinical will be based on student progress towards their set behavioral objectives, feedback from the assigned preceptor and student, as well as one mini project/product to be prepared by the end of the semester. This project may be a clinical pathway, clinical assessment tool, or a patients/staff teaching session.

Weekly reports of the clinical experience must include:

4. Brief overview of the objectives achieved and activities in which the student was engaged
5. Self-evaluation of/reflection on the experience during that week
6. Description of cases seen using the SOAP format with elaboration on patient management.

Patient write ups:

Students are required to submit 2 patient write ups from the cases encountered in the clinical setting, based on the nursing process. The write ups shall include the following:

- Assessment data base (subjective and objective), including relevant medical and surgical history.
- Nursing/collaborative diagnosis(es)
- Outcome criteria
- An intervention plan within the scope of advanced practice with specific evidence based advanced practice interventions
- The care plan must be organized around the identified diagnoses and related olutcomes.

Students may use an expanded version of the SOAP format if they wish. However the planning/intervention part ought to be elaborated with actions specific to the case. Do not include general actions plans; only specific interventions. Address the patient holistically, including a biopsychosocial approach and evidence based interventions. Include references at the end of the write up. Note the rubric on Moodle that will be used to grade the write up.

Student conduct

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism. Students' papers shall be submitted on Moodle and will be subjected to a plagiarism check by Turnitin software.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

SN, HD September 2014.

Appendix P

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N505B Course syllabus
(NEW COURSE)

Course number and title: N505B: Advanced Practice in Adult-Gerontology Care II.

Number of credits: 4 credits. Lecture and discussion: 2 hours; clinical practice: 6 hours.

Prerequisites: N504: Advanced Pathophysiology

Catalogue Course description: This course addresses advanced nursing practice in adult care and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of adults and older adults with acute and critical care conditions.

Detailed course description: The theory component of this course focuses on the early detection and management of acute and critical care health problems in adults and older adults. The emphasis is on holistic management of health problems, based on pathophysiological and psychosocial theory, and including pharmacological, invasive and alternative interventions. The nursing process is used as the organizing framework for the course. Topics include acute coronary syndrome, respiratory failure, acute renal failure, liver failure, shock, sepsis, skin and wound management, hematologic disorders, solid tumors, skin and wound management, thyroid and parathyroid problems and musculoskeletal problems. In the clinical component of the course, students continue developing clinical expertise in managing adults and older adults with acute and critical illness. Emphasis is placed on clinical decision making using relevant research evidence and theory, taking into consideration the patient and family preferences for care. Within the clinical setting, attention is given to the bio-psycho-social, genetic and cultural variables influencing the patient and his/her family. Clinical rounds are incorporated where students analyze and synthesize knowledge of pathophysiology, assessment and psychosocial concepts and practice clinical decision making. Patient/family education and counseling are emphasized.

Faculty: Samar Noureddine, PhD, RN, FAHA; email: sn00@aub.edu.lb. Office extension: 5966.
Hala Darwish, PhD, RN; email: hd30@aub.edu.lb; office extension: 5938

Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Discuss ethical issues surrounding the care of adults and older adults with critical illness, and the role of technologic advances in this regard.

3. Analyze current biobehavioral research related to the prevention and management of acute and critical care conditions in adults and older adults.

4. Analyze and interpret assessment findings of adults and older adults with acute and critical illness.

5. Develop nursing and collaborative diagnoses based on health assessment data.

6. Select evidence-based interventions relevant to selected diagnoses and adapted to patient and family needs.

7. Evaluate the effectiveness of the plan of care through identified patient outcomes, including patient and family preferences.

8. Participate in the coordination and management of care of adults and older adults in acute care settings with the multidisciplinary health care team.

9. Demonstrate competence in education and counseling of patients/families in the setting of acute and critical illness.

Textbooks:

1. Required:

Foster, J. W., & Prevost, S. S. (2012). *Advanced Practice Nursing of Adults in Acute Care.* (2nd ed). Philadelphia: F. A. Davis.

Cooper, D. H., Krainik, A. J., Lubner, S. J., Reno, H. E. (2014). *Washington Manual of Medical Therapeutic.,* (34th ed). Philadelphia: Lippincott Williams & Wilkins.

Noureddine, S. *Course Reader (extra readings are posted on Moodle).*

2. **Recommended (all are available at the Saab Medical Library):**

Carpenito, L. J. (2006). Nursing Diagnosis: Application to clinical practice (11th ed.) Philadelphia: Lippincott.

Moorhead, S., Johnson, M., & Maas, M. (Eds). (2004). *Iowa outcomes project: Nursing outcomes classification (NOC).* (3rd ed.) St. Louis, MO: Mosby.

Johnson, M., Bulecheck, G., McCloskey Dochtermann, J., Maas, M., & Moorhead, S. (2005). *Nursing diagnoses, outcomes & interventions: NANDA, NOC and NIC linkages*. (2nd ed). St. Louis: MO: Mosby.

McClockey Cochterman, J. C., & Bulechek, G. (2004). *Iowa outcomes project: Nursing interventions classification (NIC).* (4th ed). St. Louis, MO: Mosby.

Teaching methods:

Classroom discussions of assigned readings.
Student presentations.
Precepted clinical practice.

Content outline

Date	Topic
Week 1	**Introduction to the course. The synergy model of patient care**
week 2	**Prevention and management of common infections: Pneumonia and UTI**
week 3	**Management of clients with respiratory failure and ARDS.**
week 4	**Management of clients with shock and sepsis.**
week5	**Management of clients with traumatic brain injury**
week 6	**Prevention and Management of clients with acute coronary syndrome.**
week 7	**Management of patients with spinal cord injury**
week 8	**Management of patients with solid tumors**
week 9	**Management of clients with acute renal failure.**
week 10	**Management of clients with liver failure and GI bleeding**
week 11	**Management of patients with hematologic disorders**
week 12	**Management of clients with thyroid and parathyroid problems**
week 13	**Skin and wound management.**
week 14	**Management of clients with musculoskeletal problems in older adults: osteoarthritis, osteoporosis and falls**

Learning Assessment:

Class participation & student presentations:	20%
Paper	30%
Clinical evaluation, including weekly logs and mini project	35%
Patient write ups	15%

Student participation:

Classes will be interactive in this course. Case studies will be used as the basis for discussing clinical topics throughout the semester. Evidence based guidelines for management of specific patient populations will be compared and discussed. Research articles related to the clinical topics covered will be assigned for discussion in class. Each student is expected to give a presentation in one of the above areas. In the last class, students will share their main achievements in the clinical rotation.

Paper guidelines:

Each student will select a clinical topic, using a case study or clinical problem, based on his/her clinical area of interest to develop the paper requirement for this course. This theoretical paper should review and synthesize the state of bio-behavioral knowledge on the problem chosen, with consideration of demographic, genetic and environmental influencing factors. Background data and research evidence will be used to support discussion of the nursing management of the chosen problem within an advanced practice perspective. The paper should not exceed 10-15 pages of double spaced text. You must use APA style. Grading criteria include:

1. Problem definition and incidence/prevalence overview	10%
2. Bio-behavioral knowledge review (pathophysiology, manifestations)	25%
3. Synthesis of related factors (risk factors, co-morbidities)	10%
4. Evidence based advanced practice nursing management	40%
5. APA style, organization, grammar	15%

Students are urged to prepare this paper for publication and will be mentored into choosing an appropriate journal and submit it as manuscript.

Clinical Component:

Students are expected to choose a clinical area in which they wish to develop expertise. Students are required to write behavioral objectives that reflect course objectives and their individual needs and interests. Each week, the student shall indicate objectives to be completed, strategies to achieve them, self-evaluate the outcome, and discuss that in written clinical logs with the faculty.
Students will be assigned one or more preceptors who will guide their practice and participate in their evaluation. The focus in this practicum is on the development of the advanced clinical practice role of the clinical nurse specialist role. Emphasis is placed on the utilization of the nursing process in the management of patients. Six hours of clinical practice are required per week. Students are expected to participate in multidisciplinary clinical rounds where cases are discussed as applicable to their area of interest. Clinical placement shall be in acute care settings.

The evaluation of the clinical will be based on student progress towards their set behavioral objectives, feedback from the assigned preceptor and student, as well as one mini project/product to be prepared by the end of the semester. This project may be a clinical pathway, clinical assessment tool, or a patients/staff teaching session.

Weekly reports of the clinical experience must include:

1. Brief overview of the objectives achieved and activities in which the student was engaged

2. Self-evaluation of/reflection on the experience during that week
3. Description of cases seen using the SOAP format with elaboration on patient management.

Patient write ups:

Students are required to submit 2 patient write ups from the cases encountered in the clinical setting, based on the nursing process. The write ups shall include the following:

- Assessment data base (subjective and objective). Include relevant medical and surgical history.
- Nursing/collaborative diagnosis(es)
- Outcome criteria
- An intervention plan within the scope of advanced practice with specific evidence based advanced practice interventions
- The care plan must be organized around the identified diagnoses and their related outcomes.

Students may use an expanded version of the SOAP format if they wish. However the planning/intervention part ought to be elaborated with actions specific to the case. Do not include general actions plans; only specific interventions. Address the patient holistically, including a biopsychosocial approach and evidence based interventions. Include references at the end of the write up. Note the rubric on Moodle that will be used to grade the write up.

Student conduct

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism. Students' papers shall be submitted on Moodle and will be subjected to a plagiarism check by Turnitin software.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
c. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

SN, HD September 2014.

Appendix Q

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE
HARIRI SCHOOL OF NURSING

N531 Course Syllabus

Course Number and Title: N531: Practical Applications of Budgeting in Nursing

Number of Credits: 1 credit (5 weeks)

Course Description:

This course focuses on practical applications of concepts in budgeting and basic financial management. Emphasis is placed on development of nursing budgets for a patient care unit and for a department/division. Participants will learn to develop a budget and evaluate the financial status of a department or operating unit and determine what, if any, corrective actions need to be taken. The course presents various analytical methods in management decision making, including variance analysis, and break-even analysis. Also includes approaches to productivity improvement techniques.

Learning Outcomes:

At the completion of this course, the student will be able to:
1. Describe the various sources of funding of health care delivery.
2. Understand and interpret financial statements for purposes of decision-making.
3. Identify tools and techniques for preparing a budget and apply them in different settings
4. Develop budgets for revenues, and expenses (including staffing budget).
5. Evaluate the financial status of a department or operating unit using volume adjusted variance analysis to determine the cause(s) of performance deviation.

Faculty: Lina Younan, RN, DNP, email: ly11@aub.edu.lb; extension: 5981.

Textbooks:

Ward, J.W. (1994). Health Care Budgeting & Financial Management for Non-Financial Managers. Westport, CT: Greenwood, Inc.

Finkler, S. and McHugh, M. (2008). Budgeting Concepts for Nurse Managers, 4th Edition. St Louis, MO: Saunders, Elsevier, Inc.

Teaching Methods:

Lectures, class activities, and case studies will be used as teaching leaning strategies.

Content Outline

Date	Topic	Content
Module 1	Overview of Health Care System & Financing	– Components of the Health Care System – Sources of Health Care Financing – Financial hierarchy in hospitals – The Language of Finance – Balance Sheet – Income Statement – Financial Ratios
Module 2	Overview of Budget Planning	– Definition & Purposes of a Budget – Types of Budget – Budget Control – Documents to examine before starting – Key Budget Terms
Module 3	Operations & Capital Budgets	– Operations Budget • Statement of goals and objectives • Volume revenue • Personnel budget • Supplies and services budget – Capital Budget • How to package the request • The approval process
Module 4	Controlling & Variance Analysis	– Departmental Performance Reports – Variance Listing – Variance Analysis – Forecasting – Break-Even Analysis
Module 5	Productivity	– Definition – Importance of productivity – Measures of productivity – Increasing productivity

Learning Assessment:

Class Participation	10%
Assignment 1	25%
Assignment 2	20%
Assignment 3	25%
Assignment 4	20%

Class Participation:

Students are expected to participate actively in class discussions. This grade will be based on preparation, attendance, punctuality, and quality of participation.

Assignments:

The student will complete 4 Financial Exercises throughout this course. The student will answer a series of questions in a Microsoft Word document. Each Financial Exercise must include a title and reference page in APA format, and must be submitted as 1 document.
Each Financial Exercise is due by 11:59 p.m. on Sunday of the assigned module/week.

Student Conduct:

Students are expected to abide by AUB's Policy on Student Code of Conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University; for more information, visit:
http://pnp.aub.edu.lb/general/conductcode/index.html

LY, September 2014

Appendix R

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE
HARIRI SCHOOL OF NURSING

NURS 525 TRANSFORMATIONAL LEADERSHIP FOR NURSING PRACTICE

(CURRENT COURSE)

Dr Michael Clinton, Professor, Extension: 5956; 5th floor, Rafic Hariri School of Nursing
Email: mc42@aub.edu.lb
Fall term 2011-2012
Timetable: Thursdays 9:00 – 11:00
Venue: Classroom 3, Rafic Hariri School of Nursing

COURSE DESCRIPTION:

NURS 525 is a **2-credit course** offered to Master of Nursing Science Students**.** The aim of this course is to promote critical thinking about, appreciation of and utilization of leadership behaviors in nursing settings that have been shown to be effective in published research. The course encourages a reflective and analytical approach to cultivating effective personal leadership behaviors and how to encourage them in others – less experienced colleagues, peers, more experienced leaders and managers. It introduces the student to the full spectrum leadership model and to the transformational leadership components of that model. Participants will engage in assessment of their leadership behaviors, develop strategies to build on their strengths, and evaluate their progress during the course. The course requires a strong commitment to analyzing set readings, analyzing personal behaviors, goal setting and evaluation, and to principles of adult learning.

PREREQUISITES:

Satisfactory completion of one or more administration courses in the Master of Science Nursing Program, or substantial experience in a nursing leadership role.

TEXTBOOKS & READINGS:

There is no set text book for the course. Weekly readings will be suggested. Students are required to analyze set readings or equivalent readings of their choice before class. The focus in all reading is on identifying effective leadership, thinking critically about their potential application in nursing, and on preparing action plans to enhance personal leadership effectiveness. Students in practice will be required to report back to the group on the implementation and success of attempts at introducing new or enhanced leadership behaviors in relevant settings.

LEARNING OUTCOMES: *On completion of the course, the student will be able to*:

1. Explain transformational leadership behaviors as part of the full spectrum leadership model

2. Identify personal leadership behaviors relevant to the transformational leadership ethos
3. Apply selected evidence-based leadership behaviors.
4. Evaluate personal transformational leadership interventions
5. Encourage and appraise transformational leadership behaviors in others
6. Apply principles of transformational leadership to personal, group, and system change
7. Demonstrate transformational leadership behaviors in class
8. Plan further personal development in transformational leadership behaviors

TEACHING METHODS:

- Lecture and Discussion
- Student presentation
- Analysis of case studies
- Individual and group reflection

LEARNING ASSESSMENT:

Student presentation	25%
Completion of the TLP Part B:	50 %
Class participation:	25 %

POLICIES:

1. All course requirements must be completed by the student before grades are submitted for credit.
2. Absence of students, whether excused or not, from any class or laboratory session does not excuse them from their responsibility for the work done or for any announcements made during their absence.
3. Students who absent themselves during a semester for more than *one third* of the number of hours of any course lose all credit for the course.
4. The passing grade for this course is "70".

COURSE OUTLINE:

Session:		**Topics**
1.	29 September	Leadership for personal and professional growth
2.	6 October	Self-assessment and personal goals
3.	13 October	The Full-Spectrum Leadership Model
4.	20 October	Using the Transformational Leadership Profile
5.	27 October	Why leadership matters (#51)
6.	3 November	Leadership skills of successful nurse managers (#14)

7.	10 November	Leadership and patient outcomes (#52)
8.	17 November	Leadership and intentions to stay (#6)
9.	24 November	Staff nurses and clinical leadership (#32)
10.	1 December	Champions and leadership (#47)
11.	8 December	'Being a leader' (#39)
12.	15 December	Leadership Action Plan Workshop – Personal leadership
13.	22 December	Leadership Action Plan Workshop – Group leadership
14.	5 January	Leadership Action Plan Workshop – System leadership
15.	12 January	Leadership Action Plan Workshop – Integrated leadership

Friday 29th January, 2011. Electronic Submission of TLPs Part B.

THERE IS NO EXAMINATION FOR THIS COURSE

GUIDELINES FOR STUDENT ASSIGNMENTS:

Student Presentation 25 %

Our first session every week will be used to discuss your experience with trying out the leadership behaviors you choose to work on. All students will make an individual presentation on a topic in weeks 5-11 depending how many are taking the course. The core reading is indicated for each topic. The number next to the # refers to the place of the article in the list of course reading. When making presentation please focus on three questions:

- What does the article tell us about leadership?
- How is the main concept defined?
- What leadership behaviors should we use and why?

Completion of TLP Part B: 50 %

Please practice the transformational leadership behaviors covered in the course. Use the template provided in Part B of the Transformational Leadership Action Plan to **summarize and critique** your leadership behaviors since starting the course. 2000 – 2500 words.

Class participation: 25 %

Whenever possible, please display transformational leadership behaviors in class. Your mark for classroom participation will also include recognition of your input from the readings, and your contributions to our Leadership Action Plan workshops in the four sessions at the end of the course. **Please see the criteria for student assessment at the end of the course outline.**

STUDENT CONDUCT

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
f. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

Suggested Readings

Students are encouraged to find their own sources of literature on transformational leadership. The following are some recent articles that might be referred to in class and which provide an up-to-date overview of the topic.

Antonakis, J. & Hooijberg, R. (2008) Cascading a new vision: Three steps for real commitment. *Perspectives for Managers.* Available from:http://www.imd.ch/research/publications/upload/PFM157_LR_Antonakis_Hooijberg.pdf

Avey, J. B., Hughes, L.W., Norman, S. M. & Luthans, K.W. (2008) Using positivity, transformational leadership and empowerment to combat employee negativity. *Leaderhip & Organization Development Journal. 29*(2), 110.

Barling, J., Christie, A. & Turner, N. (2008) Pseudo-transformational leadership: Towards the development and test of a model. *Journal of Business Ethics, 81*(4), 851.

Bruch, H. & Walter, F. (2007) Leadership in context: Investigating hierarchical impacts on transformational leadership. (2007) *Leadership & Organization Development Journal. 28*(8), 710.

Casida, J., & Parker, J. (2011). Staff nurse perceptions of nurse manager leadership styles and outcomes. *Journal of Nursing Management, 19*(4), 478-486. Retrieved from www.scopus.com

Cowden, T., Cummings, G., & Profetto-Mcgrath, J. (2011). Leadership practices and staff nurses' intent to stay: A systematic review. *Journal of Nursing Management, 19*(4), 461-477. Retrieved from www.scopus.com

Duygulu, S., & Kublay, G. (2011). Transformational leadership training programme for charge nurses. *Journal of Advanced Nursing, 67*(3), 633-642. Retrieved from www.scopus.com

Eberlin, R. J. & Tatum, B.C. (2008) Making just decisions: Organizational justice, decision making and leadership. *Management Decision. 46*(2), 310.

Eid, J., Johnsen, B. H., Bartone, P. T. & Nissestad, O. A. (2008) Growing transformational leaders: Exploring the role of personality hardiness. *Leadership & Organization Development Journal. 29*(1), 4.

Gibson, W. H., Brown, C. M., & Goucher, E. B. (2011). The nurse manager forum in a magnet™ organization. *Nurse Leader, 9*(1), 45-48. Retrieved from www.scopus.com

Groves, K. S., McEnrue, M. P. & Shen, W. (2008) Developing and measuring the emotional intelligence of leaders. *The Journal of Management Development. 27*(2), 225.

Hambley, L. A., O'Neill, T. A. & Kline, T. J. B. (2007) Virtual team leadership: The effects of leadership style and communication medium on team interaction styles and outcomes. *Organizational Behavior and Human Decision Processes. 103*(1), 1.

Hamlin, R. G. & Serventi, S. A. (2008) Generic behavioural criteria of managerial effectiveness: An empirical and comparative case study of UK local government. *Journal of European Industrial Training. 32*(4), 285.

Heuston, M. M., & Wolf, G. A. (2011). Transformational leadership skills of successful nurse managers. *Journal of Nursing Administration, 41*(6), 248-251. Retrieved from www.scopus.com

Hiller, N. J., DeChurch, L. A., Murase, T., & Doty, D. (2011). Searching for outcomes of leadership: A 25-year review. *Journal of Management, 37*(4), 1137-1177. Retrieved from www.scopus.com

Hinkin, T. R. & Schriesheim, C. A. (2008) A theoretical and empirical examination of the transactional and non-leadership dimensions of the Multifactor Leadership Questionnaire (MLQ). *Leadership Quarterly, 19*(5), 501.

Hobman, E. V., Jackson, C. J., Jimmieson, N. L., & Martin, R. (2011). The effects of transformational leadership behaviours on follower outcomes: An identity-based analysis. *European Journal of Work and Organizational Psychology, 20*(4), 553-580. Retrieved from www.scopus.com

Hopkins, M. M. & Bilimoria, D. (2008) Social and emotional competencies predicting success of male and female executives. *The Journal of Management Development. 27*(1), 13.

Illies, J. & Reiter-Palmon, R. (2008) Responding destructively in leadership situations: The role of personal values and problem construction. *Journal of Business Ethics, 82*(1), 251.

Janson, A. & McQueen, J. (2007) Capturing leadership tacit knowledge in conversation with leaders. *Leadership & Organization Development Journal. 28*(7), 646.

Konorti, E. The 3D transformational leadership model. *Journal of American Academy of Business, Cambridge, 14*(1), 10.

Lantz, P. M. & Maryland, P.A. (2008) Gender and leadership in health care administration: 21st century progress and challenges. *Journal of Healthcare Management, 53*(5), 291.

Lee, J. (2008) Effects of leadership and leader-member exchange on innovativeness. (2008) *Journal of Managerial Psychology, 23*(6), 670.

Limsila, K. & Obunlana, S. O. (2008) Performance and leadership outcome correlates of leadership styles and subordinate commitment. (2008) *Engineering, Construction and Architectural Management. 15*(2), 164.

Krüger, C., Rowold, J., Borgmann, L., Staufenbiel, K., & Heinitz, K. (2011). The discriminant validity of transformational and transactional leadership: A multitrait-multimethod analysis of and norms for the german transformational leadership inventory (TLI). *Journal of Personnel Psychology, 10*(2), 49-60. Retrieved from www.scopus.com

MacKenzie, K. D. & Barnes, F. B. (2007) The unstated consensus of leadership approaches. *International Journal of Organizational Analysis. 15*(2), 92.

Mannheim, B, & Halamish, H. (2008) Transformational leadership as related to team outcomes and contextual moderation. *The Journal of Management Development, 29*(7), 617.

Mayfield, M. & Mayfield, J. (2008) Leadership techniques for nurturing worker garden variety creativity. *The Journal of Management Development, 27*(9), 976.

McLauran, J.R. & Al-Amri, M. B. (2008) Developing an understanding of charismatic and transformational leadership. Allied Academies International Conference. Academy of Organizational Culture, Communications and Conflict. Proceedings. 13(2), 15.

Olivares, O. J. (2008) The formulation of a leadership development praxis: linking intentions to outcomes. *Leadership & Organization Development Journal, 29*(6), 530.

Oreg, S., & Berson, Y. (2011). Leadership and employees' reactions to change: The role of leaders' personal attributes and transformational leadership style. *Personnel Psychology, 64*(3), 627-659. Retrieved from www.scopus.com

Patrick, A., Laschinger, H. K. S., Wong, C., & Finegan, J. (2011). Developing and testing a new measure of staff nurse clinical leadership: The clinical leadership survey. *Journal of Nursing Management, 19*(4), 449-460. Retrieved from www.scopus.com

Pounder, J. S. (2008) Transformational leadership: Practicing what we teach in the leadership classroom. *Journal of Education for Business, 84*(1), 2.

Rolfe, P. (2011). Transformational leadership theory: What every leader needs to know. *Nurse Leader, 9*(2), 54-57. Retrieved from www.scopus.com

Rowold, J. & Heinitz, K. (2007) Transformational and charismatic leadership: Assessing the convergent, divergent and criterion validity of the MLQ and the CKS. *Leadership Quarterly. 18*(2), 121.

Sama, L.M. & Shoaf, V. (2008) Ethical leadership for the professions: Fostering a moral community. (2008) *Journal of Business Ethics, 78*(1-2), 39.

Savic, B. S., Pagon, M. & Robida, A. (2007) Predictors of the level of personal involvement in an organization: A study of Slovene hospitals. *Health Management Review 32*(3) 271.

Schwartz, D. B., Spencer, T., Wilson, B., & Wood, K. (2011). Transformational leadership: Implications for nursing leaders in facilities seeking magnet designation. *AORN Journal, 93*(6), 737-748. Retrieved from www.scopus.com

Souba, W. W. (2011). The being of leadership. *Philosophy, Ethics, and Humanities in Medicine, 6*(1) Retrieved from www.scopus.com

Service, R.W. & Fekula, M. H. (2008) Beyond emotional intelligence: The EQ matrix as a leadership imperative. *Business Renaissance Quarterly, 3*(2), 23.

Sidani, Y. M. (2007) Perceptions of leader transformational ability: The role of leader speech and follower self-esteem. *The Journal of Management Development. 26*(8), 710.

Singh, N. & Krishnan, V. R. (2008) Self-sacrifice and transformational leadership: Mediating the role of altruism. *Leadership & Organizational Development Journal. 29*(3), 261.

Sherman, H., Rowley, D. J. & Armandi, B. R. (2007) Developing a strategic profile: The pre-planning phase of strategic management. *Business Strategy Series. 8*(3), 162.

Spendlove, M. (2007) Competencies for effective leadership in higher education. *The International Journal of Educational Management. 21*(5), 407.

Switzer, M. (2008) Preparing the soft stuff: Building commitment for change. *Public Management, 90*(8), 12.

Tatum, B. C. & Eberlin, R. J. (2007) Leadership, ethics, and justice in strategic decision making. *Business Strategy Series. 8*(4), 303.

Taylor, A., Cocklin, C., Brown, R., & Wilson-Evered, E. (2011). An investigation of champion-driven leadership processes. *Leadership Quarterly, 22*(2), 412-433. Retrieved from www.scopus.com

Vecchio, R.P., Justin, J. E. & Pearce, C.L. (2008) The utility of transactional and transformational leadership for predicting performance and satisfaction within a path-goal theory framework. *Journal of Occupational and Organizational Psychology. 81*(1), 71.

Verbos, A. K., Gerard, J. A., Forshey, P. R., Harding, C. S., & Miller, J. S. (2007) The positive ethical organization: Enacting a living code of ethics and ethical organizational identity. *Journal of Business Ethics. 76*(1), 17.

Vigoda-Gadot, E. (2007) Leadership style, organizational politics, and employees' performance: An empirical examination of two competing models. *Personnel Review. 36*(5), 661.

Wang, G., Oh, I. -., Courtright, S. H., & Colbert, A. E. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. *Group and Organization Management, 36*(2), 223-270. Retrieved from www.scopus.com

Williams, J. (2011). Good leadership can improve diabetes care for older people with diabetes. *Journal of Diabetes Nursing, 15*(2), 69-72. Retrieved from www.scopus.com

Wojciechowski, E., Ritze-Cullen, N., & Tyrrell, S. (2011). Understanding the learning needs of the charge nurse: Implications for nursing staff development. *Journal for Nurses in Staff Development, 27*(4), E10-E17. Retrieved from www.scopus.com

Wu, C., Neubert, M. J. & Xiang, Y. (2007) Transformational leadership, cohesion perceptions, and employee cynicism about organizational change: The mediating role of justice perceptions. *The Journal of Applied Behavioral Science. 43*(3), 327.

CRITERIA FOR GRADING ASSIGNMENTS

Student Presentation **25 %**

You will be asked to present a summary of a selected paper on transformational leadership to the group. Your presentation will be graded on the following criteria (up to five (**5**) marks will be awarded for your performance against each criterion):

1. Accuracy of your summary of the paper
2. Use of audiovisual aides
3. Clear identification of transformational behaviors stated or implied in the paper
4. Confidence in making your presentation
5. Responses to questions from the group

Completion of TLP Part B: 50 %

The course encourages you to practice transformational leadership behaviors covered in the set readings and our group discussions. Please keep weekly notes on your progress, and use them to fill in Part B of your TLP. Please use the template provided in Part B of the Transformational Leadership Action Plan to **summarize and critique** the actions you have taken to strengthen your leadership behaviors since starting the course. 2000 – 2500 words. Your completed template will be assessed against each of the following criteria:

1.	First page	10%
2.	Reference to transformational leadership behaviours	10%
3.	Outcomes of short-term goals	10%
4.	Logical structure of medium-term goals	10%
5.	Measurable outcomes for medium term goals	10%
6.	Evidence of inspiration in long-term goals	15%
7.	Behaviors proposed to meet long-term goals	15%
8.	Presentation (grammar, spelling, layout, appearance of the document)	15%
9.	**Submitted by 5:00pm on Friday, 20th January, 2012.**	5%

Class participation: 25 %

The course encourages you to practice transformational leadership behaviors especially in class (up to five (**5**) marks will be awarded for your performance against each criterion):

1. Reading in advance for classroom sessions
2. Modeling the transformational leadership learning cycle
3. Supporting the group to find solutions to problems
4. Modeling a facilitative leadership style
5. Showing respect for colleagues (by listening actively, not interrupting when others are talking, clarifying ideas, empathizing with expressed feelings)

MC, September 2011.

Appendix S

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE
HARIRI SCHOOL OF NURSING

NURS 525 LEADERSHIP THEORIES AND APPROACHES FOR NURSE MANAGERS

(REVISED COURSE)

Dr Michael Clinton, Professor, Extension: 5956; 5th floor, Rafic Hariri School of Nursing
Email: mc42@aub.edu.lb
Timetable: **Thursdays, 9:00 – 11:50am**
Venue: Rafic Hariri School of Nursing

COURSE DESCRIPTION:

NURS 525 is a **3-credit course** offered to Master of Nursing Science Students**.** The aim of this course is to promote familiarity with, critical thinking about, and applications of evidence-based theories of leadership in nursing settings. The course encourages a reflective and analytical approach to cultivating effective personal leadership behaviors. A related theme is how best to facilitate leadership development in others: less experienced colleagues, nursing peers, more experienced leaders and managers. The course introduces the full spectrum leadership model, examines its transformational leadership components in depth, and explores similarities and differences between transformational leadership and selected leadership theories. Authentic leadership, value-based leadership and leadership behaviors based on chaos theory are the comparators for transformational leadership this semester. Participants will assess leadership behaviors, develop strategies to build on leadership strengths, and evaluate progress during the course. The course requires a strong commitment to analyzing set readings, observing leadership behaviors, reflecting on personal behaviors, goal setting and evaluation.

PREREQUISITES:

Satisfactory completion of one or more administration courses in the Master of Science Nursing Program, or experience in a leadership role.

TEXTBOOKS & READINGS:

There is no set text book for the course. Participants take turns in introducing seminar topics based on prior critical reading of research articles on leadership. Readings are used to: identify effective leadership, assess the evidence for their effectiveness, think critically about their potential application in nursing settings, and to provide a basis for short, medium and long term leadership development plans. Each week a participant will report on lessons learned from practicing a leadership behavior of their choice.

LEARNING OUTCOMES: *On completion of the course, the student will be able to*:

1. Explain transformational leadership behaviors as part of the full spectrum leadership model

2. Identify personal leadership behaviors relevant to the transformational leadership ethos

3. Compare and contrast transformational leadership with authentic leadership, value-based leadership and leadership approaches based on chaos theory.

4. Apply selected evidence-based leadership behaviors.

5. Evaluate personal leadership interventions

6. Demonstrate leadership behaviors in class

7. Plan for further personal leadership development

TEACHING METHODS:

- Multimedia resources
- Online PowerPoint presentations
- Completion of online activities
- Participant group presentations
- Weekly reflection and goal planning
- Completion of a personal leadership development plan
- Participant debates on sensitive topics

LEARNING ASSESSMENT:

1. Completion of online activities 20%
2. Individual presentation 30%
3. Completion of the TLP Part B 50%

INFORMATION ABOUT LEARNING ASSESSMENT

The following information for each online activity and learning assignment are posted on the course MOODLE page and clearly labeled:

- Purpose
- Instructions
- Submission
- Due date

GUIDELINES FOR STUDENT ASSIGNMENTS:

On-line participation: 20 %

Please engage with one another online by using the Leadership Café online forum to discuss your reading, post articles for others to read, and contribute to our understanding of how to put

leadership theories into practice. Posts designed to encourage input into problem solving and change management will be highly regarded.

Individual presentation **30 %**

We will cover the core reading for the course in the weeks up to and including 30 October. Please prepare a presentation on an article selected from the reading list for this semester which we would otherwise not discuss in class. Choose an article that interests you and which you think has clear practical implications. Prepare a presentation of around 20 minutes to be followed by 30 minutes discussion. Individual presentations will be scheduled for the sessions to be held form 6th November to and including 20th November. . When you have chosen an article to present, please post a message to the Leadership Café to let everyone know. When making presentation please focus on three questions:

- What does the article tell us about leadership?
- How is the main concept defined?
- What leadership behaviors should we use and why?
- How does the article contribute to your leadership development?

Grading Criteria:

Your presentation will be graded on the following criteria (up to five (**5**) marks will be awarded for your performance against each criterion):

1. Accuracy of your summary of the paper 5%
2. Use of audiovisual aides 5%
3. Evidence for the effectiveness of the leadership behaviors stated or implied in the paper 10%
4. Conviction in explaining the application of your reading 5%
5. Responses to questions from the group 5%

Completion of PLP Part B: **50 %**

Please practice the transformational leadership behaviors covered in the course. Use the template provided in Part B of the Personal Leadership Action Plan to **summarize and critique** your leadership behaviors since starting the course. 2000 – 2500 words.

The course encourages you to practice leadership behaviors covered in the set readings and our group discussions. Please keep weekly notes on your progress, and use them to fill in Part B of your PLP. Please use the template provided in Part B of the Personal Leadership Action Plan to **summarize and critique** the actions you have taken to strengthen your leadership behaviors since starting the course. 2000 – 2500 words. Your completed template will be assessed against each of the following criteria:

1. First page 5%
2. Clarity of short-term goals 5%
3. Measureable outcomes for short-term goals 5%
4. Clarity of medium term goals 10%

5. Measurable outcomes for medium term goals 10%

6. Long term goals 5%

7. Presentation (grammar, spelling, layout, appearance of the document) 5%

8. **Submitted online by 5:00pm on Thursday, 18th December, 2014.** 5%

Please see the criteria for student assessment at the end of the course outline.

POLICIES:

All relevant AUB academic policies are applicable to the course.

COURSE OUTLINE:

The course schedule for this semester is set out on our MOODLE course page. The course will be adapted to the interests and changing needs of participants. The following is the default structure for the course.

Session 1 Orientation and Self-Assessment

1. Orientation to course objectives, course activities and course assignments
2. Self-assessment activities
3. Relationship between self-assessment activities, course objectives and personal leadership plans

Session 2. The Full-Spectrum Leadership Model

1. The Full-Spectrum Leadership Model Explained
2. Hiller et.al. article
3. Why Leadership Matters
4. Generic Leadership Observation Checklist
5. Reflection, Analysis and Planning

Session 3. Observations of Leadership Behaviors

1. Observing leadership behaviors
2. Leadership behaviors and their interpretation
3. Observation and intuition
4. Analysis of interviews with selected leaders
5. Linking leadership behaviors to leadership theories
6. Reflection, Analysis and, Planning

Session 4. Individual Consideration

1. Watson article
2. The Missing Link in Employee Motivation
3. The Leadership Ladder
4. Social Intelligence and Leadership - Interview with Daniel Goleman
5. Daniel Goleman on Social Intelligence and the Biology of Leadership
6. Self-assessment of Emotional Intelligence
7. Calculating your TEIQue-SF score

8. Reflection, Analysis and Planning

Session 5. Inspiring, Stimulating, Influencing

1. Kim et. al. article
2. Menaker and Bahn article
3. Andressen, Knradt & Neck article
4. Analysis of Steve Jobs' 2005 Stanford Commencement Address
5. Analysis of Tony Robbins motivational speech at NAC London 2011
6. Reflection, Analysis and Planning

Session 6. Idealized Influence

1. Idealized Influence Attributes
2. Idealized Influence Behaviors
3. Preparation an Inspirational Message
    - Analyze the audience
    - Refining the message
    - Communicating for impact
    - Evaluating outcomes
4. Submit a Personalized Idealized Influence Video
5. Rubric for Grading Personalized Idealized Influence Video Files
6. Reflection, Analysis and Planning

Session 7. Inspiring and Motivating

1. Antonakis article
2. Momeni article
3. Fitzgerald and Schutte article
4. Video: How Does Google Motivate its Employees?
5. How do Great Leaders Inspire Action?
6. Can creativity be mentored?
7. Reflection, Analysis and Planning

Session 8. Authentic Leadership

1. Is Authentic Leadership Something New?
2. Wong and Giallonardo article
3. Wong & Cummings (2009) article
4. Norman, Avolio, Luthans article
5. Why do Trust Some Leaders but not Others?
6. Leadership and Sincerity?
7. Reflection, Analysis and Planning

Session 9. Values and Behavior

1. Clarifying Personal Values
2. What's Important in Life Exercise?

3. Carter & Greer article
4. Communicating Personal Values
5. Sama & Shoaf article
6. Hoffman (1986)
7. Reflection, Analysis and Planning

Session 10. Chaos Theory and Leadership

1. Chaos Theory and Leadership Studies2. Burns article
3. Chadwick article
4. Vicenzi article
5. Leadership Lessons from Chaos Theory
6. Does Chaos Theory Eliminate the Need for Strategic Planning?
7. Reflection, Analysis and Planning

Session 11. Ethics and Moral Judgment

1. Ethical Leadership and Follower's Judgment
2. Renn, Taylor & Njoroge article
3. Watson article
4. Transformational Leadership and Inauthentic Leaders
5. Lopez-Zafra, Garcia-Retamero & Landa article
6. Reflection, Analysis and Planning

Session 12: Gender and Leadership

1. Leadership Styles and Gender Specific Leadership Effectiveness
2. Harris, Bennett & Ross article
3. Kyriakidou article
4. Lovell article
5. Barriers to Career Advancement
6. Quest for Inclusion and Credibility
7. Reflection, Analysis and Planning

Session 13: Culture and Leadership

1. Culture Defined
2. Dimensions of Culture
3. Cultural Insights - Geert Hofstede
4. Clusters of World Cultures
5. Characteristics of Cultures
6. Cultures and Stereotypes
7. Universally Desirable and Undesirable Leadership Behaviors
8. Dimensions of Culture Questionnaire
9. Reflection, Analysis and Planning

Session 14. Discussion of Draft Personal Leadership Plans

THERE IS NO EXAMINATION FOR THIS COURSE

STUDENT CONDUCT

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
g. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

Course Reading (From)

COURSE READING FROM:

Aarons, G. A., Ehrhart, M. G., & Farahnak, L. R. (2014). The implementation leadership scale (ILS): Development of a brief measure of unit level implementation leadership. *Implementation Science: IS, 9*(1), 45-45.

Agnew, C., & Flin, R. (2014). Senior charge nurses' leadership behaviours in relation to hospital ward safety: A mixed method study. *International Journal of Nursing Studies, 51*(5), 768-780.

Bamford, M., Wong, C. A., & Laschinger, H. (2013). The influence of authentic leadership and areas of worklife on work engagement of registered nurses. *Journal of Nursing Management, 21*(3), 529-540.

Biggs, A., Brough, P., & Barbour, J. P. (2014). Strategic alignment with organizational priorities and work engagement: A multi-wave analysis. *Journal of Organizational Behavior, 35*(3), 301-317.

Bjarnason, D., & LaSala, C. A. (2011). Moral leadership in nursing. *Journal of Radiology Nursing, 30*(1), 18-24.

Blaney, P. (2012). Senior nursing leadership – capacity building at the global level. *International Nursing Review, 59*(1), 40-47.

Bormann, L., & Abrahamson, K. (2014). Do staff nurse perceptions of nurse leadership behaviors influence staff nurse job satisfaction? the case of a hospital applying for magnet® designation. *The Journal of Nursing Administration, 44*(4), 219-225.

Bylone, M. (2010). Authentic leadership: Lessons learned undercover. *AACN Advanced Critical Care, 21*(4), 341-344.

Chadwick, M. M. (2010). Creating order out of chaos: A leadership approach. *AORN Journal, 91*(1), 154-170.

Chaos and complexity theory for management: Caveat emptor.(1994). *Journal of Management Inquiry, 3*(4), 320-328.

Chaos theory and nursing revisited: Commentary and response.(1994). *Nursing Science Quarterly, 7*(4), 150-152.

Coppa, D. F. (1993). Chaos theory suggests a new paradigm for nursing science. *Journal of Advanced Nursing, 18*(6), 985-991.

Cummings, G. G. (2013). Nursing leadership and patient outcomes. *Journal of Nursing Management, 21*(5), 707-708.

Dillon, M. (2014). A Foucauldian analysis of power relations in an action research study. *Action Research, 12*(2), 209-223.

Drenkard, K. (2013). Transformational leadership: Unleashing the potential. *JONA: The Journal of Nursing Administration, 43*(2), 57-58.

Edwardson, S. R. (2003). Chaos: A leader's friend or foe. *Policy, Politics, & Nursing Practice, 4*(4), 253-254.

Waite, R, McKinney, N., Smith, M., Meloy, F. (2013). The embodiment of authentic leadership. *Journal of Professional Nursing,*

Galbraith, P. (2004). Organisational leadership and chaos theory: Let's be careful. *Journal of Educational Administration, 42*(1), 9-28.

Haigh, C. (2002). Using chaos theory: The implications for nursing. *Journal of Advanced Nursing, 37*(5), 462-469.

Haigh, C. A. (2008). Using simplified chaos theory to manage nursing services. *Journal of Nursing Management, 16*(3), 298-304.

Harris, R., Bennett, J., & Ross, F. (2014). Leadership and innovation in nursing seen through a historical lens. Journal of Advanced Nursing, 70(7), 1629-1638.

Holm, S. (2002). Does chaos theory have major implications for philosophy of medicine? *Medical Humanities, 28*(2), 78-81.

Hutchinson, M., & Jackson, D. (2013). Transformational leadership in nursing: Towards a more critical interpretation. *Nursing Inquiry, 20*(1), 11-22.

Kyriakidou, O. (2012). Gender, management and leadership. Equality, Diversity and Inclusion: An International Journal, 31(1), 4-9.

Lovell, D. M. (2013). Addressing gender in leadership development program planning. Community Development: Journal of the Community Development Society, 44(4), 426.

John S Burns. (2002). Chaos theory and leadership studies: Exploring uncharted seas. *Journal of Leadership & Organizational Studies, 9*(2), 42.

Kerfoot, K. (2006). Authentic leadership. *Dermatology Nursing / Dermatology Nurses' Association, 18*(6), 595.

Kerfoot, K. (2006). Authentic leadership. *Nursing Economic, 24*(2), 116-117.

Laschinger, H. K. S., Wong, C. A., & Grau, A. L. (2013). Authentic leadership, empowerment and burnout: A comparison in new graduates and experienced nurses. *Journal of Nursing Management, 21*(3), 541-552.

Lett, M. (2001). A case for chaos theory in nursing. *The Australian Journal of Advanced Nursing : A Quarterly Publication of the Royal Australian Nursing Federation, 18*(3), 14-9.

Liborius, P. (2014). Who is worthy of being followed? The impact of leaders' character and the moderating role of followers' personality. *The Journal of Psychology, 148*(3), 347-385.

Lurdes Neves. (2014). Coaching and ethical leadership: A competence executive coaching model for the development of ethical leadership. *Psychology Research, 4*(4)

Malloch, K. (2014). Beyond transformational leadership to greater engagement: Inspiring innovation in complex organizations. *Nurse Leader, 12*(2), 60.

Managerial coaching: A review of the empirical literature and development of a model to guide future practice. (2014). *Advances in Developing Human Resources, 16*(2), 184-201.

Metzger, R., & Rivers, C. (2014). Advanced practice nursing organizational leadership model. *The Journal for Nurse Practitioners, 10*(5), 337-343.

Murphy, L. G. (2012). Authentic leadership: Becoming and remaining an authentic nurse leader. *The Journal of Nursing Administration, 42*(11), 507-512.

New leadership collaborative report offers recommendations for the innovative nurse leader.(2014, *Business Wire,*

Nurses' perception of ethical climate and organizational commitment.(2014). *Nursing Ethics, 21*(3), 278-288.

Nursing leadership and health policy: A dialogue with nurse leaders.(2013). *Nursing Science Quarterly, 26*(2), 136-142.

Ortega, A., Van den Bossche, P., Sánchez-Manzanares, M., Rico, R., & Gil, F. (2014). The influence of change-oriented leadership and psychological safety on team learning in healthcare teams. *Journal of Business and Psychology, 29*(2), 311-321.

Peter Galbraith. (2004). Organisational leadership and chaos theory. *Journal of Educational Administration, 42*(1), 9-28.

Withero, P. (2013). *Transformational leadership in nursing. from expert clinician to influential leader*. Kidlington: Elsevier Limited.

Pilkington, F. B. (2014). A unitary transformative perspective on transformational leadership. *Nursing Science Quarterly, 27*(2), 171-171.

Raes, E., Decuyper, S., Lismont, B., Van den Bossche, P., Kyndt, E., Demeyere, S., et al. (2013). Facilitating team learning through transformational leadership. *Instructional Science, 41*(2), 287-305.

Rick, C. (2014). Competence in executive nursing leadership for the 21st century: The 5 eyes. *Nurse Leader, 12*(2), 64.

Ross, E. J., Fitzpatrick, J. J., Click, E. R., Krouse, H. J., & Clavelle, J. T. (2014). Transformational leadership practices of nurse leaders in professional nursing associations. *The Journal of Nursing Administration, 44*(4), 201-206.

Ruth Schwarzkopf, Rose O. Sherman, & Anna J. Kiger. (2012). Taking charge: Front-line nurse leadership development. *The Journal of Continuing Education in Nursing, 43*(4), 160.

Self-directed learning: A tool for lifelong learning.(2014). *Journal of Marketing Education, 36*(1), 20-32.

Shah, S., & Ramamoorthy, V. E. (2014). *Soulful corporations: A values-based perspective on corporate social responsibility*. New Delhi: Springer India.

Shirey, M. R. (2006). Authentic leaders creating healthy work environments for nursing practice. *American Journal of Critical Care: An Official Publication, American Association of Critical-Care Nurses, 15*(3), 256-267.

Sickora, C., & Chase, S. M. (2014). The transformational role of nursing in health care reform. *The Journal of Nursing Education, 53*(5), 277.

Triola, N. (2007). Authentic leadership begins with emotional intelligence. *AACN Advanced Critical Care, 18*(3), 244-247.

Vicenzi, A. E. (1994). Chaos theory and some nursing considerations. *Nursing Science Quarterly, 7*(1), 36-42.

Vicenzi, A. (1994). Chaos theory and nursing revisited - response. *Nursing Science Quarterly, 7*(4), 152-152.

Wieck, K. L., Prydun, M., & Walsh, T. (2002). What the emerging workforce wants in its leaders. *Journal of Nursing Scholarship : An Official Publication of Sigma Theta Tau International Honor Society of Nursing / Sigma Theta Tau, 34*(3), 283-288.

Wong, C. A. (2008). The role of authentic leadership in nursing and healthcare. ProQuest, UMI Dissertations Publishing).

Wong, C. A., & M. Giallonardo, L. (2013). Authentic leadership and nurse-assessed adverse patient outcomes. *Journal of Nursing Management, 21*(5), 740-752.

Wong, C., & Cummings, G. (2009). Authentic leadership: A new theory for nursing or back to basics? *Journal of Health Organization and Management, 23*(5), 522-538.

Zbilut, J. P., & Staffileno, B. (1994). Chaos theory and nursing revisited. *Nursing Science Quarterly, 7*(4), 150.

Zbilut, J., & Staffileno, B. (1994). Chaos theory and nursing revisited - commentary. *Nursing Science Quarterly, 7*(4), 150-152.

MC, September 2014.

Appendix T

NURS 6284: E-Health
College of Nursing, University of Colorado
Denver
Course Syllabus

Instructor:	**Diane J. Skiba, PhD, FACMI, FAAN**	**Term:**	**Summer 2014**
Office:	**Ed 2 North, Room 4215**	**Class Days:**	6/2/14-7/25/14
Phone:	**(303) 724-8527**	**Class Hours:**	Online
Office Hours:	**By Appointment Only**	Class Room:	Online
Email:	Diane.Skiba@ucdenver.edu		
Staff Support:	Shirley Hanson; Ed 2 N, Rm 4233 Shirley.hanson@ucdenver.edu (303) 724-8545		

I. Welcome!

This will be an exciting course in which you get to apply your knowledge of e-health to design a campaign to encourage patients and consumers to be more actively engaged in their health. This campaign is aligned with the Office of the National Coordinator for Health Information Technology National Action Plan for Consumer Engagement via E-Health Tools. As an informatics specialist, you will gain knowledge of the various tools being used beyond the walls of a formal health care institution. You will also build your library of knowledge through the wealth of resources provided in the course as well as your interactions with your colleagues and your instructor.

II. University Course Catalog Description

The focus is on the design and application of e-health principles to the delivery of health care. Evidence-based support for e-health are examined within a context of the legal, ethical, social and public policy challenges of health care delivery system.

III. Course Overview

This course is built upon a learner-centered model that incorporates the principles of best practices in teaching and learning. This collaborative learning model encourages active learner participation, collaboration with your colleagues and makes use of several online tools provided by our online learning platform, Canvas and other support tools. This online course supports geographically dispersed learners. This course is built upon a

learner-centered model that relies heavily on the various forms of communication including email, asynchronous communication and real-time chat.

Communication is an integral part of the learning experience and it is expected that learners will communicate with each other, and the faculty. This 3-credit course assumes a minimum of 9-12 hours per week. In the summer, you must remember you are doing double time so estimate at least of minimum of 18 hours per week. This estimated time includes your weekly online participation including reading messages & communication, preparation for each module that includes readings, searching the web and completing learning activities and your participation in the completion of module assignments.

IV. Course Goals and Learning Objectives

Upon completion of the course, the learner will be able to:

- Critique the use of e-health applications for the delivery of cost effective quality care.
- Create a plan to implement an e-health application to support advanced nursing practice.
- Evaluate the impact of e-health applications on patient and cost-quality outcomes and the relationship between providers and patient.
- Assess the legal, ethical, infrastructure and policy issues related to the implementation of e-health applications.

V. Course Prerequisites

Computer Competency.

VI. Course Credits

3 credit hours

VII. Readings

Module 1 Required Readings

Ahern, D, Kreslake, J and Phalen, J. What Is eHealth (6): Perspectives on the Evolution of eHealth Research. *J Med Internet Res* 2006 (Mar 31); 8(1):e4. http://www.jmir.org/2006/1/e4/HTML

American Telemedicine Association (n.d.). Telemedicine Defined. http://www.americantelemed.org/about-telemedicine/what-is-telemedicine#.U3QdK4XWySk

American Telemedicine Association (2009) Definitions of Telehealth Nursing/Telenursing. Scroll down to find : Telehealth Fact Sheet and Telehealth Nursing White Paper. http://www.americantelemed.org/members/ata-member-groups/special-interest-groups/telehealth-nursing#.U3QeyYXWySk

Caulfield, B. & Donnelly, S. (2013). What is connected health and why will it change your practice? *QJM; An International Journal of Medicine.* 106 (8).703-707.

European Connected Health Alliance (2014). Connected Health: White Paper. http://www.echalliance.com/wp-content/uploads/2014/01/Connected-Health-White-Paper.pdf

Iglehart JK. (2014). Connected health: emerging disruptive technologies. *Health Affairs, 33,* 190. doi:10.1377/hlthaff.2014.0042

Kvedar J, Coye MJ & Everett W. (2014). Connected health: a review of technologies and strategies to improve patient care with telemedicine and telehealth. *Health Affairs, 33,* 194-9. doi:10.1377/hlthaff.2013.0992

HIMSS Definitions of m-health. http://www.himss.org/ResourceLibrary/GenResourceDetail.aspx?ItemNumber=20221

Oh H, Rizo C, Enkin M, Jadad A (2005). What Is eHealth (3): A Systematic Review of Published Definitions. *J Med Internet Res* 2005;7(1):e1. http://www.jmir.org/2005/1/e1/

Pagliari C, Sloan D, Gregor P, Sullivan F, Detmer D, Kahan JP, Oortwijn W, MacGillivray S. (2005). What Is eHealth (4): A Scoping Exercise to Map the Field. *J Med Internet Res* 2005; 7(1):e9. http://www.jmir.org/2005/1/e9/

Ricciardi, L., Mostashari, F., Murphy, J., Daniel, J. and Siminerio, E. (2013). A National Action Plan To Support Consumer Engagement Via E-Health. *Health Affairs*, 32, no.2 (2013):376-384. doi: 10.1377/hlthaff.2012.1216.

Van De Belt TH, Engelen LJ, Berben SAA, Schoonhoven L. Definition of Health 2.0 and Medicine 2.0: A Systematic Review. *J Med Internet Res* 2010; 12(2):e18. http://www.jmir.org/2010/2/e18/

WHO- mHealth New horizons for health through mobile technologies http://www.who.int/goe/publications/goe_mhealth_web.pdf

WHO what is e-health http://www.who.int/trade/glossary/story021/en/

Module 2 Required Readings

Bates, D. & Wells, S. (2012). Personal Health Records and Health Care Utilization. JAMA. 308(19):2034-2036. doi:10.1001/jama.2012.68169.

eHealth Initiative Report (2014). *A Report on the Use of Social Media to Prevent Behavioral Risk Factors Associated with Chronic Disease*. California Health Foundation.. Retrieved from:

http://www.ehidc.org/resource-center/reports/view_document/365-report-a-report-on-the-use-of-social-media-to-prevent-behavioral-risk-factors-associated-with-chronic-diseas

Fox, S. & Duggan, M. (November 2012). *Mobile Health 2012*. Pew Internet and American Life Project. Retrieved from: http://www.pewinternet.org/2012/11/08/mobile-health-2012/

Fox, S. and Rainie, L. (February 2014). *The Web at 25*. Pew Research Center. Retrieved from: http://www.pewinternet.org/packages/the-web-at-25/

Grajales, F., Clifford, D., Loupos, P., Okun, S., Quattrone, S., Simon, M., Wicks, P. & Henderson, D. (January 2013). *Social Networking Sites and the Continuously Learning Health System: A Survey. Washington, DC: Institute of Medicine Roundtable on Value & Science-Driven Health Care*. Retrieved from: http://www.iom.edu/Global/Perspectives/2014/SharingHealthData.aspx.

HIMSS Social Media Work Group. (February, 10, 2012). *HIMSS White Paper: Health care "Friending" Social Media: What Is It, How Is It Used, and What Should I Do?* Retrieved from: http://www.himss.org/ResourceLibrary/ResourceDetail.aspx?ItemNumber=10532

Hull, S. (2013). Patient Generated Health Data (PGHD) & Shared Decision Making. Webinar available at HIMSS: http://www.himss.org/ResourceLibrary/genResourceDetailWebinar.aspx?ItemNumber=28665

Oracle Health Care (2010). Introducing eHealthcare Patient Management Without Walls. Available at: http://www.oracle.com/us/industries/healthcare/ehealthcare-patient-management-wp-173073.pdf

Pearl, R. (February 2014). Kaiser Permanente Northern California: Current Experiences With Internet, Mobile, And Video Technologies. *Health Affairs*. 33(2), 251-257. doi:10.1377/hlthaff.2013.1005

Sarkar, U. & Bates, D. (2014). Care Partners and Online Patient Portals. *JAMA*.311(4):357-358. doi:10.1001/jama.2013.285825

Schwamm, L. (2014). Telehealth: Seven Strategies To Successfully Implement Disruptive Technology And Transform Health Care. *Health Affairs*. 33(2). 200-206. doi:10.1377/hlthaff.2013.1021

U.S. Department of Health and Human Services. Health Resources and Services Administration. *Using Health Text Messages to Improve Consumer Health Knowledge, Behaviors, and Outcomes: An Environmental Scan.* Rockville, Maryland: U.S. Department of Health and Human Services, 2014.Available at: http://www.hrsa.gov/healthit/txt4tots/environmentalscan.pdf

Module 3 readings

Eysenbach G, Kummervold PE. (2005) Is Cybermedicine Killing You? - The Story of a Cochrane Disaster. *Journal of Medical Internet Research.* 7(2):e21.

Rada R. (2005). A Case Study of a Retracted Systematic Review on Interactive Health Communication Applications: Impact on Media, Scientists, and Patients. *Journal of Medical Internet Research*. 7(2):e18.

Module 4 Required Readings

FDASIA Health IT Report: Proposed Strategy and Recommendations for a Risk-Based Framework. (April 2014). Available at: http://www.fda.gov/downloads/AboutFDA/CentersOffices/OfficeofMedicalProductsandTobacco/CD RH/CDRHReports/UCM391521.pdf

McGraw, D., Pfister, H., Ingargiola. S. & Belfort, R. (Summer 2012). Lessons from Project HealthDesign: Strategies for Safeguarding Patient-Generated Health Information Created or Shared through Mobile Devices. *Journal of Health Information Management.* 26 (3), 24-29.

Powell, A., Landman, A. & Bates, DW. (May 14, 2014). In Search of a Few Good Apps. *JAMA*. 2014; 311(18):1851-1852. doi: 10.1001/jama.2014.2564

President's Council of Advisors on Science and Technology. (May 2014). *Report to the President: Big Data and privacy: A Technological Perspective.* Available at: http://www.whitehouse.gov/sites/default/files/microsites/ostp/PCAST/pcast_big_data_and_privacy_-_may_2014.pdf

Thompson, L., Black, E., Duff, WP, Black, N., Saliba, H. & Dawson, K. (2011). Protected Health Information on Social Networking Sites: Ethical and Legal Considerations. *Journal of Medical Internet Research*. 13(1):e8. http://www.jmir.org/2011/1/e8/

Tattsman, JK., Grimm. CM & Agrawal, S. (March 14, 2014). Protecting Patient Privacy and Data Security. *NEJM*. 368:977-979. DOI: 10.1056/NEJMp1215258

Terry, N. (2014). *Big Data Proxies and Health Privacy Exceptionalism*. *Health Matrix.* 24, 65-108. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2320088

Wang, J & Huang, D. (September 18 2013). The HIPAA Conundrum in the Era of Mobile Health and Communications. *JAMA* 310 (11), 1121-1122.

Yang, YT & Silverman, RD. (February 2014). Mobile Health Applications: The Patchwork Of Legal And Liability Issues Suggests Strategies To Improve Oversight. *Health Affairs*. 2014 33:222-227; doi:10.1377/hlthaff.2013.0958.

VIII. Course Schedule

Dates		*Module Content*	*Outcome Assessment*
June 2 to June 13, 2014		Module 1 Introduction	Participation in Discussions
June 14 to June 27, 2014		Module 2 Applications	Team Assessment & First Draft
June 28 to July 12, 2014		Module 3: Evidence	Journal Club & Evidence Table
July 13 to July 25, 2014		Module 4: Challenges	Team Assessment & Final Product

EVALUATION

IX. Assignments

There are four forms of competency assessment.

The first is your **participation in class discussions**. Class participation in module discussions will be used to assess your learning in this module. Since you are rating yourself on this rubric, you may want to jot some notes about your rating for this module. The instructor will also be rating you on the participation rubric. This score is worth 20% of your total grade.

The second type of competency assessment is your **team assessment rating**. The Team Assessment Rubric will be used to provide an assessment of your ability to work as a team on your Blue Button Campaign. You will complete this assessment, as will your other teammates and the instructor will also complete. An average across all three ratings will constitute your team assessment score. This score is worth 20% of your grade.

The third competency assessment is related to your participation in the **Journal Club**. This assessment will examine your contributions to the journal club in terms of your critique of the article and your interactions in the journal club. This is an individual score and worth 20% of your grade.

The fourth competency assessment is a final grade on your Blue Button Campaign Product. Throughout the semester, you will be completing segments of your campaign and getting feedback. At the end of the semester, I will grade this product according to the **Presentation Rubric.** A webinar will be held to present the specifics of the campaign format. The final product is worth 40% of your grade.

X. Basis for Final Grade

Assessment	Percent of Final Grade
Class Discussions	20%
Team Assessment Rating	20%
Journal Club	20%
Presentation Rubric	40%

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

XI. Grade Dissemination

In accordance with Family Education Rights and Privacy Act of 1974, we want to insure your privacy as a student. We will provide individual feedback on your participation by sending you a private email using the INBOX within Canvas. For team assignments, feedback will be provided in your private team discussion areas. For the final grade, we will send a private email to you using an external email address.

COURSE PROCEDURES

XII. Course Policies: Grades

Attendance Policy: It is expected that you will devote a minimum of 18-24 hours per week on this course given the 8-week session. You should be logging into the class on a regular basis, which is several times per week. If you are going to be out for more than a day or two without access to the Internet, you should inform your team and your instructor.

UC Denver Student Attendance and Absences Policy:
http://www.ucdenver.edu/faculty_staff/employees/policies/Policies%20Library/OAA/Stud entAttendance.pdf

Late Work Policy: I prefer work not to be late. If you are going to be late or your team will be late, please notify me. If you do not notify me in advance, there will be points extracted from the assignments.

Extra Credit Policy: There is no opportunity for extra credit.

Grades of "Incomplete": The current university policy will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The course faculty has the final authority on whether a student can qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will be automatically be recoded as an "F" on the student's transcript.

Rewrite/Resubmit Policy: There is rarely an occasion for this policy but if needed, you or the team can negotiate with the faculty member.

Team Work Policy: In the Main discussion group, there is a posting that provide the specifics of the expectations for teamwork. Remember part of your grade will be assessment through the completion of the Team Assessment Tool.

XIII. Course Policies: Technology and Media

Email: The majority of the course discussion will occur in the Discussion Forums. If you would like to have a private discussion you should start by sending an INBOX message. The INBOX is located at the top right side menu above the Canvas Logo. Phone appointments are also available for discussions around any course issues. Please send an email to request a phone call appointment. Conference sessions on Canvas are also possible.

Library-supplied online databases and collections. If you assign readings that are available through the Full0Text library services or e-reserves, it is your responsibility to secure these articles. You cannot download and then post for the rest of the class or your team. It is a violation of the copyright law to distribute a copyrighted article without permission from the journal. So please do not violate the copyright agreement, you will place the online program in jeopardy if we loose our licensing agreements with publishers and databases

XIV. Course Policies: Student Expectations

Civility: As a faculty member, I agree to create a climate for learning characterized by respect for each other and to recognize the individual contributions each person makes to class. I ask that you make a similar commitment.

Auraria Library: If you engage students in research, consider including the use of the Auraria Library services, research databases and collections, and librarian expertise as one of your expectations. Include name of specific librarian contact and/or library subject expert web page http://library.auraria.edu/services/researchhelp/specialists.

Writing Center: If you engage students in writing, consider including the use of the Writing Center as one of your expectations.
http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx

Religious Observances: If you are observing any religious holidays, please let your team and your instructor know.

UNIVERSITY POLICIES

XV. Access

Disability Access: For students requesting accommodations, you will need to contact the Office of Disability Resources & Services (DRS) located in Building 500, Rm. W1103. The physical address is 13001 E. 17th Place, and the phone number is (303) 724-5640. Their staff will assist in determining reasonable accommodations as well as coordinating the approved accommodations.

XVI. Academic Honesty

For policies related to Student Code of Conduct and Students called for Military Duty, click here to read in the Student Handbook:
http://www.ucdenver.edu/academics/colleges/nursing/Documents/PDF/CONStudentHandbook.pdf

XVII. Canvas' Commitment to Accessibility

Canvas measures and evaluates accessibility levels using a Voluntary Product Accessibility Template. 'This Voluntary Product Accessibility Template, or VPAT, is a tool that administrators and decision-makers can use to evaluate Canvas' conformance with the accessibility standards under Section 508 of the Rehabilitation Act.'
http://www.instructure.com/canvas_vpat

XVIII. Important Dates to Remember

Academic Calendar:

http://www.ucdenver.edu/student-services/resources/registrar/Documents/AcademicCalendars/amc/College%20of%20Nursing/AcademicCalendar-CON-2014-2015.pdf

Appendix U

Department of Epidemiology and Population Health
Faculty of Health Sciences
American University of Beirut

EPHD 301 (2 credits)
Principles of Epidemiology for Health Care Professionals
Course structure and content

Course Instructor

Dr. Abla Mehio Sibai
Professor
Office : Van Dyck Bldg. / room: 206
Phone : Ext. 4647
Email : am00@aub.edu.lb

Course Description

This course is intended for students with health background (e.g. such as nursing or medicine) and with an understanding of the biology of disease and dynamics of disease transmission. The course introduces the students to the principles, concepts and application of epidemiology in the field of Public Health. The course consists of lectures, assigned readings and complimentary practical sessions that provide students with basic epidemiological knowledge and tools relevant to public health practice. Students will acquire an understanding of the basic principles of epidemiology, disease and effect measures, different epidemiologic study designs, and applied epidemiologic knowledge of inferences and biases.

Topics covered

1. Introduction to Epidemiology and its Rubrics
2. Measuring disease occurrence
3. Sources of epidemiological data
4. Epidemiologic study designs: Cross-sectional studies
5. Epidemiologic study designs: Case-control studies
6. Epidemiologic study designs: Cohort studies
7. Case control vs. Cohort studies
8. Causation in Epidemiology
9. Causal Inference: Bias, Confounding

By the end of the course, students should be able to:

1. Explain the importance of epidemiology and its rubrics in informing public health issues
2. Describe and calculate common measures of morbidity and mortality
3. Identify and evaluate key sources of epidemiological data
4. Describe the magnitude of public health problems by person, time and place
5. Understand the conduct, design and analysis of common observational epidemiological study designs (cross-sectional, cohort and case-control studies)

6. Describe and calculate common epidemiologic effect measures (odds ratio, risk ratios and rate ratios)
7. Draw appropriate causal inferences from epidemiologic data by understanding the role of various biases (selection, information, confounding) and effect modification
8. Understand the need to apply ethical principles in all stages of epidemiological research

Assigned book
Gordis L. Epidemiology. Philadelphia: Pennsylvania, WB Saunders Co.; 2008 4th edition.

Structure
The course consists of a series of lectures covering 9 topics, and complementary 'application/discussion' sessions. For sessions that include critical reading of published articles, the articles will be uploaded on Moodle a week prior to their application. The students are expected to read the paper beforehand. All assignments should be turned in as a hardcopy.

Student Evaluation

		Meets objectives
Midterm Exam	45%	1-5
Final Exam	50%	6-9
Class participation	5%	

Students are expected to take the examinations on the agreed upon scheduled date and time. Make up examinations are not allowed except under very unusual and convincing circumstances. Students who fail to take the examinations on the scheduled date without a written permission of the coordinator will receive a grade of F on the examination.

Students are expected to attend all assigned lab sessions and to successfully complete all lab assignments. Failure to do so will be reflected in the overall course evaluation.

Cheating and Plagiarism
Cheating and plagiarism will not be tolerated. Review the Student Code of Conduct in your handbook and familiarize yourself with definitions and penalties. If you're in doubt about what constitutes plagiarism, ask your instructor because it is *your* responsibility to know. The American University of Beirut has a strict anti-cheating policy. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records.

Absenteeism
Students who miss more than one-fifth of the sessions of any course in the first ten weeks of the semester are dropped from the course.

Appendix V

Adult-Gerontology Track

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 503 NURS 504	2 2 2 3 3 12	NURS 502 NURS 505A PHRM 314	3 4 3 10		
Year 2	N505B N527 **NURS526 Comprehensive Exam**	4 3 0 7	NURS 506 NURS 599 (thesis) or N598 and elective	4 6 10	Total credits	39

Nursing Administration and Management Track

	Fall semester	Credits	Spring semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 507 NURS 531	2 2 2 2 1 9	NURS 502 NURS 520 NURS 525 MNGT 332	3 3 3 3 12		
Year 2	NURS 527 Informatics **NURS 526 Comprehensive exam**	3 3 0 6	NURS 508 NURS 599 (thesis) or N598 and elective	4 6 10	Total credits	37

Psychiatric Mental Health Track

	Fall Semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 512 NURS 530 NURS 503 A NURS 504	2 2 2 2 1 3 12	NURS 502 NURS 516 NURS 517 PHRM 314	3 3 3 3 12		
Year 2	NURS 527 NURS 518 **NURS 526 Comprehensive Exam**	3 3 0 6	NURS 519 NURS 599 Thesis or NURS 598 Project + Elective	4 6 or 3+3 10	Total Credits	40

Community and Public Health Track

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 504 NURS 503 EPHD 301	2 2 3 3 2 12	NURS 522 NURS 502 NURS 530 PHRM 314	3 3 2 3 11		
Year 2	NURS 527 NURS 523 **NURS 526 Comprehensive Exam**	3 3 0 6	NURS 524 NURS 599 OR NURS 598 + elective	4 6 or 3 + 3 10	Total credits	39

Nursing Research Track

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 527	2 2 3 7	NURS 502 NURS 530	3 2 5	SHARP 300 SHARP 320 SHARP 310 SHARP 315 SHARP 325 SHARP 330	2 3 4 1 0 2 12
Year 2	**NURS 526 Comprehensive Exam**	0 0	NURS 599	6 6	Total credits	30

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL FO NURSING

Minutes of the Town Meeting of MSN Students

November 28, 2018

Time and place: The meeting came to order at 1 pm in Room 103, Hariri School of Nursing Building.

Present:
Faculty: Dr. Samar Noureddine (chair); Mrs. M. Arevian, Drs. H. Darwish, N. Dumit, L. Farhood, G. Honein, H. Puzantian.
Students: H. Amad, A. Artinian, S. Atwi, M. A. Bdeir, F. Dirani, R. Itani, B. Mousa, M. Taha, A. Wehbi.

Order of Business:

1. Faculty announcements:

- **Introductions**: Faculty members and students present introduced themselves. Dr. Noureddine introduced what the town meeting is for, namely to discuss how the program is going and if students have any concerns, especially first year students.

- **Deadlines:** Students were urged to check the registrar's calendar of deadlines for when to come for advising, register courses, pay their fees, drop and add, withdraw from courses, etc.

- **Communication with Faculty members:** Students are urged to talk to their advisors regarding registration. Students can also consult with the MSN track coordinators if there any questions, especially if students are undecided on what track to choose. Student are advised to book an appointment with their advisor to discuss their curriculum plan and get their registration pin number, rather than asking for the pin number over the phone.

- **Thesis/project:** Students were advised to plan ahead and take into account the timetable of the faculty as well. If students decide and expect to finish at a certain time, they must make sure to communicate that with their thesis/project advisor, so they can adjust their schedule for it and the timing would be convenient to all. Students need to be organized, put deadlines and timetables for their work and send it to the advisor to ensure that there is at least 2 weeks time window for the faculty to provide feedback on the student's work.

- **Advice from faculty members about MSN student work:** Faculty members advised students to work/continue working while in the MSN program so they can take what they learned in class to work and bring it to class what they do at work, in order to reflect and connect education with practice.

2. Student Concerns:

- **Master Card Foundation (MCF) Scholarships:** MCF scholarships only cover 2 years of study since it is geared for full time students. Given that the 2 continuing students who are MCF scholars are in the MSN clinical tracks, they will not be able to complete their degree requirements in 2 years, but would require one extra semester. Dr. Noureddine communicated with the MCF coordinator regarding extending coverage one more semester and it was approved. An email by the Hariri School of Nursing will be sent to support the MCF scholar students.

- **When to plan for the MSN residency?** Preparation for residency will take place one semester before the semester during which the residency will be done to make sure everything is ready for the students to start, especially if they plan to do their residency abroad. Students can complete their residency either in the summer or early fall. Timers and placements are coordinated on individual basis

- **What is the procedure for student membership in the Chi Iota Chapter of Sigma Theta Tau International?** MSN students are screened for eligibility to be graduate student members of Chi Iota during the spring semester by graduate faculty then candidates are communicated by the Division convener to the governance committee of the Chapter who recommends them to the Chi Iota Chapter Board. Eligibility criteria include academic performance including GPA and the number of credits completed.

- **Can the schedule of the NURS 502 class be changed?** The class is only one hour on Tuesdays. Students who work 12-hour shift expressed difficulty to take one whole day off work to attend the class. The faculty replied that it would be difficult to change the timing of the class, considering the schedule of other classes.

3. Adjournment:

The meeting concluded at 1:45 pm

Sally Atwi, MSN student
Recorder

Exhibit I.14: Sample Town Hall Meeting Minutes with students

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING

MINUTES OF THE TOWN MEETING WITH MSN STUDENTS

Time and Place: November 30, 2020 at 2:00 pm, through Webex

Presiding: Dr. Samar Noureddine, graduate program convener

Members Present: Dean Laila Farhood, Drs. Hala Darwish, Dr. Nuha Dumit, Souha Fares, Gladys Honein, Houry Puzantian, Dr. Younan , Ms. Lynn Berbary

Students Attendance: Nour Abdallah, Ahmad Al Jammal, Ahmed Rufai Yahaya, Mosunmula Abina, Mohamad Ali Bdeir, Rasha Darwish, Nourhan Al Shami Bayrakdar, Marie Joe Fahmi, Shereen Omar, Fatima Al Dirani, Adnan Kreik, Farah Farroukh , Sally Atwi

Order of Business:

1. **Introduction**

Dr. Noureddine welcomed the students and the graduate faculty, noting that that aim of this meeting is to allow students to share their questions/concerns.

2. **Students concerns:**

I- <u>Online teaching</u>

Students raised concerns about the next semester online teaching

- Dean Farhood confirmed that according to the last Board of Deans meeting, teaching during the Spring semester 2020-21 will start online. Later in the semester, if the situation allows, teaching will be face to face. For the time being, it is online.
- For students who live abroad, Dr. Noureddine confirmed that the course teaching will remain online. In case of any on-site sessions later in the semester, all will be recorded.
- Dean Farhood confirmed that in case a student or two registered in a course and are outside the country, the plan is to accommodate them, especially those having connections/ electricity difficulties. Dr. Noureddine confirmed that arrangements will be made depending on the COVID-19 situation.
- International students will be able to follow up on online classes, even those facing connection troubles.

II- <u>Registration and project/thesis matters:</u>

Dr. Noureddine went over the below points with the students:

- Students who plan to take the comprehensive exam during the next spring 2020-21 must register for it by December 11, 2020, or during the Drop and Add period.
- Dr. Noureddine went over the structure of the comp. exam, and what the students need to go over and review.
- The thesis research process: Dr. Noureddine confirmed that we need to follow up with the IRB, depending on the COVID-19, since guidelines regarding the type of data collection allowed keep changing. Therefore, we should wait and according on what happens act accordingly. As for international students, there is no issue collecting data in Lebanon if the situation allows.
- Students should register their project/thesis in the semester following passing the comp exam. Students can start planning ahead of time, and check with their advisers to decide their proposal idea.

III- AUB tuition fee and dollar rate

Several students raised their concerns about next semester's official dollar rate. Dean Farhood expressed how unfortunate the situation is with the students, mentioning that AUB is facing a big economic crisis. The Dean went over the below:

- AUB Official rate in the spring 2020-21 will be: 3900 LBP per 1 USD.
- There will be town halls with faculty, staff and students, to inform everyone about the financial situation that AUB is facing.
- The new rate will apply for all new and continuing students.
- More financial aid will be provided for those who need it.
- No particular decision was taken regarding graduate student financial assistance.
- HSON administration will try to follow up with the Office of Financial Aid, and the Office of Development to check financial assistance.
- Graduate students can still apply for Graduate Assistantship.
- Good advantage that students who work at AUBMC are still receiving financial 60/40 assistance from AUBMC.
- The deferred payments option are only for undergraduate students, not for graduate students.
- GFA decisions will be based on the school need, whether it is in teaching or research.
- Students should move fast in their registration if they want to request GA.

IV- Request of having the Couches back in HSON lobby

- Students requested having the couches back in HSON lobby back. Dean Farhood has always encouraged the students to come on campus and enjoy students' life; however, due to the COVID-19 restrictions, nobody is allowed to access the campus without a special permission. Dr. Honein, HSON representative on the COVID-19 expert committee, confirmed that having the

couches back is not a priority now, and will be considered later depending on the COVID-19 situation.

V- Adjournment:

The town hall meeting wa adjourned at 2:45 PM.

Recorder
Nisrine Ghalayini, Administrative Assistant

Exhibit I.15: Minutes of Senate Meeting February 26, 2021, where the USFC Amended Bylaws were approved

American University of Beirut
Final Minutes of the University Senate
Meeting of Friday, February 26, 2021

Present: M. Abiad, A. Abu-Alfa, F. Afiouni, E. Al-Chaer, A. Al-Hroub, T. Amin, H. Auji, I. Baalbaki, T. Bazi, G. Burris, S. Bou Jaoude, A. Chalak, R. Chedid, L. Choueiri, H. Darwish, Z. Dawy, N. Dumit, H. El Rassy, M. Farah, L. Farhoud, A. Harutyunyan, S. Isber, H. Jaafar, K. Kabalan, F. Khuri, S. Mallat, N. Melhem, R. Mohtar, L. Musfy, M. Nachar, R. Nakkash, M. Nasrallah, T. Nezameddin, G. Saad, N. Saliba, A. Shihadeh, A. Sibai, Y. Sidani, R. Sultan, F. Talih, B. Tucker, G. Zaatari, S. Zein-el-dine

Absent: A. Daou*, N. El-Cheikh*

(*= regrets notified before meeting)

The meeting was called to order at 2:00 p.m. The meeting was held virtually using "Zoom".

1) Approval of January 29, 2021 Senate meeting minutes
The minutes of January 29, 2021 were unanimously approved as presented.

2) Voting of degrees for fall 2020-2021
A list of the expected graduates for the Fall 2020-2021 semester was circulated via email before the meeting. Acting Dean Bou Jaoude recommended awarding degrees to the indicated students in the Faculty of Arts and Sciences (FAS). **A motion was made to award degrees to the candidates in FAS. Vote 2020-28. The motion was approved unanimously.** Interim Dean G. Zaatari recommended awarding degrees to the indicated students in the Faculty of Medicine (FM). **A motion was made to award degrees to the candidates in FM. Vote 2020-29. The motion was approved unanimously.** Interim Dean Farhoud recommended awarding degrees to the indicated students in the Rafic Hariri School of Nursing. **A motion was made to award degrees to the candidates in** Rafic Hariri School of Nursing**. Vote 2020-29. The motion was approved unanimously.** Dean Shihadeh recommended awarding degrees to the indicated students in the Maroun Semaan Faculty of Engineering and Architecture (MSFEA). **A motion was made to award degrees to the candidates in MSFEA. Vote 2020-30. The motion was approved unanimously.** Dean Mohtar, recommended awarding degrees to the indicated students in the Faculty of Agricultural and Food Sciences (FAFS). **A motion was made to award degrees to the candidates in FAFS. Vote 2020-31. The motion was approved unanimously.** Interim Dean Sibai recommended awarding degrees to the indicated students in the Faculty of Health Sciences (FHS). **A motion was made to award degrees to the candidates in FHS. Vote 2020-32. The motion was approved unanimously.** Interim Dean Sidani recommended awarding degrees to the indicated students in the Olayan School of Business (OSB). **A motion was made to award degrees to the candidates in OSB. Vote 2020-33. The motion was approved unanimously.**

3) Approval of amendments to the USFC bylaws
Dean Nezameddin presented the proposed amendments to the USFC bylaws. The changes pertain to article 3 of the USFC bylaws pertaining to the composition. The amendments are made to recognize the HSON as an independent school. **A motion was made to approve the proposed amendments to the USFC bylaws. Vote 2020-34. The motion was approved unanimously.**

4) Discussion of the "Report of the UCSA Committee on Academic Integrity and Cheating at AUB
Prof. Knio presented the findings of the UCSA committee on Academic Integrity and Cheating at AUB. Knio started by stating the mandate of the committee. She then discussed the problems associated with contract cheating and plagiarism. Current accountability measures were highlighted, and the

Consequences of cheating and other forms of academic integrity following the Student Code of Conduct were summarized.
Knio then presented a six-step plan of action and suggestions to prevent cheating, contract cheating and plagiarism at AUB. The steps are:

1) Educate AUB students by making them aware of their rights and responsibilities and increasing the visibility of student resources on the AUB website and other media platforms.
2) Involve students by having regular discussions with student representatives and societies through general assemblies about ethics and the impact of cheating on the reputation of the student body and the credibility of their diploma if academic integrity is jeopardized.
3) Involve Faculty and encourage them to:
    a. Include separate sections in the course syllabi, in which they clearly state their expectations, class regulations, and academic integrity requirements
    b. Make students sign an honor pledge before their projects/assignments/exams
    c. Build trust and good communications with students, in addition to showing some flexibility
4) Develop a required zero credit plagiarism seminar to educate students
5) A separate and clear section on contract cheating was added to the Student Code of Conduct; in addition, the whole section on Academic Misconduct was revised.
6) Launch campaigns across campus promoting and educating students about academic integrity and AUB values at the beginning of every semester or academic year

One senator commended the efforts of the UCSA but highlighted that there is a need to follow up on all the ongoing contract cheating instances, identify the responsible entities, and punish them to deter other students from cheating in the future. The senator added that the commercialization of the contract cheating process will harm the AUB reputation.
Another senator commented that the recommended flexibility on behalf of the faculty might lead to students taking advantage of the situation and abusing the system.
Other Senators stated that as indicated in the outcome of a small survey prepared by UCSA, many students are aware of the harms of cheating and give clear reasons for their actions. The solution should therefore attempt to treat the root cause of the cheating rather than increase awareness.
A senator recommended that students caught for cheating should not be allowed to fill the ICE at the end of the semester. They might intentionally give the faculty member who caught them cheating low scores.

5) Update on the post tenure review policy and procedure

Associate Provost, Dawy, presented the post tenure review policy and procedure. He emphasized that the purpose of the presentation is to update the Senate on the status of the policy and solicit feedback only. There will be no voting on the policy at this stage. Dawy stated that the post tenure review policy is one of the required tenure related policies as per the 2017 TDC report.
The policy states that the Post Tenure Review (PTR) is conducted every five years for the purpose of continued professional development of tenured faculty members and to ensure that faculty members are meeting their responsibilities to the university. The review will form a basis for merit raises, honors, resource allocation, teaching and service loads.
The procedure for the post tenure review is as follows:

1. Tenured faculty member submits CV and personal statements on research, teaching and service (after five years – evaluation takes place during sixth year post tenure)
2. Post Tenure Review Committee: The dean, in consultation with the department chair, should appoint a Post Tenure Review Committee (PTRC) consisting of at least three (3) tenured faculty members of equal or higher rank than that of the faculty member subject to review. In their report, the PTRC shall assess the faculty member's research, teaching and service. The review process should take into consideration transitions in the faculty member's

workload responsibilities over career stages. The PTRC report should conclude with one of the following recommended outcomes: demonstrates a sustained trajectory or does not demonstrate sustained trajectory:

3. Department Chair: If the department chair is tenured with equal or higher rank than that of the faculty member, then she/he should write a letter consisting of a candid review of the faculty member's trajectory including research or creative work in the arts and contributions to teaching and service in the department. In the letter, the chair should either endorse the PTRC's conclusion or provide additional evidence/justification if recommending a different conclusion. The chair then adds the letter to the faculty member's dossier and submits the full dossier to the dean.

   If the department chair is non-tenured or of lower rank than that of the faculty member, she/he should write a letter on contributions to research, teaching and service in the department, without making any concluding recommendation on the outcome of the review and without having access to the PTRC report.

   A senator commented that this would create a two class system – tenured versus non tenured faculty members. The senator suggested that the professorial rank and years in rank of the chairperson should be considered in lieu of his/her tenure status.
4. Faculty Advisory Committee (FAC): The dean should subsequently convene the FAC to vote on the PTR conclusion ("Demonstrates a sustained trajectory" or "Does not demonstrate a sustained trajectory"). Senators commented that the FAC should not consist of tenured professors only to avoid creating a two tier faculty system.
5. Dean: The dean reviews the dossier including the PTRC report, the department chair's letter, and the minutes of the FAC meeting, and writes a summary letter on the PTR with any additional evidence/justification. The dean's letter should conclude with a recommendation statement whether the outcome is "Demonstrates a sustained trajectory" or "Does not demonstrate a sustained trajectory".
6. Provost: The provost should review the dossier of the faculty member and make a final decision on the outcome of the review, and inform the president and the dean. For cases where the recommendation/voting on the outcome is not consistent across the different levels, the provost may seek formal documented advice from external experts. If the provost's decision is not consistent with the dean's recommendation, then the provost should provide written justification. Senators commented that seeking external expert's opinion might be too late at this stage of the evaluation process.

If the final evaluation outcome is that the candidate "Does not demonstrate a sustained trajectory", the faculty member should develop a Development Action Plan (DAP) in consultation with the dean. A negative outcome will trigger a post tenure review during the third year post the original review. The triggered review will have one of two outcomes: meets or does not meet expectations. If the outcome of the triggered review process is "does not meet expectations", then appropriate measures will be taken. Possible measures may include: Reassignment of workload duties; participation in mandated professional development programs; set up of a second triggered review process; reallocation of resources including activities such as research funding, sabbatical leaves, external consulting, etc. In the event where a faculty member fails to adequately address the major concerns on performance based on the DAP, a process for termination may be initiated with proceedings following the Policy and Procedures for the Termination of a Tenure Appointment.

SCFA chairperson, H. Darwish, stated that SCFA reviewed the policy, solicited feedback from faculty members and presented their comments in a meeting with the Provost. Most of the concerns raised by SCFA were incorporated in the version of the Policy presented to the Senate.

A senator suggested that the PTR policy will subject tenured faculty members to shorter review periods than non-tenured full professors whose contract are renewed every 7 years. Associate

Provost, Dawy, stated that the files of both tenured faculty members and non-tenured professors will be subject to a full review during the 6th year after tenure appointment or contract renewal respectively. Another senator commented that the PTR involves more review layers than those required for an associate professor or full professor applying to tenure only. Dawy explained that while the tenure only applications apply for the transitional stage only, the PTR is continuing process that should involve as many constituents as possible for normalizing the evaluation process.
A senator questioned the necessity of the PTR in the absence of an approved tenure appointment letter. Another senator questioned the need for annual reviews for tenured faculty members. Dawy explained that the tenure appointment letter is a mere contractual issue that does not define tenure, and that annual reviews are important as they are often used to trigger merit salary increases.

6) Update on Spring 2021 enrollment

Vice Provost and Registrar, B. Tucker, presented the student enrollment numbers for the Spring 2020-21 semester. The number of students this semester remained almost the same as the Fall 2020-21 semester. While the total number of students at AUB was 9,019 in the Spring 2019-20 semester, the current number of students is 8,285. To date, around 87% of the students paid their tuition fees for this semester as compared to 90% (during the same time frame) for the Spring 2019-20 semester. The cutoff date for payment of fees is March 3, 2021. Tucker concluded that the numbers for the Spring semester are somewhat encouraging and indicate that the enrollment figures were not significantly affected by the change in the USD exchange rate.
A senator brought up the issue of the students who paid their tuition fees at the 1500LBP/$ exchange rate at the Notary public and the law cases raised by the students in the Lebanese courts. Provost Choueiri stated that no formal ruling in the cases has been reached, AUB is following up on the situation and will wait for the official decisions to act on them.

7) Salaries of full time professorial rank faculty members for academic year 2021-2022

President Khuri gave an update on the salaries for academic year 2021-2022. The President stated that the administration is working on a multi-year plan for financial support packages that will include both faculty and staff members of AUB. There is no one size fits all solution, but AUB is planning for a broad support package; the details of which are not ironed out yet. The final budget for the upcoming year will be approved by the BOT in the June 2021 meeting. BOT discussions on salary increases/ support packages will probably commence in the March 2021 meeting. The input of SCFA, faculty representatives, and various University constituents will be solicited in April 2021.
A senator asked whether the AUB administration wants to take a look at the Faculty United proposal for support packages. President Khuri said that this is a faculty affair, and SCFA is the right channel if Faculty United wants to share their proposal.

8) Other business

FM senator Ali Abu-Alfa read a statement about the COVID-19 vaccination campaign at AUBMC (see appendix). **A motion was made to adopt the statement as a Senate statement and include in the records.**
Some senators claimed the no motions can be made under other business as this constitutes a violation to Robert's Rule. Others argued that since the Senate is not voting on policy changes, this does not constitute a violation of the rules. Moreover, there is precedent to such occurrence in past Senate meetings.
A substitute motion was made to delay action on this vote until the next Senate meeting to give the Senators time to review the statement and provide comments. The motion did not pass. Vote 2020-35 (4-26-0).
The original motion was voted on. The motion passed. Vote 2020-36 (28-0-2).
Interim FM Dean, Zaatari, thanked the Senate for supporting AUBMC in its vaccination campaign, and he said that AUBMC is working on a plan to vaccinate all AUB citizens.

President Khuri added that to-date less than 700,000 people registered to take the vaccine in Lebanon. This is a relatively small number. He urges senators to not play anything but a positive role in this uphill battle for the country. AUB citizens should support AUBMC's efforts in vaccinating as many people as possible.

A senator inquired whether AUB is considering getting vaccines for its faculty and staff members. President Khuri stated that no major pharmaceutical company is allowing vaccine sales for individual entities. However, there is a possibility for Universities to buy vaccines in bulk as long as they do not charge people for vaccination. AUB is waiting on this until the vaccination process run by MoPH is smoothly functioning not to undermine the MoPH efforts at this stage. Moreover, there is a legal aspect to this, as AUB will have to assume liability if they purchase the vaccines directly from source without coordinating with the MoPH.

The meeting was adjourned at 4:50 pm.

(Minutes recorded by G. Saad, Secretary of the Senate)

Appendix

Statement about COVID-19 vaccination campaign at AUBMC

The AUB senate recognizes the now one-year-old formidable, responsible, progressive, and increasingly complex response of AUB and AUBMC to the COVID-19 pandemic, culminating most recently with the vaccination campaign.

This response needed leadership, tremendous efforts, high level coordination and above all much sacrifice by all the healthcare team members and especially frontline staff at AUBMC. They have been providing first-rate, up-to-date medical care to COVID-19 patients, while continuing usual day-to-day activities tending to all patients.

The high death rate among patients and happening mostly in imposed physical isolation, has devastated families loosing loved ones, and caused much stress and anguish among the healthcare providers witnessing the brutality of COVID-19 while having to deal with their own risks, fears, and concerns. This is all happening amidst other major crisis around us but nothing has deterred AUBMC and its people from stepping up to the call and duty. For that, the AUB Senate salute them and AUBMC.

Vaccination is undoubtedly changing the course of pandemic but is also opening a discourse on prioritization and safety. The public has been generally wary of vaccination, with positions mostly fueled by unfounded claims, rumors and unscientific statements by scientists and non-scientists alike. AUB and AUBMC stand as beacons of knowledge and have a moral obligation to provide the latest accurate information to its community and people of Lebanon. AUBMC has fully engaged in the nascent national vaccination campaign, executing to the best of its ability given the imperfections in the Ministry of Public Health vaccination platform, and doing so transparently, efficiently, and safely while complying with national and international guidelines. Any act or word that results in the spread of unsubstantiated facts will only fuel the negative perceptions and detract from trust in AUB/AUBMC as institution at a time such trust is critical for literally surviving this pandemic on all fronts. The University senate pleads for a high level of responsibility from each member of the AUB faculty and community to highlight AUB and AUBMC efforts, to acknowledge the sacrifices and devotions and to only share validated information. AUBMC remains committed to implement needed actions whenever deemed necessary to continue providing and improving services. It needs all of AUB to succeed in its mission serving all.

February 26th, 2021

Exhibit I.16: HSON recruitment material

Rafic Hariri School of Nursing
at AUB offers a

Blended Master's Program in Nursing Administration and Management

The courses include in-class and online sessions

Regular classes at beginning and end of semesters (**5 days** for part-timers, **10 days** for full-timers, intensive format); online sessions in between.

37 credits can be completed in **4 semesters** (full time) or **6 semesters** (part time)

ENTRY QUALIFICATIONS

1. Meeting all the university admission requirements for graduate studies.
2. Having a BSN degree or its equivalent from an accredited/ recognized institution.
3. Having a GPA of at least 2.7, with an undergraduate GPA of at least 3.2 in nursing major courses.
4. Satisfactory scores on the English Entrance Exam (EEE) or Test of English as a Foreign Language (TOEFL), as per AUB requirements for graduate studies.
5. License to practice nursing from country of residence.
6. Two years of work experience in nursing

Are you a nurse ready to **advance** your career?

Are you looking for a flexible, **blended** (partly online), **CCNE-accredited program** to prepare you for **leadership and management** positions in nursing?

Apply Now

graduateadmissions.aub.edu.lb

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Student Services Office
Rafic Hariri School of Nursing
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Fax: 961-1-744476
Email: admnsg@aub.edu.lb
Website : www.aub.edu.lb/~webson

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Email: schnsg@aub.edu.lb
Website : www.aub.edu.lb/~webson

Office of Admission
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Fax: 961-1-750775
Email: admissions@aub.edu.lb
Website : www.aub.edu.lb/admissions

American University of Beirut

Rafic Hariri School of Nursing

Pioneering Achievements and Global Vision

The baccalaureate and master's programs at the American University of Beirut – Rafic Hariri School of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.

The school is also a full member of the American Association of Colleges of Nursing.

American University of Beirut

Hariri School of Nursing

Founded in 1905 as the first nursing school in the Middle East, the Rafic Hariri School of Nursing at the American University of Beirut is redefining nursing education and practice in the region. The school has strong undergraduate and graduate academic programs and a brand new facility equipped with advanced technology that enables students to participate in real-life clinical interactions. There is also a strong commitment to nursing research and continuing education. The Hariri School of Nursing is internationally recognized for excellence in education, research, and service. The school is committed to developing leaders in nursing with the skills and knowledge they need to respond to the priorities of the region in a wide range of health care settings.

Our Mission

Our mission is to promote and maintain the highest educational standards of excellence, integrity, and professionalism in nursing following the American model of nursing education and practice. The Hariri School of Nursing provides learning opportunities that enable students to become qualified nurses who meet the highest ethical standards, respect cultural diversity, and deliver compassionate nursing care. We promote an interactive learning environment in which students are encouraged and supported to take responsibility for their education.

The School's Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs were granted unconditional accreditation in 2007 and re-accreditation in 2012 by the Commission on Collegiate Nursing Education (CCNE) in the United States.

The school is also a full member of the American Association of Colleges of Nursing, ranking among the top nursing schools in the United States.

Established in 1905

Our Academic Programs

Accredited by CCNE in 2007

Undergraduate Programs

Our BSN program combines an undergraduate liberal arts education with professional nursing training in both academic and clinical settings. The undergraduate program focuses on theory and research as the basis for practice to prepare nurses to become generalists who are able to provide humanistic care to a culturally diverse clientele in various health care settings. Our students are able to take elective courses at other AUB faculties and gain clinical experience in hospitals and community agencies.

Current Undergraduate Programs:

- **Bachelor of Science in Nursing (BSN)**
- **Registered Nurse-Bachelor of Science in Nursing (RN-BSN)**
- **Bachelor of Arts/Bachelor of Science-Bachelor of Science in Nursing (BA/BS-BSN, Second degree, accelerated program)**

Graduate Programs

The MSN program prepares nurses for advanced nursing practice roles and uses research-based knowledge to guide practice. In addition to training advanced practice nurses for clinical, management, and administration positions, the graduate program also offers students the opportunity to work with faculty on research projects on a wide range of topics.

MSN students can specialize in one of four areas:

- **Adult Gerontology Clinical Nurse Specialist**
- **Psychiatric Mental Health Clinical Nurse Specialist**
- **Nursing Administration and Management**
- **Community and Public Health Nursing**

Scholarships and financial aid
are available

Our Students

We are very proud of the students that we attract to our programs. They come from many different backgrounds and – especially in recent years – in increasing numbers and from many countries. It is one of our highest priorities to enhance the diversity of our student body and to build our financial aid program. Therefore, we can offer an increasing number of young men and women the opportunity to train for careers in nursing at AUB. Many nursing students at AUB receive financial assistance.

Our students are heavily recruited when they graduate and live and work in Lebanon, the Gulf, the United States, Canada, Australia, Europe, and Latin America. They work in hospitals and ministries of health; in schools and universities; at insurance and pharmaceutical companies and in NGOs and community-based organizations. The School of Nursing is particularly proud of its extraordinary graduates who have excelled in practice, teaching, and research for more than 100 years to date.

Our graduates are highly desired and
heavily recruited

Partnerships with US universities

Our Faculty

We have recruited a number of academicians in recent years who have enriched our faculty and broadened our expertise. These men and women joined a diverse and well-rounded faculty of professionals who have extensive nursing experience and active research agendas. Most faculty members hold PhD degrees, others are enrolled in PhD programs in the United States and Europe.

Our Research Programs

We believe that our students enjoy a richer educational experience when they are taught by faculty who are involved in research. This involvement increases the knowledge base of nursing and informs practice in nursing and health care. We are committed to providing our faculty – and our students – with the facilities and research support they require being productive and contributing academics.

The Hariri School of Nursing plans to create a Center for Nursing Research that will oversee faculty and student research and establish partnerships at AUB, in the region, and internationally.

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Rafic Hariri School of Nursing

American University of Beirut

Rafic Hariri School of Nursing

Adult-Gerontology Clinical Nurse Specialist

The Adult-Gerontology Clinical Nurse Specialist Track is designed to meet the health challenges of the 21st century in Lebanon and the region. It provides students with a thorough understanding of the theoretical basis of advanced clinical practice and incorporates role development managerial and educational skills.

The graduate is expected to be an expert clinician, an informed educator, and a knowledgeable researcher.

Pioneering Achievements and Global Vision

Objectives

The program provides learning opportunities to enable students to become skilled clinical nurse specialists who can provide advanced high quality nursing care in acute and chronic adult care specialty areas. Our advanced practice nurses are ready to promote the profession of nursing through leadership, mentorship, collaborations, and research-based practice.

Structure

Both full-time and part-time students are eligible for this 39-credit program that can be completed in two years if pursued full-time. All students must complete the program requirements within 4 years. Students can choose to do a minor in nursing education; they can also choose to do either a final-year project or a thesis.

Curriculum

Students are required to complete the following Core Courses:

- Nursing Theory
- Advanced Nursing Research
- Foundations of Advanced Nursing Practice
- health service development and evaluation

Specialty-Specific Courses

- Advanced Health Assessment
- Advanced Pathophysiology
- Advanced Pharmacology
- Advanced Practice in Adult-Gerontology I
- Advanced Practice in Adult-Gerontology II
- Advanced Practice in Adult-Gerontology III
- The residency is advanced practice in adult gerontology III

Electives
Project or Thesis

Career Opportunities

The graduate is qualified to work as a clinical nurse specialist in acute and long term care settings, an educator in academic institutions or health care organizations, or a case manager responsible for developing, implementing and monitoring clinical protocols in various health care settings.

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Rafic Hariri School of Nursing

Nursing Administration and Management Track

The Nursing Administration and Management Program focuses on the unique issues relevant to nursing administration and management of health care settings. Emphasis is placed on organizational theory, health management and policy, leadership, financial management, performance improvement, and management of human resources.

Pioneering Achievements and Global Vision

Objectives

The program prepares nurses to assume leadership positions in health care. It is designed to enable students to develop their leadership and management skills and to use relevant theory and current approaches to improve the efficiency and effectiveness of health and social care provision.

Structure

Both full-time and part-time students are eligible for this 37-credit program that can be completed in two years if pursued full-time. All students must complete the program requirements within 4 years. Students can choose to do either a final-year project or a thesis.

Curriculum

Students are required to complete the following Core Courses:

- Nursing Theory
- Advanced Nursing Research
- Foundations of Advanced Nursing Practice

Specialty-Specific Courses

- Essentials of Nursing Administration and Management
- Practical Applications of Budgeting in Nursing
- Leadership Theories and Application for Nurse Managers
- Managing Quality with Teams
- Digital tools for Connected Health
- Human Capital Management
- Residency, Advanced Practice in Nursing Administration

Electives
Project or Thesis

Career Opportunities

Graduates will be qualified to assume positions as nurse managers of hospitals and ambulatory care centers and leadership positions in governmental and non-governmental organizations.

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Rafic Hariri School of Nursing

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Psychiatric Mental Health Clinical Nurse Specialist Track

The Psychiatric Mental Health Clinical Nurse Specialist track is designed to train expert clinicians for positions in the rapidly changing field of psychiatric and mental health nursing and to fill teaching and clinical positions in health care in Lebanon and the region. The scarcity of resources in this field intensifies the need for nurses who can provide comprehensive patient-centered mental health care to individuals, groups, and families.

Pioneering Achievements and Global Vision

Objectives

The program prepares advanced practice nurses to be mental health care providers for individuals and families in a variety of settings. In addition to the study and application of theories of practice, the program focuses on the promotion and maintenance of health and on the prevention, detection, and treatment of acute and chronic mental illnesses to help patients achieve the highest possible level of well-being.

Structure

Both full-time and part-time students are eligible for this 40-credit program that can be completed in two years if pursued full-time. All students must complete the program requirements within 4 years. Students can choose to do a minor in nursing education; they can also choose to do either a final-year project or a thesis.

Curriculum

Students are required to complete the following courses:

- Nursing Theory
- Advanced Nursing Research
- Foundations of Advanced Nursing Practice

Specialty-Specific Courses

- Advanced Psychiatric and Mental Health Assessment
- Advanced Pharmacology and Therapeutics
- Advanced Pathophysiology
- Advanced Health Assessment for Mental Health Professionals
- Psychopathology and Human Behavior
- Models of Treatment - Psychotherapy (Bio-behavioral Nursing Interventions)
- Group and Family Psychotherapy
- Clinical Residency in Acute Psychiatric Care

Electives
Project or Thesis

Career Opportunities

Registered nurses will be prepared to provide psychiatric and mental health services to individuals and families in different settings; inpatient psychiatry, emergency psychiatry, outpatient mental health services, and psychiatric consult-liaison services.

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Community and Public Health Nursing Track

The Community and Public Health Nursing Program is designed to meet the primary health care challenges of the 21st century in Lebanon and the region. It prepares nurses to assume leadership positions in community health and equips them with the advanced knowledge and skills they need to provide care to individuals and communities. It incorporates elements of health education, program development, research, administration, and public policy.

Pioneering Achievements and Global Vision

Objectives

The program prepares advanced practice nurses as primary health care providers for individuals and families in a variety of settings. It includes the study and application of theories and the development of practices focusing on the promotion and maintenance of health and on the detection and treatment of acute and chronic illness. The goal is to help individuals and communities to achieve the highest possible level of well-being.

Structure

Both full-time and part-time students are eligible for this 40-credit program that can be completed in two years if pursued full-time. All students must complete the program requirements within 4 years. Students can choose to do a minor in nursing education; they can also choose to do either a final-year project or a thesis.

Curriculum

Students are required to complete the following courses:

- Nursing Theory
- Advanced Nursing Research
- Foundations of Advanced Nursing Practice

Specialty-Specific Courses

- Advanced Health Assessment
- Advanced Pathophysiology
- Advanced Pharmacology
- Principles and Practice of Community Health Nursing
- Advanced Community Assessment
- Residency, Community Health Care
- Principles of Epidemiology for Health Professionals
- Principles and Practice of Community Health Nursing

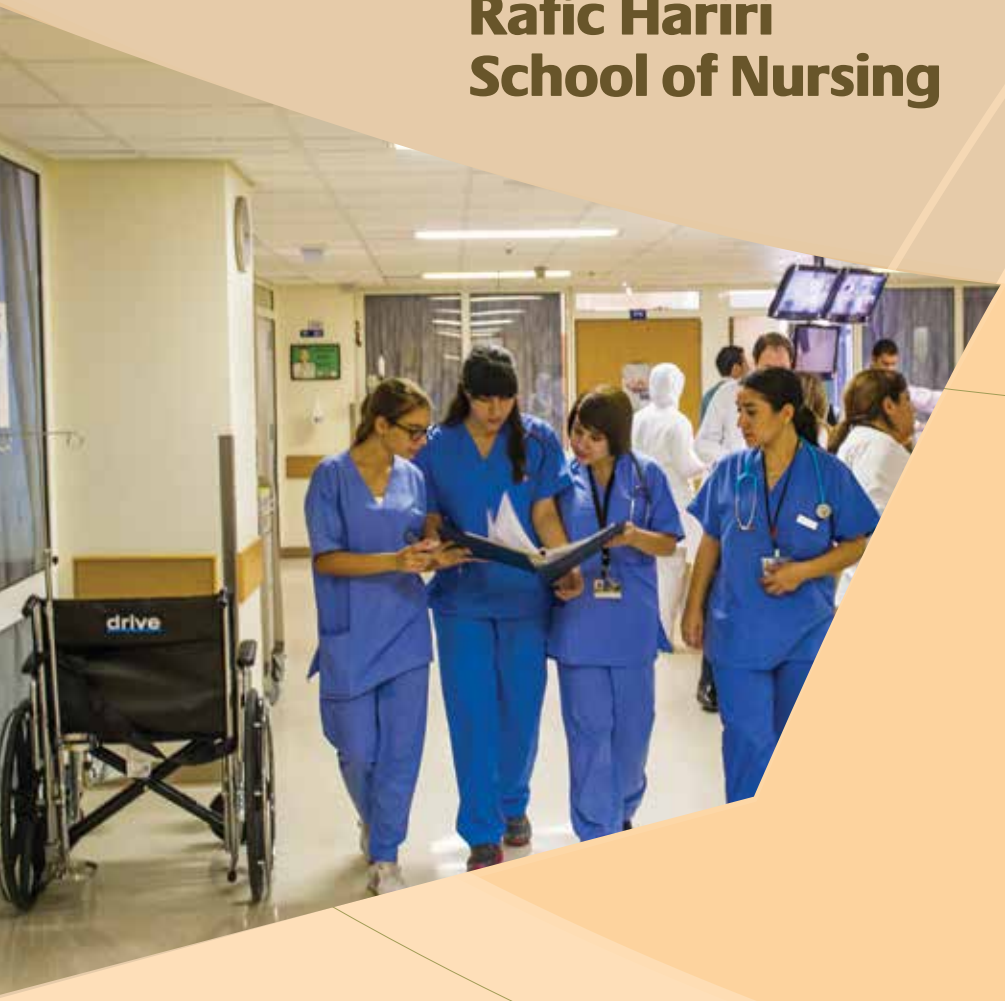
Electives
Project or Thesis

Career Opportunities

Graduates will be qualified to work in community health care settings, schools, public health departments, and a variety of for-profit and not-for-profit public and private agencies at the local, national, and international levels.

American University of Beirut

Rafic Hariri School of Nursing



Bachelor of Science in Nursing (BSN)

The BSN program is registered by the Department of Education of New York State and accredited by the Commission on Collegiate Nursing Education in the United States. Applicants with a recognized secondary school diploma are eligible for this program that focuses on theory and research as the basis for practice.

Pioneering Achievements and Global Vision

Objectives

The program prepares generalists to provide high quality humanistic care to a multicultural clientele in various health care settings.

Admission Requirements

- Students admitted with the Lebanese Baccalaureate or equivalent who enter as sophomores are required to complete 103 credit hours over a period of three academic years and two summer sessions.
- Students admitted with other secondary school certificates who enter as freshman are required to complete 133 credit hours over a period of four academic years and two summer sessions.

Curriculum

The program combines a liberal arts education with professional nursing education in both academic and clinical settings. Students take courses at the Hariri School of Nursing and other AUB faculties. Clinical experience is provided in hospitals and community settings in cooperation with various health care agencies.

Students take courses in English and Arabic, the humanities, economics and social sciences, basic medical sciences, and nursing. Nursing courses include classroom teaching and clinical training in health-care settings. Students are required to take four electives and can choose from a wide selection of courses in humanities such as ethics, poetry, philosophy, politics etc.

American University of Beirut

Rafic Hariri School of Nursing

Registered Nurse–Bachelor of Science in Nursing (RN-BSN)

The RN-BSN bridging program is registered by the Department of Education of New York State and accredited by the Commission on Collegiate Nursing Education (CCNE) in the United States. It provides graduates of technical programs in nursing with the opportunity to earn a Bachelor of Science in Nursing degree. The program focuses on theory and research as the basis for practice.

Pioneering Achievements and Global Vision

Objectives

The program prepares generalists to provide high quality humanistic care to a multicultural clientele in various health care settings.

Admission Requirements

- Three years of work experience preferred
- English Entrance Exam
- Candidate may be asked to interview with the school director and/or program coordinator

Curriculum

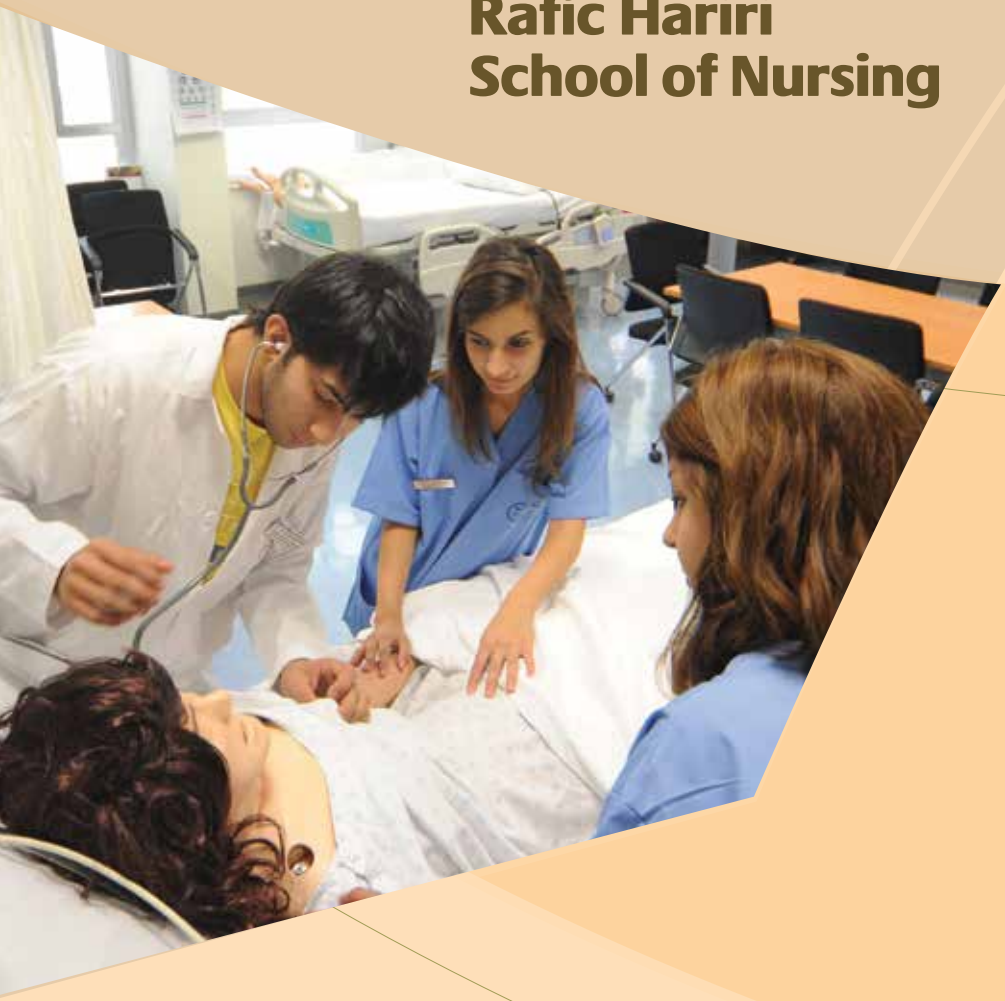
The 90-credit curriculum can be completed in two and a half years on a full-time basis. All students are expected to complete the program within six years. A selected number of nursing courses may be validated if applicable.

The program combines a liberal arts education with professional nursing education in both academic and clinical settings. Students take courses at the Hariri School of Nursing and other AUB faculties. Clinical experience is provided in hospitals and community settings and is usually tailored according to the student's background.

Students take courses in English and Arabic, the humanities, economics and social sciences, basic medical sciences, and nursing. Nursing courses include classroom teaching and clinical training in health-care settings. Students are required to take four electives and can choose from a wide selection of courses such as education, nutrition, psychology, languages, ethics, etc.

American University of Beirut

Rafic Hariri School of Nursing



Bachelor of Arts/Bachelor of Science-Bachelor of Science in Nursing (BA/BS-BSN)

The BA/BS-BSN program is registered by the Department of Education of New York State and accredited by the Commission on Collegiate Nursing Education (CCNE) in the United States. This program is open for students who have a BS or BA degree and are interested in earning a second undergraduate degree in nursing.

Pioneering Achievements and Global Vision

Objectives

The program prepares generalists to provide humanistic care to a multicultural clientele in various health care settings.

Structure

- Students must take prerequisites and all nursing courses to satisfy the requirements of the BSN degree.
- Students must be resident at AUB for a minimum of four semesters.
- Students are evaluated individually and their curriculum planned accordingly.

Curriculum

This accelerated program is designed for individuals who have a BS or BA in a field other than nursing. The streamlined curriculum permits students to earn a BSN in 24 months. Students who graduate from this program are eligible to sit for the Lebanese National Colloquium Exam to qualify to become registered nurses.

Why Study Nursing at AUB?

- The baccalaureate and master's programs at the American University of Beirut – Rafic Hariri School of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791.
- Benchmarked against leading MSN programs in the United States
- Cutting-edge curriculum
- Highly credentialed PhD-prepared faculty
- Rich and varied programs
- Strong international links to leading US and European universities
- Partnerships with Johns Hopkins University, University of Maryland, University of Technology of Sydney and University of Michigan Schools of Nursing.

Career Opportunities

The Rafic Hariri School of Nursing has graduated thousands of men and women who currently occupy leadership positions in nursing in Lebanon, the region, and internationally. AUB graduates are heavily recruited as Managers in hospitals, Directors of nursing, health care organizations, insurance companies, pharmaceutical companies, and non-governmental organizations (World Health Organization, UN agencies, etc.); as clinicians in specialized hospital units; and as educators in schools of nursing. AUB is proud of its graduates who have excelled in practice, teaching, and research.

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Website : www.aub.edu.lb/~webson

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Website : www.aub.edu.lb/~webson
www.facebook.com/AUBHSON

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Email: admissions@aub.edu.lb
Website: www.aub.edu.lb/admissions

American University of Beirut

Rafic Hariri School of Nursing

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Graduate Program

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American University of Beirut

Graduate Program

Master of Science in Nursing (MSN)

The MSN program prepares nurses for advanced nursing practice roles and uses research-based knowledge to guide practice. In addition to training advanced practice nurses for clinical, management, and administration positions, the graduate program also offers students the opportunity to work with faculty on research projects on a wide range of topics.

MSN students can specialize in one of four areas:

» Adult-Gerontology Clinical Nurse Specialist,
with an optional minor in Nursing Education.
» Nursing Administration and Management.
» Psychiatric Mental Health Clinical Nurse Specialist,
with an optional minor in Nursing Education.
» Community and Public Health Nursing,
with an optional minor in Nursing Education

MSN Curriculum (A minimum of 37 credits)

» Core courses (Nursing Theory, Nursing Research, Foundations of Advanced Nursing Practice)
» Specialty-Specific courses
» Electives.
» Residency
» Project or Thesis
Total of minimum of 37 credits to graduate

Length of Program

» Full time: two years
» Part-time: Maximum of four years

Admission Requirements

» AUB admission requirements for graduate studies
» Bachelor of Science in Nursing (BSN)
» Cumulative undergraduate average of at least 80, 3.0, or B in the major field of study (nursing) and a a cumulative undergraduate average of at least 75.
» Evidence of knowledge and competence in physical assessment skills
» AUB's English Entrance Exam (EEE) or Test of English as a foreign Language (TOEFL)
» License to practice nursing from country of residence
» At least one year of work experience in Nursing

Admission Requirements

AUB admission requirements for undergraduate studies.

For the BSN program:

- High School degree or equivalent
- SAT I
- EEE or TOEFL or SAT I (writing)

For the RN-BSN program:

- Nursing diploma (BT, other)
- EEE or TOEFL

Graduation Requirements

- Students admitted with the Lebanese Baccalaureate or equivalent, entering as sophomores, are required to complete 103 credit hours over a period of three academic years and two summer sessions.
- Students admitted with other secondary school certificates, entering as freshmen, are required to complete 133 credit hours over a period of four academic years and two summer sessions.

Financial Aid and Scholarships

- AUB offers financial aid to qualified students on the basis of need and academic excellence.
- Scholarships are available and might cover up to 100% of the tuition fees.
- For more information, contact the Student Services Office at the Hariri School of Nursing at schnsg@aub.edu.lb or by Tel:01-350000- Ext: 5952, or the Office of Financial Aid

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Website : www.aub.edu.lb/~webson

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Email: schnsg@aub.edu.lb
Website : www.aub.edu.lb/~webson

Office of Admission
Tel: 961-1-350000, Ext: 2590 or 2585
Fax: 961-1-750775
Email: admissions@aub.edu.lb
Website : www.aub.edu.lb/admissions

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- Cutting edge curriculum
- Benchmarked against leading BSN programs in the United States
- Highly credentialed PhD-prepared faculty
- Wide range of student clinical experiences in hospitals, community and health care centers, and home care settings
- Student-centered instruction
- Strong international links to leading US and European universities

Career Opportunities

Nursing graduates can work in a variety of settings:

- Hospitals
- Community Agencies
- Health Care Centers
- Insurance Companies
- Pharmaceutical Companies
- Non-governmental organizations (World Health Organization, UN agencies, etc.)
- Schools

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The school is also a full member of the American Association of Colleges of Nursing, ranking among the top nursing schools in the United States.

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Undergraduate Program

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Undergraduate Program

American University of Beirut

Undergraduate Program

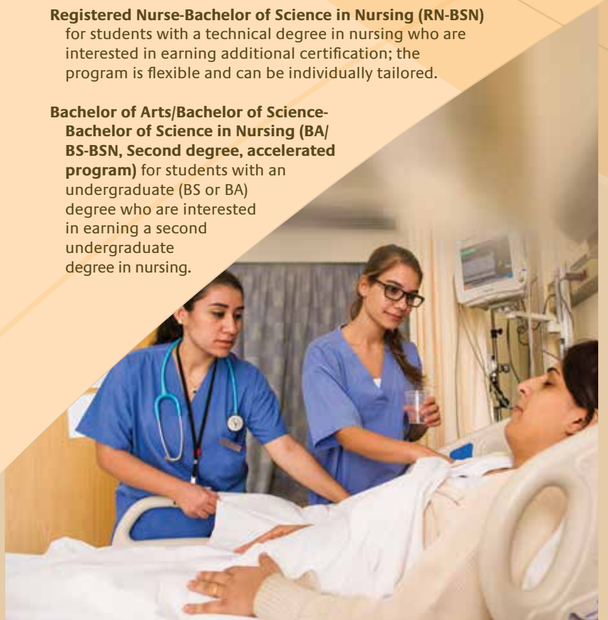
The undergraduate program focuses on theory and research as the basis for practice. It prepares skilled generalists who are able to provide high-quality, compassionate care to a multicultural clientele in various health care settings. The emphasis in the undergraduate programs is on nurturing personal attributes among students such as responsibility, maturity, cooperation, self reliance, and leadership skills.

You can choose from among three undergraduate programs depending on your interests, career goals, and previous nursing experience. All undergraduate programs are registered by the Department of Education of New York State and accredited by the Commission on Collegiate Nursing Education (CCNE) in the United States.

Bachelor of Science in Nursing (BSN) for students with a recognized secondary school diploma (high school, BacI, BacII) interested in doing an undergraduate degree in nursing; the program can be completed in three years if pursued full-time.

Registered Nurse-Bachelor of Science in Nursing (RN-BSN) for students with a technical degree in nursing who are interested in earning additional certification; the program is flexible and can be individually tailored.

Bachelor of Arts/Bachelor of Science-Bachelor of Science in Nursing (BA/BS-BSN, Second degree, accelerated program) for students with an undergraduate (BS or BA) degree who are interested in earning a second undergraduate degree in nursing.



AMERICAN UNIVERSITY OF BEIRUT
RAFIC HARIRI SCHOOL OF NURSING

will be launching

A PhD PROGRAM IN NURSING SCIENCE

Academic year 2018–19

Aim

To prepare students for careers in academic research, teaching, and healthcare administration.

Areas of Focus

1) Physical and mental health, especially among the chronically ill and aging populations
2) Health care delivery and system-level analysis

Collaboration

The PhD program will be in collaboration with Johns Hopkins University, the University of Michigan–and with the Faculty of Medicine and Faculty of Health Sciences at AUB.

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  - » 20 credits core courses
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  - » 22 credits dissertation work

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2) GRE
3) TOEFL or EEE
4) Three letters of recommendation
5) Statement of purpose (~500 words) specifying area of research interest
6) Interview by PhD program faculty

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The school is also a full member of the American Association of Colleges of Nursing.

Contact

American University of Beirut
Rafic Hariri School of Nursing
Student Services Office
PO Box 11 0236 | Riad El Solh Beirut 11070 2020
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admnsg@aub.edu.lb , schnsg@aub.edu.lb

Academic Programs

Undergraduate Programs

- Bachelor of Science in Nursing (BSN)
- Registered Nurse-Bachelor of Science in Nursing (RN-BSN)
- Bachelor of Arts / Bachelor of Science Bachelor of Science in Nursing (BA/BS-BSN, Second degree, accelerated program)

Graduate Programs

- Adult Gerontology Clinical Nurse Specialist
- Psychiatric Mental Health Clinical Nurse Specialist
- Nursing Administration and Management
- Community and Public Health Nursing

PhD in Nursing Science

Policy on the Development and Revision of Bylaws, Policies, Procedures, and Manuals

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Policy Statement

The American University of Beirut ("University") shall conduct university affairs through policies consistent with applicable laws, its Principles of Ethical Conduct, and accepted best practices. The process of policy management and development must meet university standards for legal compliance, consistency among policies, and accessibility to the university community.

"Each faculty, within policies established by the Board of Trustees, the president of the University, and the Senate, shall be the academic legislative body of its respective school or group of schools," (Corporate Bylaws, Article X, Section 1). "The Board of Deans shall constitute the academic executive body of the University and shall exercise responsibility for implementing the policies developed by the senate, the various faculties, or other sources affecting the operation of the faculties." (Corporate Bylaws, Article IX, Section 2).

The president is ultimately responsible for university policies.

University-wide policies will be:

- Developed through inclusive review by key stakeholders.
- Formally approved as specified in the AUB Policy Approval Hierarchy (Appendix I).
- Presented in a standardized format.
- Systematically communicated, published, and archived.
- Monitored for implementation and compliance.
- Comprehensively reviewed at least every 3 years to determine whether the policy objectives are being achieved.

Executive Sponsors and Policy Owners are responsible for achieving compliance with the above for policy documents within their jurisdiction. Policy Owners are responsible for oversight of policy implementation for policy documents within their jurisdiction, including:

- Specifying the unit/office(s) responsible for implementation.
- Ensuring that tools (forms, etc.) are developed to support policy implementation and facilitate compliance as applicable.
- Ensuring that an appropriate communications strategy and training plan (if needed) are undertaken.

- Establishing reporting requirements and periodic monitoring of policy implementation for compliance as applicable.

If a policy document only affects a specific entity (AUBMC, Faculty/School, administrative unit, department, etc.), it is considered a non-university-wide policy. Non-university-wide policies:

- Must be consistent with university-wide policies. University-wide policy will supersede in case of conflict with a non-university-wide policy.
- Must be approved according to the relevant approval hierarchy (as defined by the unit/division/entity), including approval by the appropriate Executive Sponsor.
- Must be accessible to relevant members of the university community (utilization of the policy management software system is optional).

Purpose

The purpose of this policy is to 1) ensure that the AUB community has access to well-developed and understandable university policies that support the university's mission, and 2) define the policy development and management processes.

Scope

University-Wide

Who Should Read this Policy

The university community, in particular:

- Members of the Policies and Procedures Review Committee (PPRC).
- The president, provost, AVP for Administration & Chief of Staff, vice presidents (VPs), deans, directors and department heads, and anyone tasked with participating in the policy development process as an owner, approver, reviewer, or writer.

Responsibilities

Position/Office	Responsibilities
Policies and Procedures Review Committee (PPRC)	PPRC is an advisory committee appointed by the president and comprised of representatives from the major administrative and academic units as well as from AUBMC to support the university mission in policy management and development. (Appendix II: Charge of the Policy and Procedures Review Committee)
Systems and Procedures Analyst (or other as designated by president)	▪ Maintaining the university's online version of policies, procedures, bylaws, manuals, and other policy documents ▪ Ensuring accessibility of policy documents to staff as appropriate ▪ Assisting in the coordination between Policy Owners and the Policies and Procedures Review Committee ▪ Tracking the automatic notification of Policy Owners regarding upcoming policy reviews and response by Policy Owners ▪ Facilitating use of the policy management software system

Procedures

All procedures outlined in this section apply only to university-wide policy documents (with the exception of bylaws; specific processes for amendment are outlined in each bylaws document).

- New Policies and Policy Revisions
  - Initiating the Process
  - Drafting the New/Revised Policy
  - Review
  - Approval
- Minor Amendments and Policy Reclassification
- Policy Revocation
- Policy Publication, Communication, and Archiving
  - Policy Publication
  - Policy Communication
  - Policy Archiving
- Comprehensive Policy Review

New Policies and Policy Revisions

Initiating the Policy Process

1. The need to revise an existing policy or develop a new policy is identified. This is typically done by the relevant Policy Owner. Any member of the university community wishing to propose a new or revised policy should communicate such a request to the appropriate Policy Owner. Advice from PPRC can also be sought. In case of disagreement between members of the university community and the Policy Owner regarding the need for a new or revised policy, the PPRC may play a mediating role and advise the president as necessary.

2. The Policy Owner may identify a Policy Champion for drafting or revising a policy. Otherwise, the Policy Owner shall be the Policy Champion.

3. Policy Owner/Champion submits "Request for New or Revised Policy" to the PPRC (via aubpolicies@aub.edu.lb). It is recommended that this form be submitted and discussed in the PPRC for feedback prior to developing/drafting the proposed new/revised policy. *Note: For simple policy revisions, the Request Form and the draft revised policy may be submitted to the PPRC at the same time.*

4. PPRC reviews the form and provides feedback to the Policy Owner/Champion to ensure consistency with university-wide policies, and to encourage best practices in the policy development/revision process such as benchmarking, inclusive review by key stakeholders, and formal approval as specified in the AUB Policy Approval Hierarchy (Appendix I). The Policy Owner/Champion is typically invited to the PPRC meeting at which the Request Form is discussed.

5. Policy Owner/Champion revises (as needed) and resubmits the Request Form to aubpolicies@aub.edu.lb.

6. The Document Control Administrator (DCA) initiates the policy management software process for the new/revised policy based on the Request Form.

Drafting the New/Revised Policy

7. Policy Owner/Champion will oversee the drafting of the proposed new or revised policy. Policy Owner/Champion will:

    a) Utilize the appropriate template (links to templates provided under "Forms/Tools" in this policy and on the AUB Policies and Procedures Website).

    b) Optionally designate writers and/or editors (could be a committee or working group as appropriate) to assist them in the process.

    c) Conduct preliminary consultations with key policy stakeholders and/or subject-matter experts/specialists as needed.

    d) Undertake benchmarking with international peer universities, and refer to guidance from accrediting bodies or relevant professional associations, etc.

Review

8. Policy Owner/Champion submits draft new/revised policy with the updated "Request for New or Revised Policy" to the PPRC (via aubpolicies@aub.edu.lb) for their review and feedback (refer to Checklist for PPRC Discussion/Review in the request form). The Policy Owner/Champion is typically invited to the PPRC meeting during which the draft new/revised policy is discussed.

9. Policy Owner/Champion will act on PPRC feedback and edit the draft new/revised policy as needed.

10. Policy Owner/Champion then submits the draft new/revised policy for review by all relevant stakeholders and subject-matter experts/specialists as needed. Policy Owners may utilize the AUB policy management software system to facilitate the review process.

    Note:

    - Policies that affect faculty, students, and or the research/education/student services functions of the University, even if the policy is not categorized as academics/research or student life, require consultation with appropriate faculty and/or student representative bodies.

    - For policies that require University Senate recommendation, a comment period of two weeks will be provided during which all faculty members can view a proposed new/revised policy online, and share feedback with their elected Senators' prior to the Senate meeting at which a vote will be taken for the Senate's recommendation on the policy.

    - If a policy may have financial implications, consultation with the Office of Financial Planning is required.

11. Policy Owner/Champion will edit the draft new/revised policy as needed. Policy Owner/Champion shall inform the PPRC and/or stakeholders, and solicit further feedback, as the Policy Owner deems appropriate when integrating feedback and editing the draft new/revised policy.

Approval

12. Policy Owner will submit the final draft new/revised policy for approvals according to the AUB Policy Approval Hierarchy (See Appendix I) utilizing the AUB policy management software system. If edits are required during the approval process, the Policy Owner/Champion shall inform the PPRC and/or stakeholders, and solicit further feedback, as the Policy Owner deems appropriate.

13. Legal review must be coordinated directly with the Office of the President or Office of the Provost. If legal counsel recommends changes to the draft new/revised policy, it will be returned with comments to the Policy Owner/Champion. AUB Legal Matters Policy (May 15, 2012) specifies that legal assistance should be obtained for policy review (Section 3.2.e).

14. The president may approve the proposed policy and forward the policy to the Board of Trustees for approval, when applicable, or ask for substantial revisions of the proposed policy:

    a) If the president asks for substantial changes to the draft new/revised policy, it will be returned with comments to the Policy Owner/Champion.

    b) If the policy is approved by the president and the Board of Trustees (as applicable), the permanent policy link will be published on the University Policies and Procedures webpage and appropriate communication to the university community shall be undertaken (see section "Policy Publication, Communication, and Archiving" below).

Minor Amendments and Policy Reclassification

1. It is the responsibility of Policy Owners to propose minor amendments or the reclassification of a policy document as a non-university-wide policy as needed (See Definitions). No approval is required beyond the Policy Owner for minor amendments or reclassification. The PPRC chairs must validate that the proposed change is a minor amendment or reclassification consistent with the definitions in this policy.

2. The Policy Owner will submit the "Minor Amendment or Reclassification Notification" form to aubpolicies@aub.edu.lb with a cc to the Executive Sponsor of the Policy.

3. The form will then be forwarded to the PPRC chairs for validation, to the full PPRC for information purposes, and to a DCA (Document Control Administrator). Upon validation by the PPRC chairs, the DCA will implement the requested minor amendment(s) in AUB's policy management software system and the updated policy will be published on AUB's Policies and Procedures Website.

Policy Revocation

1. Policy Owner submits "Request for New or Revised Policy" to the PPRC (via aubpolicies@aub.edu.lb) indicating the need to revoke the policy.

2. PPRC reviews the form and provides feedback to the Policy Owner/Champion.

3. Policy Owner/Champion edits the Request Form as needed and resubmits it to aubpolicies@aub.edu.lb. The Document Control Administrator will initiate the policy management software process for the policy revocation based on the Form.

4. Policy Owner/Champion requests approval of the policy revocation according to the AUB Policy Approval Hierarchy (See Appendix I) utilizing the AUB policy management software system.

5. If the policy revocation is approved by the president and the Board of Trustees (as applicable), the policy will be removed from the AUB Policies and Procedures webpage and appropriate communication to the university community shall be undertaken (see section below on "Policy Publication, Communication, and Archiving").

Policy Publication, Communication, and Archiving

Policy Publication

1. The Systems and Procedures Analyst (or other as designated by president) will ensure that links to all university-wide policy documents are published on the AUB Policy and Procedures webpage (http://www.aub.edu.lb/pnp/Pages/index.aspx). The permanent links are provided by the policy management software system.

2. All links to university-wide policies on any other university webpages must utilize the permanent link from the AUB Policies and Procedures Webpage.

3. There are two access-levels for policies and procedures published online:

   Public Access: *Available to the general public.*

   Restricted Access: *Accessed only by designated users with an AUB User ID and Password.*

   The Policy Owner may recommend the appropriate access level to be confirmed as part of the new/revised policy approval process.

Policy Communication

1. The Policy Owner is responsible for ensuring that information regarding new and significantly amended policies is communicated to policy stakeholders according to a communication plan that must be submitted with the draft new/revised policy documents during the review and approval process.

2. Managers are responsible for ensuring that employees who do not have ready access to the on-line policy documents are either provided with printed copies, or are otherwise fully informed, of all university policies that may apply to them.

Policy Archiving

1. Previous versions of university-wide policy documents will be archived electronically through the AUB policy management software system.

2. The Systems and Procedures Analyst (or other as designated by president) will provide hard copies of original policies and subsequent approved versions to be maintained in the University Archives.

Comprehensive Policy Review

1. Policy Owners are responsible for ensuring comprehensive review of university-wide policy documents, at least every three years, to determine whether the policy objectives are being achieved. The next comprehensive review must proceed regardless of policy revisions or minor amendments not resulting from a comprehensive policy review process. A review may be conducted at any time prior to the scheduled review date. The PPRC may direct Policy Owners to undertake such a review.

   Comprehensive policy review outcomes will include one or more of the following:

   - No amendment
   - Minor amendment
   - Policy revision
   - Reclassification of policy as non-university-wide
   - Policy revocation

2. The Systems and Procedures Analyst (or other as designated by president) will monitor the automatic periodic notification of Policy Owners regarding upcoming policy reviews before the review due date.

3. Policy Owners will submit the "Comprehensive Policy Review Outcome Notification" to the PPRC (via aubpolicies@aub.edu.lb) and to the Policy Executive Sponsor by the due date of the Comprehensive Policy Review.

4. If the outcome of the review is a minor amendment, reclassification, policy revision, or policy revocation the relevant procedures and approval authority must be followed as outlined in this policy.

Definitions

Policy Categories

Academics and Research [ACR]: Academic policies address the academic functions of the university, including the interrelation of the various faculties, as well as research policies related to faculty, staff, and student research, its funding and commercialization. Note: Curricular Policies (for example admission or graduation requirements) are governed by the Bylaws of the Faculties and the Senate Bylaws, and not this policy.

Business and Finance [BSF]: Policies guiding the financial aspects of budgeting, procurement, use, disposal, and accounting for the University's income, expenses, assets, funds, and other related financial matters.

External Relations and Fundraising [ERF]: Policies related to managing relationships with groups, organizations, and other entities external to AUB, including alumni relations.

Facilities, Environmental Health and Safety [FEH]: Policies related to facilities, campus access, and environmental risk.

Governance and Administration [GAD]: Policies related to governance, ethics, institutional integrity, standards of conduct, communications, risk and liability management, values, and principles.

Human Resources [HUR]: Policies pertaining to the employer/employee relationship, employee behavior, and other personnel issues.

Information Technology [ITC]: Broad range of policies related to users, information, and related technologies.

Student Life [STL]: Policies related to all non-academic facets of student life from admission through graduation.

Other Terms

Approver: University official with approval authority for designated university-wide policies and procedures based on organizational responsibilities and AUB governance documents.

Bylaws: Bylaws provide a framework for the overall governance of the various university bodies. Bylaws govern the organization and operation of the Board of Trustees, its officers, and committees; establish and define the principal institutions and administrative officers of the university and their roles and responsibilities; and provide a general framework for the organization, administration, and operation of the University. Approval processes for the amendment of the bylaws is outlined in each bylaws document. Most bylaws are subject to adoption by the Board of Trustees. AUB has the following bylaws: Corporate; Faculties; Outlook; Senate; Student Representative Committee (SRC); and University Student Faculty Committee (USFC).

Document Control Administrator (DCA): Policy management software system administrator responsible for: 1) managing user information, categories, roles and permissions, 2) monitoring workflow, and 3) providing user support.

Executive Sponsor: The president, provost, executive vice president, vice president, or AVP for Administration and Chief of Staff with approval authority for policy documents.

Implementation office: Unit designated by the Policy Owner to implement the policy.

Manual: A collection of policies and procedures that apply to a particular AUB community group.

Minor Amendment: A modification that does not otherwise affect document content, such as a change to a title, name, contact information, location, format, order of information, hyperlink, or form associated with the policy document.

Non-University-Wide Policy: A policy that is limited in its scope and application and does not have broad impact on the university community (for example, policies specific to units, faculties/schools, departments, or the medical center).

Policy: A high-level overall plan outlining the general goals and acceptable procedures of an administrative/academic or any general university-wide operation with intentions to influence and determine decisions, actions, and other matters. Policies are stated in broad terms. Policies aim to promote consistency, operational efficiency, enhancement of the university's mission and/or mitigate significant institutional risk. The term "policy" (when used generally) refers to policies, procedures, bylaws, manuals, handbooks, guidelines, etc.

Policy Document: Policy document is a generic term that refers to policies, procedures, bylaws, manuals, handbooks, guidelines, etc. that mandates requirements, actions, constraints, and/or provisions for members of the AUB community.

Policy Owner: The appropriate university officer responsible for the development, monitoring for compliance, and review of policy documents within their jurisdiction.

Policy Revision: Changes to a policy document that affect the content and do not qualify as a minor amendment.

Policy Management Software System: Automated policy management software system utilized by AUB for policy development, revision, management, archiving, and reporting.

Procedure: A step-by-step sequence of activities or course of action (with definite start and end points) that must be followed in the same order to correctly perform a task or to implement established policies.

Policy Champion: Individual designated (optionally) by the Policy Owner to develop, review, and edit the policy document. The Policy Champion is referred to as the "Proxy Author" in AUB's policy management software system.

Reviewer: Individual (or group) designated to formally review and suggest edits to the policy document.

Stakeholders: All individuals or groups having direct interest in and/or are affected by the policy and procedure.

Subject-Matter Experts and/or Specialists: Faculty/staff subject-matter experts, legal counsel (U.S. and Lebanese), Office of Financial Planning, Internal Audit, or others as needed.

Writer/Editor: The Policy Owner may designate an editor(s) and/or writer(s) to assist in the development or revision of a policy document.

The above definitions are applicable within the policy development context as described herein.

Forms/Tools

Templates

Policy Template

Template for Other Policy Documents

Forms

Request for New or Revised Policy

Minor Amendment or Reclassification Notification

Comprehensive Policy Review Outcome Notification

Related Policy Documents

Corporate Bylaws

Bylaws of the Faculties

Senate Bylaws

Other Information

POLICY CATEGORY:	GOVERNANCE & ADMINISTRATION
POLICY CONTACT:	ACADEMIC ASSESSMENT UNIT (ext. 3570)
POLICY OWNER:	PRESIDENT

Policy History and Review

Originally Issued

August 14, 2000

Amended

May 23, 2011

December 17, 2014

January 17, 2017	Revision to facilitate policy use, encourage stakeholder consultation, include clearer documentation of AUB's policy approval authority, and align processes with AUB's policy management software system.

Appendices

Appendix I: AUB Policy Approval Hierarchy

Appendix I. a. Additional Policies for Senate Recommendation

Appendix II: Policy & Procedures Review Committee Charge

Appendix I AUB Policy Approval Hierarchy

(Applies to all university-wide policy documents, with the exception of bylaws)

Policy Category	SUBMIT FOR APPROVAL	RECOMMEND FOR APPROVAL TO THE NEXT LEVEL				Level-V
	Policy Owner [1] *(Executive Sponsor)*	**Level I[2]**	**Level II**	**Level III[3]**	**Level IV**	
Academics and Research	Provost or Directors of Academic and Academic Support Units *(Provost)*	Board of Deans *(academic members)*	Provost	Senate	**President** *(The Policies and Procedures Review Committee reports to the president and serves in an advisory capacity on policy matters throughout the policy process.)*	**Board of Trustees** *when applicable[4]*
Business and Finance	Chief Financial Officer *(AVP for Administration & Chief of Staff)*	Board of Deans	AVP for Administration & Chief of Staff	Senate as applicable (*see Appendix I.a*)		
External Relations and Fundraising	Relevant AVP/Director *(Relevant VP)*	Board of Deans	VP Advancement or VP REP *(as relevant)*	Senate as applicable (*see Appendix I.a*)		
Facilities, Environmental Health and Safety	Relevant Director or Chief of Protection *(AVP for Administration & Chief of Staff and Provost if academic facilities)*	Board of Deans	AVP for Administration & Chief of Staff	Senate as applicable (*see Appendix I.a*)		
Governance and Administration *(except Bylaws)*[5]	Relevant University Officer *(President)*	Board of Deans	Provost	Senate		
Human Resources	Director of Human Resources *(AVP for Administration & Chief of Staff)*	Board of Deans	AVP for Administration & Chief of Staff	Senate as applicable (*see Appendix I.a*)		
Information Technology	Chief Information Officer *(AVP for Administration & Chief of Staff)*	Board of Deans	AVP for Administration & Chief of Staff	Senate		
Student Life	Dean of Students *(Provost)*	Board of Deans	Provost	Senate		

[1] Policy Owners submit policies for approvals in consultation with the relevant Executive Sponsor.

2 Board of Deans reviews and recommends.

[3] Per the Senate Bylaws, Section 10 – Senate Committee on Faculty Affairs, 1.b, "Any proposed new policy or regulation or any proposed changes in existing benefits and regulations related to faculty benefits shall be submitted by the University to the committee for its consideration and recommendations."

[4] Please note that Board of Trustees approval requirements have been documented as follows: "Changes pertaining to the faculty benefits, grievance procedure, tenure appointment, emeritus status, and approval of salaries for executive and management personnel require Board of Trustees approval. "(2011 AUB Policy on Policies, Appendix II; confirmed as accurate by Secretary to the University, December 3, 2015); "No amendments to policies which have a significant impact on the University's operating budget or governance structure may be adopted without the prior approval of the Board of Trustees, and any amendments which the administration adopts (which do not have a significant budgetary impact) must be presented to the Board of Trustees at its next meeting for review and ratification." (Source: Policies on Benefits and Allowances for Academic Personnel (Appendix I))

[5] Approval processes for the amendment of the bylaws is outlined in each bylaws document.

Appendix I.a. Additional Policies for Senate Recommendation

Category	Policy Document
Business and Finance	Campus Purchasing Manual
	Code of Business Ethics
	Housing Policy
	Travel Policy
External Relations and Fundraising	Regional External Programs and Continuing Education Center
Facilities, Environmental Health and Safety	Environmental Health, Safety, and Risk Management Comprehensive Manual
	Incident Reporting Policy
	Work-Related Injuries Policy
Human Resources	Human Resources Manual
	Regulations of the Health Insurance Plans (HIP)

Appendix II Policy & Procedures Review Committee Charge

Charge of the Policy and Procedures Review Committee

The Policies and Procedures Review Committee (PPRC) is comprised of representatives from the major administrative and academic units as well as from AUBMC to serve as an advisory group and support the University mission by promoting best practices in university policy governance across AUB and particularly among policy owners. (When used generally, the word "policy" refers to policies, bylaws, procedures, manuals and other policy documents.)

PPRC Specific Responsibilities

a) Facilitate consistency in university policy development.
b) Monitor and suggest improvements to the policy management process through which new and revised policies are formulated, vetted, approved, communicated, monitored for compliance, reviewed, and retired as applicable.
c) Support policy development and revisions in line with the University's governance documents and the Policy on the Development and Revision of Bylaws, Policies, Procedures, and Manuals to facilitate:
    i. Utilization of a standardized format
    ii. Consistency among established policies
    iii. Inclusive review by key stakeholders
    iv. Adherence to the AUB Policy Approval Hierarchy
    v. Implementation
    vi. Regular comprehensive policy reviews
d) Advise on strategies to ensure that information regarding new, revised, and/or revoked policies is communicated to the appropriate AUB constituencies through AUB's website and other mechanisms.

The Committee reports to the President and maintains minutes of meetings. The Committee will meet as needed to address matters on its agenda, but not less than four times per year. The Committee may invite other members of the AUB community to attend as necessary.

PPRC Membership

Appointed by the President:
Chair (Academic Administrator)
Co-Chair (Administrator)
AVP for Administration & Chief of Staff or designee
AUBMC designee
Two faculty members appointed by the president
Director of Procurement and Contracts Administration (or designee)
Director of Human Resources (or designee)
Chief Information Officer (or designee)
Director of Institutional Consulting, Regional External Programs
Elected
Two faculty members elected by the Senate from the faculty at large
Ex-Officio
Associate Provost (if not Chair)
Systems and Procedures Analyst
University Auditor (Non-voting)

By invitation:
Lebanese Legal Advisor (Non-voting)
U.S. Legal Advisor (Non-voting)

The term for serving on this committee is recommended for two years (renewable) on a rotating basis for continuity.

Version Number:	1
Policy Owner:	Dean of Student Affairs
Implementation Office(s):	Student Affairs
Publication Date:	March 13, 2013
Next Review Date:	March 31, 2019

Student Code of Conduct

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For any comments, feedback, or query, please contact: aubpolicies@aub.edu.lb.

Preamble

The American University of Beirut expects that all faculty, staff, and students embrace and exemplify the values of AUB, as defined in the Principles of Ethical Conduct and other university policies regarding ethical standards of behavior.

AUB has a long and distinguished tradition of seeking to instill in students high academic and ethical principles. The University expects students to adhere to norms of academic integrity that accord with those of accepted international scholarly practice and professional ethics. Students should speak and act with due regard to the rights, dignity, and freedom of others, whether within the academic context of the classroom and laboratory, or within the context of co-curricular life and social and recreational events. AUB encourages the free exchange of ideas and opinions, but it does not tolerate any form of discrimination or harassment, breach of academic integrity, or infringement of ethical standards of conduct. These principles and values are expressed in AUB's mission statement.

By applying for and accepting admission at AUB, students accept its regulations and acknowledge the right of the University to take disciplinary action for conduct judged to be in violation of the applicable university rules and regulations, and in particular of the Student Code of Conduct.

The Student Code of Conduct shall be applied on campus and at AREC, the AUB medical center, and all university-authorized events such as galas, sporting events, graduation parties, etc.

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Jurisdiction

The purpose of this code is to provide students with a clear statement of the standards of behavior expected in an educational environment, so that they make responsible choices regarding their participation in the academic community and understand the consequences of their infringement of these standards. Violations may be of an academic or non-academic nature.

Jurisdiction of academic violations lies initially under the authority of the instructor of the course in which the violation occurred. If necessary, the case will subsequently be reviewed by the Student Affairs committee of the Faculty or School in which the violation occurred. The Dean of Faculty or School in which the student is enrolled, is responsible for implementing the sanctions recommended by the Student Affairs committee.

Misconduct that is clearly non-academic falls under the jurisdiction of the dean of student affairs who will take the necessary action in consultation with the dean(s) of the faculty or school to which the student belongs. AUB holds all students responsible for actions occurring on campus and at AREC, the AUB medical center, and university-authorized events.

Students attending an off-campus function as representatives of the University (such as, but not limited to, students serving on academic or athletic teams or engaging in club activities) are subject to disciplinary sanctions for violations of this code.

Students Code of Conduct

The following are examples of actions deemed in violation of the Student Code of Conduct; they are not intended to define misconduct in exhaustive or exclusive terms. Any student who violates the principles described in the preamble to this document shall be subject to disciplinary action in accordance with the Student Code of Conduct.

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Section 1 - Definitions of Misconduct

1. Academic Misconduct
2. Non-Academic Misconduct

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1. Academic Misconduct

Offences involving academic misconduct include, but are not limited to, the following:

a. Cheating[1]

While taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work.

Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

Recommended range of actions: [3-5].

b. Plagiarism[2]

Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Recommended range of actions: [3-5].

c. In-Class Disruption

Students in class are expected to behave appropriately, and shall not disrupt classes or exams by extraneous conversation and/or misbehaving.

Recommended range of actions: [1-3].

d. Dishonesty[3]

Students are expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

   Recommended range of actions: [1-3].

b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

   Recommended range of actions: [3-5].

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

   Recommended range of actions: [1-3].

d. Unlawfully copying computer software.

   Recommended range of actions: [2-4].

e. Engaging in bribery of any kind.

   Recommended range of actions: [3-5].

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[1]Adapted from the Villanova Academic Integrity Code.
[2]Adapted from the Modern Language Association Style Manual and Guide to Scholarly Publishing, as found on Duke University's web page.
[3]Adapted from the Villanova University Academic Integrity Code.

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2. Non-Academic Misconduct

a. Disruption/Obstruction

Students have the right to express their opinions on matters of concern to the University in an organized manner and in a public space, excluding residences on campus, but they must notify and consult with the dean of student affairs before doing so. The nature of the event and any publicity accompanying it must be reviewed by the dean to assure that neither Lebanese law, nor university policies and norms are being violated.

In cases where student-sponsored events, including protests, sit-ins, and demonstrations are, after such consultation, not approved by the dean of student affairs, or, if needed by the Board of Deans or the president, it may become necessary for the dean of student affairs to undertake disciplinary measures and even to instruct campus protection to bring the public gathering to an end.

Disrupting or obstructing the normal educational process or any university function or activity by student demonstrations, sit-ins, or 'strikes' is strictly prohibited. This includes, but is not limited to: disrupting classes, library operations, seminars, exhibitions, meetings, ceremonial events, or examinations; impeding or preventing others from attending such events; falsely activating a disaster alarm; or making a threat.

Under no circumstances are any members of the university family to be intimidated or threatened in the execution of their normal duties and responsibilities. That means that students and faculty who wish to hold or attend classes or to go to their offices or places of study shall not be prevented from doing so; non-academic staff and administrators shall not be impeded from going to their places of work.

b. Distribution of Unauthorized Published Material

The public distribution and posting of published materials such as fliers, leaflets, posters, audiovisuals, etc., must be approved and stamped by the dean of student affairs. The campus protection office will remove from display any such unauthorized material.

c. Theft

Stealing on campus or at a university-authorized event off campus, including unauthorized use of university equipment or services (e.g., telephones, photocopiers, or computer facilities), or possession of stolen property, is prohibited.

d. Destruction of Property/Endangering Public Safety

Students are expected to protect university property and to respect the safety of others. Acts contrary to these principles, which include, but are not restricted to, the following, are subject to disciplinary procedure:

i. Engaging in vandalism or other intentional damage (such as spray painting or graffiti) to property on campus or at university-authorized events off campus.

ii. Littering, such as disposing of waste (empty bottles, cigarette butts, food containers, etc.) in other than designated places on campus.

iii. Unjustified discharge, damaging, or tampering with any fire extinguisher, fire alarm, or other safety devices.

iv. Taking, or attempting to take, action that damages or could damage private property, without the consent of the owner or person legally responsible.

v. Appropriating, or attempting to appropriate or possess, private property, without the consent of the owner or person legally responsible.

vi. Unauthorized entry, unapproved duplication of keys or use of such, or unauthorized use of campus facilities.

e. Mental or Physical Harm

Acts that inflict mental or physical harm are prohibited, including the following:

i. Engaging in physical aggression including, but not limited to, assault.

ii. Engaging, or attempting to engage, in intimidation, coercion, extortion, blackmail, or bribery; bullying; threatening violence, injury, or harm to others on campus or at university-authorized events off campus; endangering or tending to endanger the safety, health, or life of any person.

iii. Engaging in behavior that creates a substantial risk of, or results in, injury to others, such as committing arson or causing a riot.

iv. Using force, inciting violence, inflicting or attempting to inflict injury to others on campus or at a university-authorized event off campus.

v. Engaging in any activity that endangers the health and safety of an individual or demeans an individual in conduct of an unbecoming or humiliating nature, or in any way that detracts from an individual's academic pursuits.

Many of these acts may be interpreted as harassment. Cases of discriminatory harassment are addressed through AUB's Procedures to Address Formal Allegations of Sexual and other Discriminatory Harassment . Cases of non-discriminatory harassment, which do not invoke one of the protected characteristics (race, color, religion, etc.) under the University's Non-Discrimination Policy , are addressed through the Grievance Policy and Procedures .

f. Possession of Dangerous Weapons or Materials

Students must not distribute, possess, store, or use, on campus or at a university-authorized event off campus, any kind of weapon, device, explosive, dangerous chemicals, hazardous materials, or any other instrument designed to do bodily harm or to threaten bodily harm. Instruments used to simulate such weapons, which endanger or tend to endanger any person, shall be considered weapons.
Students are also prohibited from distributing, possessing, storing, transferring, selling or attempting to sell, delivering, using or attempting to use, any illegal drugs, narcotic or hallucinogenic, on campus or at any university-authorized event off campus.

g. Discrimination and Harassment

AUB prohibits Non-Discrimination Policy on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. Intimidating, insulting, or threatening others, whether verbally, in writing, or through electronic means, is harassment and may be discriminatory or non-discriminatory in nature. Discriminatory harassment is fully described in Policies Concerning Sexual and Other Discriminatory Harassment ; and procedures to address it are in Procedures to

Address Formal Allegations of Sexual and other Discriminatory Harassment . Non-discriminatory harassment may be addressed through the University's Grievance Policy and Procedures .

Engaging in sexual harassment, e.g., requests for sexual favors, unwelcome sexual advances, unwelcome physical contact of a sexual nature, spoken comments or abuse (including email) of a sexual nature, and the public display of sexually suggestive objects or pictures is prohibited (refer to the University's Non-Discrimination Policy).

h. Smoking and Alcohol

The consumption of alcohol, on campus, by students is not permitted. Smoking is not permitted in university buildings other than private residences and those areas within the student dormitories, as may be designated from time to time by the dean of student affairs (refer to the University's Non-Smoking Policy).

i. Inappropriate Sexual Behavior

Publicly engaging in sexual behavior is prohibited as deemed by Lebanese law.

j. Use of Computers

Accessing protected computer accounts or other computer functions, knowingly transmitting computer viruses, and unethical use of AUB access is prohibited (refer to the Information and Computer Resources Use).

K. Inappropriate Conduct in the AUB Libraries

Any action that impedes the safe and effective use by all patrons of the AUB Libraries for the purpose of study, research, reading, and other intellectual pursuits, is prohibited (refer to the University Policy on Appropriate Conduct in Libraries).

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Section 2 - Disciplinary Actions

1. Academic Misconduct
2. Non-Academic Misconduct
3. List of Primary Disciplinary Actions
4. Required Withdrawal from Campus
5. Secondary Disciplinary Actions

Disciplinary action will be imposed according to the nature (academic or non-academic) and severity level of the violation.

1. Academic Misconduct

In principle, enforcement of disciplinary actions for academic violations is carried out by those immediately responsible.

It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously. A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred.

When the instructor has taken the initial disciplinary action, he or she should send a letter (see Appendix I) to the office of the Dean of the Faculty or School, in which the incident occurred, informing him/her of the incident and the initial action he/she has taken. A copy of the letter will be placed in the student's file, and another copy forwarded to the student's advisor for follow-up. See detailed flow in Appendix II.

2. Non-Academic Misconduct

a. General

Violations of a non-academic nature are the responsibility of the dean of student affairs, in consultation with the dean of the faculty or school in which the student is enrolled and, as necessary, the chief of campus protection. Students should know that the laws of the Republic of Lebanon apply on campus, and those who violate these laws may be subject to criminal prosecution. See detailed flow in Appendix II.

b. Library-Related

As detailed in the "University Policy on Appropriate Conduct in Libraries", the immediate responsibility for dealing with violations of library rules rests with the librarian or library staff in charge of a department, section, or room of the Library where a violation occurs. Violations that are not dealt with internally by the librarian will follow the flow in Appendix II.

3. List of Primary Disciplinary Actions

All disciplinary actions listed below will be recorded in the student's permanent record at the registrar's office. Only suspension and expulsion, will become part of the student's official transcript or record. Records of the University Disciplinary Committee decisions, including charges and sanctions, will be maintained as part of the confidential records in the office of the respective dean, for a period of up to four years after the student graduates or ceases to be a student.

Range of Actions
Warning This may be oral or written. It is a statement that the student has inadvertently violated a university regulation. The warning will be documented and recorded. Examples: Littering and smoking in prohibited areas.
Reprimand This will be in writing. It is a statement that the student has violated a university regulation. It is intended to communicate most strongly, both the disapproval and the reprimand of the university community. Examples: Inadvertent plagiarism - failure to cite sources appropriately, and inappropriate physical contact.
Dean's Warning This will be in writing. Only two Dean's Warnings are allowed in a student's academic career at AUB. It is recommended that any violation of university regulations after the second Dean's Warning results in consideration of suspension. Dean's warnings are normally accompanied by secondary disciplinary actions (see section 5 below).

Examples: Plagiarism, academic dishonesty, disruption-obstruction, In-class disruption, mental or physical harm, discrimination and harassment.

Suspension*

This will be in writing and will form part of the student's permanent record (and will appear on the student's transcript). A student will be suspended for a fixed period of time during which the student may not participate in any academic or other activities at the University. At the end of the suspension period, the student may be readmitted to the University, only upon the recommendation of the University Disciplinary Committee.

Examples: Cheating, theft, and destruction of property.

Expulsion*

This will be in writing and will form part of the student's permanent record (and will appear on the student's transcript). Expulsion denies the student the right to participate in any academic or other activities of the University for an indefinite time. Only under the most unusual circumstances, and upon the recommendation of the University Disciplinary Committee, will an expelled student be readmitted to the University.

Examples: Academic dishonesty, possession of dangerous weapons or materials, and endangering public safety.

***Cases whereby the student affairs committee recommends suspension or expulsion should be referred to the University Disciplinary Committee.**

N.B: Any person who maliciously lies to cover up an act sanctioned by the code of conduct will be considered to be an accessory after the fact and may be subject to disciplinary action.

4. Required Withdrawal from Campus Pending Hearing

In extraordinary circumstances, when the student's continued presence is deemed a danger to the university community, the student will be required to withdraw from the campus, pending a meeting of the University Disciplinary Committee. This action shall normally require the approval of the president of the University.

5. Secondary Disciplinary Actions

In addition to the disciplinary actions listed above, the following secondary disciplinary actions may be imposed upon those who violate the Student Code of Conduct. Secondary disciplinary actions may be of an academic or non-academic nature.

a. Secondary Disciplinary Actions - Academic

i. The student may be prohibited from participating in the work study program.

ii. The student may be prohibited from receiving any form of financial aid, scholarship, or monetary award.

iii. The student may be prohibited from receiving any form of honor, merit award, or other academic recognition award.

iv. The student may be prohibited from holding a graduate assistantship.

v. The student may be given a failing grade in a course or a test or any other form of academic assessment.

b. Secondary Disciplinary Actions - Non-Academic

i. The student may be prohibited from representing AUB in any official role, activity, or event.

ii. The student may be prohibited from serving as an officer of any AUB organization including club, team, or society.

iii. The student may be prohibited from living in any AUB hall of residence or similar facility.

iv. The student may be strongly advised to attend treatment or counseling as determined by the director of the counseling center, in consultation with the dean of student affairs.

v. The student may be required to make financial restitution.

vi. The student's case may be referred to an external agency for further action (this could include the filing of criminal charges).

Section 3 - Complaint Procedure

Any person subject to, or who witnesses, a violation of the Student Code of Conduct should forward a written complaint to a faculty member, a chairperson, or any university official. Academic violations shall be forwarded to the dean of the faculty in which the violation occurred. Non-academic violations shall be referred to the dean of student affairs. Violations that may require suspension or expulsion will be referred by the concerned dean to the University Disciplinary Committee.

Section 4 - Formal Hearing by University Disciplinary Committee

The University Disciplinary Committee will deal with alleged violations in a manner that ensures that those charged with a violation understand the charge and the evidence against them and are afforded a reasonable right of rebuttal.

The University Disciplinary Committee shall inform the student of the charge in writing. Evidence shall be presented in the presence of the student who shall have a reasonable right of rebuttal including the right to cross-examine witnesses. In determining penalties, the committee may take into consideration the student's cumulative discipline record The University Disciplinary Committee's decision shall be final.

Section 5 - Appeal Procedure

Any student who is charged with a disciplinary offense has the right to a full and fair hearing for any disciplinary charges brought against him or her under university regulations.

If any of the following apply, a student may appeal to the dean of the faculty or school regarding faculty or departmental decisions, or to the University Disciplinary Committee against disciplinary action taken by the dean of student affairs or the dean of the faculty or school to which the student belongs:

1. Procedural error.
2. New evidence.
3. Unsupported conclusion.
4. Disproportionate sanctions.

The outcome of this appeal may result in higher, lower, identical, or no sanctions at all being imposed. The University Disciplinary Committee's decision shall be final.

Section 6 – Grievance Policy and Procedures

Student Grievance Policy

Undergraduate or graduate students may consider informal or formal procedures to seek redress for what they believe to be unfair, improper, or discriminatory decisions, actions, or treatment contravening the established policies and procedures of the University. These grievance procedures neither supersede, nor take precedence over established university procedures or due process for any and all matters related to academic misconduct, disciplinary appeals, grade appeals, financial aid, or other well-defined areas of faculty or staff responsibility. Moreover, grievances should not be confused with petitions related to academic issues, including deviation from academic requirements or policies.

For more information, please refer to Sections 1-3 and 6 of AUB's Grievance Policy and Procedures .

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APPENDIX I
VIOLATION OF THE STUDENT CODE OF CONDUCT

(To download this form in Word format, click here)

To: Office of the Dean of _____

Subject: Violation of the Student Code of Conduct

Date: _____

The following details pertain to a violation of the student code of conduct and for which an initial disciplinary action was/wasn't taken:

- Date of incident : _____
- Course (Department & Number): _____
- Nature of offense: _____
- Student(s) involved:

	ID:	Name:	Faculty/Major:
•	_____	_____	_____
•	_____	_____	_____
•	_____	_____	_____
•	_____	_____	_____
•	_____	_____	_____

- Initial disciplinary action taken by instructor (if any):

_____
_____
_____

Submitted by: _____ Signature: _____

- To be completed by faculty members for reporting a violation of the student code of conduct
- To be submitted within 15 academic days from the date of occurrence of the violation to the Student Records Officer in the Dean's Office
- A description of the violation, related evidences and documents to be attached to this form
- One copy to be placed in the student's file (at the Faculty/School where he/she is enrolled)
- One copy to be given to the student's advisor for follow-up

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Dean's instruction (if required):

_____
_____
_____
_____

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APPENDIX II
BREACH OF THE STUDENT CODE OF CONDUCT PROCESS FLOW

(To download this appendix in Word format, click here)

1. Academic Misconduct

a. The immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously. A faculty member who has good reason to believe that a student has violated academic standards must give a zero on the exam or assignment where the violation occurred, and to report the incident as per paragraph 3 below. Disciplinary actions of a more severe nature are recommended by the Faculty Student Affairs Committee to the Dean who in turn may refer the case to the University Disciplinary Committee which is authorized to impose either suspension or expulsion from the University.

b. The immediate responsibility for dealing with in-class disruption or dishonesty rests with the faculty member. It is his or her responsibility to ask the student to leave the classroom and to report the incident as per paragraph 3 below.

c. The faculty member will report the incident to the office of the Dean of the Faculty or School, in which the incident occurred, informing him/her of the incident and the initial action already taken by the faculty member (see section 1 above). The letter will be forwarded to that Faculty's Student Affairs Committee for review and further action as necessary. Two copies of the letter will be sent to the Faculty where the student is enrolled. One will be kept in the student's file and the other sent to the student's advisor for follow-up.

d. The Student Records Officer at the Faculty where the incident occurred retrieves pertinent information about the student(s) involved in the incident, and adds this information to the incident's file prior to handing it to the Chair of the Student Affairs Committee of that same Faculty. This information will be retrieved from the records of the Faculty in which the student is enrolled and/or from University records.

e. The Student Affairs Committee of the Faculty where the incident occurred reviews the case and either endorses the faculty member's action as is, or

recommends additional disciplinary actions. Its recommendations and justifications are minuted and forwarded to the Dean of that same Faculty for approval and implementation.

f. The Dean of the Faculty where the incident occurred will approve and implement the Faculty's Students Affairs Committee's recommendations for those students that are enrolled in that Faculty. He/she will communicate the action recommended by that committee to the dean/director of the school in which the student is enrolled for his/her approval and implementation.

g. Recommendations for disciplinary actions up to and including the "2nd Dean's Warning" may be approved and implemented by the Dean of the Faculty in which the student is enrolled. Serious cases which in the opinion of the Student Affairs Committee may require suspension or expulsion will be referred by that Dean to the University Disciplinary Committee (UDC) for further review and recommendation.

2. Non- Academic Misconduct

1. Misconduct that is clearly non-academic falls under the jurisdiction of the Dean of Student Affairs who will take the necessary action in consultation with the Dean(s) of the faculty or school to which the student(s) belongs.

2. The Dean of Student Affairs may decide and implement disciplinary actions up to and including the "2nd Dean's Warning". Violations that may require suspension and or expulsion are referred by the Dean of Student Affairs to the University Disciplinary Committee (UDC) for further review and recommendation.

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Grievance Policy and Procedures

FOR INFORMATION ON INTERIM MEASURES BEING PUT IN PLACE FOR THE IMPLEMENTATION OF THIS POLICY AND THESE PROCEDURES PENDING THE RECRUITMENT OF THE OMBUDS AND TITLE IX COORDINATOR, VISIT THE INSTITUTIONAL INTEGRITY PAGE OF THE PROVOST'S OFFICE WEBSITE.

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Section 1 - University Grievance Policy

In order to ensure the integrity of its operations and the appropriate application of its policies and procedures, the University maintains appropriate means ("Grievance Procedures") by which members of the AUB community who believe themselves to be aggrieved may obtain consideration and, where warranted, redress of their grievances.

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Section 2 - Applicability of Grievance Procedures

The Grievance Procedures set forth below are applicable to AUB faculty, non-syndicate staff, and members of the student body, who may file grievances on issues related to the following matters:

1. Academic freedom;
2. Academic integrity;
3. Work conditions;
4. Discrimination;
5. Non-discriminatory harassment;
6. Professional misconduct; and
7. Stipulations in the grievant's employment contract.

AUB staff who are syndicate members are required to file grievances in accordance with the provisions of their collective bargaining agreement.

Aspiring members of the AUB community, non-student participants in university programs or activities, and recipients of health care services provided on university property also have recourse to these Grievance Procedures to pursue allegations of discrimination which violate the University's Non-Discrimination Policy .

Recognizing the sensitive nature of allegations of discriminatory harassment, including sexual harassment, the University maintains a special grievance procedure for their pursuit. In such cases, complainants may file a formal Notice of Discriminatory Harassment Form in accordance with AUB's Procedures to Address Formal Allegations of Sexual and other Discriminatory Harassment .

Similarly, the Grievance Procedures set forth below do not apply in cases in which AUB has established other policies and procedures to address concerns and appeals related to certain types of academic activity, **unless** the complainant is alleging discrimination (as defined in the University's Procedures to Address Formal Allegations of Sexual and other Discriminatory Harassment). Some examples of such policies and procedures include:

a. Human Research Protection Plan Policies and Procedures.
b. Animal Care and Use Program.
c. Research Integrity Policy and Procedures to Address Allegations of Research Misconduct.
d. Intellectual Property Policy .
e. Student Code of Conduct (including policies and procedures related to academic and non-academic misconduct and appeals).
f. Student Grade Appeals.
g. Student Financial Aid Awards.
h. Etc.

Guidance on identifying the appropriate policy and procedure to address a concern may be sought from personnel in the Ombuds Office, the Department of Human Resources (campus or medical center), or the relevant dean's office, as well as from the Title IX coordinator in the Provost's Office.

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Section 3 - General Provisions

A formal grievance must be filed within 30 calendar days of the date when the problem or dispute first arose. The grievant must be personally affected by the action or decision underlying the grievance and may not file on behalf of another individual or a group of people. Dissatisfaction with a generally applicable university policy on the grounds that it is unfair or inadvisable is not grounds for a grievance. Neither is discourteous or disrespectful behavior on the part of a colleague or superior, unless it reflects a serious and aggravated lack of civility or is part of a pattern of activity that may indicate abuse of authority.

In negotiating grievances, the parties involved should remember that the purpose of a grievance policy and procedure is to resolve differences, where possible, on a basis mutually acceptable to all parties.

Grievants are normally expected to represent themselves during any proceedings. However, they do have the option of choosing another member of the university community to accompany and speak for them so long as a) their representative is not a member of their immediate family or the legal profession; b) the person that they select is acceptable to the University; and c) exercising this option involves no delay to the proceedings.

The use of the university grievance procedure will not, in any way, reflect unfavorably upon the character, reputation, or employment status of any grievant. AUB prohibits retaliation or the threat of retaliation against any individual who files a grievance, assists someone in filing a grievance, or participates in the investigation or resolution of a grievance.

Failing to participate and/or cooperate in a grievance investigation or providing false information may be grounds for discipline.

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Section 4 - Procedure for Staff Filing Grievances

Non-Syndicate staff members who believe that they have a valid grievance should consider discussing the matter informally with the head of their department or asking the department head or the ombuds to mediate a satisfactory solution. The latter approach may be helpful if the problem is with a supervisor or someone working at another department at AUB. These steps are not required, however, and the employee may immediately choose to file a formal grievance.

There are three stages in the staff grievance procedure:

Stage One: The staff member begins the process by completing and signing a Notice of Faculty or Staff Grievance and submitting it, along with any corroborative material, to the head of his or her department. The form and documentation may be submitted to the next level of authority (see below, Stage Two) if the department head is the subject of the grievance. The ombuds can help with the completion of the form as necessary. The person submitting the form should retain copies of it and any other submitted materials.

The department head has 15 calendar days to write to the grievant to acknowledge receipt of the form and materials and to send copies of the form and materials to the appropriate human resources director (campus or AUBMC) and the dean or VP responsible for the department.

The applicable HR director monitors the grievance process, offers advice and assistance when needed, and keeps a record of the grievance process, findings, and decisions. If the HR director determines that sex discrimination may be a factor in the grievance, the director also forwards the form and materials to the Title IX coordinator and consults with the coordinator as necessary. At this point in time, the dean or VP takes no action.

At the discretion of the dean/VP/chief responsible for the faculty/unit or the president, the allegation of sex or gender-based discrimination may be fully referred to the Title IX Coordinator for investigation and preparation of a report to be shared with university official(s) addressing the grievance, and with the provost or the provost's designee.

It is otherwise the responsibility of the department head to conduct an investigation into the situation and circumstances, which might include interviewing the grievant and any other party to the grievance if necessary, and to produce a brief, written report with a clear recommendation. Should this entire process take more than 45 calendar days, the grievant may contact the appropriate dean or VP to expedite the timeliness of the investigation.

Copies of the final recommendation are sent to the grievant, the applicable HR director, and the dean or VP responsible for the department. In cases in which a respondent is named, copies are also sent to the respondent and the respondent's dean or VP (if different from that of the grievant). In cases in which sex discrimination is allegedly a factor, the Title IX coordinator additionally receives a copy of the recommendation.

Should the grievant (and/or respondent) not agree with the recommendation contained in the report, they have the right to have the outcome reviewed at the next level of authority (Stage Two).

Stage Two: Grievants and/or respondents dissatisfied with the recommendation of the head of a department have 14 calendar days to request its review by the appropriate dean or VP. If the administrative unit of the grievant or respondent falls under the Office of the President or Provost, the grievant or respondent may request a review by the president or provost as appropriate.

In most cases, the dean or VP already possesses a copy of the file to date, so the request takes the form of a letter explaining the reasons for disagreeing with the department head's report. The dean or VP reviews the documentation, consults with the parties, if necessary, and issues a written response within 45 calendar days. If the grievance has not been reviewed at a lower level of authority, the dean or VP takes the steps

detailed above (see Stage One) in the specified time frames. Copies of the response are sent to the grievant; the respondent (if applicable); the department head(s); and the applicable HR director. If alleged sex discrimination is a factor in the grievance, the HR director continues to keep the Title IX coordinator informed of the case's progress, which includes sending a copy of the response of the dean or VP to the coordinator.

Stage Three: If the grievant and/or respondent believes that the matter has not been satisfactorily resolved, an appeal may be filed with the president of the University. Prior to rendering a decision on any appeal, the president has the discretion to refer the case to a staff grievance panel (as described below).

The president may designate the provost to fulfill the functions of the president set forth in these Procedures. However, all final decisions concerning action to be taken, including disciplinary measures, must be approved by the president.

Composition of the Staff Grievance Panel

The Staff Grievance Panel is made up of three members, including:

1. The applicable director of human resources (campus or AUBMC) or the director's designee, who normally serves as chair;

2. Two members chosen by the president of the University:

    a. An academic dean or appropriate designee from a faculty uninvolved in the dispute (if the staff member works in a faculty/school) **or** a VP or senior manager from an administrative unit uninvolved in the dispute (if the staff member works in a non-academic unit);

    b. The director of an administrative unit uninvolved in the dispute.

An additional member representing the Syndicate may be added to the panel if a member of the Syndicate is involved.

For grievances in which sex discrimination is alleged to be a factor, the president appoints the Title IX coordinator to serve as the non-voting chair of the panel.

Other than the applicable HR director and possibly the Title IX coordinator, who have followed the case from the start, panelists must disqualify themselves if they discover that they have prior knowledge of the grievance or its circumstances, or if there is a real or perceived conflict of interest. Under such circumstances, the president of the University selects a substitute.

What Happens Next?

The task of the panel is to consider the case thoroughly and to report back to the president. The panel has the right to request information and documents that it deems relevant and to interview the grievant and any other member of the AUB community who may shed light on the matter. The proceedings will remain as confidential as possible consistent with the need for reasonable investigation.

In most cases, the chair submits the panel's findings and recommendation in writing to the president no more than 30 calendar days after the panel's first meeting. If the panel needs more time to conclude its work, the chair must provide the president with a progress letter and rationale for the extension. The numerical results of any votes held during the deliberations must appear in the report. If the panel was chaired by the non-voting Title IX coordinator, the coordinator may provide a separate recommendation in a letter submitted to the president alongside the report.

Should the president subsequently choose not to follow the panel's recommendation, the president should inform the panel of the decision.

Unless it is impractical due to travel or other factors, the president normally advises the panel, the grievant, and the respondent in writing of the decision, which is final and binding, within 15 calendar days. Copies of the panel's recommendation and the president's decision will be kept by the relevant director of human resources (campus or AUBMC).

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Section 5 - Procedure for Faculty Filing Grievances

Faculty members who believe that they have a valid grievance should consider discussing the matter informally with the chair/convener/director of their department/track/program (hereafter "chair" and "department"), or asking the chair or the ombuds to mediate a satisfactory solution. The latter approach may be helpful if the problem is with an individual of higher rank or someone working at another department at AUB. These steps are not required, however, and the faculty member may immediately choose to file a formal grievance.

There are three stages in the faculty grievance procedure.

Stage One: The faculty member begins the process by completing and signing a Notice of Faculty or Staff Grievance and submitting it, along with any corroborative material, to the chair of his or her department. The form and documentation may be submitted to the next level of authority (see below, Stage Two) if the chair is the subject of the grievance. The ombuds can help with the completion of the form as necessary. The person submitting the form should retain copies of it and any other submitted materials.

The chair has 15 calendar days to write to the grievant to acknowledge receipt of the form and materials and to send copies of the form and materials to the dean responsible for the department and the provost.

The provost or his/her designee monitors the grievance process, offers advice and assistance when needed, and keeps a record of the grievance process, findings, and decisions. If the provost determines that sex discrimination may be a factor in the grievance, he or she also forwards the form and materials to the Title IX coordinator and consults with the coordinator as necessary. At this point in time, the dean takes no action.

At the discretion of the provost or the president, the allegation of sex or gender-based discrimination may be fully referred to the Title IX Coordinator for investigation and preparation of a report to be shared with university official(s) addressing the grievance, and with the provost or the provost's designee.

It is otherwise the responsibility of the chair to conduct an investigation into the situation and circumstances, which might include interviewing the grievant and any other party to the grievance if necessary, and to produce a brief, written report with a clear recommendation. Should this entire process take more than 45 calendar days, the grievant may contact the appropriate dean to expedite the timeliness of the investigation.

Copies of the final recommendation are sent to the grievant, the applicable dean, and the provost. In cases in which a respondent is named, copies are also sent to the respondent and respondent's dean or VP (if different from that of the grievant). In cases in which sex discrimination is allegedly a factor, the Title IX coordinator additionally receives a copy of the recommendation.

Should the grievant (and/or respondent) not agree with the recommendation contained in the report, they have the right to have the outcome reviewed at the next level of authority (Stage Two).

Stage Two: Grievants and/or respondents dissatisfied with the recommendation of the department chair have 14 calendar days to request its review by the appropriate

dean. If the administrative unit of the respondent falls under the Office of the President or Provost, he or she may request a review by the president or provost as appropriate.

In most cases, the dean already possesses a copy of the file to date, so the request takes the form of a letter explaining the reasons for disagreeing with the chair's report. The dean reviews the documentation, consults with the parties, if necessary, and issues a written response within 45 calendar days. If the grievance has not been reviewed at a lower level of authority, the dean takes the steps detailed above (see Stage One) in the specified time frames. Copies of the response are sent to the grievant; the respondent (if applicable); the department head(s); and the provost. If alleged sex discrimination is a factor in the grievance, the provost continues to keep the Title IX coordinator informed of the case's progress, which includes sending a copy of the response of the dean or VP to the coordinator.

Stage Three: If the grievant and/or respondent believes that the matter has not been satisfactorily resolved, an appeal may be filed with the president of the University. Prior to rendering a decision on any appeal, the president has the discretion to refer the case to a faculty grievance panel (as described below).

The president may designate the provost to fulfill the functions of the president set forth in these Procedures. However, all final decisions concerning action to be taken, including disciplinary measures, must be approved by the president.

Composition of the Faculty Grievance Panel

The Faculty Grievance Panel is made up of five members, including:

1. The provost or the provost's designee, who normally serves as chair;

2. An academic dean from a faculty uninvolved in the dispute and chosen by the president;

3. A member of the University Senate chosen by the president from a pool designated by the Senate at the start of the year;

4. Two members of the faculty chosen by the president and ranking equal to or higher than the grievant. These panelists are chosen from two separate faculties – one involved in the dispute and one uninvolved.

For grievances in which sex discrimination is alleged to be a factor, the president appoints the Title IX coordinator to serve as the non-voting chair of the panel.

Other than the provost and possibly the Title IX coordinator, who have followed the case from the start, panelists must disqualify themselves if they discover that they have prior knowledge of the grievance or its circumstances or if there is a real or perceived conflict of interest. Under such circumstances, the president of the University selects a substitute as appropriate.

What Happens Next?

The task of the panel is to consider the case thoroughly and to report back to the president. The panel has the right to request information and documents that it deems relevant and to interview the grievant and any other member of the AUB community who may shed light on the matter. The proceedings shall remain as confidential as possible consistent with the need for reasonable investigation.

In most cases, the chair submits the panel's findings and recommendation in writing to the president no more than 30 calendar days after the panel's first meeting. If the panel needs more time to conclude its work, the chair must provide the president with a progress letter and rationale for the extension. The numerical results of any votes held during the deliberations must appear in the report. If the panel was chaired by the non-voting Title IX coordinator, the coordinator may provide a separate recommendation in a letter submitted to the president alongside the report.

Should the president subsequently choose not to follow the panel's recommendation, she/he should inform the panel of her/his decision.

Unless it is impractical due to travel or other factors, the president normally advises the panel, the grievant, and the respondent in writing of the decision, which is final and binding, within 15 calendar days. Copies of the panel's recommendation and the president's decision will be kept by the provost.

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Section 6 - Procedure for Students Filing Grievances

Undergraduate or graduate students may consider informal procedures to seek redress for what they believe to be unfair, improper, or discriminatory decisions, actions, or treatment contravening the established policies and procedures of the University. Informal procedures may include the participation of the ombuds who can provide information on the rights of students and who possesses the necessary skills for effective mediation. Such steps are not required, however, and the student may immediately choose to file a formal grievance.

As noted above in Applicability of Grievance Procedures, these grievance procedures neither supersede, nor take precedence over established university procedures or due process for any and all matters related to academic misconduct, disciplinary appeals, grade appeals, financial aid, or other well-defined areas of faculty or staff responsibility. Moreover, grievances should not be confused with petitions related to academic issues, including deviation from academic requirements or policies (for more information on petitions, students and advisors should refer to the University Catalogue, the Student Handbook , and the Student Code of Conduct).

Reviewing and Resolving Student Grievances

Filing a formal grievance requires the student to complete and sign a Notice of Student Grievance and to submit it, as well as any corroborative materials, to the dean/director of the relevant faculty/school (hereafter "dean" and "faculty"). The ombuds can assist with the completion of the form as necessary. The student should retain copies of the form and any other submitted materials.

In most cases, the dean will a) attempt to resolve the grievance informally; b) forward it to a lower administrative level for corrective action; or c) direct it to an appropriate faculty-level committee with student representation, such as the Student Affairs Committee, for investigation and recommendation. The committee chair may interview or request information bearing on the grievance from any member of the faculty, staff, or student body before reporting the committee's findings and recommendations back to the dean. The dean of the faculty decides the matter and communicates the decision to the grievant in writing. Normally, no more than 45 calendar days should elapse between the filing of the grievance and the dean's decision.

In cases in which the grievance is non-academic in nature, and involves a unit of the Office of Student Affairs (OSA), the faculty dean refers the matter to the dean of students for resolution. The dean or the dean's designee a) attempts to resolve the grievance informally; or b) convenes and chairs a student grievance panel (as defined

below), which may request information bearing on the grievance from any member of the faculty, staff, or student body.

If in the judgment of either the faculty dean or the dean of students, sex discrimination is deemed to be a factor in the case, copies of the submitted form and materials are forwarded to the Title IX coordinator as soon as they are received. The dean will ask the Title IX coordinator for advice and assistance in addressing the grievance and, should it go to a committee or panel, to play a role in the proceedings. For the faculty dean, this means that the Title IX coordinator will be invited to join the faculty-level committee as a non-voting resource person during the investigation and deliberations. For the dean of students, it means that the Title IX coordinator will be invited to serve as the non-voting chair of the Student Grievance Panel.

At the discretion of the faculty dean, the dean of students, or the provost, the allegation of sex or gender-based discrimination may be fully referred to the Title IX Coordinator for investigation and preparation of a report to be shared with the university official(s) addressing the grievance, and with the provost or the provost's designee.

Composition of the Student Grievance Panel

The Student Grievance Panel is made up of five members, including:

1. The dean of student affairs or his/her designee, who normally serves as chair;
2. One administrator chosen by the dean of student affairs;
3. One member of the University Senate chosen by the Senate Student Affairs Committee;
4. One member of the faculty chosen by the provost;
5. One student member chosen by the dean of student affairs from the USFC.

The dean of student affairs or the dean's designee writes the grievant, the faculty dean, and the head of the OSA unit involved to inform them of the panel's findings and recommendations and to initiate any corrective action that may be required. Normally, no more than 45 calendar days should elapse between the first meeting of the Student Grievance Panel and the dean of student affairs' final disposition.

A student may appeal a dean's decision concerning a grievance to the provost. To file an appeal, the student should submit a copy of the original Notice of Student Grievance , the dean's decision, and a letter explaining the substantive or procedural grounds for the appeal. General dissatisfaction with the decision is not grounds for appeal. The appeal must be filed no more than 10 calendar days after the receipt of the decision. The provost may or may not decide to consider the appeal. The provost's decision is final.

Section 7 - Procedure for Others Filing Complaints Alleging Discrimination

As noted above in the Applicability of Grievance Procedures, aspiring members of the AUB community, non-student participants in university programs or activities, and recipients of health care services provided on university property may pursue allegations of discrimination in violation of the University's Non-Discrimination Policy .

Individuals falling into these categories who believe that they have a valid discrimination complaint should consider discussing the matter informally with the head of the applicable university unit or the ombuds to mediate a satisfactory solution. These steps are not required, however, and the individual may immediately choose to file a formal complaint.

Formal complaints involving alleged discrimination may be conveyed by email, by post, or by hand to a designated receiving officer in the Office of the President, which is located on the 5th Floor of College Hall. Formal complaints of alleged sex discrimination may also be sent directly to the Title IX Coordinator in the Office of the Provost located on the 5th Floor of College Hall (integrityofficer@aub.edu.lb), who will log the complaint and submit it to the president for consideration. The grievance should take the form of a letter describing the facts surrounding the situation, as well as the discriminatory characteristic allegedly invoked, and should include any corroborative material(s). The person submitting the grievance should retain copies of it and any other submitted materials.

The president or the president's designee will have full discretion in determining the next steps in investigating and resolving the grievance. The president may appoint an individual from the administration, such as the provost and/or the Title IX coordinator, to investigate the matter and report back on the facts or may decide to appoint a formal investigative panel for this purpose. The president's decision regarding any complaint pursued hereunder shall be final.

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APPENDIX I
NOTICE OF FACULTY OR STAFF GRIEVANCE

AMERICAN UNIVERSITY OF BEIRUT
OFFICE OF THE PRESIDENT

(When completed and signed, the form should be submitted to the head of your department)

This form guides the grievant in providing information that will be needed to resolve the grievance. Please provide all names, dates, and facts pertinent to the complaint and attach additional pages to the form as needed. Grievances must be filed within 30 calendar days from the date when the problem or dispute first arose. Please retain a copy of the form and supporting documentation as submitted. For more details, please check AUB's Grievance Policy and Procedures.

Contact Information

Grievant's name: _____

E-mail address: _____

Telephone number: _____
(Please provide your home number or AUB extension or mobile number)

University status: ( ) Faculty ( ) Staff ( ) Other _____

Faculty and/or department: _____

Head of department's name: _____

1. Please describe, as fully as possible, what occurred, when it occurred, and the names of individuals present or involved when it occurred. If your grievance concerns something that did not occur, please describe the omission, the relevant time period, and the names of the individual(s) involved.

_____
_____
_____
_____
_____

_____

2. If a university policy is involved, identify the policy if you can and explain how the action, decision, or omission does not conform to the policy.

_____
_____
_____

3. If you believe that your grievance involves discriminatory treatment, indicate the discriminatory characteristic that is involved.

_____
_____
_____

4. Describe the informal means that you have tried to resolve the problem.

_____
_____
_____

5. Describe the adverse effect on you as a result of the alleged improper action, decision, or omission.

_____
_____
_____

6. What remedial action are you requesting to resolve the problem?

_____
_____
_____

7. Is there any additional information that you would like to provide in relation to your grievance?

_____
_____

_____

Signature of grievant: _____

Date submitted: _____

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APPENDIX II
NOTICE OF STUDENT GRIEVANCE

AMERICAN UNIVERSITY OF BEIRUT
OFFICE OF THE PRESIDENT

(When completed and signed, the form should be submitted to the dean of the faculty in which the student is majoring)

This form guides the student in providing information that will be needed to resolve the grievance. Please provide all names, dates, and facts pertinent to the complaint and attach additional pages to the form as needed. Grievances must be filed within 30 calendar days from the date when the problem or dispute first arose. Please retain a copy of the form and supporting documentation as submitted. For more details please check AUB's Grievance Policy and Procedures.

Contact Information

Grievant's name: _____

E-mail address: _____

Telephone number: _____
(Please provide your home or mobile number)

University status: ( ) Undergraduate ( ) Graduate ( ) Other _____

Faculty and/or department: _____

Head of department's name: _____

1. Please describe, as fully as possible, what occurred, when it occurred, and the names of individuals present or involved when it occurred. If your grievance concerns something that did not occur, please describe the omission, the relevant time period, and the names of the individual(s) involved.

_____
_____
_____

_____
_____
_____

2. If you believe that your grievance involves discriminatory treatment, indicate the discriminatory characteristic that is involved.

_____
_____
_____
_____

3. Describe the informal means that you have tried to resolve the problem.

_____
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_____
_____

4. Describe the adverse effect on you as a result of the improper action, decision, or omission.

_____
_____
_____
_____

5. What remedial action are you requesting to resolve the problem?

_____
_____
_____
_____

6. Is there any additional information that you would like to provide in relation to your grievance?

_____
_____
_____
_____

Signature of student: _____

Date submitted: _____

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APPENDIX III

Procedures for Faculty Grievances*

A faculty member shall have the right to appeal to the president of the university at any time that the faculty member believes the treatment accorded to the member has been in violation of the provisions of the member's letter of appointment or of university regulations. The president, after considering the matter, may appoint an ad hoc committee to investigate the matter and submit its recommendations to the president. Grievance procedures shall be limited to the investigation of allegations of procedural irregularities and infringement of academic freedom.

In any situation in which the president deems it appropriate to appoint an ad hoc committee to review a matter pursuant to an appeal to the president concerning a grievance, the following shall govern the appointment and procedures of the ad hoc committee.

The ad hoc committee shall be composed of:

1. One voting member of the Faculty or division concerned, of rank equal to or higher than that of the appellant, to be named by the senate steering committee.

2. One voting member of rank equal to or higher than that of the appellant, to be named by the board of deans.

3. One senate member from a Faculty or division other than that of the appellant to be named by the president and who shall serve as chair of the ad hoc committee.

The president shall furnish the ad hoc committee, upon its request, with relevant documents and information about the case. The ad hoc committee shall make every attempt to interview the faculty member and academic administrator(s) concerned.

The ad hoc committee shall submit its recommendations to the president normally within one month from the date of its appointment. The recommendations should give the numerical results of votes taken by the ad hoc committee.

* The text in this appendix is taken verbatim from the Faculty Manual (version 1), Chapter 2, Section 5 (published in February 2016).

In any event, the decision of the president shall be final and binding and shall be transmitted to the appellant and to the ad hoc committee, normally within a period of two weeks following receipt of the recommendations of the ad hoc committee.

The ad hoc committee's findings, recommendations, and any documents or information made available to it shall be subject to the strictest confidentiality.

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Exhibit I.20: HSON Annual Reports

AMERICAN UNIVERSITY OF BEIRUT

Annual Report
2019-2020

1866
AUB
American University of Beirut
الجامعة الأميركية في بيروت

Rafic Hariri
School of Nursing

CCNE
ACCREDITED

The baccalaureate and master's programs at the American University of Beirut – Rafic Hariri School of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791

The school is also a full member of the American Association of Colleges of Nursing.

PREFACE

The year 2019-20 marked several major changes and unique challenges at the Hariri School of Nursing (HSON). HSON Faculty and staff honored Dr. Huda Abu-Saad Huijer, HSON former founding Dean, at the graduation gala dinner, in May 2019. On September 1, 2019, Dr. Laila Farhood was appointed as HSON Interim Dean, one month before the October 2019 uprising/revolution. AUB and HSON in particular faced several challenges due to the difficult economic and political situation in the country. End of October 2019, roads were blocked due to a nationwide uprising; however, HSON faculty continued their commitment to teach theory and clinical courses. On the other hand, nursing students volunteered their time at AUBMC, caring for patients in order to fill the shortage of nurse's gap who could not come to work.

As for AUB and HSON governance, I/Dean Farhood appointed Dr. Samar Noureddine as Associate Dean and Convener of the Graduate Division and Dr. Nuhad Dumit as Convener of the Undergraduate Division. In addition, Faculty members from the Undergraduate (UG) and Graduate Divisions were appointed to represent HSON on several AUB committees.

In Fall 2019, although the number of newly enrolled students at the UG level was relatively high compared to previous years (78 in Fall 2019 compared to 60 in Fall 2018), many students even with the 60% (Financial Aid and HSON scholarship) left the program, because they could not afford to pay their tuition fees in the absence of bank loans. They were drastically affected by the deteriorating economic situation in the country. Sixteen new students were enrolled in the MSN program compared to 17 in Fall 2018 and in September 2019, three additional students joined the PhD program that was launched in Fall 2018.

Spring 2020, we celebrated the international year of the Nurse. Then Covid-19 impacting the world thus shaping the experiences of our faculty and students. We have lived through this traumatic experience which was beyond imagination. Faculty and students brought ahead new teaching strategies thus rethinking our life as a school and community. We have brought ahead new ways of teaching and learning and were supported by AUB president Khuri and higher administration, an experience we should not forget. These are important times that shaped our lives with a different sense of meaning and setting strategies reshaping nursing education based on research and addressing future societal challenges. It's worth noting that our school (HSON) was the first among AUB faculties to observe in- person graduation to our students, a time of relief and getting ready to begin their nursing careers and step into their new and challenging roles.

All of the above could not be accomplished without our stellar faculty and staff. We are proud that we have the largest number of faculty with PhD degrees in Lebanon. HSON also has the highest number of funded research projects and the highest publication rate in Lebanon. HSON faculty have published in top-tier refereed journals and are among the most productive and impactful nurse researchers in the Arab world. A number of HSON faculty have either a joint clinical appointments or clinical associate positions with the Faculty of Medicine/AUB Medical Center. They have excelled clinically by establishing collaborative clinics in their specialty areas, thus setting the stage for many more of such future collaborations.

Despite the challenges, we are still planning to launch many hybrid programs at the graduate level in 2020, such as the Blended Master in Nursing Administration and Management, and to pioneer new modalities in program development.

Despite the economic crisis, HSON continues to place emphasis on research and scholarly productivity, teaching excellence, develop new strategies for student recruitment and find additional funds for student scholarships thus expanding the existing HSON academic programs based on new and innovative strategic initiatives. We continue to be proud of our achievements, which are detailed in this annual report.

Laila Farhood, PhD, CNS
I/Dean and Professor
Rafic Hariri School of Nursing

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I. THE HARIRI SCHOOL OF NURSING

A. FACULTY

FOUNDING DEAN OF THE HARIRI SCHOOL OF NURSING (Till End of August 2019)
Abu-Saad Huijer Huda, RN, PhD, FEANS, FAAN, Professor

INTERIM DEAN OF THE HARIRI SCHOOL OF NURSING (September 2019)
Farhood Laila, PhD, CNS, Professor

FACULTY MEMBERS

Abi Fakhr Kantar Lina, RN, EdD, Clinical Associate Professor, CE/Offshore Program Coordinator
Abu-Saad Huijer Huda RN, PhD, FEANS, FAAN, Founding Dean (end of August 2019), and Professor
Adra Marina, RN, MS Physiology, PhD, Clinical Associate Professor
Alayan Nour, RN, MSN, PhD, Assistant Professor
Arevian Mary, RN, MPH, Clinical Associate Professor till end of September 2020
Avedissian Tamar, RN, MSN, Clinical Instructor
Clinton Michael, RN (CARNA), RGN RPN (AHPRA), PhD, MSc, BA (Hons.), Professor, joint appointment with FM Institutional Review Board (IRB) as Vice-Chair of the Social and Behavioral Sciences Institutional Review Board
Dakessian Sailian Silva, RN, MPH, Clinical Instructor
Damianos Danielle, RN, MSN, Clinical Instructor
Dhaini Suzanne, RN, Master in Child Studies, PhD, Assistant Professor till end of December 2020
Darwish Hala, RN, PhD, Associate Professor, joint appointment with FM/AUBMC as Managing Director, Abu-Haidar Neuroscience Institute
Dumit Nuhad, RN, MA, PhD, Associate Professor; Undergraduate Division Convener
Fares Souha, PhD, Assistant Professor
Farhood Laila, RN, PhD, CS, Interim Dean since September 2019, Professor, and Clinical Associate, Psychiatry Department, FM
Gulgulian Talin, RN, MSN, Clinical Instructor
Honein Gladys, RN, PhD, Assistant Professor
Khoury May, RN, BSN, MSN, Clinical Assistant Professor
Madi Dina, RN, TD, MA Education, PhD, Clinical Assistant Professor; BA/BS-BSN Coordinator
Massouh Angela, PhD, MSN, CNS; Assistant Professor, joint appointment with AUBMC as Cardiology Clinical Nurse Specialist
Najjar Assaf Ghada, RN, PhD, Clinical Assistant Professor
Noureddine Samar, RN, PhD, FAHA, FAAN, Professor; Graduate Division Convener; Associate Dean for Academic Affairs since September 2019
Tashjian Hera, RN, MSN, Clinical Instructor
Younan Lina, RN, MSN, DNP, Clinical Associate Professor
Puzanian Houry, PhD, FAHA, Assistant Professor

PART-TIME

Masalkhi Hanadi, RN, MSN, Clinical Instructor
Saadeh Myrna, BS, MSN, Clinical Instructor till mid of May 2019
Sabbagh Rachelle, BS, MSN, Clinical Instructor

ACADEMIC ASSOCIATES

Bou Akl Imad, MD, Associate professor, Critical Care and Pulmonary Medicine, Faculty of Medicine, AUBMC, Lebanon
El-Asmar Rebecca, RN, MSN, AOCNS, Clinical Nurse Specialist, AUBMC, Lebanon
El Jamous Sabath, RN, MSN, Critical Care Clinical Nurse Specialist, AUBMC, Lebanon
Hanna Janane, RN, MSN, AOCNS, Clinical Nurse Specialist, AUBMC, Lebanon
Maalouf Wafa, MS, Nursing Director, St. George Hospital, Lebanon
Nasrallah Mona, MD, Associate Professor of Clinical Specialty, AUBMC, Lebanon
Snow Kaiser Karen, PhD, RN, Clinical Practice Coordinator, University of Maryland Medical Center, USA
Zein El-Dine Salah, MD, Associate Professor of Clinical Medicine, AUBMC, Lebanon

B. STAFF

Abdallah Mira, BS, Administrative & Student Services Assistant
Assaf Chedid Patricia, BA, MBA, Executive Officer/Financial Officer till December 2020
Berbary Najem Lynn, BBA, MBA, Student Services and Recruitment Officer
Daher Rabih, Junior Clerk
Farha Randa, BSN, MSN, MPH, Simulation and Clinical Competency Center Coordinator
Ghalayini Nisrine, BA, Graduate Division Administrative Assistant
Itani Maher, MEN, CCE, IT Manager
Karout Tofic, BEN, Senior IT Field Support Engineer
Zeinati Jeanette, Secretary

C. CCNE ACCREDITATION

- The BSN and MSN programs continue to be accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.aacn.nche.edu/ccne-accreditation) in the USA.
- HSON is due for reaccreditation in 2022 and the site visit is scheduled for March 7 to 9, 2022
- HSON continues to be a regular member of the American Association of Colleges of Nursing.

D. HONORS, AWARDS, AND RECOGNITIONS

Laila Farhood

- World Psychiatric Association (WPA), elected as a board member for the International Association for Women's Mental Health regional section, Berlin, Germany, December 2017 till present

Lina Kantar

- Recognition as a reviewer in the Journal of the Nurse Education Today (May, 2019).

Dina Madi

- Received a Trophy from the Director of the HSON in recognition of more than 25 years of Service at AUB.

Angala Massouh

- Recipient of the 2019 Best moderated Poster Award at the EuroHeart Care Conference by the Association of Cardiovascular Nursing and Allied Professions, Milan.

Lina Younan

- Certificate from ICN: Global Nursing Leadership Institute (GNLI) Facilitator

E. INTERNATIONAL PARTNERSHIPS

HSON continues to have Memoranda of Understanding (MOUs) to enhance research collaboration and student and faculty exchange with the following institutions:

- Johns Hopkins University School of Nursing
- University of Michigan School of Nursing
- University of Maryland School of Nursing

F. SIGMA THETA TAU INTERNATIONAL (STTI) HONOR SOCIETY

The board of the Chi Iota Chapter is as follows:

- President: Dr. Angela Massouh
- Immediate Past President: Dr. Dina Madi
- President-elect: Mrs. Hera Tashjian 2019, Mrs. Silva Dakessian 2020-21
- Vice President: Dr. Lina Kantar
- Treasurer: Mrs. Rebecca El Asmar 2019, Mrs. Nada Nassar 2020-21
- Secretary: Mrs. Janane Hanna 2019, Mrs. Rachel Bejjani 2020-21
- Counselor: Dr. Ghada Assaf
- Founding President: Dr. Huda Abu-Saad Huijer

Chi Iota Committees

Governance Committee

- Mrs. Ursula Rizk; Chair
- Mrs. Danielle Damianos; Member 2019
- Ms. Rola Awwad; Member 2019
- Dr. Nuhad Dumit, Member 2020-21
- Ms. Mireille Chehade 2020-21

Leadership and Succession Committee

- Mrs. Helen Nuwayhid, Chair 2019
- Dr. Nour Alayan, Member 2019
- Mrs. Tamar Avedissian, Member 2019
- Dr. Nour Alayan, Chair 2020-21
- Mrs. Danielle Damianos, Member 2020-21
- Mrs. Tamar Avedissian, Member 2020-21

G. HSON NEWSLETTER

HSON Newsletter number 8 was circulated in April 2019. The newsletter included:

- A message from the Dean, Dr. Huda Huijer
- Hariri School of Nursing independent status
- PhD program: testimonials from PhD students
- Publications and research
- Incoming faculty
- Students corner: undergraduate and graduate
- Faculty awards and activities
- Student activities
- Events
- In memoriam of Dr. Salwa Makarem

Link:
https://www.aub.edu.lb/hson/Documents/Hariri%20School%20of%20Nursing%20annual%20Newsletter%20Issue%20number%208.pdf

II. FACULTY ACTIVITIES

A. EDUCATIONAL PROGRAMS

BSN:

A total of 197 and 196 undergraduate students were enrolled in 2019 in 2020, respectively. Course descriptions, credit hours, and learning objectives did not change this year as student evaluations were positive. We were, however, required to provide two sections of junior-year courses because of the large class size in 2019. Classes were carried online in 2020 due to COVID 19 lockdowns; however, practicum was carried in the clinical areas. In spring 2020, the practicum of three courses [community health, mental health, and leadership and management in nursing] were integrated to ensure students complete requirements despite the limited clinical sites. For example students in community health selected their in-patients' families in the leadership course to do telehealth awareness about COVID-19 to meet the community clinical requirements. The same for the mental health course, patients were selected during the leadership rotation to do Interpersonal Relation assignment for the mental health course. It is worth mentioning that the clinical hours required for each course was met.

Simulation activities were included in most clinical nursing courses, including practice through skill training and scenarios. The Objective Structured Clinical Examination (OSCE) was used in all clinical nursing courses.

MSN:
A total of 56 students enrolled in the MSN program in October 2019 and 49 in October 2020
Four tracks continue to be offered: Adult Gerontology Clinical Nurse Specialist, Nursing Administration and Management, Psychiatry and Mental Health Clinical Nurse Specialist, and Community and Public Health Nursing. Information on the specific tracks is detailed below:

Adult Gerontology Clinical Nurse Specialist track:

- Two students graduated in 2019 and one in 2020
- A total of 17 students were enrolled in October 2019 and 25 in October 2020
- Students in the Adult Gerontology Clinical Nurse Specialist track completed residencies at AUBMC, Johns Hopkins University and the University of Maryland.

Nursing Administration and Management track:

- Two students graduated in 2019 and three in 2020
- A total of 17 students were enrolled in October 2019 and 12 in October 2020
- Students in the Nursing Administration and Management track completed residencies at the Evidence Based Health Management Unit (EHMU), AUBMC, University of Maryland and the Ministry of Public Health.

Psychiatry and Mental Health Clinical Nurse Specialist track:

- Four students graduated in 2019 and one in 2020
- Ten students were enrolled in October 2019 and four in October 2020
- Students in the Psychiatry and Mental Health Clinical Nurse Specialist track completed residencies at AUBMC.

Community and Public Health Nursing track:

- Four students graduated in 2019 and one in 2020.
- A total of 14 students were enrolled in October 2019 and 15 in October 2020.
- One student completed the residency at the University of Colorado Hospital- Anschutz Medical Campus, Outpatient Pavilion-Health Nexus.

PhD Program:

- Six students were enrolled in October 2019 and nine students in 2020
- Nine new applications were received in the Fall of 2019, six were accepted and three were newly enrolled in the Fall of 2020.

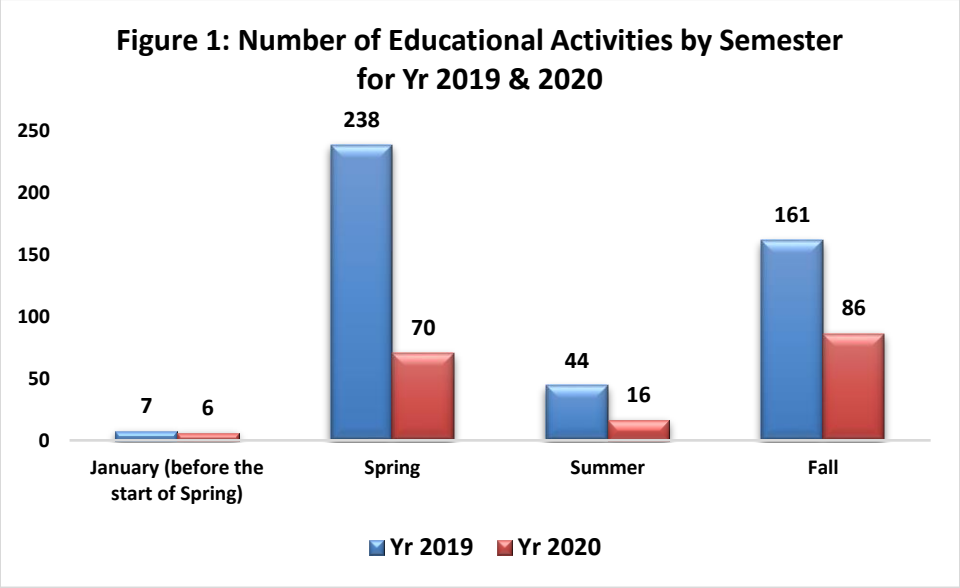
B. SIMULATION TECHNOLOGY at HSON

Academic Year 2019-2020

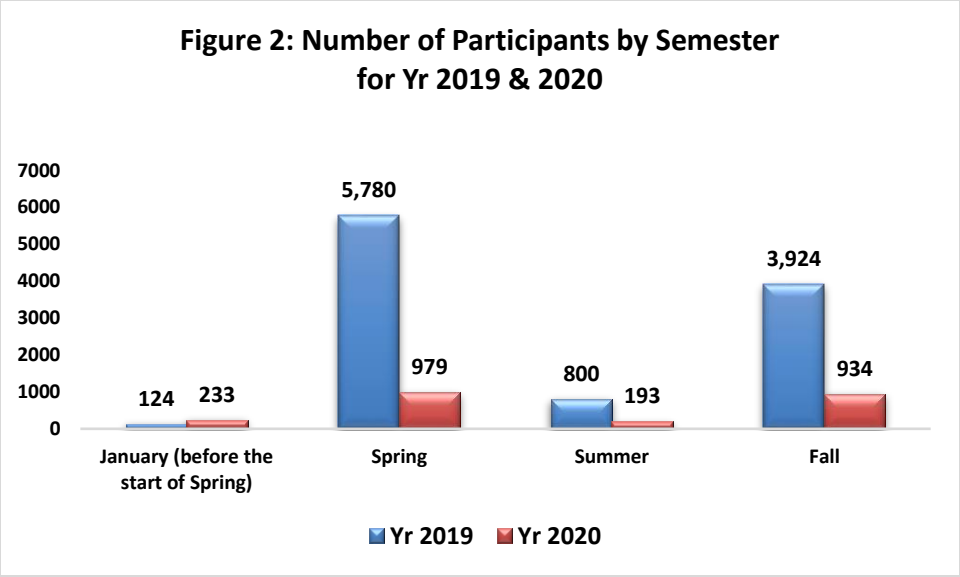
During 2019-2020, the Simulation and Clinical Competency Center (SCCC) provided activities/services – for both AUB and non-AUB users - in line with its mission statement. Users included HSON students enrolled in undergraduate and graduate programs (HSON users), nutrition and dietetics students, medical students, residents, faculty members and nurses from AUB and elsewhere (non-HSON users).

The figures below summarize activities done at the SCCC by semester

In 2020, SCCC supported 178 simulation training activities/ experiences that involved 2339 participants, including HSON and Non-HSON users. When comparing 2020 statistics with that for year 2019, we notice a 60% decrease in activities and 80% decrease in the number of participants. This is expected due to lock down because of COVID 19. For both years, the spring semester had the highest number of activities (53%) and the around the same number of users (Figure 1 & Figure 2 respectively).

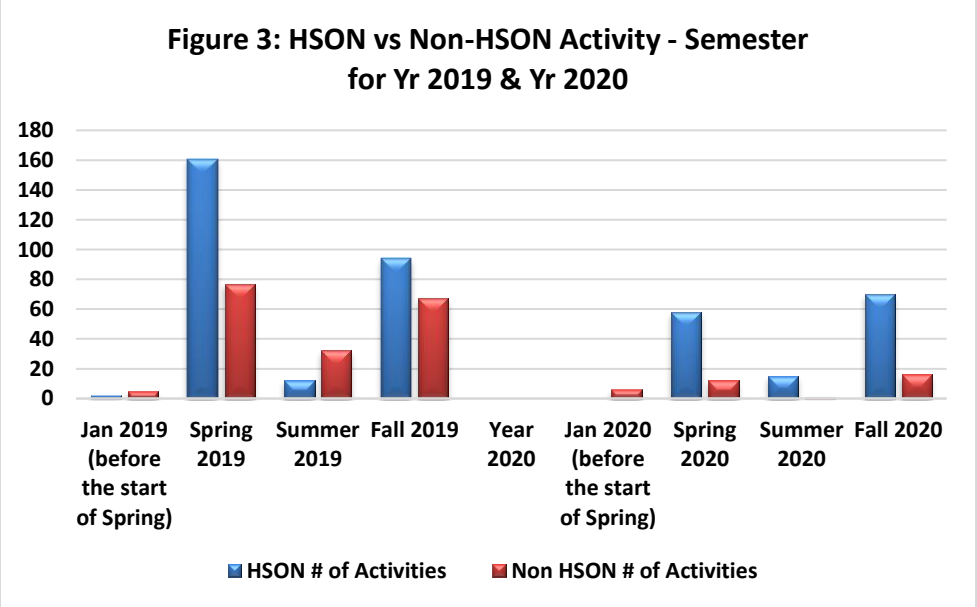


Legend: Educational Activity: each time the lab is utilized regardless of the objectives or content of the learning/teaching that is occurring.

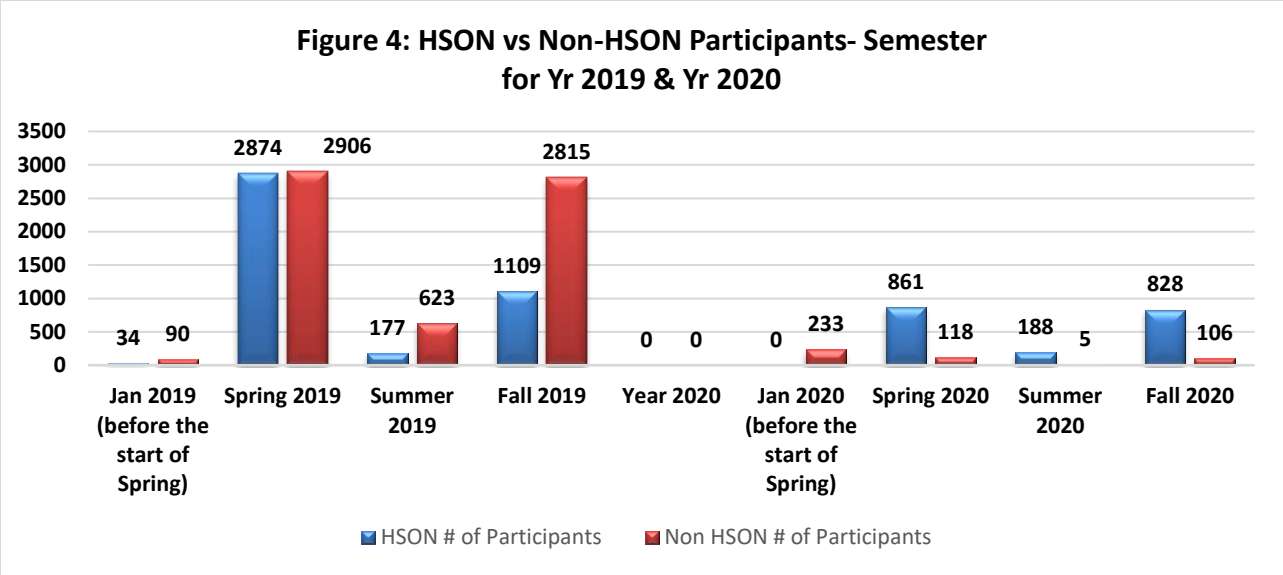


Legend: Participant: a person using the lab whether student, resident, nurse, or employee from AUB/AUBMC community or outside.

During the spring and fall semesters for both years (2020 & 2019), HSON activities outnumbered Non-HSON activities. Only during the summer of 2019 the Lab had more Non-HSON activities- medicine finish their spring semester much later than nursing (see figure 3).



In 2019 and through all semesters, non-HSON users outnumbered HSON users (medicine classes come in big numbers). The exception is year 2020, where we had more HSON users again because of COVID 19 - we restricted access to lab for non-nursing (See figure 4).



C. STUDENT PROJECTS, THESES, RESIDENCIES

MSN STUDENT PROJECTS AND THESES

Name	Track	Defense Date	Project/ Thesis	Project/Thesis Title	Project/Thesis Committee
Melissa Makhoul	Adult Gerontology CNS	February 27, 2019	Thesis	Pain Catastrophizing And Its Relationship With Pain-related Outcomes In Patients With Rheumatoid Arthritis.	Drs. Huda Huijer (Committee Chair), Imad Uthman and Souha Fares
Nadia Omeish	Nursing Administration And Management	April 1, 2019	Project	Marketing Plan for the PhD Program in Nursing Science Introduced At The Hariri School of Nursing	Adviser: Dr. Michael Clinton . Reader: Lina Younan
Lubna Rajab	Psychiatric Mental Health CNS	April 11, 2019	Project	Suicide Loss Survivors: A Toolkit For Mental Health Professionals	Advisor: Dr. Laila Farhood. Reader: Dr. Joseph El Khoury
Reem Salem	Adult Gerontology CNS	April 16, 2019	Project	The Assessment And Management Of Dementia Challenging Behavior In The Emergency Department. A	Reader: Dr. Hala Darwish. Reader: Dre. Eveline Hitti

				Proposed Evidence-Based Algorithm For Emergency Nurses.	
Cynthia Rizkallah	Community and Public Health Nursing	April 23, 2019	Thesis	Exploring the Determinants of Prenatal Education's Utilization among Expectant Women in Lebanon: A qualitative study.	Dr. Gladys Honein (Committee Chair), Labib Ghulmiyyah, Mona Nabulsi and Michael Clinton
Nay Ezzeddine	Community and Public Health Nursing	April 25, 2019	Thesis	Validation of the Heart Failure Index 9-Item European Heart Failure Scale Arabic Version (EHFScB Scale) Based on a Quantitative Survey Study	Drs. Gladys Honein (Committee Chair), Samar Noureddine, Angela Massouh and Monique Chaaya
Zepur Aharonian	Nursing Administration	May 2, 2019	Thesis	Exploring Chronic Fatigue Among Nurses Working In Pediatric Units In Lebanon.	Drs. Lina Younan, Michael Clinton (Committee Chair), Souha Fares and Mona Nabulsi
Sarah Abou Rihan	Psychiatric Mental Health CNS	May 3, 2019	Project	Anxiety And Depression In High Schools' Students in South Lebanon	Advisor: Dr. Laila Farhood. Reader: Dr. Fadi Maalouf
Elsa Jarawan	Psychiatric Mental Health CNS	May 3, 2019	Project	Designing An Educational Program To Promote Mental Health And Reduce Depression Among Older Adults	Advisor: Dr. Laila Farhood. Reader: Dr. Marina Adra
Linda Fakhreddine	Psychiatric Mental Health CNS	September 6,2019	Project	Street Children In Lebanon: The Case of Syrian Refugees A Community Mental Health Guideline Program Development	Advisor: Dr. Laila Farhood. Reader: Dr. Rima Habib

Yara Hazouri	Nursing Administration	September 6, 2019	Thesis	Quality Of Nursing Work Life Among Lebanese Nurses	Dr. Nuhad Dumit (Committee Chair); Drs. Suzanne Dhaini and Monique Chaaya
Rasha Itani	Nursing Administration and Management	January 8, 2020	Project	Low Back Pain Among Medical Surgical Nurses In Lebanon	Advisor: Dr. Lina Younan. Reader: Dr. Michael Clinton
Nada Issa	Community and Public Health Nursing	January 17, 2020	Project	Identifying Additional Measures For The Psychosocial Aspect Of Fatigue In Multiple Sclerosis	Adviser: Dr. Gladys Honein. Reader: Dr. Hala Darwish
Yvonne Jleilaty	Adult Care Nursing	January 27, 2020	Thesis	Knowledge And Self-Management of Patients With Chronic Kidney Disease	Drs. Samar Noureddine (Committee Chair); Drs. Souha Fares and Ali Abu Alfa.
Mohammad Taha	Adult Gerontology Clinical Nurse Specialist	January 28, 2020	Thesis	Symptom Clusters Severity And Effects On Quality of Life Of Hospitalized Oncology Older Adults In Lebanon	Dr. Huda Huijer (Committee Chair); Drs. Souha Fares and Arafat Tfayli
Roula Shehadeh	Nursing Administration	February 17, 2020	Project	Exploring Brownout In A Sample Of Lebanese Nurses	Advisor: Dr. Michael Clinton Reader: Dr. Souha Fares
Hanadi Saad	Community and Public Health Nursing	Friday 25 January 2019	Project	Exploring Health Literacy In Patients With Non-Communicable Disease In South Lebanon	Advisor: Mrs. Mary Arevian. Reader: Dr. Samar Noureddine
Shadi Al Halabi	Nursing Administration	June 19, 2020	Project	Lebanese Nurse Managers' Selections of CNE offerings: Relevance to their Roles and Responsibilities	Adviser: Dr. Nuhad Dumit- Reader: Dr. Souha Fares

Malek AL Makkouk	Nursing Administration and Management	June 19, 2020	Project	A Continuing Professional Development Program for Nurse Managers	Advisor: Dr. Nuhad Dumit Reader: Dr. Lina Younan
Ammar Zahreddine	Dual degree of Master of Science: Psychiatric Mental Health Clinical Nurse Specialist Track and Community and Public Health Track	June 22, 2020	Thesis	Health Related Quality of Life in Adult Patients Following Hematopoietic Stem Cell Transplant	Dr. Laila Farhood (Committee Chair); Drs. Samar Noureddine & Ali Bazerbachi.
Joelle Massouh	Adult Gerontology Clinical Nurse Specialist	June 22, 2020	Thesis	Social Support with Resilience as Moderated by Depression, Anxiety, and Personality Type in Multiple Sclerosis Patients	Dr. Hala Darwish (Committee Chair); Drs. Souha Fares, Pia Zeinoun, & Samia Khoury
Christine Helou	Nursing Administration and Management	June 8, 2020	Project	Charging Medical Supplies: The Best Practice	Advisor: Dr. Lina Younan. Reader: Dr. Nuhad Dumit
Ahmad Termos	Adult Gerontology Clinical Nurse Specialist	June 17, 2020	Project	Treatment Delays for Patients with Acute Ischemic Strokes	Adviser: Dr. Samar Noureddine Reader: Dr. Mazen Al Sayed
Dounia Iskandarani	Adult Gerontology Clinical Nurse Specialist	Friday 22 January 2021	Thesis	Comparing Patient Outcomes of Transcatheter Aortic Valve Implantation versus Surgical Aortic Valve Replacement	Dr. Samar Noureddine (Committee Chair); Drs. Angela Massouh & Fadi Sawaya
Mireille Harakeh	Community and Public Heath	Monday 18 January 2021	Project	Factors Influencing Implementation Of The Accreditation Process In Primary	Adviser: Dr. Gladys Honein Reader: Dr. Lina Younan

				Healthcare Centers In Lebanon.	

III. STUDENT- RELATED ACTIVITIES

STUDENT- RELATED ACTIVITIES

A. STUDENT ENROLLMENT/SCHOLARSHIPS

The table below shows the student enrollment in October 2020 for the Year 2019-20 and October 2021 for the Year 2020-21.

Student Enrollment	BSN		MSN		PHD	
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
Total Applied	610	420	32	37	9	11
Acceptance	255	230	26	23	3	6
New Enrolled	**84**	**80**	**16**	**5**	**3**	**3**
Yield	33%	35%	62%	22%	55%	50%
Committed	78	72	16	5	3	3
Total Enrollment	**197**	**196**	**56**	**49**	**6**	**9**
Female %	69%	72%	82%	80%	83%	89%
Male %	32%	28%	18%	20%	17%	11%
Lebanese %	89%	90%	89%	90%	100%	100%
International %	12%	10%	11%	10%	0%	0%
BSN Graduates	40	52	7	10		

- A total of **80** interviews were conducted in May and June 2019 with new and currently registered BSN students for HSON Scholarships. **Forty one** were recommended, and **33** were awarded the scholarship and enrolled. The 60% (Financial Aid and HSON scholarship) is still attracting students who select a nursing major as their 3rd, 4th, or 5th choice when they apply to AUB.

- In 2020, due to the limited scholarship funds available, HSON relied mainly on the Hariri Endowed Fund. In the Fall 2020-21, HSON has coordinated with the Office of Financial Aid to offer additional financial support to new students. As a result, all new students received additional Financial Aid up to 60% in total. Twenty one students received additional financial support (19 new and 2 continuing).

B. STUDENT RECRUITMENT AND MARKETING

Student recruitment and marketing of the BSN and MSN programs remain a priority at HSON. The marketing strategy for student recruitment in 2019 and 2020 included various activities:

- **Graduate Open House:** HSON participated in the Graduate Open House on February 20, 2019 organized by the Graduate Council. The event was very successful; 132 candidates expressed

their interest in the MSN programs and 36 were interested in the PhD in nursing science. A list of potential applicants is documented for recruitment and follow up on admission applications.

- **School visits:** Due to the October 17 national uprising/revolution and road blocks, schools were not flexible in providing a one-hour for student orientation about HSON as they were closed several days due to the situation. As an alternative, the power point presentation has been sent to some student counselors to disseminate to their student body.

- **AUBMC Open House:** On April 23, 2019, HSON participated in the AUBMC Open House to recruit nurses from all over Lebanon. The SSO had a booth to promote the MSN and PhD programs.

- **Marketing and promotion of HSON academic** programs is also done through:
  - Social media: In addition to Facebook, LinkedIn and YouTube, a twitter account has been created for HSON.
  - Nursing Centralized Application System (CAS) portal: to recruit students from North America for the MSN program and for the BA/BS-BSN second degree accelerated program.

- In 2020, recruitment efforts were affected by October 17 revolution and COVID-19 pandemic. HSON has not done any school visit in year 2020. However, HSON organized in January and February 2020 a recruitment program with different scout groups in Lebanon where they attended informational sessions about nursing, first aid sessions, scenarios at the simulation lab and relevant games. In addition, HSON participated in weekly virtual orientation sessions, in coordination with the Office of Admissions to promote the UG program.
- At the graduate level, HSON participated in the Graduate Open House that was organized in February 19, 2020 to promote the MSN and the PhD program.

- An Undergraduate Virtual Open House in April 2020 replaced the AUB school fair and due to COVID-19 pandemic, the orientation was online and attracted more than 400 participants. HSON Dean, faculty, staff and students participated in the open house. A follow up was done with interested applicants a week later, where they were given the opportunity to attend online classes and shadow our nursing students during their clinical practice. Interested applicants provided positive feedback on the orientation experience and ended up by applying and enrolling in the BSN program.

C. STUDENT ACTIVITIES

Nursing students were involved in various community projects and activities in their Community Course and in events organized by the Nursing Students Society (NSS) in 2019:

- **New Student Orientation:** During the orientation of newly-enrolled students, some undergraduate and graduate students provided testimonials and success stories about the nursing profession.
- **AUB Mentorship in Nursing:** The AUB Mentors in Nursing (AMIN) program continues to provide a lot of support to new students, by guiding them into the registration process, informing them about the student life, etc.

- **School Fair:** BSN and MSN students participated in the AUB School Fair that was held on Campus, from April 1- April 17, 2019. On April 21, 2020, students presented their testimonials in the Virtual Open House that replaced the school fair. The school fair and the virtual Open House was organized by the office of admissions and was open to students from different high schools.

- **The AACN Graduate Nursing Student Academy (GNSA):** Ninar Skheita was selected to be the new GNSA liaison for HSON graduate students for the AY-2019-20. She informs graduate students about upcoming events, news, conferences, career fairs, etc.

- **University Research Volunteer Program (URVP)**: Occasionally, undergraduate nursing students volunteer to participate in the University Research Volunteer Program (URVP) organized by AUB.

- **AUB Outdoors:** Nursing students participated in the AUB Outdoors activities in May 2019.

- **NSS elections:** Elections for the Nursing Student Society were held in May 2019 and a cabinet was formed.

- **SRC and USFC elections:** Elections for the SRC and USFC were cancelled in 2019 due to the national uprising/revolution and were conducted online in 2020; it is worth mentioning that it was the first nursing students had seats in the USFC as an independent school.

- **AMIN coffee hour: In the fall 2019-20,** AMIN mentors organized a coffee hour for new and returning students so new students can learn from senior students about the program, activities, etc.

- **Trivia Night:** On March 6, 2019, the first Trivia Night was held by the Nursing Students Society (NSS). Students tested their general knowledge and fun spirits and got competitive. In the end, the winning three teams got valuable prizes from sponsors: Latte Art, Spiced and Sliced, The Conut, Roadster Dinner, and Crepaway!

- **LGBT Health Workshop:** On March 17, 2019, the NSS and LEBMASH held the LGBT Health Student Workshop. This workshop provided students with basic knowledge about sexual health, health concerns, and disparities of lesbian, gay, bisexual, and transgender communities. The workshop used active learning strategies to provide students with opportunities to practice affirming and inclusive health regardless of sexual orientation or gender identity.

- **Other activities:**
  - In 2020, the Nursing Student Society conducted Christmas Cookies event-fundraising, Toys and books drive drop off, and Psychiatric awareness campaign on mental health.
  - Following the August 4, 2020 blast, nursing students were involved in several community projects in Beirut, Karantina for screening, blood/sugar tests, promoting COVID-19 precaution

measures and assessing health care needs. These activities were featured in the international AACN newsletter.

D. OTHER STUDENT SERVICES AND RESOURCES

- **Credentialing Requests of Nursing Graduates**

At the request of the Student Services Office, a new online credentialing request has been developed by the IT Department that enables nursing alumni to request and pay for their credentials online. The service went live in early 2019.
With the great demand for certification in different areas of nursing, the number of requests for credentials has increased from 20 in 2019 to 28 in 2020. The majority of requests were submitted to the Commission on Graduates of Foreign Nursing Schools (CGFNS) in the USA.

- **Electronic Archiving System**

HSON is trying to implement an electronic archiving system for student files in coordination with the IT team and other departments at AUB. HSON attended several training sessions on LaserFiche archiving system, awaiting the final approval to get the License.

- **Online Student Orientation and Advising**

The New student Orientation and group advising were held online in the Fall 2020-21. The orientation is now created as a course on Moodle with different live sessions, videos, visuals and other instructions to guide the new students. In addition, the AMIN mentors played a major role to help the students to have a smooth integration in the program. To minimize the registration problems and answer all new student inquiries, the Student Services Officer held several live sessions to address all student registration issues, minimize the registration problems and answer all new students inquiries.

IV. RESEARCH AND SCHOLARLY ACTIVITIES

A. CURRENT HSON FACULTY RESEARCH

Principal Investigator: Lina Abi Fakhr Kantar
Preceptors' Perspectives on their Teaching Practice: Implications for Academia and Service
Aim: To assess the needs of clinical instructors and preceptors for preparation to their role
Co-investigator: Danielle Damianos
Funding: Center for Teaching and Learning – AUB
Status: Data Collection

Principal Investigator: Huda Abu-Saad Huijer
Palliative Care in Older Adults in Lebanon
The purpose of this study is to evaluate the quality of palliative care (PC), the quality of life (QoL), symptom management, and functional ability among hospitalized older adults in need of palliative care in Lebanon.

Co-investigators: Marina Adra, Suzan Dhaini, Souha Fares, Hussam Ghusn, Ramzi Hajjar, George Karam, **Samar Noureddine**
Funding: CNRS
Status: Data collection completed. Articles in progress.
Secondary Data Analysis: Thesis completed by Mohamad Taha 'Symptom Clusters Severity and Effects on Quality of Life of Hospitalized Oncology Older Adults in Lebanon'

Principle Investigator: Huda Abu-Saad Huijer
Chronic Pain: The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)
Chronic pain is believed to be a disease on its own and has been increasing in prevalence. The 13-item Pain Catastrophizing Scale (PCS) is the most widely used measure of pain-specific catastrophizing and assesses three dimensions: rumination, magnification, and helplessness. The purpose of the project is to develop and psychometrically evaluate PCS in Arabic among a sample of 150 adult chronic pain patients in Lebanon.
Co-investigators: Souha Fares, Douglas French
Funding: Pfizer
Status: Completed. One article published and others in preparation.
Secondary Data Analysis: Thesis completed by Melissa Makhoul 'The relationship between pain catastrophizing and pain-related outcomes in patients with Rheumatoid Arthritis: A secondary analysis of research data'.

Primary investigator: Marina Adra
Impact of person-centered care on dementia-related aggressive behaviors and quality of life on people with dementia living in nursing homes in Lebanon: a feasibility study.
The study aims at evaluating the impact of person-centered care (PCC) on aggressive symptoms of dementia and quality of life of older residents living with dementia**.**
Co-investigator: Hala Darwish
Funding: URB
Status: Ongoing

Principal investigator: Marina Adra
Promoting a Culture of Community in Nursing Homes in Lebanon through Forging Partnerships
The aim of this study is to contribute to the understanding of how the formation of significant relationships in care homes in Lebanon may support the development of a culture of community.
Co-investigators: Zepur Aharonian, Abla Sibai
Funding: URB
Status: Data collection completed. The PI is in the process of writing the manuscript.

Principal Investigator: Farah Ahmad
Perceptions of Complementary and Alternative Medicine (CAM) among users, providers and health care workers in Lebanon
Recently, there has been a renaissance of interest in Complementary and Alternative Medicine (CAM) therapies. By exploring the perceptions of CAM users/non-users, providers and health care workers,

this study aims to examine the knowledge, attitudes, and practices of CAM use, as well as the related barriers and enablers.
Co-investigators: Gladys Honein
Funding: None
Status: Data analysis in progress

Principal Investigator: Elie Akl
Kickbacks between physicians and healthcare facilities
The objective of this study is to explore the interactions between physicians and laboratory and radiological diagnostic centers in Lebanon.
Co-investigators: Gladys Honein, Alaa Ousta, Rola Cheiato, Maya Diab, Michael Bejjani, Mohammad Chahrour
Funding: None
Status: Data analysis in progress, manuscript writing

Principal Investigator: Nour Alayan
Using simulation-based experiential learning to integrate Screening, Brief Intervention, and Referral to Treatment (SBIRT) in the nursing curriculum.
It aims at examining the effect of the simulated Screening, Brief intervention, and Referral to Treatment (SBITR) teaching on nursing students' attitude, knowledge skills and performance of SBIRT techniques in addressing substance use in pregnant women and adolescents.
Co-investigators: Tamar Avedissian, Dina Madi, Ghada Najjar Assaf.
Funding: Center of Teaching and Learning (CTL)
Status: Ongoing

Principal Investigator: Nour Alayan
Nurses' and Pediatricians' Attitudes, Perceptions, and Practices of Screening, Brief Intervention, and Referral to Treatment (SBIRT) for Adolescent Substance Use: A Multisite Cross-Study in Primary Care and School Settings
This study aims to explore nurses' and pediatricians' attitudes, perceptions, and practices regarding adolescent substance use screening and interventions.
Co-investigators: Tamar Avedissian, Ghada Assaf, Farid Talih
Funding: URB
Status: Ongoing

Principal Investigator: Ghada Assaf
Psychological well-being in overweight and obese adolescents in Lebanese schools: A cross-sectional study
This study aims to investigate whether overweight and obesity are risk factors for psychological wellbeing among adolescents.
Co-investigators: Gladys Honien, Dr. Fadi Maalouf, Dr. Lamis Jomaa
Funding: University Research Board
Status: Data collection in progress

Principal Investigator: Tamar Avedissian

The influence of overprotective parenting on growth and development of children with congenital heart disease

The aim of this systematic review is to explore the influence of overprotective parenting on growth and development of toddlers and preschoolers with Congenital Heart Disease.

Co-investigator: Samar Noureddine, Layal Hneiny, Sally Atwi

Funding: None

Status: Full text-screening

Principal Investigator: Dr. Marlene Chakhtoura

Mediterranean, Low Carbohydrate and Control diet in Obese Patients on Liraglutide: a Randomized Controlled Trial (primary outcome: Arterial Stiffness).

Specific Aims:

1. We will assess the effect of various dietary interventions on cfPWV (primary outcome) in obese patients starting on Liraglutide, at 6 months after randomization.
2. To assess the effects of various dietary interventions on visceral adipose tissue (VAT) and other parameters of body composition (lean mass, total fat mass, and subcutaneous fat mass) in obese patients starting on Liraglutide, at 6 months after randomization.

Co-PI: Dr. Lara Nasreddine

Co-I: Dr. Houry Puzantian (Overseeing Primary Outcome: Cardiovascular profile/Arterial stiffness)

Funding: Farouk Jabre Interfaculty Award, AUB

Status: Ongoing

Principal Investigator: Hala Darwish

Interacting with Nature Using Virtual Reality: A Pilot Intervention to Restore Cognitive Fatigue in Patients with Multiple Sclerosis (MS)

Examine the effect of 12 weeks interactive virtual reality (using low cost improved mobile VR headsets), nature compared to urban environment, on cognitive fatigue in MS patients.

Co-investigator: Mariette Awad

Funding: Collaborative Research Stimulus (CRS) 2 years and National MS society

Status: IRB review

Principal Investigator: Hala Darwish

Longitudinal Effect of Vitamin D3 Replacement on Cognitive Performance and MRI Markers in Multiple Sclerosis Patients: A Single-Blind Randomized Clinical Trial

This is a longitudinal single-blind randomized trial to test the effects of high compared to low dose Vitamin D3 supplementation on cognitive performance at 6 and 12 months, and MRI measures of 12 months duration.

Co-investigators: Samia Khoury, Nabil El Ayoubi, Salem Hannoun

Funding: MPP

Status: Ongoing

Principal Investigator: Suzanne R. Dhaini
Implicit Rationing of Nursing Care among Lebanese Patients (Rational) - A Longitudinal Study on the Variations, Trends, Predictors, and Outcomes of Rationed Nursing Care
The purpose of this study is to investigate the variations and trends of rationing of nursing care on a shift-level basis over time on medical, surgical, and pediatric units in a Lebanese university affiliated hospital and its association with work environment factors, as well as nurse and patient outcomes.
Co-investigators: Michael Simon, Dietmar Ausserhofer, **Nuhad Dumit, Huda Abu-Saad Huijer**
Funding: MPP
Status: Dissemination. Four papers published. Last paper work in progress.

Principal Investigator: Dr. Yanis Ben Amor, University of Columbia
Lead Investigator in Lebanon: Nuhad Dumit
REfugees Act and Communicate for Health (REACH): Using Technology to Increase Health Literacy and Health Care Access for Refugees in Turkey and Lebanon
This project aims to use a mixed methods research approach to explore and promote use of digital technologies among young refugees to improve their access to health information and services in Turkey and Lebanon.
Co-investigators: Dr. Ozge Karadag Caman, Dr. Selma Karabey
Funding: Center for Sustainable Development, Earth Institute, Columbia University
Status: Under IRB revision

Principal Investigator: Nuhad Dumit
Perspectives of Registered Nurses on Refugee Healthcare in Lebanon and Jordan: A Multi-site Cross-sectional Study (PROFILE)
The overall aim of this research project is to explore the perspectives of Lebanese and Jordanian nurses on the effect of the influx in healthcare demands due to the protracted Syrian refugee crisis on the health of nurses working in hospitals and primary healthcare centers in Lebanon and Jordan and to examine how this crisis is impacting the quality of their services.
Co-investigators: Gladys Honein, Ibtissam Al Zaru, Muntaha Gharaibeh, Nancy R. Reynolds, Patricia M. Davidson, **Suzanne R. Dhaini**
Funding: Global Health Institute
Status: Qualitative data collection completed; manuscript in press to the *Journal of Nursing Scholarship*; quantitative data collection commenced in March 2019. Quantitative data collection in process.

Principal Investigator: Nuhad Dumit
Exploring Continuing Education Learning Needs of Nurse Managers in Lebanon
The overall aim is to assess the continuing education needs of nurse managers in Lebanon
Co-investigator: Souha Fares
Funding: URB
Status: Manuscripts in preparation.

Principal Investigator: Souha Fares

Abnormal Blood Pressure Complexity and Fluctuation: An Indicator of Vascular Disease Independent of Blood Pressure

The research proposal is focused on the use of non-conventional blood pressure variability (BPV) metrics (complexity measures and detrended fluctuation analysis exponents) to examine the potential role of this novel cardiovascular risk factor in the adult Lebanese population. Our primary objective is to determine the effect of weight loss through bariatric surgery on blood pressure dynamics in obese and morbidly obese normotensives (No-HTN), pre-hypertensive (pre-HTN), and hypertensive patients (HTN). We also aim to **s**how that beat-to-beat BP complexity and fluctuation metrics will provide superior discrimination between No-HTN, pre-HTN, and HTN subjects, and will differ for demographic sub-cohorts. Another objective is to quantify the impact of BPV on the normal and shear stresses at the walls of the blood vessels.

Co-investigators: Kamal Badr, Bassem Safadi, Issam Lakkis

Funding: MPP

Status: Data collection in progress.

Principal Investigator: Laila Farhood

Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessment in civilians exposed to traumatic war events in South of Lebanon

This study aimed to address the needs of children affected by wars in South Lebanon. It consisted of two phases whereby in the first phase focus groups with teachers and parents were conducted to identify their mental health needs. The second phase employed a quantitative, quasiexperimental pre-post design in which school-based educational programs were administered to the same sample. The Strengths and Difficulties Questionnaire (SDQ), General Health Questionnaire (GHQ-28) and Attitudes towards Mental Illness Questionnaires (ATMIQ) were administered before and after the intervention, and at 1.5 years follow-up.

Co-investigators: Dr. Fadi Maalouf

Funding: MPP/URB

Status: Two papers were published so far and additional ones coming soon

Principal Investigator: Laila Farhood

Empowering Families cope with adversity: Improving family resilience and individual wellbeing

The aim of this research is to develop and evaluate the impact of a family-based MHPSS intervention to determine its acceptability, feasibility, and initial impact on improving family cohesion and reducing distress.

Sub-objective 1: Adapt an existing evidence-based multi-family MHPSS programme to meet the cultural and contextual needs

Sub-objective 2: Conduct a pilot trial to assess impact on family cohesion and individual distress and investigate acceptability and feasibility related to the implementation and uptake

Co-investigators: International Medical Corps UK (lead applicant/partner), American University of Beirut (sub-partner), Johns Hopkins University School of Public Health (sub-partner)

(Primary) Claire Whitney, MIA, LICSW Senior Global Mental Health and Psychosocial Support Advisor International Medical Corps UK

Funding: European R2HC funding
Status: Was shortlisted and got soft money for 1st phase however it was not funded due to AUB overhead.

Principle Investigator: Dr. Ghada El-Hajj Fuleihan
Expanding Capacity Building in Non-Communicable Diseases: The Scholars in Health Research Program (SHARP) at the American University in Beirut
Specific Aims:
1. Redesign and deliver the Summer Certificate into a Blended format to enhance flexibility
2. Develop and deliver new advanced quantitative methods modules to expand its core curriculum
3. Launch a mentorship and Career Advancement Network Program (SHARP CAN)
4. Launch the Scholars Research Fellowship Grant Program, to provide SHARP trainees with stipend support, to complete an NCD project.
Co-PI: **Huda Abu-Saad Huijer**
Mentor: Samar Noureddine
Co-Mentor and Instructor: **Dr Houry Puzantian**
Funding: NIH D43 Fogarty International Research Training Award (NCD-LIFESPAN)
Status: Ongoing

Principal Investigator: Gladys Honein
Towards an Organized Colorectal Cancer Screening Program: An Action-oriented Research
This project is considered a pilot study to be used as a tool to guide decision-makers adopt evidence-based approaches at a national level
Co-investigators: Tamar Kabakian, Marco Badrus, Hana Nimer, Caren Daou, Nathalie Awada, Layla Al Hajj, Rasha Ghassani, Malak Tabaja
Funding: Global Compact Network Lebanon
Status: Data collection completed; data analysis in progress.

Principal Investigator: Gladys Honein
Community Health Assessment of Needs and Continuous Empowerment (CHANCE) - An experience-based co-design approach
To assess the learning needs of community-based nurses and to develop an intervention training program to address the top priority learning need.
Co-investigators: Nuhad Dumit, Nathalie Richa, **Mary Arevian, Tamar Avedissian**, Bahia Abdallah
Funding: URB
Status: Manuscript writing

Principal Investigator: Gladys Honein
Patients' Perceptions of Nurses and Physicians' Listening Behaviors, Education, and Empathy
The purpose of this study is to understand the ways in which medical/ surgical patients during their hospital stay at AUBMC recognize, identify, and understand the ways in which bedside nurses' and physicians' behavior conveyed aspects of communication (listening versus the absence of listening, empathy projected, interpersonal skills, and education provided by nurses and physicians). The

objective is to assess patients' perception regarding communication by the physician and nurse and how this affects patient experience and satisfaction.
Co-investigators: Ahmad Diab, Lama Al Jurdi
Funding: None
Status: Data analysis

Principal Investigator: Gladys Honein
Reduce, Recover, Recycle (3 Rs)- Food Waste Management Initiative. Water- Energy- Food- Health Nexus Renewable Resources Initiative: WEFRAH
This initiative aims at improving the food service establishments' practice regarding responsible food production and management. It is proposing to reduce the food waste during preparation, recover the edible part of the leftover food by donating them to refugees and impoverished in the Bekaa area, and recycle the inorganic waste and compost the remaining inedible food. Within this context, the project targets the Sustainable Developmental Goal (SDG 12), which addresses sustainable consumption and production patterns
Co-investigators: Jean Abdelnour, PPD; Walid El Khazen, IT; Darine Hachem, FAFS; Farouk Merhebi, EHSRM; Randa Salamoun, OSB; Elizabeth Saleh, FAS. (CO-I)
Funding: Water- Energy- Food- Health Nexus Renewable Resources Initiative: WEFRAH-American University of Beirut
Status: Awaiting IRB approval

Principal Investigator: Lamis Jomaa
Developing a Cash Plus Nutrition Social and Behavioral Change Communication (SBCC) Strategy to Improve Dietary Choices among Syrian Refugees: The Case Study of Tyre, Lebanon
Develop complementary culturally-appropriate nutrition Social and Behavioral Change Communication (SBCC) strategies that will assist in improving the dietary behaviors of Syrian refugee beneficiaries.
Co-investigators: Gladys Honein, Lara Nasreddine, Sahar Nassour
Funding: None
Status: Data analysis in progress

Principal Investigator: Lamis Jomaa
Registered and unregistered Syrian refugees: Impact on access to health services, employment and psychosocial health.
Co-investigators: Gladys Honein, Dana Nabulsi, Hussein Ismail, Fida Abou Hassan, Lea Sacca
Funding: None
Status: Manuscript writing

Principal Investigator: Loulou Koubaissi (World Health Organization)
SEEK Trial: The effect of increased Self- Efficacy and Knowledge (using an innovative psychosocial SRH package) on sexual and reproductive health service use among young refugee women and adolescents
We aim to develop and adapt a low intensity multi-component psychosocial intervention, infused with sexual and reproductive health (SRH) knowledge and focused on empowering self-efficacy around SRH

use, particularly pertaining to the use of selected SRH services. The package is being proposed to empower goal setting, communication skills, problem management, stress management, as well as self-efficacy on use of SRH services. Ultimately, the improved use of SRH services could translate to improved SRH outcomes among refugee populations, such as averting unplanned pregnancies, reducing complications of abortion, and sexually transmitted infections among the refugee population.
Co-investigators: Dr. Fouad Fouad, Dr. Antoine Abu Musa, Dr. Tima Al Jamil, Dr. Myrna Doumit**, Dr. Gladys Honein**
Funding: World Health Organization
Status: Manuscript writing

Principal Investigator: Dr. Sahar H. Koubar
Mental Health Problems One Year Post Kidney Transplantation
The objective of our research project is to assess the magnitude of mental health problems one year post renal transplant and to identify any contributing socioeconomic factors or unique personal characteristics that might be particular to our population. We also aim to look at the association between mental health problems and compliance with immunosuppressive medications.
Principal Co-Investigator: Dr. Walid Medawar and **Dr. Laila Farhood**
Co-investigators: Dr. Ahmad Al Masry, Dr. Maan El Halabi, Dr. Rana Abu-Durgham
Funding: MPP
Status: Ongoing

Principal Investigator: Dina Madi
Acceptability of Mobile Health Intervention for Supportive Pain Management for Adolescents with Cancer
This study aims to assess the acceptability of a mobile health application (app) for supportive pain management in adolescents with cancer.
Co-investigator: Dr. Myrna A.A. Doumit
Funding: University Research Board (URB).
Status: data collection in progress

Principal Investigator: Angela Massouh
Dyad Engagement in Heart Failure Self-Care
The primary aim of this study is to identify patient and dyadic determinants of self-care in heart failure care dyads while controlling for dyadic interdependence. Secondary aims of this study are: (1) to typify distinct patterns of heart failure patient-caregiver dyads engagement in self-care and link these patterns to heart failure disease outcomes and (2) to establish a neurocognitive profile of the heart failure patient and determine whether an association exists between the severity of heart failure and cognitive abilities as well as cognitive abilities and self-care.
Co-investigator: Drs. Hala Darwish, Souha Fares, and Huda Huijer
Funding: University Research Board at the American University of Beirut
Status: Data Collection

Principal Investigator: Angela Massouh

Appraisal, Burnout, and Coping in Dyads Living with Chronic Illness: The ABCs of Informal Caregiving

The primary aim of this study is to explore quality of life, family relationships, and health outcomes of dyads living with chronic illnesses.

Co-investigator: Drs. Nour Alayan [HSON] and Samar Noureddine [HSON]

Funding: Doha International Family Institute at Qatar Foundation

Status: Starting

Principal Investigator: Angela Massouh

REflective Simulation-Based e-Training on Motivational Interviewing for Interprofessional Teams [RESeT-MI].

Objectives of this study are to: [1] develop a simulation-based reflective e-training module [RESeT-MI] on Motivational Interviewing [MI] for interprofessional [IP] health students; [2] assess the impact of RESeT-MI on knowledge, attitudes, and confidence; [3] objectively measure MI fidelity using a simulated patient interview; and [4] explore whether self-reflection can promote reflective learning.

Co-investigator: Dr. Nour Alayan

Funding: Scholarship of Teaching and Learning (SOTL) Grants program at the American University of Beirut

Status: Starting; September 2021

Principal Investigator: Nadine Moacdieh

Title: Perceptions of Music and Noise in AUBMC Operating Rooms

The goal of this research is to analyze the perceived effects of noise and music in the OR on the performance and attention of medical personnel.

Co-investigators: Ramzi Alame, Saif Al-Qaisi, Zavi Lakissian, Rana Sharara, **Lina Younan**, George Zaytoun.

Funding: None

Status: Data analysis.

Principal Investigator: Samar Noureddine and Nuhad Dumit

The Lebanese Nurses' Health Study

The study aims are to determine the prevalence of NCDs and related risk factors among Lebanese nurses; determine the association between their NCD risk factors and work conditions; and identify their attitudes and practices in relation to health risk reduction. The research design is descriptive correlational cross sectional and the method of data collection electronic survey using LimeSurvey.Co-

Co-Investigator: Myrna Doumit

Funding: Pending approval by URB

Status: IRB approval received. Questionnaire translation and pilot testing in progress

Principal Investigator: Samar Noureddine

A survey of the knowledge, attitudes, and practices of physicians related to air pollution

The specific aims of this study are to 1) describe the knowledge, 2) determine the current practice, 3) identify physician's attitudes related to air pollution, and compare the study outcomes by gender, years of practice, and medical specialty. This study uses descriptive cross-sectional correlational design. The target population included physicians from various medical Societies of the Lebanese Order of Physicians who were sent the questionnaires using Limesurvey.

Co-PI: Angela Massouh, Hazem Assi, Najat Saliba

Funding: In kind support by the Vascular Medicine program

Status: Manuscript write up in progress.

Principal Investigator: Samar Noureddine

Resuscitation in the Intensive Care Unit: A Survey of Physicians in Lebanon

The aim of this study is to explore the practices, attitudes, and challenges experienced by intensive care physicians related to in-hospital resuscitation. Lime Survey methodology was used and the final sample included 30 members of the Lebanese Society of Critical Care Medicine and 57 members of the Lebanese Society of Cardiology.

Co-investigators: Ahmad Husari, Mira Obeid, Hussain Isma'eel

Funding: In-kind support by the Vascular Medicine Program, AUBMC

Status: Manuscript under review by PLOSOne.

Principal Investigator: Samar Noureddine

Survey of the Knowledge, Attitude, and Practices Related to Out of Hospital Resuscitation Among Nurses in Lebanon

The aims of this study are to: 1) examine the knowledge, attitudes, and practice of nurses in Lebanon related to out of hospital cardiopulmonary resuscitation, and 2) identify factors associated with the willingness of nurses to attempt resuscitation outside the hospital setting. The study uses a descriptive quantitative design. A total of 692 were recruited from 30 hospitals randomly selected from the 5 governorates, and 162 nurses working in primary health care centers. The self-administered questionnaire developed for this study asked about the training received by nurses in resuscitation and their related knowledge, experience, and attitudes regarding out of hospital cardiac arrest resuscitation, and the perceived importance of factors that may influence the nurse's decision to attempt resuscitation outside the hospital setting, in addition to demographic questions.

Co-investigators: Tamar Avedissian, Nina Khatib, Joanna Irani

Funding: In kind support by the Order of Nurses in Lebanon

Status: Manuscript submitted to Journal of Community Health.

Principal Investigator: Saif Al Quaisi

Title: The Effects of Concurrent Physical and Psychosocial Demands on Muscle Tension, Perceived Workload, and Performance

The goal of this research is to explore the impact of two psychosocial factors on the risk of developing an MSD, which included time pressure and workplace distractions. The specific objectives of this research were to examine the concurrent effects of physical factors and psychosocial factors on muscle activation, mental performance, and the perceived workload level.

Co-investigators: Saif Al-Qaisi, Rania Ghalayini, **Lina Younan**, Nadine Moacdieh.
Funding: None
Status: Data collection.

Principal Investigator: Dr. Nesrine Rizk
The correlation between vascular reactivity as detected by pulse wave velocity and increased vascular specific markers of inflammation in HIV-Infected Individuals.
Specific Aims:
1. To evaluate aortic stiffness in virologically controlled patients with HIV.
2. To determine the associations between levels of vascular-specific inflammatory markers (Monocyte activation, IL-6, d-dimer, CRP, VCAM, ICAM and TNF-alpha) and aortic stiffness in virologically controlled patients with HIV.
3. To examine the associations between HIV-specific factors (treatment choice and duration, nadir CD4 count, highest HIV viral load, current CD4 count and CD4:CD8 ratio) and aortic stiffness.
Co-PI: Houry Puzantian
Funding: Medical Practice Plan, AUB
Status: Ongoing

Principal Investigator: Rana Sharara
The Do-Not-Resuscitate (DNR) Order: A cultural view
The aim of this review is to synthesize the best available evidence (qualitative) of how the DNR order is practiced different parts of the world, in various cultural settings.
Co-investigators: Gladys Honein, Fernando, Asanga; Huon Snelgrove; Kiruthikah Thillai, Greg Mcanulty, Francis Ulmer, Dina El Achi, Zavi Lakissian
Funding: None
Status: Data analysis in progress

Principal Investigator: Dr. Yasser Shuaib
Perceived Factors Influencing Participation in Fecal Immunochemical Screening Test for Colorectal Cancer among the Lebanese Population
To examine the perceived factors influencing participation in FIT.
Co-investigators: Gladys Honein, Tarek Nammour, Hana Nimer
Funding: None
Status: Data collection.

Principal Investigators: Hadi Skouri and Angela Massouh
Creating a Heart Failure Database [HF-Log] at the American University of Beirut Medical Center
The aim behind developing the HF Database at AUBMC (HF-Log) is to describe the clinical characteristics, disease indices, and treatment specific modalities of in and outpatients with HF at AUBMC.
Funding: MPP
Status: Data Collection.

Principal Investigator: Hadi Skouri

Prevalence of Elevated Heart Rate Among In-Hospital Oncology Patients

To test the presence of an elevated heart rate in oncology patients. Secondary aims of this study are to evaluate the association between elevated resting heart rate at admission and 1-year mortality, access if there is a statistically significant difference between heart rate at admission vs heart rate at discharge, describe the association of decline left ventricular ejection fraction related to the use of cardiotoxic chemotherapy, and evaluate how the use of heart lowering medication affects resting heart rate at admission and 1-year mortality in oncology patients.

Co-Investigators: Angela Massouh, Hazem Assi, Arafat Tfaily

Status: Manuscript writing.

Principal Investigator: Kathy Wood

Symptom Measurement in Patients with Arrhythmias

The aim of this prospective cross-sectional survey is to evaluate the number and incidence of clinical symptoms and depression, as well as the impact of symptoms on patients living with a variety of arrhythmias. Gender differences in symptom perceptions was also examined in a sample of 100 patients with arrhythmias recruited from the cardiology clinic at AUBMC.

Co-investigators: Marwan Refaat, **Samar Noureddine**, Mostafa Hotait

Funding: Duke University

Status: Manuscript in preparation.

Principal Investigator: Dr. Fouad Zouein

ACEIs and ARBs during COVID-19 Pandemic: Friends or Foes?

Test the hypothesis that ACEIs/ARBs exert cardioprotective effects (and maintain those effects after three months) in COVID-19 patients with CVDs during the acute infection phase when compared to COVID-19 patients with CVDs that are on other cardiovascular medications.

Co-investigator: Souha Fares, Marwan Refaat, Hasan Zaraket, Samer Kabbani

Funding: CNRS

Status: Data collection in progress

B. SCHOLARLY PUBLICATIONS

1. Abed Al Ahad Mary, Chalak Ali, **Fares Souha**, Mardigian Patil and Habib Rima. (2020). Decentralization of solid waste management services in rural Lebanon: Barriers and opportunities. Waste Management & Research. DOI: https://doi.org/10.1177/0734242X20905115
2. **Abu-Saad Huijer H**., Bejjani R., **Fares S.** Quality of Care, Spirituality, Relationships and Finances in Older Adult Palliative Care Patients in Lebanon, Annals of Palliative Medicine. 2019;8(5):551–558 DOI: 10.21037/apm.2019.09.08
3. **Abu-Saad Huijer H.** Nursing Education at AUB; A Brief History. Booklet.
4. **Abu-Saad Huijer H., Fares S.,** Bejjani R., **Dhaini S., Noureddine S.,** Ghusn, G. (2019). Symptom prevalence and management in older adult patients in Lebanon. Palliative and Supportive Care, 17,

464-471. https://doi.org/10.1017/S1478951518000676.
5. **Adra M.** & Aharonian Z. & Sibai A. (2019). Exploring resident-staff relationships in nursing homes in Lebanon. International journal of qualitative studies on health and well-being. 14. 1688605. 10.1080/17482631.2019.1688605.
6. **Adra, M.** (2020). Building a New Vision for Nursing Homes in Lebanon. In: Eckstein S. M. (Editor) 'Elderly Care, Current Issues and Challenges' pp. 85-112, Nova Science Publishers, New York
7. **Alayan N**., Carmody D., Eddie D., Eller L., & Bates M. (2019). Substance craving changes in university students receiving heart rate variability biofeedback: A longitudinal multilevel modeling approach. Addictive Behaviors, 97, 35-41. https://doi.org/10.1016/j.addbeh.2019.05.005
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10. Anker, M. S., Bouleti, C., Christodoulides, T., Durante, A., Gara, E., Hadzibegovic, S., Keramida, K., Lena, A., **Massouh, A.** Jankowska, E. A. (2020). The heart failure specialists of tomorrow: a network for young cardiovascular scientists and clinicians. *ESC Heart Failure, 7,* 873-877. doi:10.1002/ehf2.12674
11. Bakkar N., Yazbi A., Zouein F. and **Fares S.** (corresponding author). (2020). Beat-to-Beat Blood Pressure Variability: An Early Predictor of Pathology and Cardiovascular Risk. The Journal of Hypertension. 39(5):830-845. DOI: 10.1097/HJH.0000000000002733
12. Bakkar N., Mougharbil N., Kaplan A., Eid A., **Fares S.**, Zouein F. and El Yazbi A. (2020). Worsening baroreflex sensitivity on progression to TypeII diabetes: localized vs. systemic inflammation and role of antidiabetic therapy. American Journal of Physiology- Endocrinology and Metabolism. 319(5):E835-E851. DOI: https://doi.org/10.1152/ajpendo.00145.2020
13. Bates, M., Buckman, J., Eddie, D., Epstein, E., & **Alayan, N**. (2020) Natural cardiovascular gains during addiction treatment and breathing interventions to decrease craving during recovery. Collaborative Perspectives on Addiction Meeting, Society of Addiction Psychology, APA Division 50, San Diego, California
14. Booz G., Altara R., Eid A., Wehbe Z., **Fares S.**, Zaraket H. and Zouein F. (2020). Macrophage responses associated with Covid-19: a pharmacological perspective. The European Journal of Pharmacology. 15; 887:173547. DOI: 10.1016/j.ejphar.2020.173547
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16. **Dakessian Sailian S., Abu Saad Huijer H., Dhaini S., Gharibian Adra M.** (2019) Palliative Care Assessment Tools for Older Adults. Lebanese Medical Journal N° 67-2 - Pages 94-102
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19. **Dhaini S.R**., **Dumit N. (Corresponding author), Honein-AbouHaidar** G., Al Zaru I.M., Gharaibeh M., Reynolds N.R., Davidson P.M., Nabulsi D. (2019). Perspectives of Registered Nurses on refugee healthcare in Lebanon and Jordan (PROfILE): A multi-site cross-sectional study protocol. J Adv Nurs. 2019;00:1–9. DOI: 10.1111/jan.14217
20. **Dumit NY., Honein-AbouHaidar G.** The Impact of the Syrian Refugee Crisis on Nurses and the Healthcare System in Lebanon: A Qualitative Exploratory Study. Journal of Nursing Scholarship: An Official Publication of Sigma Theta Tau International Honor Society of Nursing. 2019, vol.51, no.3, pp-289-298
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24. Ibrahim N., **Honein-Abou Haidar G.**, Jomaa L**.** Perceived Impact Of Community Kitchens On the Food Security of Syrian Refugees and Kitchen Workers in Lebanon: Qualitative Evidence in A Displacement Context. Plos One. 2019, vol.14, no.1, pp-e0210814
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41. **Puzantian H** and **Darwish H**. 2020. Redesigning a PhD Measurement Course for A New Era of Nursing Science. *Journal of Professional Nursing; 37*(2): 387-390.
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49. **Younan L**., **Clinton M.E., Fares S**., El-Jardali F., Samaha H. (2019). The relationship between work-related musculoskeletal disorders, occupational fatigue, and work organization: a multi-hospital cross-sectional study. Journal of Advanced Nursing, 75(8):1667-1677. DOI: 10.1111/jan.13952
50. **Younan L., Clinton M.E., Fares S**., Samaha H. (2019). The translation and cultural adaptation of an instrument to measure the actual scope of nursing practice. EMHJ, 25(3), 182-189.
51. **Younan L., Clinton M.E., Fares S**., Samaha, H. (2019). A descriptive study of the composition and scope of nursing staff in acute care hospitals of Lebanon. Journal of Nursing Regulation, 9(4), 34-41. DOI: https://doi.org/10.1016/S2155-8256(19)30014-6
52. Zahweh, M., Skouri, H., Rachidi, S., Khoury, M., **Noureddine, S.,** Isma'eel, H. Tamim, H., Al-Hajje, A. (2020). Potentially Inappropriate Medications in Elderly Patients with Heart Failure: Beers Criteria-Based Study. *International Journal of Pharmacy Practice, 28,* 652 – 659. **DOI:**10.1111/ijpp.12651.
53. Zahwe, M., Isma'eel, H. Skouri, H., Al-Hajje, A., Rachidi, S., Tamim, H., **Noureddine, S*.** (2020) .Validation of the Arabic Version of the Minnesota Living with Heart Failure Questionnaire. *Heart Lung the Journal of Cardiopulmonary and Acute Care, 49,* 36-41. doi: 10.1016/j.hrtlng.2019.10.006.

Research/Continuing Education Seminars

The HSON Research Committee (RC) organized a series of research seminars. Below is a list of seminars.

- ✓ Dr. Marco Bardus, February 20, 2019. Title: Self-directed Mobile Intervention to Promote Weight Control Among Employees of a Lebanese University (WaznApp)
- ✓ Dr. Carmen Loiselle, May 21, 2019. Title: Optimizing Patients' Experience in Oncology: Needs, Preferences, Access and Satisfaction with Cancer Care
- ✓ Dr. Mahmoud Nadar, September 30, 2019. Title: Telehealth Application in Clinical Nursing Practice: How Can It Be Used?
- ✓ Dr. Souha Ballout, December 11, 2019. Title: Disparities Research: From ideas to a research program.
- ✓ Dr. Faysal El Kak, February 17, 2020: Integrating Sexual Health in Clinical Care: Why and How?
- ✓ Dr. Samia Khoury, February 21, 2020: Mentorship in Research

- ✓ Dr. Sabina De Geest, Tuesday April 14, 2020. Title: Implementation Science: Making Research Findings more Powerful for Use in Clinical Practice

C. EDITORIAL POSITIONS

Huda Abu-Saad Huijer

1994 Ongoing	Associate editor and later member of Editorial Board, International Journal of Nursing Studies
1999 Ongoing	Editorial Board, Journal of Transcultural Nursing
2005 Ongoing	Editorial Board, Journal of Nursing Scholarship
2005 Ongoing	Reviewer, European Journal of Pain
2006 Ongoing	Editorial Board, Japanese Journal of Nursing Science
2008 Ongoing	Reviewer, Lebanese Medical Journal
2009 Ongoing	Reviewer, Pediatric Pain Newsletter, IASP
2011 Ongoing	Reviewer, Journal of Palliative Medicine
2011 Ongoing	Editorial Board, IASP Insight Newsletter
2011 Ongoing	Editorial Board, Nursing Children and Young People
2012 Ongoing	Reviewer, Health Promotion International
2012 Ongoing	Reviewer, Europe's Journal of Psychology
2012 Ongoing	Reviewer, Journal of Pain and Symptom Management
2013 Ongoing	Editorial Board, Annals of Palliative Medicine
2014 Ongoing	Editorial Board, Alexandria Scientific Nursing Journal (ASNJ)
2019	Reviewer, the Lebanese Science Journal

Nour Alayan

2020 Ongoing	Reviewer, Drug and Alcohol Dependence
2015 Ongoing	Reviewer, Journal of Addictions Nursing
2015 Ongoing	Reviewer, Japan Journal of Nursing Science

Mary Arevian

2006 Ongoing	Reviewer, Journal of Interprofessional Care
2006 Ongoing	Reviewer, Journal of Transcultural Nursing
2008 Ongoing	Reviewer, Journal of Women's Health
2012 Ongoing	Reviewer, The Japanese Journal of Nursing Sciences
2012 Ongoing	Reviewer, Journal of Health Promotion International

Hala Darwish

2011 Ongoing	Editor, The AUBMC Abu Haidar Neuroscience Institute Newsletter
2012 Ongoing	Reviewer, Electrophoresis (Peer Reviewed Journal)
2012 Ongoing	Reviewer, Journal of Neurotrauma
2012 Ongoing	Reviewer, Journal of Clinical Immunology
2013 Ongoing	Editorial Board, Frontiers of Neurotrauma
2015 Ongoing	Reviewer Plos One
2017 Ongoing	Journal of Nursing Scholarship

2019-Ongoing Journal of the American Medical Association

Nuhad Dumit

2008 Ongoing Reviewer, Journal of Nursing Management
2009 Ongoing Reviewer, Journal of Interprofessional Care
2013 Ongoing Reviewer, BMC Nursing Journal by BioMed Central
2014 Ongoing Reviewer, Journal of Clinical Nursing Research
2014 Ongoing Editorial Board, Nursing Management, Royal College of Nursing
2018 Ongoing Reviewer, European Journal of Cardiovascular Nursing
2020 Ongoing Reviewer for the Journal of Nursing Scholarship
2019 Ongoing Reviewer for the Nurse Education Today journal

Laila Farhood

2006 Ongoing Editorial Board and Reviewer, Journal of Transcultural Nursing
2006 Ongoing Member of Editorial Board and Reviewer, Journal of Transcultural Nursing
2007 Ongoing Reviewer, Journal of Social Science and Medicine
2009 Ongoing Reviewer, Journal of Affective Disorders
2010 Ongoing Reviewer, Journal of Traumatic Stress
2010 Ongoing Reviewer, Journal of Social Psychiatry and Psychiatric Epidemiology
2012 Ongoing Reviewer, International Journal of Mental Health Nursing
2013 Ongoing Reviewer, Journal of Clinical Practice and Epidemiology in Mental Health
Reviewer, Journal of Inter-professional Care
Reviewer, Journal of Global Health online

Souha Fares

2019 Ongoing Editorial Board Member: The Journal of Cardiovascular Pharmacology

Gladys Honein

2014 Ongoing Reviewer, British Medical Journal open access
2015 Ongoing Reviewer, International Journal of Health Policy and Management
2015 Ongoing Reviewer, Women's Health Issues
2015 Ongoing Reviewer, PLOS One
2015 Ongoing Reviewer, European Journal of Cancer Care
2015 Ongoing Reviewer, Clinico-Economics and Outcomes Research
2017 Ongoing Reviewer, Cancer Causes & Control
2018 Ongoing Reviewer, Journal of Nursing Scholarship
2019 Ongoing Reviewer, Health Research Policy and Systems

Lina Kantar

2013 - Ongoing Center for Teaching and Learning (CTL), AUB
2014 - Ongoing Nurse Education Today, Elsevier
2014 - Ongoing Nurse Education in Practice, Elsevier

Samar Noureddine

2019 Ongoing Reviewer, PLOS One

2016 Ongoing Reviewer, BMC Health Services Research
2015 Ongoing Reviewer, Lebanese Nursing Journal
2014 Ongoing Reviewer, Sultan Qaboos University Medical Journal
2013 Ongoing Editorial Board, European Journal of Cardiovascular Nursing
2012 Ongoing Reviewer, Heart & Lung: The Journal of Acute and Critical Care
2011 Ongoing Reviewer, Journal of Cardiovascular Nursing
2011 Ongoing Reviewer, Journal of Clinical Nursing
2011 Ongoing Reviewer, Pan African Medical Journal
2009 Ongoing Reviewer, International Journal of Nursing Studies
2009 Ongoing Reviewer, Journal of Nursing Scholarship
2009 Ongoing Reviewer, European Journal of Cardiovascular Nursing
2009 Ongoing International Editorial Board, Metas de Enfermiera' Nursing Journal
2008 Ongoing Reviewer, American Journal of Critical Care
2008 Ongoing Editorial Board, Journal of Transcultural Nursing

Lina Younan

2019 Reviewer, Journal of Nursing Management

D. SCIENTIFIC CONTRIBUTIONS AND RESEARCH GRANT REVIEWS

Huda Abu-Saad Huijer

2016 Ongoing Faculty mentoring of Dr. Rihab Nasr, Department of Anatomy, Cell Biology and Physiological Sciences, Faculty of Medicine, AUB
2018 Ongoing Faculty mentoring of Dr. Wassim Abi-Kheir, Department of Anatomy, Cell Biology and Physiological Sciences, Faculty of Medicine, AUB
2018 Ongoing PhD supervision; Rima Saad, Primary Caregivers' Knowledge, Attitudes and Beliefs toward Palliative Care for Children with Cancer in Lebanon
2019 Ongoing PhD Supervision; Melissa Makhoul, 'Pain resilience and pain catastrophizing among patients with chronic non-malignant arthritis pain'.

Marina Adra

2014 Ongoing Reviewer, Dementia; the international journal of social research and practice
2015 Ongoing Reviewer, International journal of older people nursing
2016 Ongoing Reviewer, Eastern Mediterranean journal
2019 Ongoing Reviewer, International Journal for qualitative Studies

Hala Darwish

2011 Ongoing Reviewer of Medical Practice Plan, Faculty of Medicine Research Committee, AUB and University Research Board, AUB

Nuhad Dumit

2009 Ongoing Reviewer, Western Institute of Nursing conference Abstracts
2011 Ongoing Reviewer, "Effective Teaching and Learning in Higher Education," organized by the Center for Teaching and Learning (CTL) and IT Academic Core Processes and Systems (IT ACPS), AUB

2012 Ongoing	Reviewer, ICN Congress/conference Abstracts
2016 Ongoing	Appraiser, McMaster Online Rating of Evidence (MORE), McMaster University

Laila Farhood

2010 Ongoing	Reviewer of Medical Practice Plan and University Research Board grants, AUB (upon request)
2013-14	Ongoing MPP/URB funding for the Intervention study "Promoting psychosocial and mental healthcare through community-based educational workshops for teachers and parents: A follow-up to mental health assessment in civilians exposed to traumatic war events in the South of Lebanon."

Lina Kantar

2013 - Ongoing	Center for Teaching and Learning (CTL) grant reviews, AUB

Angala Massouh

2017 - Ongoing	International Journal of Behavioral Medicine
2017 - Ongoing	Journal of Transcultural Nursing
2017 - Ongoing	European Journal of Cardiovascular Nursing
2017 - Ongoing	Journal of Cardiovascular Nursing
2017 - Ongoing	Nutrition and Food Science
2017 - Ongoing	Clinical Nursing Research

Samar Noureddine

2019 Ongoing	Abstract Reviewer, ICN conference
2018 ongoing	PhD supervision; Amani Bayrakdar, "Emerging Adulthood in Individuals with Type 1 Diabetes in Lebanon: A Mixed Method Study"
2017 ongoing	Abstract reviewer, EuroHeart Care conference
2012 Ongoing	Abstract reviewer, Annual Spring Meeting of the Cardiovascular Council of Nurses and Allied Professionals
2011 Ongoing	Reviewer for Sultan Qaboos University, Research and Innovations Department
2010 Ongoing	Reviewer of Medical Practice Plan and University Research Board grants, AUB

Houry Puzanian

Peer reviewer as of 2020, International Journal of Older People Nursing
Abstract Reviewer, Scientific Sessions, American Heart Association (AHA), Council on Cardiovascular and Stroke Nursing (CVSN); Category: Prevention, Education, and Disease Management).
Reviewer/Evaluator, AHA CVSN Fellowship (FAHA) applications

E. SCHOLARLY LECTURES

Huda Abu-Saad Huijer

- Community Engagement and Experiential Learning. Workshop on Transforming Higher Education. EARTH University, February 4-6, Costa Rica (Invited). February, 2019.
- Expanding the role of nurses to provide patient-centered care. Regional Policy dialogue; the State of the World's Nursing Report and the State of the World's Midwifery 2020 Reports. The Power of Data in Evidence Based Decisions and Policy. Ministry of Health, UAE. May 1-2, 2019, Dubai (Keynote Speaker). April 2019.
- Nursing developments transforming health care. International Scientific Conference; Research and Education in Nursing. University of Maribor, Slovenia. June 13-15. (Keynote Speaker). June 2019.
- Transforming health care in Syria through advanced nursing education. Syrian American Medical Society (SAMS) International Conference. Forced Migration and Health Care in a Protracted Crisis. June 27-29, Berlin, Germany. (Invited Speaker). June 2019.
- Pain Management and Palliative Care: A Program of Research. University of Miami, School of Nursing and Health Studies, Oct 13-23. (Invited). October 2019.
- Pain Management and Palliative Care: A Program of Research. Koc University, School of Nursing, Istanbul, Turkey. Nov 11-5. (Invited). November 2019.
- Successful Publishing Strategies. Koc University, School of Nursing, Istanbul, Turkey. Nov 11-15. (Invited). November 2019.
- Scholarship in Nursing and Grant Writing. Koc University School of Nursing, Istanbul, Turkey. (Invited). Nov. 11-15. 2019.
- Building an International Collaborative Program of Research. Koc University, School of Nursing, Istanbul, Turkey. Nov 11-15. (Invited). November 2019.
- Transforming Healthcare through Advanced Nursing Education. International Nursing Symposium. King Saoud University Medical City, Riyadh, KSA. Dec 7-8. (Keynote Speaker). December 2019.

Nour Alayan

- Alayan, N. Motivational Interviewing for Medical Students (Monthly), Family Medicine Rotation, AUB.

Silva Dakessian

- Poster presentation in European Association of Palliative Care , Berlin, May 2019 titled : Palliative Care Assessment Tools for Older Adults: A Review by Silva Dakessian Sailian, Huda Abu Saad Huijer, Suzanne Dhaine, Marina Gharibian Adra
- Poster presentation in 45th Biennial Convention by Sigma Theta Tau International in Washington DC, USA, November 2019

Hala Darwish

- Darwish, H. Cognitive Rehabilitation in Multiple Sclerosis- Invited and Chair of the symposium on Cognition in MS at the MENACTRIMS 5th Annual Pre-Congress activity Dubai. December 5th, 2019 (Chair of session and presenter)

- Darwish, H. Traumatic Brain Injury Patient Characteristics and Outcomes in Lebanon: A Multicenter Retrospective Cohort Study. IBRO MENA/AUB conference (October, 2019) on Trauma, Stress and Neurodegeneration Molecular, Cellular & Behavioral Perspectives. Organizer of the conference, Co- Chair and Co-Organizer of event, Chair of session, and presenter.
  Darwish, H. Protecting Cognitive Function in Multiple Sclerosis: The role of vitamin D. 14-16 March, 2019-Invited. Abu-Dhabi Annual International Conference on Vitamin D Deficiency and Human Health- UAE
- Darwish, H., Zeinoun,P., Farran,N., Ghusn, H., Yamout, B., Khoury, SJ (2019). The First Arabic Brief International Cognitive Assessment for Multiple Sclerosis (BICAMS) ECTRIMS conference. 11-13 September (2019), Stockholm-Sweden
- Darwish, H., Zeinoun,P., Farran,N., Ghusn, H., Yamout, B., Khoury, SJ (2019). The First Arabic Brief International Cognitive Assessment for Multiple Sclerosis (BICAMS) IMSCOG conference. 06-07 June, (2019), Amsterdam, Netherlands.

Nuhad Dumit

- Fares, S., **Dumit, N.Y.,** & Richa, N. (2019). Continuing Nursing Education of Registered Nurses and Nurse Managers: Perceptions, Priorities and Barriers, presented at the ICN 2019 congress in Singapore, June 30, 2019.
- **Dumit, N.Y.,** Daouk-Oyry, L., & Bou Ali, L. (2019). Nurses' Absenteeism and Job Demands, Job Attitudes, and Personal Characteristics, presented at the ICN 2019 congress in Singapore, June 28, 2019.
- Invited as a speaker at a symposium titled "**Nursing Profession and the UN Global compacts for Migration and on Refugees**". The symposium was organized by International Centre on Nurse Migration, CGFNS International that took place at the ICN 2019 congress in Singapore June 29, 2019.
- Invited to an "Invitational, multi-stakeholder, international colloquium" titled, "NURSING. POWER. ADVOCACY. Helping Nurses Deliver: Conversations on nurses, nursing and power" co-hosted by the International Council of Nurses (ICN) and the Canadian Nurses Association (CNA) in Vancouver, Canada, June 1-2, 2019.
- Invited to the 'First Saudi Forum: Eitizaz' [Pride] to speak on "My Journey as a Nurse Leader" among 5 regional leaders in nursing and honored by the KSA minister of health, Riyadh, KSA March 17, 2019.

Gladys Honein

- Honein-AbouHaidar et al. An interdisciplinary approach to primary health care in Lebanon: strengths and shortcomings, International Council of Nurses, Singapore, June 2019

Lina Kantar

- Kantar L., Rethinking clinical teaching through the preceptor pedagogy: A qualitative study. Poster presented at the Western Institute of Nursing Conference (April, 2019). USA: San Diego, California.

- Kantar L., Teaching in the Zone of Proximal Development: A Tool for Clinical Educators. Paper accepted for podium presentation at the 46th Professional Nurse Education Group Conference (October, 2019). USA: Cleveland, Ohio.

May Khoury

- Khoury M., Organizer and Presenter in "Palliative and End-of-Life Care" workshop in Training and Development Center in Dubai, March11-12, 2019.

Dina Madi

- Madi D., Translation and cultural validation of the Adolescent Pediatric Pain Tool (APPT) in Lebanese Children with Cancer. Poster presentation, ICN Congress 2019 in Singapore, June-July 2019.

Angela Massouh

- Massouh, A. The Heart Failure Program at the National and Nursing Professional Levels. *Oral Presentation* at the Clemenceau Medical Center, Beirut, Lebanon, September 2019.
- Massouh, A. Heart Failure Guidance: What Nurses Should Know. *Oral Presentation* at the Novartis Heart Failure Clinic Workshop. Metropolitan, Habtour, Beirut, Lebanon, June 2019.
- Massouh, A. Role of Nurses in Heart Failure Care. *Oral Presentation* at the Roche Heart Failure Workshop for Primary Care Physicians. Hilton, Habtour, Beirut, Lebanon, June 2019.
- Development of the first Online Webinar Course on Updates in Atrial Fibrillation Management at the American University of Beirut Medical Center, Continuing Medical Education.
- Massouh, A. MENA Capacity Building Program for Heart Failure. Seminar Director and Presenter at the Novartis Training Program, Jordan, February 2020.
- Massouh, A. MENA Capacity Building Program for Heart Failure. Seminar Director and Presenter at the Novartis Training Program, Kuwait, December 2019
- Massouh, A. MENA Capacity Building Program for Heart Failure. Seminar Director and Presenter at the Novartis Training Program, Qatar, November 2019
- Massouh, A. MENA Capacity Building Program for Heart Failure. Seminar Director and Presenter at the Novartis Training Program, Dubai, November 2019
- Massouh, A. & Skouri, H. Heart Failure Training. Course planner and speaker. Order of Nurses, Lebanon, June 2019.
- Massouh, A., & Tashjian, H. Updates in Critical Care. Course planner and speaker. American University of Beirut Regional External Programs, Dubai Sharjah, April 2019.
- Massouh, A., & Noureddine, S. Advanced Health Assessment. Course planner and speaker. American University of Beirut Regional External Programs, Dubai Sharjah, February 2019.
- Massouh, A., & Tashjian, H. Updates in Critical Care. Course planner and speaker. American University of Beirut Regional External Programs, Dubai Sharjah, January 2019.

Samar Noureddine

- **Noureddine, S.** Towards better out-of-hospital cardiopulmonary resuscitation in a challenged country. **[Invited presentation].** The 2020 virtual Global Cardiovascular Nursing Leadership Forum

(GCNLF) meeting: the global nursing imperative by the global cardiovascular nursing leadership forum, October 16, 2020

- Liske, C., Ramsbotham, J., Strockland, K., Tutticci, N., **Noureddine, S.,** Runga S. M., Waweru, S. Global leadership: Characteristics and commitment developed through community. Presented at the 45th Sigma global nursing excellence convention of Sigma Theta Tau International: Cionnect, Collaborate, Catalyze, Washington DC, USA. November 18, 2019
- **Noureddine, S. (presenter**), Avedissian, T., Irani, J., Khatib, N. Nurses and Cardiopulmonary Resuscitation in the Community. Poster presentation at the ICN Congress 2019, Singapore; 29 June, 2019

Lina Younan

- Lina Younan**,** Guest speaker on "Ethical Decision Making in the Emergency Department" at the 2nd Conference of Emergency Medicine of ND Maritime Hospital. April 2019

V. PROFESSIONAL PRACTICE/SERVICE

A. PROFESSIONAL PRACTICE

Huda Abu-Saad Huijer

- Member, Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP). Ongoing.
- Founding President, Chi Iota Chapter, Sigma Theta Tau International Honor Society in Nursing in Lebanon.
- Consultant, WHO EMRO on the Future of Nursing and Midwifery in the Eastern Mediterranean Region.
- Vice-President, National Committee on Pain Relief and Palliative Care (Appointed by Minister of Health); Chair, Research Committee.
- Past president, Lebanese Society for the Study of Pain.
- Member, UC Davis, Advancing Pain Relief Education: Anchoring Pain Competencies around the World
- Member, Advisory Board of the Order of Nurses in Lebanon.
- Member, Association of Deans and Directors of Schools of Nursing in Lebanon.
- Invited to attend the expert regional meeting organized by WHO EMRO to develop a regional roadmap for palliative care in the Eastern Mediterranean region. The meeting took place at AUB September 26-27, 2019. A number of working groups were formed. I was invited to chair the work group on human resources, which included participants from Lebanon, Morocco, Pakistan, Kuwait, Sudan, and KSA.

Marina Adra

- Initiated training sessions on Person Centered Care for nurses taking care of older residents living with dementia at Dar al Ajazah Al Islamiyyah Hospital.

Nour Alayan

- Behavioral health support, Provider of hypnotherapy (smoking cessation and other behaviors), Health and Wellness Center, Family Medicine Department, AUB.
- Bi-weekly Stress Management Program for Nursing Students, HSON, AUB.

Tamar Avedissian

- Guideline development: Identifying and managing anaphylaxis by school and day care nurses in Lebanon. In collaboration with the Order of Nurses, Order of Physicians, Lebanese Pediatric Society, Lebanese Society of Allergy & Immunology, Lebanese Society of Family Medicine and the Lebanese society of Emergency Medicine and Droguerie De L'union
- Volunteered with Quick Aid in providing wound care services for victims from the Beirut Blast

Hala Darwish

- Workshop for UAE Nurses: Ministry of Health, Training, and Development Center Sharjah (Training with the AUB (HSON and Regional Educational Program).
- Advanced Health Assessment- Spring 2018-2019 March 2019

Nuhad Yazbik Dumit

- Co-director of the Continuing Medical Education Office, FM, AUB
- Member of the International Council of Nurses (ICN) Scientific Steering Committee for the ICN Code of Ethics

Laila Farhood

- Psych Mental Health track coordinator.
- Clinical Associate, Department of Psychiatry, Faculty of Medicine. Clinical activities include psychiatric assessment and psychotherapy (individual, couple, and family therapy) in in-patient and out-patient settings.

Gladys Honein

- Session Chair, Patient education workshop, Regional Educational Program- Dubai. March 2019
- Session Chair, Introduction to qualitative research, Clinical Research Institute. American University of Beirut. January 2019

Lina Kantar

- Coordinator, CNE and Offshore Projects /REP
- Chair, Academic and Curriculum Committee/HSON
- Member of the HSON Admission Committee
- Sigma Theta Tau International, Chi Iota Chapter, AUB, vice president
- Chair of the taskforce on developing an Online Graduate Diploma in Nursing Education at the HSON, AUB

Dina Madi

- Coordinated a Training program for school nurses in Lebanon: Health Assessment of Children & Adolescents at the AUB-HSON simulation lab. in collaboration with the Order of Nurses in Lebanon. September 2019
- Training Program for Nurses in Dubai: Best Practices in Maternity Nursing offered twice over three full days at the Continuing Education Center at Sharjah, UAE. March-April 2019
- Attended the ICN Congress at Marina Bay Sands, Singapore. June 27-July1, 2019

Angela Massouh

- Cardiology Clinical Nurse Specialist. Joint Appointment, American University of Beirut Medical Center.
- Cardiology Nurses Committee. Order of Nurses, Lebanon.
- Appointed as the Clinical Nurse Leader for Research, Education, and Innovation at the American University of Beirut Medical Center.
- Seminar Lead and Presenter. Committee on COVID-19 Training for Critical Care Nurses at the Order of Nurses, Lebanon.
- Seminar Director and Presenter. MENA Capacity Building Program for Heart Failure. Novartis Training Program, Jordan.
- Seminar Director and Presenter. Lebanon Capacity Building Program for Heart Failure. Novartis Training Program, Order of Nurses in Lebanon.
- Seminar Director and Presenter. Online Webinar on Updates in Anticoagulation Management. American University of Beirut Medical Center, Continuing Medical Education.

Samar Noureddine

- Founding President, the Lebanese Society of Cardiovascular Nurses
- Presented on 'Designing and Conducting Mixed Methods Research' for faculty members at Sultan Qaboos University College of Nursing, Muscat, Oman. April 23, 2019
- External referee for faculty applications for promotion for Philadelphia University and Al Al Bayt University, Amman, Jordan: Fall of 2019
- Founder, Lebanese Cardiovascular Nursing Society, January 2019

Lina Younan

- Coordinated the Epic training of concerned HSON instructors, faculty, and students.
- Continue chairing the Taskforce to convert the delivery method of the current Masters in Nursing Administration and Management program into a Blended one.
- Re-Designed and delivered N404 informatics course for undergraduate students MSN Class Advisor, 2019.
- Developed two Online Training Module for Nurses Working in Primary Health Care Centers in Lebanon.

B. SERVICE

HSON STANDING COMMITTEES

Advisory and Search Committee:

1. Dr. Laila Farhood (Chair)
2. Dr. Samar Noureddine
3. Dr. Nuhad Dumit
4. Dr. Hala Darwish

Administrative Committee:

1. Dr. Laila Farhood (Chair)
2. Dr. Nuhad Dumit
3. Dr. Samar Noureddine

Graduate Studies Committee:

1. Dr. Hala Darwish (Chair)
2. Dr. Nuhad Dumit
3. Dr. Gladys Honein
4. Dr. Houry Puzantian
5. Dr. Lina Younan (Appointed)
6. Dr. Soha Fares (Appointed)
7. Dr. Samar Noureddine (ex-officio and representative on the Board of Graduate Studies)

Graduate Studies Departmental Assessment Committee:

1. Dr. Lina Younan (Chair)
2. Mrs. Mary Arevian
3. Dr. Souha Fares
4. Dr. Samar Noureddine (ex-officio)

Undergraduate Curriculum & Undergraduate Student Academic Affairs Committee:

1. Dr. Lina Kantar (chair)
2. Mrs. Mary Arevian
3. Dr. Nour Alayan
4. Dr. Suzanne Dhaini
5. Mrs. Hera Tashjian
6. Dr. Dina Madi (Appointed)
7. Dr. Ghada Assaf (Appointed)
8. Dr. Angela Massouh (Appointed)
9. Dr. Nuhad Dumit (Ex-Officio)
10. Dr. Hala Darwish (Representative on the University Academic Development Committee)

Undergraduate Admissions and Financial Aid Committee:

1. Dr. Dina Madi (Chair)
2. Mrs. May Khoury

3. Mrs. Danielle Damianos
4. Dr. Ghada Assaf
5. Dr. Marina Adra (Appointed)
6. Dr. Lina Kantar (Representative on the University Admissions Committee)

Undergraduate Studies Departmental Assessment Committee:

1. Dr. Angela Massouh (Chair)
2. Dr. Marina Adra
3. Dr. Dina Madi
4. Dr. Nuhad Dumit (ex-officio)

Research Committee:

1. Dr. Samar Noureddine (Chair)
2. Dr. Angela Massouh
3. Dr. Suzanne Dhaini
4. Dr. Houry Puzantian
5. Dr. Nour Alayan (Appointed)
6. Dr. Ghada Assaf (Appointed)
7. Dr. Hala Darwish (Representative on the University Research Board)
8. Dr. Lina Badr (Representative of AUBMC Nursing Services)

Student Affairs Committee:

1. Dr. Marina Adra (Chair) and representative on senate Student Affairs Committee
2. Dr. Nour Alayan, class advisor BSN II and Nursing Student Society (NSS) advisor
3. Dr. Ghada Assaf, class advisor BSN III
4. Mrs. May Khoury, class advisor BSN IV
5. Dr. Lina Younan, Graduate Student Advisor

HSON Catalogue Committee

1. Dr. Samar Noureddine; Convener of the Graduate Division
2. Dr. Nuhad Dumit; Convener of the Undergraduate Division

HSON Newsletter Committee

1. Dr. Angela Massouh (Chair)
2. Dr. Gladys Honein
3. Dr. Marina Adra
4. Mrs. Talin Gulgulian
5. Mrs. Lynn Berbary Najem
6. Ms. Nisrine Ghalayini

HSON Social Committee:

1. Ms. Randa Farha (Chair)
2. Mrs. May Khoury
3. Mrs. Lynn Berbary

4. Mrs. Silva Dakessian
5. Mrs. Danielle Damianos
6. Mrs. Talin Gulgulian

HSON Representatives on Senate Committees:

1. Senate: Dr. Laila Farhood and Dr. Nuhad Dumit
2. University Admissions Committee : Dr. Lina Kantar
3. Board of Graduate Studies : Dr. Samar Noureddine
4. University Disciplinary Committee : Dr. Dina Madi
5. Library Committee : Dr. Souha Fares
6. University Publications Committee: Dr. Gladys Honein
7. University Research Board : Dr. Hala Darwish
8. University Committee on Student Affairs : Dr. Marina Adra
9. Academic Development Committee : Dr. Hala Darwish
10. Senate Steering Committee : Dr. Nuhad Dumit
11. Senate Committee on Faculty Affairs : to be elected by senate when senate by-laws are changed allowing two representatives from HSON to serve on senate

Representatives on University ad hoc Committees

1. Tenure and promotion Task Force: Dr. Laila Farhood
2. Task Force on Faculty workload: Dr. Samar Noureddine

Representative on FM Research Committee: Dr. Houry Puzantian (Appointed)
Representative on the University Assessment Committee: Dr. Souha Fares
Representative on the University Promotion and Tenure Committee (UPTC): Dr. Samar Noureddine
Representative on the Selection Committee for the Master Card Foundation (MCF) scholars: Dr. Lina Younan

OTHER AUB COMMITTEES

Huda Abu-Saad Huijer until September 2019
AUB Budget Committee, member
AUB Senate, member
AUB Strategic Planning Steering Committee, member
AUBMC Palliative Care Committee, member
Board of Deans
Expanded Advisory Committees, appointed member
REP Advisory Board, member
SHARP, member of the Executive Board
Strategic Health Initiative, member of Steering Committee

Nour Alayan
HSON Representative, AUB Makerspace Cross-Campus Network Project

Marina Adra
AUBMC NS/HSON Joint Committee, member
Faculty United AUB, member
General Education Requirement Board, member
University Student Affairs Committee, HSON representative
Steering Committee on Student Complaints, HSON representative
University Ethics Committee, HSON representative

Tamar Avedissian
Nurses' Chapter of the AUB Alumni Association, member elected

Michael Clinton
Seconded full-time to the Social and Behavioral Institutional Review Board with effect from 1 May, 2019.

Nuhad Dumit
AUB Senate, elected member
Chair of the senate steering Committee
Ad hoc Senate Committee on Department Chairs at AUB, member
Committee on the Lives and Careers of Women at AUB, member
Core Mandatory Elective and Capstone Courses Task Force, AUB Core Curriculum, member
Evidence-Based Healthcare Management Unit (EHMU), Executive Board member
Regional External Program Steering Committee, member

Souha Fares
AI, Computational and Data Sciences

Gladys Honein
Equity & Title IX Working Group, member
Graduate Studies Committee, HSON representative
University Publications Committee, Senate Committee, member

Lina Kantar
President of the Nurses' Chapter/AUB
University Admission Council (Senate) – member

May Khoury
AUBMC NS/HSON Joint Committee, chair

Angela Massouh
Research Committee, Member.
Undergraduate Research Volunteer Program, Member.
Nurses Alumni Chapter, American University of Beirut, Member.
Sigma Theta Tau International, Chi Iota Chapter, President.

HSON Coordinator, Undergraduate Research Volunteer Program at the Provost Office; AUB.

Samar Noureddine

Council of Associate Deans, AUB, member
AUB University Research Board, member
Board of Graduate Studies of AUB, member, since September 2017
Faculty Workload policy, member, since October 2017
Steering Committee, Accreditation Task Force of AUB, member, since January 2017
Student Complaints Task Force at AUB, member, since September 2017
Vascular Medicine Program Council, AUBMC, member, since October 2017
Working Group VII, Accreditation Task Force of AUB, co-chair, since January 2017

Houry Puzanian

Taskforce on Laboratory Equipment, AUB, member
Faculty Judge, Post-doctoral/research fellow proposal presentations, Clinical Research Institute (CRI), AUB
Faculty, Journal Club, Research Personnel Program, CRI, AUB
Faculty Workload Taskforce, HSON, member
Graduate Assessment Committee, HSON, Member
Research Committee, HSON, Member
Graduate Studies Committee, HSON, Member

Lina Younan

The Master Card Foundation (MCF) selection committee, HSON Representative

NATIONAL AND INTERNATIONAL COMMITTEES

Huda Abu-Saad Huijer

American Academy of Nursing, international fellow
European Academy of Nursing Science (EANS), fellow and founding member
IASP Insight eNewsletter, Advisory Board member
International Association for the Study of Pain (IASP), member
Lebanese Society for the Study of Pain (LSSP), past president
National Committee on Pain Relief and Palliative Care and Chair Research Committee, vice president
Order of Nurses in Lebanon, Advisory Board member
Sigma Theta Tau International Chi Iota Chapter, AUB, founding president
Special Interest Group on Pain in Children (IASP), founding member
Sigma Theta Tau International (STTI), Global Advisory Panel on the Future of Nursing & Midwifery (GAPHON), Board Member
Saint George University of Beirut (SGUB), Member of the Board of Trustees

Marina Adra
Center for Studies in Aging in Lebanon, member
Sigma Theta Tau International, Chi Iota Chapter, AUB, member
British Geriatrics Society (BGS), Member
Academy of Medical-Surgical Nurses, Member

Nour Alayan
Lebanese Order of Nurses, member
Nurses Alumni Chapter, AUB, member
Sigma Theta Tau International, Chi Iota Chapter, Leadership Succession Committee, member
Sigma Theta Tau International, Middle East Global Regional Council, member
Society of Addiction Psychologists (APA Division 50), member
The International Nurses Society on Addictions (IntNSA), member

Mary Arevian
Armenian Relief Cross in Lebanon (ARCL), Beirut Branch, member
Armenian Relief Cross in Lebanon (ARCL) Advisory Board, of the Araxi Boulghourdgian Socio-medical Health Center, secretary
Armenian Relief Cross in Lebanon (ARCL) Relations and Welfare Committee of the Regional Executive Committee, chair
Armenian Relief Cross in Lebanon (ARCL) Health Committee of the Regional Executive Committee, chair
Sigma Theta Tau International Honor Society of Nursing, Lambda PI Chapter, member
Sigma Theta Tau, International Honor Society of Nursing, Chi Iota Chapter, former board president, 2015-16

Tamar Avedissian
Admission and Recruitment Committee, member
Order of Nurses in Lebanon, Administrative Committee, member
Sigma Theta Tau International, Chi Iota Chapter AUB, Leadership succession committee, member
American Public Health Association (APHA), member

Hala Darwish
International MS Cognition Society, member
American Academy of Nursing, fellow
American Congress of Rehabilitation Medicine, member
International Organization of MS nurses, member
Order of Nurses in Lebanon, member
Society for Neuroscience, member

Nuhad Dumit
Order of Nurses in Lebanon, president
Scientific Steering Committee, ICN Code of Ethics, member
Sigma Theta Tau International Alpha Kappa, chapter-at-large, member
Western Institute of Nursing, member

Laila Farhood
American Psychiatric Nursing Association (APNA), member
American University of Bierut Sigma Theta Tau International Chi Iota Chapter, member
Board of Trustees, Marjayoun National College, member
International Nursing Review (INR), Lebanon's representative
International Society for Traumatic Stress Studies (ISTSS), member
International Women's Mental Health Association, member (World Psychiatric Association)
Sigma Theta Tau International, Alpha Chapter, member

Gladys Honein
Order of Nurses in Lebanon scientific committee
College of Nurses of Ontario, non-practicing member

May Khoury
Sigma Theta Tau international Chi Iota Chapter Honor Society of Nursing, member

Angela Massouh
Sigma Theta Tau International, Chi Iota Chapter, Current President.
American Association of Critical Care Nurses, Member.
Association of Cardiovascular Nursing and Allied Professions of the European Society of Cardiology, Member.
Young Community (YoCo) at the Association of Cardiovascular Nursing and Allied Professions, European Society of Cardiology, Lebanon Ambassador.
Heart Failure Association at the European Society of Cardiology, Member.
Heart Failure Specialists of Tomorrow at the European Society of Cardiology, Nucleus Committee Member.
National Association of Clinical Nurse Specialists, Member.
The Global Heart Hub representing Lebanon and leading yearly National Heart Failure campaigns, Member.

Samar Noureddine
American Academy of Nursing, international fellow, since October 2015
American Heart Association, member and international fellow since 2011
Council on Cardiovascular Nursing and Allied Health of the European Society of Cardiology, member, since 2005
Global Cardiovascular Nursing Leadership Forum, member, since 2014
RhO Chapter (University of Michigan School of Nursing) and Chi Iota Chapter (Hariri School of Nursing, AUB), Sigma Theta Tau International, member

Houry Puzanian
Scientific Planning Committee, The Association of American Medical Colleges (AAMC) Visiting Student Learning Opportunities (VSLO) Program and Weill Cornell Medicine-Qatar (WCM-Q) - webinar series on

transformation of healthcare education during COVID-19: COVID-19 Healthcare Education Series: A Global Perspective, invited member
Nominating Committee, CVSN, AHA, member

Lina Younan
Disciplinary Board of the Order of Nurses in Lebanon, member (2015-2019).
Order of Nurses in Lebanon, member
Sigma Theta Tau International, Chi Iota Chapter, AUB, member
Member in Students Affairs Committee at HSON (representing Graduate Division)
Continue chairing the Graduate Studies Departmental Assessment committee at HSON.

VI. LOOKING AHEAD

New Academic Programs: HSON plans to expand its current undergraduate and graduate academic programs and continue to contribute to the development of healthcare in Lebanon and the region.

- At the undergraduate level, HSON plans to evaluate and revisit the second degree program to attract more BA/BS graduates.
- The proposal to launch a TS-BSN program at AUB AREC in the Beqaa area is being finalized and will be launched as soon as university approval is secured.
- At the graduate level, HSON will be launching an online/hybrid MSN track in Nursing Administration and Management. The Nursing Education hybrid track is still under discussion.

Other Developments:

- New strategies in Student recruitment will be developed. HSON continues to award merit scholarships and coordinate with the Financial Aid and the Office of Development to provide additional support in the absence of student loans.
- More emphasis will continue to be placed on graduate recruitment at the national, regional, and international levels in close collaboration with the AUB Graduate Council.
- Increasing the number of scholarships remains a major priority for HSON and is critical to the success of current and new programs. The establishment of more endowed funds remains a strategic goal for HSON.

American University of Beirut
Rafic Hariri School of Nursing

Annual Report 2018

PREFACE

The AUB Board of Trustees (BOT) voted in June 2018 to grant the Rafic Hariri School of Nursing (HSON) independent faculty status and to appoint Dr. Huda Abu-Saad Huijer founding dean effective September 1, 2018. Efforts to achieve independent faculty status started in 2010, when a full proposal and a five-year business plan were submitted to the AUB administration. This was followed by an external review in November 2016 to assess the school's readiness for independent faculty status. HSON revised bylaws were approved by the Senate and then the BOT in November 2018. This was an historic development and a milestone achievement for HSON.

The PhD program in nursing science was launched in fall 2018. Eighteen applications were received and three students were selected and have enrolled. The PhD program is offered in close collaboration with HSON international partners, Johns Hopkins University (JHU) and University of Michigan (UM) Schools of Nursing. The Ministry of Higher Education approved the PhD program in nursing science on August 14, 2018.

We are proud that we have the largest number of faculty with PhD degrees in Lebanon. HSON also has the highest number of funded research projects and the highest publication rate in Lebanon. HSON faculty have published in top-tier refereed journals and are among the most productive and impactful nurse researchers in the Arab world. A number of HSON faculty have either a joint appointment or clinical associate positions with the Faculty of Medicine/AUB Medical Center. They have excelled clinically by establishing collaborative clinics in their areas of specialty thus setting the stage for many more such collaborations in the future.

We are also excited to be launching a number of online hybrid programs at the graduate level and to have pioneered new modalities in program development.

HSON continues to place emphasis on research and scholarly productivity, teaching excellence, faculty and student recruitment, and on expanding HSON academic programs based on new and innovative strategic initiatives. We continue to be proud of our achievements, which are detailed in this annual report.

Huda Abu-Saad Huijer RN, PhD, FEANS, FAAN

Professor and Founding Dean

Rafic Hariri School of Nursing

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1. THE SCHOOL OF NURSING

A. FACULTY

Founding Dean of the Hariri School of Nursing

Abu-Saad Huijer Huda, RN, PhD, FEANS, FAAN, Professor

Faculty Members

Abi Fakhr Kantar Lina, RN, EdD, Clinical Assistant Professor, CE/Offshore Program Coordinator

Adra Marina, RN, MS Physiology, PhD, Clinical Assistant Professor; BSN Coordinator

Alayan Nour, RN, MSN, Clinical Assistant Professor

Arevian Mary, RN, MPH, Clinical Associate Professor

Avedissian Tamar, RN, MSN, Clinical Instructor

Clinton Michael, RN (CARNA), RGN RPN (AHPRA), PhD, MSc, BA (Hons.), Professor, joint appointment with FM Institutional Review Board (IRB) as Vice-Chair of the Social and Behavioral Sciences Institutional Review Board

Dakessian Sailian Silva, RN, MPH, Clinical Instructor

Damianos Danielle, RN, MSN, Clinical Instructor

Dhaini Suzanne, RN, Master in Child Studies, PhD, Assistant Professor

Darwish Hala, RN, PhD, Associate Professor, joint appointment with FM/AUBMC as Managing Director, Abu-Haidar Neuroscience Institute

Dumit Nuhad, RN, MA, PhD, Associate Professor; Undergraduate Division Convener

Fares Souha, PhD, Assistant Professor

Farhood Laila, RN, PhD, CS, Professor and Clinical Associate, Psychiatry Department, FM; Associate Dean, since September 2018

Gulgulian Talin, RN, MSN, Clinical Instructor

Honein Gladys, RN, PhD, Assistant Professor

Khoury May, RN, BSN, MSN, Clinical Assistant Professor

Madi Dina, RN, TD, MA Education, PhD, Clinical Assistant Professor; BA/BS-BSN Coordinator

Massouh Angela, PhD, MSN, CNS; Assistant Professor, joint appointment with AUBMC as Cardiology Clinical Nurse Specialist

Najjar Assaf Ghada, MHS, PhD, Clinical Assistant Professor

Noureddine Samar, RN, PhD, FAHA, FAAN, Professor; Graduate Division Convener

Tashjian Hera, RN, MSN, Clinical Instructor

Younan Lina, RN, MSN, DNP, Clinical Assistant Professor

Puzanian Houry, PhD, FAHA, Assistant Professor, since September 2018

Part-time

Fakih Ibrahim, BS, MPH, Nursing Informatics Post Graduate, Instructor

Masalkhi Hanadi, RN, MSN, Clinical Instructor

Saadeh Myrna, BS, MSN, Clinical Instructor

Adjunct Faculty

Abbott Patricia, PHD, RN, FAAN, FACMI, Associate Professor, Director of Hillman Scholars in Nursing Innovation, Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA

Barton Debra L., PHD, FAAN, RN, Professor, Associate Dean for Research and Rackham Graduate School, Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA

Brush Barbara L., PHD, ANP-BC, FAAN, Professor, Carol J. and F. Edward Lake Term Clinical Professor, Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA

Campbell Jacquelyn, PHD, RN, FAAN, Professor, Anna D. Wolf Chair, National Program Director, Robert Wood Johnson Foundation Nurse Faculty Scholars, Johns Hopkins University School of Nursing, USA

Davidson Patricia M., PHD, MED, RN, FAAN, Professor and Dean, Johns Hopkins University School of Nursing, USA

Dennison Himmelfarb Cheryl R., PHD, RN, ANP, FAAN, FAHA, FPCNA, Professor, Associate Dean of Research, Office of Science and Innovation, Sarah E. Allison Professor for Research and Self-Care, Johns Hopkins University School of Nursing, USA

Dinov Ivo D., PHD, Professor, Computational Medicine and Bioinformatics, Medical School, Associate Director for Education and Training, Michigan Institute for Data Science, Department of Health Behavior and Biological Sciences; Vice Chair, Department of Health Behavior and Biological Sciences, University of Michigan School of Nursing, USA

Farley Jason E., PHD, MPH, ANP-BC, AACRN, FAAN, Associate Professor, Director, PHD Program/REACH Initiative, Co-Director Clinical Core, Hopkins Center for AIDS

Research, President, Association of Nurses in AIDS Care (ANAC), Johns Hopkins University, USA

Friese Christopher R., PHD, RN, AOCN®, FAAN, Professor, Elizabeth Tone Hosmer Professor of Nursing, Professor, Health Management and Policy School of Public Health, Director, Center for Improving Patient and Population Health (CIPPH), Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA

Glass Nancy E., PHD, MPH, RN, FAAN, Professor, Associate Director for Research, Associate Director, Johns Hopkins Center for Global Health, Independence Chair in Nursing Education, Johns Hopkins University School of Nursing, USA

Hill Martha N., PHD, RN, FAAN, Professor & Dean Emerita, Johns Hopkins University School of Nursing, USA

Holden Janean E., PhD, RN, FAAN, Professor, Barbara A. Therrien Collegiate Professor of Nursing, Department of Health Behavior and Biological Sciences, Associate Dean for Research and Rackham Graduate School, University of Michigan School of Nursing, USA

Ketefian Shaké, EdD, RN, FAAN, Professor Emeritus, University of Michigan, USA

Lambton Judith, EdD, MSN, RN, Professor Emerita, University of San Francisco, California, USA

Lavoie Smith Ellen, PhD, APRN, AOCN®, FAAN, Associate Professor, Director of PhD Program, Department of Health Behavior and Biological Sciences, University of Michigan School of Nursing, USA

Lori Jody R. PHD, CNM, FACNM, FAAN, Professor, Associate Dean for Global Affairs, Department of Health Behavior and Biological Sciences, University of Michigan School of Nursing, USA

Sharps Phyllis, PHD, RN, FAAN, Professor, Associate Dean for Community Programs and Initiatives, Elsie M. Lawler Chair, Johns Hopkins University School of Nursing, USA

Shaya Fadia, PHD, MPH, Professor of Pharmaceutical Health Services Research and Vice-Chair for Academic Affairs, University of Maryland School of Pharmacy, USA

Szanton Sarah L., PHD, ANP, FAAN, Professor, Endowed Chair for Health and Social Justice, Director, Center for Innovative Care in Aging, Johns Hopkins University School of Nursing, USA

Tanner Elizabeth K., PHD, RN, FAAN, Professor, Johns Hopkins University School of Nursing and Division of Geriatric Medicine & Gerontology, USA

Academic Associates

El-Asmar Rebecca, RN, MSN, AOCNS, Clinical Nurse Specialist, AUBMC, Lebanon

Hanna Janane, RN, MSN, AOCNS, Clinical Nurse Specialist, AUBMC, Lebanon

Maalouf Wafa, MS, Nursing Director, St. George Hospital, Lebanon

Mona Nasrallah, MD, Associate Professor of Clinical Specialty, AUBMC, Lebanon

Snow Kaiser Karen, PhD, RN, Clinical Practice Coordinator, University of Maryland Medical Center, USA

Zein El-Dine Salah, MD, Associate Professor of Clinical Medicine, AUBMC, Lebanon

Joint Appointments

Clinton Michael with FM Institutional Review Board (IRB) as Vice-Chair of the IRB Office for Social and Behavioral Sciences

Darwish Hala with FM/AUBMC as Managing Director of the Abu-Haidar Neuroscience Institute

Masalkhi Hanadi with Nursing Services/AUBMC as Clinical Instructor at the Rafic Hariri School of Nursing

Massouh Angela with AUBMC as Cardiology Clinical Nurse Specialist

Research Associates and Assistants

Abdel Ahad Mary, BS, MS

Ahanorian Zepur, BS, MSN Student

Al-Fharfan Rawan, BS, MPH

Bayram Mariam, BA

Bejjani Rachele, BS, MSN

Elizabeth Dyer, MSN, RN

El Chaar Dayana, BS, MS

Fakhreddine Linda, BSN, MSN Student

Farran Natalie, BS, BA

Hamadi Caroline, PhD Student

Hoteit Reem, BS, MSc

Saad Hanadi, MSN Student

Safieddine Batoul, BA, MA

Clinical Preceptors

Abbas Mohammad, RN, MSN
Abdel Karim Carole, RN
Abi Kharma Joyce, RN, MSN
Al Andary Randa, RN
Azzam Mohammad, RN, MSN
Bechnak Sara, RN
Bejjani Rachele, RN, MSN
Charafeddine Hassan, RN, MSN
Chehadeh Mireille, RN, MSN Student
Daaboul Asiya, RN
Dagher Hala, RN
Dagher Nicole, RN
Hakim Grace, RN, MSN
Hammoud Aya, RN, MPH
Hashem Lynda, RN, MSN
Issa Mohammad, RN, MSN
Kaskass Ahmad, RN
Kazarian Houry, RN
Krayani Ali, RN, MSN
Malkdjian Sarine, RN, MSN Student
Moskofian Hratch, RN, MSN Student
Moussa Louay, RN, MPH Student
Rbeiz Karen, RN
Shalhoub Ali, RN
Tsolakian Vana, RN
Younes Kamar, RN, MSN Student

Graduate Assistants and Graduate Research Assistants

Artinian Ani
Atwi Sally
Fakhreddine Linda
Iskandarani Dounia
Mawed Hiba
Rizkallah Cynthia

B. STAFF

Abdallah Mira, BS, Administrative & Student Services Assistant

Assaf Chedid Patricia, BA, MBA, Executive Officer/Financial Officer

Berbary Najem Lynn, BBA, MBA, Student Services and Recruitment Officer

Daher Rabih, Junior Clerk

Farha Randa, BSN, MSN, MPH, Certified Healthcare Simulation Educator, Simulation Instruction & Management Certificate, Simulation and Clinical Competency Center Coordinator

Ghalayini Nisrine, BA, Graduate Division Administrative Assistant

Itani Maher, MEN, CCE, IT Manager

Karout Tofic, BEN, Senior IT Field Support Engineer

Zeinati Jeanette, Secretary

C. RECRUITMENT

HSON continues to advertise for regular faculty positions and for the Hariri Endowed Chair in Research. These positions are advertised on the AUB and HSON websites, in the Chronicle of Higher Education, on the recruitment site Inside Higher Ad, and on social media through LinkedIn. Recruitment information is also mailed to leading schools of nursing, professional organizations, and to mailing lists in the United States and Europe.

D. CCNE ACCREDITATION

- The BSN and MSN programs continue to be accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.aacn.nche.edu/ccne-accreditation) in the USA.
- HSON submitted the Continuous Improvement Progress Report (CIPR) to CCNE as required.
- HSON continues to be a regular member of the American Association of Colleges of Nursing.

E. HONORS, AWARDS, AND RECOGNITIONS

Huda Abu-Saad Huijer

Received the Lebanese National Center for Scientific Research (CNRS) Career Excellence Award for 2018 in recognition of contributions to the field of pain management and palliative care nationally and globally.

Received the AUB Nurses' Alumni Chapter Award in 2018, in recognition of her HSON, national, and international nursing achievements.

Continues to be a member of the Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP).

Hala Darwish

Fellow of the American Academy of Nurses, November 2018

Silva Dakessian

Distinguished Research Award from the Scientific Society of Arab Nursing Faculties, November 2018

Nuhad Dumit

Received the 2018 Leader in LGBT Health Equality Award granted by The Lebanese Medical Association for Sexual Health.

Received the award for women leaders as Presidents of Orders'/Associations' granted by the Young Women Christian Association in Beirut, 2018

Laila Farhood

World Psychiatric Association (WPA), elected as a board member for the International Association for Women's Mental Health regional section, Berlin, Germany, December 2017 till present

F. INTERNATIONAL PARTNERSHIPS

HSON has ongoing Memoranda of Understanding (MOUs) to enhance research collaboration and student and faculty exchanges with the following institutions:

- Johns Hopkins University School of Nursing, Baltimore, Maryland, United States of America
- University of Maryland School of Nursing, Baltimore, Maryland, United States of America
- University of Michigan School of Nursing, Ann Arbor, Michigan, United States of America
- Villanova University College of Nursing, Radnor Township, Pennsylvania, United States of America
- University of Science and Technology, Sydney, Australia

G. SIGMA THETA TAU INTERNATIONAL (STTI) HONOR SOCIETY

The board of the Chi Iota Chapter is as follows:

- President: Dr. Dina Madi
- President-elect: Dr. Lina Kantar
- Vice president: Ms. Ursula Rizk
- Treasurer: Dr. Hiba Deek
- Secretary: Ms. Bahia Abdallah El-Moufti
- Counselor: Dr. Angela Massouh
- Founding President: Dr. Huda Abu-Saad Huijer
- Immediate Past President: Ms. Mary Arevian

Chi Iota Committees

Leadership Succession Committee

- Mrs. Helen Nuwayhid; Chair
- Dr. Nour Alayan; Member
- Mrs. Tamar Avedissian; Member

Governance Committee

- Dr. Samar Noureddine; Chair
- Mrs. Danielle Damianos; Member
- Ms. Roula Awwad; Member

Activities

Induction Ceremony: May 8, 2018. Total 27 inductees; 8 graduates, 3 leaders, and 16 undergraduates. Mrs. Zeina Kassem, founder and president of Roads for Life (RFL): the Talal Kassem Fund for Post-Accident Care, addressed the members. Her speech was very touching. A short video of the ceremony was posted on the Chi Iota Chapter Facebook page.

Skype Business meeting: May, 2018, with Jessica Wendorf, Sigma, Chapter and Regional Operations Manager and Sabrina Collins-Christie, Sigma Membership Manager, to discuss logistical matters related to the chapter.

Annual Business meeting of the Chi Iota Chapter: November 30, 2018, Hisham Jaroudi Auditorium, HSON. The guest speaker Dr. Michel Kalach el Khoury, a psychotherapist, discussed self-care and when to seek professional help from mental health experts.

H. HSON NEWSLETTER

HSON issue Number 7 was circulated in March 2018. The newsletter included:

- A message from the HSON director, Dr. Huda Abu-Saad Huijer
- Message from the President of the Order of Nurses in Lebanon, Dr. Nuhad Dumit
- Launching the PhD program
- HSON research highlights
- HSON undergraduate and graduate student testimonials
- Awards
- Nursing Society Students activities
- New incoming faculty and staff

I. HSON REGIONAL EXTERNAL PROGRAMS

Continuing Education in UAE

The Rafic Hariri School of Nursing (HSON) in collaboration with the Continuing Education Center of the office of Regional External Programs (REP) provided a number of courses to registered nurses and nurse leaders in the United Arab Emirates in 2018. These offerings are part of an agreement that was signed and renewed between AUB REP and "The United Arab Emirates Ministry of Health" to support nursing training and education.

Course Name	Faculty names	Dates	Location
Advanced Physical Assessment	Dr. Angela Massouh and Mrs. Hera Tashjian	March 11-13, 2018	UAE, Sharjah
Suctioning and Catheterization Training	Mrs. Talin Gulgulian and Mrs. Tamar Avedissian	April 3-5, 2018	UAE, Sharjah
Sedation Course	Dr. Ghassan Kanazi and Mrs. Rafika Zaatari	April 30-May 1, 2018	UAE, Sharjah
EKG Course	Dr. Bernard Abi Saleh and Dr. Angela Massouh	September 10-12, 2018	UAE, Sharjah
Neonatal Course	Mrs. May Khoury and Mrs. Talin Gulgulian	November 18-20, 2018	UAE, Sharjah

Each course was provided over a period of 2-3 days. Some were repeated to accommodate the higher than expected number of nurses. Different teaching methods were used by HSON faculty such as: case scenarios, role playing, simulation sessions, hands-on activities, and videos. The variety of teaching methods made these continuing education offerings especially fruitful and highly interactive.

Mohammad Al Mana' College for Health Sciences (MACHS)

In February 2017, an agreement was signed between the Mohammad Al Mana' College for Health Sciences (MACHS) in Khobar, Kingdom of Saudi Arabia and AUB REP. Based on this agreement, AUB has agreed to contribute to MACHS's efforts in an advisory, training, and management capacity.

Dr. Huda Abu-Saad Huijer and Dr. Nuhad Dumit are members of the project's steering committee and coordinate the work among the different departments.

HSON faculty were involved in the following consultations in 2018:

- Reviewed MACHS documents that addressed accreditation readiness, curriculum, and courses and provided appropriate recommendations.
- Dr. Marina Adra and Mrs. Mary Arevian conducted a site visit to review MACHS academic programs and provided feedback accordingly.

HSON will continue to be involved in future MACHS-related projects, as needed, by providing workshops and training on nursing simulation, assisting MACHS in setting up its own simulation lab, reviewing MACHS post-graduate programs, and assisting MACHS in the recruitment for key administrative and teaching positions.

11. FACULTY ACTIVITIES

A. EDUCATIONAL PROGRAMS

BSN:

Course descriptions, credit hours, and learning objectives did not change over the year as student evaluations were positive. We were, however, required to provide two sections of junior-year courses because of the large class size.

Simulation activities were included in most clinical nursing courses, which used a combination of skill improvement and practice through scenarios.

Objective Structured Clinical Examination (OSCE) was used in all clinical nursing courses.

MSN:

A total of 58 students enrolled in the MSN program in October 2018.

Four tracks continue to be offered: Adult Gerontology Clinical Nurse Specialist, Nursing Administration and Management, Psychiatry and Mental Health Clinical Nurse Specialist, and Community and Public Health Nursing.

A number of students did residencies at:

- AUBMC
- Evidence-Based Healthcare Management Unit (EHMU) at AUBMC
- Cleveland Clinic Abu Dhabi, UAE
- Mwaadieh Center, Beirut, Lebanon
- John Hopkins University (JHU), Baltimore, Maryland, USA
- Best Start by Health Nexus, Toronto, Canada
- Soins Infirmiers et Development Communitaire, Beirut, Lebanon
- Ministry of Public Health, Beirut, Lebanon
- Ibad Al Rahman, Barbour, Lebanon
- University of Maryland Medical Center (UMMC), Baltimore, Maryland, USA

17 students were inducted in the HSON Chi Iota Chapter in spring 2018.

Town meetings were held to discuss student concerns, residencies, projects, and comprehensive exams.

Information on the specific tracks is detailed below.

Adult Gerontology Clinical Nurse Specialist track:

2 students graduated in 2018.

A total of 17 students were enrolled in October 2018.

Students in the Adult Gerontology Clinical Nurse Specialist track completed residencies at Johns Hopkins University and the University of Maryland.

Nursing Administration and Management track:

A total of 5 students graduated in 2018.

A total of 17 students were enrolled in October 2018.

Students in the Nursing Administration and Management track completed residencies at EHMU, AUBMC, and Cleveland Clinic Abu Dhabi.

Psychiatry and Mental Health Clinical Nurse Specialist track:

One student graduated in 2018.

A total of 9 students were enrolled in October 2018.

Students in the Psychiatry and Mental Health Clinical Nurse Specialist track completed residencies at AUBMC, Mwaadieh Center, and Soins Infirmiers et Development Communitaire.

Community and Public Health Nursing track:

Three students graduated in 2018.

A total of 15 students were enrolled in October 2018.

Students in the Community and Public Health Nursing track completed their residencies at Health Nexus, Toronto, John Hopkins University (Baltimore), Ministry of Public Health and Ibad Al Rahman Barbour.

One student is undertaking a double major in Community and Public Health Nursing and Psychiatry and Mental Health Clinical Nursing.

PhD Program:

The PhD proposal was approved by HSON Graduate Division, Graduate Studies Committee, HSON External Advisory Board, Board of Graduate Studies, AUB Senate, Board of Trustees, and the New York State Education Department (NYSED).

The PhD program was officially launched in September 2018. A total of 18 applications were received, 7 were short-listed and interviewed, and 3 were accepted and enrolled.

The doctoral program aims to provide rigorous training for research careers in the nursing and healthcare arenas. It will provide students with the opportunity to develop their capacity for scholarly and independent work, improve critical analytical thinking, refine their ability to communicate knowledge and ideas, and be able to translate research findings into healthcare practice.

B. FACULTY TEACHING

Spring term 2017-18

Course Number	Course name	Credits	Faculty
NURS 200	Introduction to Nursing	2	G. Assaf
NURS 201	Introduction to Nursing Practice	2	S. Dakessian Sailian, L. Kantar
NURS 202	Health Assessment	2	T. Gulgulian, D. Madi
NURS 203	Biostatistics for Nurses	3	S. Fares
NURS 302	Nursing Care of Adults II	5	M. Adra, N. Alayan, S. Dakessian Sailian, A. Massouh, H. Tashjian
NURS 306	Nursing Care of Children	5	T. Avedissian, D. Damianos, S. Dhaini, T. Gulgulian, M. Khoury, D. Madi
NURS 402/312	Mental Health and Psychiatric Nursing	5	G. Assaf , H. Masalkhi, M. Saadeh

NURS 408	Community Health Nursing	5	M. Arevian, T. Avedissian, G. Honein
NURS 410/313	Leadership & Management Theory	5	S. Dakessian, D. Damianos, H. Tashjian, L. Younan
NURS 411	Leadership & Management Practicum	0	H. Tashjian, L. Younan,
IPEC 300	Inter-professional Education		M. Adra, N. Dumit ,G. Honein, S. Noureddine
NURS 502	Advanced Nursing Research	3	H. Darwish, S. Fares
NURS 503	Advanced Health Assessment	3	A. Massouh, S. Noureddine
NURS 503A	Advanced Health Assessment	1	A. Massouh, S. Noureddine
NURS 505B	Advanced Practice in Adult Gerontology	4	H. Darwish, S. Noureddine
NURS 506	Residency-Advanced Practice in Adult Gerontology	4	S. Noureddine
NURS 508	Residency-Advanced Practice in Nursing Administration	4	M. Clinton, N. Dumit, H. Huijer, L. Younan
NURS 509	Role Development in Nursing Education	3	L. Kantar
NURS 518	Group and Family psychotherapy	3	L. Farhood
NURS 519	Clinical Residency in Acute Psychiatric Care	4	L. Farhood
NURS 520	Managing Quality with Teams	3	N. Dumit
NURS 522	Principles and Practice of Community/ Public Health Nursing	3	M. Arevian, G. Honein
NURS 524	Residency in Community Health Nursing	4	M. Arevian, G. Honein
NURS 525	Transformational Leadership for Nursing Practice	3	M. Clinton
NURS 526	Comprehensive exam	0	L. Farhood

NURS 598 , 598A, 598C	Project	3	M. Arevian, M. Clinton, H. Darwish N. Dumit, L. Farhood, H. Huijer, G. Honein, S. Noureddine, L. Younan
NURS 599, 599A, 599B	Thesis	6	M. Arevian, M. Clinton, H. Darwish N. Dumit, L. Farhood, H. Huijer, G. Honein, S. Noureddine, L. Younan
NURS 200	Introduction to Nursing	2	G. Assaf
NURS 201	Introduction to Nursing Practice	2	S. Dakessian Sailian, L. Kantar
NURS 202	Health Assessment	2	T. Gulgulian, D. Madi
NURS 203	Biostatistics for Nurses	3	S. Fares

Summer 2018

Course Number	Course name	Credits	Faculty
NURS 210	Pathophysiology	2	A. Massouh
NURS 307	Practicum I	0	T. Avedissian, S. Dakessian, D. Damianos, T. Gulgulian, H. Masalkhi H. Tashjian
NURS 506	Residency-Advanced Practice in Adult Gerontology	4	S. Noureddine
NURS 508	Residency-Advanced Practice in Nursing Administration	4	L. Younan
NURS 519	Clinical Residency in Acute Psychiatric Care	4	L. Farhood
NURS 524	Residency in Community Health Nursing	4	M. Arevian, G. Honein
NURS 598	Project	3	L. Farhood, H. Huijer
NURS 598A	Project	3	H. Darwish, G. Honein
NURS 598B	Project	3	M. Arevian, N. Dumit
NURS 599	Thesis	6	L. Farhood, H. Huijer
NURS 599A	Thesis	6	H. Darwish

Fall term 2018-19

Course Number	Course name	Credits	Faculty
NURS 200	Introduction to Nursing	2	G. Assaf, T. Gulgulian, M. Khoury
NURS 300	Nursing Care of Adults I	5	M. Adra, S. Dakessian Sailian, L. Kantar
NURS 304	Nursing Care of the Expectant Family	5	T. Avedissian, D. Damianos, T. Gulgulian, M. Khoury, D. Madi
NURS 406	Nursing Research	3	S. Dhaini, G. Honein
NURS 404	Nursing Informatics	2	I. Fakih
NURS 400	Critical Care Nursing	4	S. Dakessian Sailian, A. Massouh, H. Tashjian
NURS 402	Mental Health and Psychiatric Nursing	5	G. Assaf, L. Farhood, H. Masalkhi, M. Saadeh
NURS 408	Community Health Nursing	5	M. Arevian, T. Avedissian
IPEC 300	Inter-professional Education	1	M. Adra, N. Alayan, N. Dumit, A. Massouh
IPEC 300	Inter-professional Education	1	M. Adra, N. Alayan, N. Dumit, G. Honein, A. Massouh S. Noureddine
NURS 500	Theories, Concepts and Ethical Frameworks for Advanced Nursing Practice	2	M. Clinton
NURS 501	Advanced Nursing Practice: Scope and Roles	2	L. Farhood
NURS 504	Advanced Pathophysiology	3	S. Noureddine
NURS 505A	Advanced Practice in Adult Gerontology I	4	S. Noureddine
NURS 506	Residency-Advanced Practice in Adult Care II	4	S. Noureddine
NURS 508	Residency in Nursing Administration	4	M. Clinton, N. Dumit, L. Younan

Course Number	Course name	Credits	Faculty
NURS 519	Clinical Residency in Acute Psychiatric Care	4	L. Farhood
NURS 523	Advanced Community Assessment and Interventions	3	G. Honein
NURS 524	Residency in Community Health Nursing	4	M. Arevian, G. Honein
NURS 526	Comprehensive exam	0	S. Noureddine
NURS 527	Developing Health Services Programs	3	N. Dumit
NURS 530	Statistical Reasoning and Applications in Nursing Research	2	S. Fares
NURS 531	Practical Applications of Budgeting in Nursing	1	L. Younan
NURS 533	Digital Tools for Connected Health	3	L. Younan
NURS 598	Project	3	M. Arevian, M. Clinton, H. Darwish N. Dumit, L. Farhood, H. Huijer, G. Honein, S. Noureddine, L. Younan
NURS 598A	Project	3	M. Clinton, G. Honein
NURS 598 B	Project	3	M. Arevian
NURS 599	Thesis	6	M. Clinton, H. Darwish , N. Dumit, L. Farhood, S. Noureddine
NURS 599A	Thesis	6	M. Clinton, H. Darwish, N. Dumit, S. Noureddine, L. Younan
NURS 599B	Thesis	6	M. Clinton, H. Darwish, N. Dumit
NURS 599C	Thesis	6	M. Clinton
NURS 601	Philosophical And Theoretical Perspectives In Nursing Science	3	L. Farhood
NURS 602	Quantitative Research Designs	3	S. Noureddine

C. SIMULATION TECHNOLOGY AT HSON

Academic Year 2017-18

During 2018, the Simulation and Clinical Competency Center (SCCC) was used for activities/services for both AUB and non-AUB users in line with its mission statement. Users included HSON students enrolled in undergraduate and graduate programs (HSON users), nutrition and dietetics students, medical students, residents, and faculty members and nurses from AUB and elsewhere (non-HSON users).

The figures below summarize activities conducted at the SCCC by term

For the year 2018, there were 410 simulation training activities/ experiences at SCCC involving 10,533 participants, including HSON and non-HSON users. This shows a 1.9% decrease in activity and a 12.8% increase in the number of participants since 2017. The fall term had the highest number of activities (47.6%) and the highest number of users (55.5%). (See Figures 1 and 2 below.)

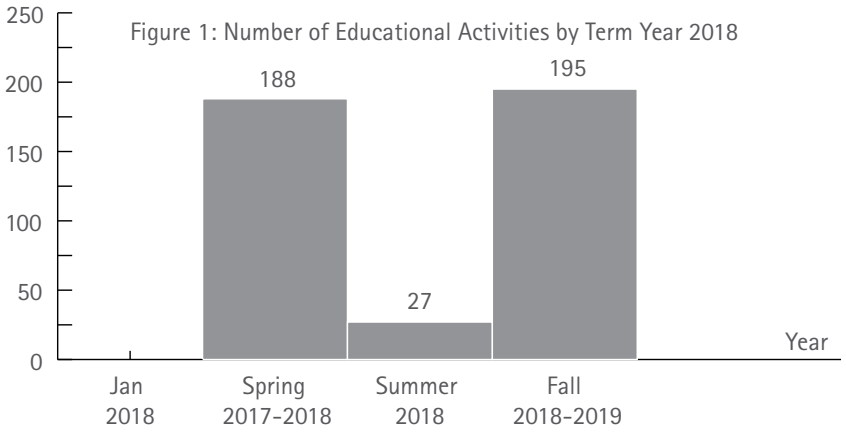
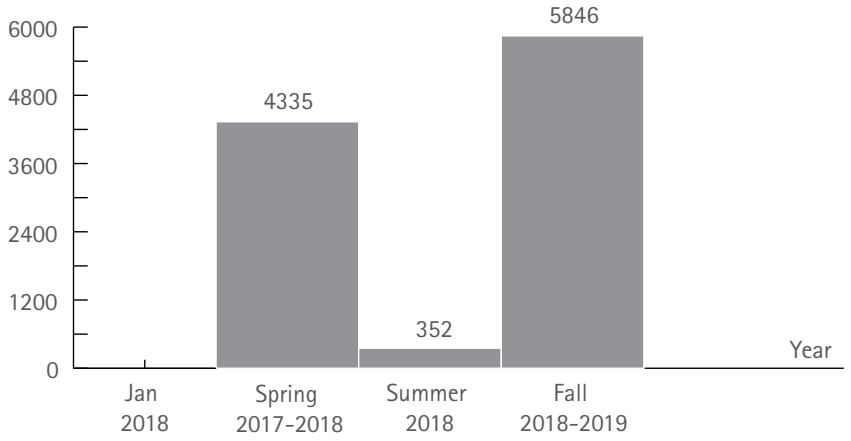


Figure 1: Number of Educational Activities by Term Year 2018

Educational Activity: each time the lab is utilized regardless of the objectives or content of the learning/teaching that is taking place.

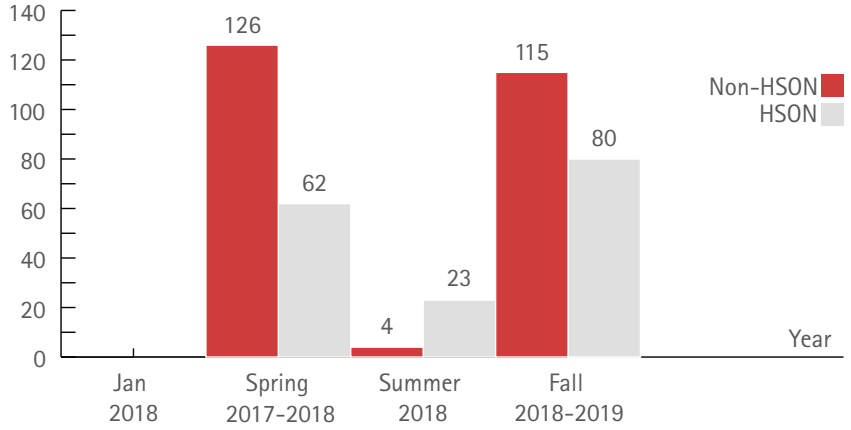
Figure 2: Number of Participants by Term Year 2018



Participant: any person using the lab.

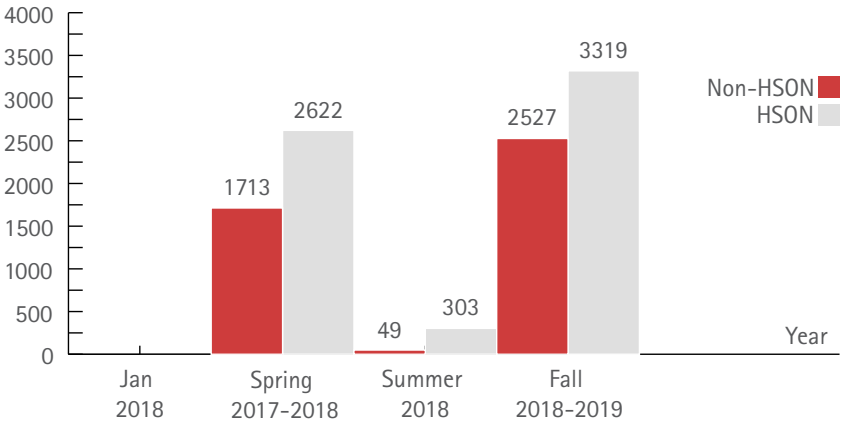
During the spring and fall terms, HSON activities outnumbered non-HSON activities. During the summer, there were more non-HSON activities in the lab, as FM finishes its term much later than HSON. (See Figure 3).

Figure 3: HSON vs Non-HSON Activity-Term



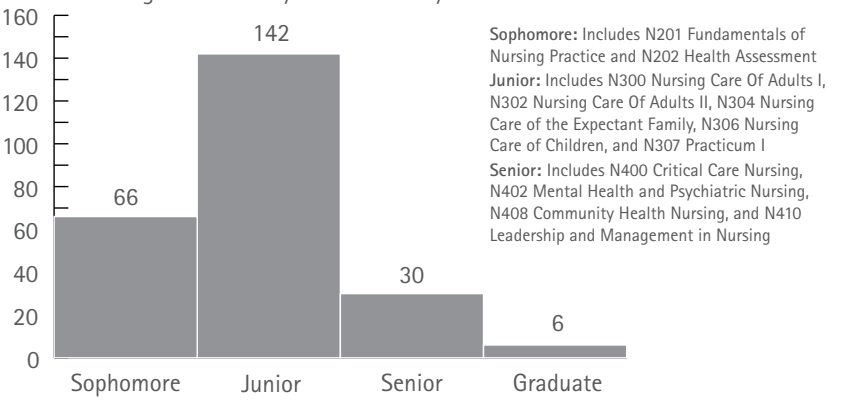
There were 33.6% more users in the fall term than in the spring term. There were more non-HSON users than HSON users in all terms. (There were 53% more non-HSON users in the spring and 34.8% more in the fall.) Medicine have larger classes-around 110 students are enrolled yearly. (See Figure 4).

Figure 4: HSON vs Non-HSON Partipants-Semester



The use of the facility by HSON faculty and students peaks in the junior year. In the MSN program, the SCCC is used in N503 Advanced Health Assessment course and in N509 Role Development in Nursing Education course. There were a total of 6 activities in these graduate courses this past year, as shown in Figure 5 below.

Figure 5: Activity HSON Users by Level



D. STUDENT PROJECTS, THESES, RESIDENCIES

MSN STUDENT PROJECTS AND THESES

Name	Track	Defense Date	Project/ Thesis	Project title	Project/ Thesis Committee
Grace Hakim	Adult Care	February 5, 2018	Thesis	Sex Difference in Outcomes of Adult Patients with Traumatic Brain Injury	Dr. Darwish, Noureddine, El Sayed, Tamim
Joelle Bassila	Administration	March 5, 2018	Project	Developing a Bereavement Program for Palliative Care Patients at AUBMC	Dr. Dumit, Osman
May Dassouki	Nursing Administration	April 11, 2018	Project	Role Expectations of Master's Student Prepared Nurses	Dr. Younan, Clinton
Lina Al Wattar	Nursing Administration	April 24, 2018	Project	Improving Patient Satisfaction by Providing Empathy Training Sessions for Healthcare Professionals	Dr. Clinton, Younan
Lana Iskandarani	Nursing Administration	April 24, 2018	Project	Nurse-led Patient Access Line for Oncology Patients	Dr. Dumit, Clinton
Linda Mardinian	Nursing Administration	April 27, 2018	Project	Fear of Becoming a Robotic Registered Nurse	Dr. Clinton, Younan

Name	Track	Defense Date	Project/ Thesis	Project title	Project/ Thesis Committee
Hind Abdel Massih	Adult Care Nursing	May 2, 2018	Project	Educational Program for Hospital Nurses on Diabetes Mellitus	Dr. Noureddine, Kantar
Marwa Ahmad	Community and Public Health Nursing	May 3, 2018	Project	Cervical Cancer Prevention/ Awareness Program	Ms. Arevian, Dr. Kantar
Mariam Assaf	Community and Public Health Nursing	December 7, 2018	Project	Developing and Disseminating the Panel Management Approach for Improving Cancer Screening Services in Primary Healthcare Centers in Lebanon	Dr. Honein, Abi Fakhr

MSN STUDENT RESIDENCIES

Name	Track	Residency Term	Residency Supervisor	Residency Site	Preceptor	Preceptor title
Sarah Abu Rihan	Psychiatric Mental Health Nursing Clinical Nurse Specialist	Summer 2017-18	Laila Farhood	AUBMC Psychiatry in-patient Mwaadieh Center Teaching education N402 students at HSON	Laila Farhood	Professor, Psychiatry Mental Health

Name	Track	Residency Term	Residency Supervisor	Residency Site	Preceptor	Preceptor title
Zepur Aharonian	Nursing Administration and Management		Lina Younan	Evidence-Based Healthcare Management Unit (EHMU), AUBMC	Hussein Souiedan	EHMU Coordinator
Mariam Assaf	Community and Public Health Nursing	Fall 2017-18	Gladys Honein	4 weeks at Ministry of Public Health	Imad Haddad	Non-communicable Diseases (NCD) Coordinator
				2 weeks research with Dr. Honein	Gladys Honein	Assistant Professor
Mireille Chehade	Adult Gerontology Clinical Nurse Specialist	Summer 2017-18	Samar Nouredine	Johns Hopkins University Hospital, Baltimore, Maryland	Tania Randell	Clinical Nurse Specialist
					Tim Madeira	
				AUBMC	Angela Massouh	Assistant Professor
Nay Ezzeddine	Community and Public Health Nursing	Spring 2017-18	Mary Arevian Bakalian	Ibad Al Rahman, Barbour	Nizar Lababidi	Director
Linda Fakhreddine	Psychiatric Mental Health Nursing Clinical Nurse Specialist	Summer 2017-18	Laila Farhood	Psychiatry Department, AUBMC, both in- and out-patient units	Laila Farhood	Professor, Psychiatry Mental Health
Miray Harakeh	Community and Public Health Nursing	Summer 2017-18	Mary Arevian Bakalian	Ministry of Public Health	Imad Haddad	Accreditation and NCD Coordinator

Name	Track	Residency Term	Residency Supervisor	Residency Site	Preceptor	Preceptor title
Elsa Jarawan	Psychiatric Mental Health Nursing Clinical Nurse Specialist	Summer 2017-18	Laila Farhood	Mwaadieh Center	Maya Bizri	Clinical Instructor, Department of Psychiatry, AUBMC
				Psychiatry Department, AUBMC, both in- and out-patient units	Laila Farhood	Professor, Psychiatry Mental Health
Melissa Makhoul	Adult Gerontology Clinical Nurse Specialist	Fall 2018-19	Samar Nouredine	Acute Pain Management Services, Shock Trauma Center (STC), University of Maryland Medical Center (UMMC), Baltimore, Maryland	Patricia B. Casper	Certified Registered Nurse Practitioner, CRNP
Bisan Mousa	Psychiatric Mental Health Nursing Clinical Nurse Specialist	Fall 2018-19	Laila Farhood	Psychiatry Department, AUBMC, both in- and out-patient units	Laila Farhood	Professor, Psychiatry Mental Health
				Teaching education N402 students at HSON		

Name	Track	Residency Term	Residency Supervisor	Residency Site	Preceptor	Preceptor title
Nadia Omeish	Nursing Administration and Management	Summer 2017-18	Lina Younan	Cleveland Clinic Abu Dhabi	Antoinette Zakhour	Program Manager-Academic Partnership & Specialty Certification
Lubna Rajab	Psychiatric Mental Health Nursing Clinical Nurse Specialist	Summer 2017-18	Laila Farhood	Soins infirmiers et development communitaire	Chirine Tohme	Clinical Psychologist , SIDC
				Psychiatry Department, AUBMC, both in- and out-patient units	Laila Farhood	Professor, Psychiatry Mental Health
Cynthia Rizkallah	Community and Public Health Nursing	Spring 2017-18	Gladys Honein	2 weeks at Hopkins Obstetrics/ Gynecology Department, Baltimore	Shirl Kowalewski-	Assistant Director
					Barbara Lamartina	Nurse Manager
				4 weeks at Best Start by Health Nexus-, Toronto	Louise Choquette	Bilingual Health Promotion Consultant
Ahmad Termos	Adult Gerontology Clinical Nurse Specialist	Fall 2018-19	Samar Nouredddine	Johns Hopkins University Hospital, Baltimore, Maryland	Rose Ostendarp	Clinical Educator, Emergency Department

III. STUDENT-RELATED ACTIVITIES

A. STUDENT ENROLLMENT/SCHOLARSHIPS

- The total number of applicants to the BSN program for 2018-19 was 417 including applicants sponsored by USAID and the MasterCard Foundation. The total number of accepted students was 168 and the total number who confirmed their enrollment was 66. This includes 2 students accepted as early admission, 3 transfer students from outside AUB, 3 transfer students from within AUB, 6 students sponsored by USAID, and 4 students working for a second degree.
- The total number of applicants to the MSN program for 2018-19 was 30; the total number of accepted students was 23 and the total number who confirmed their enrollment was 17.
- The first cohort of PhD students started in fall 2018-19. The total number of applicants was 20, 4 were accepted, and 3 enrolled.
- A total of **59** interviews were conducted with new and currently registered BSN students; **50** were recommended for scholarships, and **32** were enrolled. The 60% (Financial Aid and HSON scholarship) is still attracting students who select a nursing major as their 3rd, 4th, or 5th choice when they apply to AUB.

	Total
Interviewed	59
Recommended	50
Total new scholarships offered to new and current students	40

- The table below shows student enrollment for the last five years:

	BSN				
	2014-15	2015-16	2016-17	2017-18	2018-19
Regular applicants	259	259	276	376	226
USAID applicants	90	82	80	114	143
MasterCard Applicants			10	89	48
Total Applied	349	341	356	490	417
Acceptance	179	186	182	165	168
New Enrolled	70	55	65	61	66
Yield	39%	30%	36%	37%	39%

	BSN				
	2014-15	2015-16	2016-17	2017-18	2018-19
Committed	54	39	55	55	60
Total Enrollment	185	172	163	160	171
Female	77%	72%	68%	66%	67%
Male	23%	28%	32%	37%	33%
Lebanese	81%	81%	79%	78%	74%
International	19%	19%	21%	23%	26%
BSN Graduates	40	40	34	37	

	MSN				
	2014-15	2015-16	2016-17	2017-18	2018-19
Regular applicants					
USAID applicants					
MasterCard Applicants					
Total Applied	47	31	38	32	38
Acceptance	42	28	35	26	26
New Enrolled	23	12	19	9	17
Yield	55%	43%	54%	35%	65%
Committed	22	12	18	9	17
Total Enrollment	60	55	51	44	52
Female	75%	85%	88%	86%	85%
Male	25%	15%	12%	14%	15%
Lebanese	85%	93%	90%	89%	92%
International	6%	7%	10%	11%	8%
BSN Graduates	17	16	18	10	

B. STUDENT RECRUITMENT AND MARKETING

Student recruitment and marketing of the BSN and MSN programs remain a priority at HSON. The marketing strategy for student recruitment in 2018 included various activities:

- **Graduate Open House:** HSON participated in the Graduate Open House on February 20, 2018 organized by the Graduate Council to promote graduate programs. The event was very successful and around 38 potential applicants attended and visited the HSON stand.
- **School visits:** The HSON team visited 21 high schools to recruit students. School counselors were contacted and a poster was sent to all schools inviting high school students to visit the simulation lab at HSON.
- **Visits to HSON:** A 4-hour orientation and mentoring program has been prepared for all visiting high school students who are interested in learning more about the nursing profession:
  - » **First session:** informational session at HSON by the Student Services Office (SSO) about the nursing profession, work opportunities, admission requirements, and the BSN program at HSON
  - » **Second session:** simulation lab session
  - » **Third session:** class attendance
  - » **Fourth session:** volunteering at the AUBMC Courtesy Office (to get exposed to a healthcare setting)
- **HSON received 6 high school students who were interested to visit HSON.** They attended the 4-hour orientation program and expressed their satisfaction in the program. They became more interested in the nursing profession and in applying to the BSN program
- **AUB Annual School Fair:** HSON participated in the AUB Annual School Fair for undergraduate programs in April 2018 organized by the Office of Admissions.
- **AUBMC Open House:** On May 2, 2018, HSON participated in the AUBMC Open House to recruit nurses from all over Lebanon. The SSO had a booth to promote the MSN program.

- **Orientation of new nurses at AUBMC:** During the orientation for new nurses at AUBMC in February, March, May, August, October, and December 2018, the SSO presented the MSN program requirements. This presentation became part of the orientation program organized by the AUBMC Clinical and Professional Development Center (CPDC).
- **Marketing and promotion of HSON academic programs is also done through:**
  - » **Social media:** In addition to Facebook, LinkedIn and YouTube, a twitter account has been created.
  - » **Nursing Centralized Application System (CAS) portal:** to recruit students from North America for the MSN program and for the BA/BS-BSN second degree accelerated program.

C. STUDENT ACTIVITIES

Nursing students were involved in various community projects and activities in their Community Course and in events organized by the Nursing Students Society (NSS) in 2018:

- **New Student Orientation:** During the orientation of newly-enrolled students, some undergraduate and graduate students provided testimonials and success stories about the nursing profession.
- **AUB Mentorship in Nursing:** In 2017, HSON launched the AUB Mentorship in Nursing (AMIN) program that provides new students with mentors to help and guide them as needed. AMIN was founded by Elizabeth Cantrell and is managed by the NSS. AMIN reports to the NSS advisor, Dr. Angela Massouh. Rami Al Chami was selected to be the head mentor for the 2018-19 academic year.

The following mentors were selected for fall 2018-19:

Mentors at AMIN		
Sibelle Bou Nassif	Lana Nehmani	Mohammad Sweidan
Rami Al Chami (Head)	Rana Samad	Laya Nour Yammout
Maya Kabakibi	Zeina Sayegh	Yousra Al Zahabi
Aya Moreno	Zuhat Shehimi	

- **School Fair:** BSN and MSN students participated in the AUB School Fair that was open to students from different high schools. HSON had a stand at the Olayan School of Business to inform visitors about the BSN program at AUB.
- **The AACN Graduate Nursing Student Academy (GNSA):** Ninar Skheita was selected to be the new GNSA liaison for HSON graduate students. She informs graduate students about upcoming events, news, conferences, career fairs, etc.
- **The Middle East Student Ambassador Program by Elsevier:** Elsevier has launched the Middle East Student Ambassador Program to connect with the university and support students throughout their careers. One of the nursing students was selected as a student ambassador to help Elsevier engage with other students on campus. The main goal of the ambassador is to help Elsevier to write book reviews whenever they want to promote titles, increase the visibility of Elsevier through social media, and conduct surveys for market research.
- **Medical Research Volunteer Program (MRVP):** Occasionally, undergraduate nursing students volunteer to participate in the Medical Research Volunteer Program (MRVP) organized by AUB.
- **AUB Outdoors** Nursing students participated in the AUB Outdoors activities in May 2018.
- **NSS elections:** Elections for the Nursing Student Society were held in September 2018 and the cabinet was formed as follows:
  - » President: Aya Moreno
  - » Vice President: Zuhat Ali Shehimi
  - » Vice President: Jaafar Hoteit
  - » Treasurer: Hiba Fadlallah
  - » Treasurer: Anas Intabli
  - » Secretary: Yousra Al Zahabi
  - » Public Relations; Mohamed Sweidan
  - » Member at Large: Maya Kabakibi

- **SRC and USFC elections:** Elections for the SRC and USFC were held in October 2018 and the results were as follows:

Department	Election Pool	Name
Nursing	FM USFC	Tarek Youssef (Nursing)
Nursing	NURSING IV and GR	Sary M Faraj
Nursing	NURSING II and III	Mohammad Ziad Z Bakkar

- **AMIN coffee hour:** AMIN mentors organize a coffee hour for new and returning students so that, for example, new students can find out from senior students about the program, activities, etc.
- **General Assembly for NSS**

  On November 6, 2018, NSS held its first General assembly of the year. The cabinet was introduced to the students, and students were informed about NSS, its mission and activities. Students suggested several activities to be placed on the agenda of NSS. In the end, a fun game was held, and pizza & drinks were served.

- **Introducing the nursing major to freshman students**

  On November 26, 2018, NSS took part in the Major's event for freshman student. The nursing major was introduced to freshman students at AUB.

- **Activities for a good cause**

  On December 3,2018, NSS's first movie night was held! The movie Venom was screened, and proceeds where donated to Home of Hope NGO.

  Also, On December 4, 2018, a fundraising activity was done for a good cause on AUB campus. The profits were donated to the Home of Hope NGO, which serves abandoned, abused, and orphaned children in Lebanon.

- **Christmas Tree Decoration**

  Students came together on December 4, 2018 to decorate the Christmas Tree at the School of Nursing.

- **Trivia Night**

  On March 6, 2019, the first Trivia Night was held by NSS. Students grabbed their general knowledge and fun spirits and got competitive. In the end, the winning three teams got valuable prizes from sponsers: Latte Art, Spiced and Sliced, The Conut, Roadster Dinner, and Crepaway!

- **LGBT Health Workshop**

  On March 17,2019, NSS and LEBMASH held the LGBT Health Student Workshop. This workshop provided students with basic knowledge about sexual health, health concerns, and disparities of lesbian, gay, bisexual, and transgender communities. The workshop used active learning strategies to provide students with opportunities to practice affirming and inclusive health regardless of sexual orientation or gender identity.

- **Nursing Mini-Conference:** Undergraduate nursing students in their senior year submitted abstracts and developed research proposals as part of their assignments in the NURS406 research course and to help them develop the skills they would need to be nursing researchers. The conference was organized by Dr. Gladys Honein and Dr. Suzanne Dhaini.

D. OTHER STUDENT SERVICES AND RESOURCES

- **Credentialing Requests of Nursing Graduates**

  With the great demand for certification in different areas of nursing, the number of requests for credentials from graduates has increased. In 2018, HSON received 14 requests by foreign institutions to complete students' credentials; the majority were submitted to the Commission on Graduates of Foreign Nursing Schools (CGFNS) in the USA.

CGFNS International, USA	10
Department of Consumer Affairs (DCA), USA	2
Ordre des infirmiers et infirmieres du Quebec, Canada	1
Nursing and Midwifery Council (NMC), UK	1

At the request of the Student Services Office, a new online credentialing request has been developed by the IT Department that enables nursing alumni to request and pay for their credentials online. The service is expected to go live in early 2019.

- **Online Petition Form System**

  A total of 172 petitions were processed in 2018. The majority were related to underload credits and late course withdrawal. Ongoing enhancements were done to improve the Online Petition Form System.

- **Students Evaluation and Scholarship Database**

  The project has been initiated by the Student Services Office to automate the student evaluation and scholarship process. It is a major project that involves other parties at AUB, such as the Offices of Admissions and Financial Aid. It is still pending the automation of other processes in other related departments, such as the financial aid application.

- **Electronic Archiving System**

  HSON is trying to implement an electronic archiving system mainly for all student files. The project is being implemented in coordination with the IT team and other departments at AUB who have similar archiving systems.

IV. RESEARCH AND SCHOLARLY ACTIVITIES

A. CURRENT HSON FACULTY RESEARCH

Principal Investigator: Huda Abu-Saad Huijer
Palliative Care in Older Adults in Lebanon
The purpose of this study is to evaluate the quality of palliative care (PC), the quality of life (QoL), symptom management, and functional ability among hospitalized older adults in need of palliative care in Lebanon.
Co-investigators: Marina Adra, Suzan Dhaini, Souha Fares, Hussam Ghusn, Ramzi Hajjar, George Karam, **Samar Noureddine**
Funding: CNRS
Status: Data collection completed. Data analysis and write-up in progress.

Principle Investigator: Huda Abu-Saad Huijer
Chronic Pain: The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)
Chronic pain is believed to be a disease on its own and has been increasing in prevalence. The 13-item Pain Catastrophizing Scale (PCS) is the most widely used measure of pain-specific catastrophizing and assesses three dimensions: rumination, magnification, and helplessness. The purpose of the project is to develop and psychometrically evaluate PCS in Arabic among a sample of 150 adult chronic pain patients in Lebanon.
Co-investigators: Souha Fares, Douglas French
Funding: Pfizer
Status: Completed. One article published and others in preparation.

Principal Investigator: Lina Abi Fakher Kantar
Preceptors' Perspectives on their Teaching Practice: Implications for Academia and Service
This study aims at exploring the experiences of preceptors in the clinical teaching of nursing students to assess their educational needs and preparedness for teaching. Qualitative, focus group interviews will be used to gain insights into the experiences of 30 clinical preceptors, situated in three recognized healthcare facilities in Beirut. The emergent themes will guide both academia and service in the development of a curriculum targeting the teaching behaviors and teaching practices of preceptors.
Co-investigator: None
Funding: Center for Teaching and Learning – AUB (2017-19)
Status: Data collection.

Principal Investigator: Lina Abi Fakher Kantar
Preceptor Pedagogy in Nursing Education: A Cognitive Task Analysis Research
This study aimed at assessing the pedagogical principles of the preceptor-driven model in undergraduate nursing programs.
Co-investigators: Sawsan Ezzeddine, Ursula Rizk
Funding: URB
Status: Publication submitted to Nurse Education Today.

Principal Investigator: Lina Abi Fakher Kantar
Preceptors in Clinical Teaching of Nursing Students: Are We on the Right Track?
This study aimed at understanding the preceptors' conceptions of teaching in learner-centered clinical teaching.
Co-investigators: Sawsan Ezzeddine, Ursula Rizk
Funding: URB
Status: Paper accepted for presentation at the 45th Annual National Conference of the Professional Nurse Educators Group (PNEG), Wayne Forte, Indiana, USA.

Principal Investigator: Lina Abi Fakher Kantar
Case-based Learning and the Development of Professional Skills: Perceptions of Nursing Students
This study aimed at exploring perceptions of nursing students who had completed two undergraduate nursing courses using case-based learning, to be able to identify professional skills that may be gained from this instructional approach.
Co-investigator: None

Funding: None
Status: Paper presented at the 2nd International Nursing Conference of the Order of Nurses in Lebanon. Beirut, Lebanon.

Principle Investigator: Marina Adra
Exploring Resident Staff Relationships in Nursing Homes in Lebanon
To explore the prevailing relationships between nursing home residents and staff and to elicit the factors that influence these relationships.
Co-investigators: Zepur Aharonian, Abla Sibai
Funding: MPP
Status: Study completed, paper written, to be submitted to the Journal of Gerontological Nursing.

Principal Investigator: Marina Adra
Promoting a Culture of Community in Nursing Homes in Lebanon through Forging Partnerships
The aim of this study is to contribute to the understanding of how the formation of significant relationships in care homes in Lebanon may support the development of a culture of community.
Co-investigators: Zepur Aharonian, Abla Sibai
Funding: URB
Status: Institutional Research Board (IRB) approval in progress.

Principal Investigator: Elie Akl
Exploring the Factors Impacting the Trust of the Lebanese Public in Physicians: a Qualitative Study
The aim of this qualitative study is to explore the factors that impact the trust of the Lebanese public in physicians.
Co-investigators: Gladys Honein, Bashir Shaya, Ali Khalil, Nadine Al Homsi, Kevin Eid, Zeinab Haidar, Kelly Merheb
Funding: None
Status: Manuscript submitted for publication to BMC Health Services Research.

Principal Investigator: Elie Akl
Fellowship and Residency Research Program at AUBMC - Moving Forward
The aim of this qualitative study is to evaluate the fellowship and residency program at AUBMC and explore the barriers they face in order to suggest measures for improvement.
Co-investigators: Gladys Honein, Pamela Abi Khalil
Funding: AUBMC
Status: Manuscript in preparation.

Principal Investigator: Nour Alayan
Nurses' and Pediatricians' Attitudes, Perceptions, and Practices of Screening, Brief Intervention, and Referral to Treatment (SBIRT) for Adolescent Substance Use: A Multisite Cross-Study in Primary Care and School Settings
This study aims to explore nurses' and pediatricians' attitudes, perceptions, and practices regarding adolescent substance use screening and interventions.
Co-investigators: Tamar Avedissian, Ghada Assaf, Farid Talih
Funding: URB
Status: Ongoing.

Principal Investigator: Marlene Chakhtoura
Research Fellowship Program at AUBMC
The aim of this qualitative study is to explore research fellows' and mentors' views about research training at AUBMC and the challenges they face. Taking into consideration the currently available models in the USA, and based on the suggestions and needs identified locally, we will establish a formal training program for research fellows.
Co-investigators: Gladys Honein, Rola Rassi, Elie Akl
Funding: AUBMC
Status: Manuscript in preparation.

Principal Investigator: Michael Clinton

From Education to Practice: The Challenges that Nursing Students and Novice Nurses Face in Lebanon

This qualitative study involves three university sites and three hospitals in Lebanon. The study is designed to investigate from the point of view of students and registered nurses (RNs) in the first year of practice the challenges they face as they engage in clinical nursing practice. The study focuses on challenges that are unique to Lebanon. Separate focus groups will be formed at the three universities. The three focus groups will explore the challenges students face as they transition to the clinical experience in BSN IV. Separate focus groups will be established at three hospitals in Beirut. The hospitals will be those that generally recruit the most graduates from the respective universities. The three focus groups will focus on the challenges RNs face in their first year of practice in Lebanon. Thematic analysis and the constant comparative method will be used to analyze the data. The study findings may suggest strategies for reducing attrition in BSN programs in Lebanon and may assist hospital administrations to reduce attrition of RNs in their first year of practice.

Co-investigators: Myrna Doumit, Sawsan Ezzeddine, Ursula Rizk

Funding: None

Status: Manuscripts published.

Principal Investigator: Michael Clinton

Comparison of Organizational Research Climates in Universities in Lebanon, Canada, and Australia: An Initial Study

The strategic purpose of this initial study is to establish an international program of research focused on the regulation of human subject research. In this initial study the organizational research climates of selected universities in Lebanon, Canada, and Australia will be described and compared. Subject to ethical and institutional approval the study will be conducted at the American University of Beirut, the Lebanese American University, the University of Saskatchewan, and the University of Newcastle, New South Wales. This survey is the first of its kind to assess from the perspective of investigators and graduate students the

organizational research climate in three countries. The results will provide a basis for expanding the survey to other universities in Lebanon and the wider region, Canada, and Australia.

Co-investigator: Dr. Rusla Anne Springer, University of Saskatchewan, Canada

Funding: None

Status: Analysis for the Lebanon and Canada arms of the study complete. Institutional issues to be explored prior to publication of study findings.

Principal Investigator: Laila Farhood

Promoting Psychosocial and Mental Healthcare through Community-based Educational Workshops for Teachers and Parents: A Follow-up to Mental Health Assessments in Civilians Exposed to Traumatic Events of War in the South of Lebanon

This intervention study employs a quantitative, quasi-experimental pre-post design in which community-based educational programs with teachers and parents were implemented in two schools in South Lebanon. The study consisted of two phases. In the first phase audio taped focus groups with teachers and parents were conducted in order to identify their attitudes and beliefs towards mental illness, symptoms and treatment (this paper was published in JTN). Based on the identified themes, community-based educational programs with the same sample were implemented. Mental health educational workshops were conducted by mental health professionals in psychiatry and psychology over the course of six weeks (two per weekend) in one venue at Marjeyoun National School. Both teachers and parents participated in the workshops, which sought to address various topics on mental health and psychosocial care. The efficacy of this intervention was assessed by comparing scores on PTSD, General Health, Strengths and Difficulties, and Attitudes towards Mental Illness Questionnaires prior to and after its implementation, as well as at 1.5 year follow up.

Co-investigators: Fadi Maalouf, Myrna Doumit, Souha Fares

Funding: MPP and URB

Status: Published.

Principal Investigator: Laila Farhood

An Investigation of War Trauma Experiences and Post-Traumatic Stress Reactions in a South Lebanese Civilian Sample: How Does Gender Fit in the Equation?

This study is part of a bigger one assessing PTSD, Depression and other psychiatric morbidities and their mediating factors in a civilian population exposed to war. The study aimed to assess gender differences in: (1) PTSD prevalence; (2) reported trauma types; (3) reported clusters of symptoms of trauma; and (4) risk factors associated with PTSD. These findings, in turn, enabled us to draw different PTSD symptom, trauma-vulnerability, and risk factor profiles for civilian men and women exposed to war traumas. These profiles would yield insight on alternative assessment and intervention strategies that are sensitive to both genders and strategies that are not necessarily considered in today's approach to PTSD assessment and intervention.

Co-investigators: Souha Fares, Carmen Hamady

Funding: MPP, URB

Status: Published.

Principal Investigator: Hala Darwish

Interacting with Nature Using Virtual Reality: A Pilot Intervention to Restore Cognitive Fatigue in Patients with Multiple Sclerosis (MS)

Examine the effect of 12 weeks interactive virtual reality (using low cost improved mobile VR headsets), nature compared to urban environment, on cognitive fatigue in MS patients.

Co-investigator: Mariette Awad

Funding: CRS 2 years

Status: IRB review

Principal Investigator: Hala Darwish

Longitudinal Effect of Vitamin D3 Replacement on Cognitive Performance and MRI Markers in Multiple Sclerosis Patients: A Single-Blind Randomized Clinical Trial

This is a longitudinal single-blind randomized trial to test the effects of high compared to low dose Vitamin D3 supplementation on cognitive performance at 6 and 12 months, and MRI measures of 12 months duration.

Co-investigators: Samia Khoury, Nabil El Ayoubi, Salem Hannoun

Funding: MPP

Status: Ongoing.

Principal Investigator: Hala Darwish

Environmental Enrichment and Exercise (EE+Ex) Affects Object Recognition, Spatial Learning and Memory, and Epigenetic Events Post Severe Traumatic Brain Injury

Severe Traumatic Brain Injury (TBI) survivors suffer from persistent cognitive deficits. Similarly, long-term recognition, temporal order, and spatial learning and memory deficits follow experimentally induced severe TBI in rats. Therapies such as environmental enrichment (EE) and exercise are promising and enhance memory functions post severe TBI. However, few studies have examined epigenetic, astrocytic changes in relation to memory functions after EE and exercise. Severe TBI using controlled cortical impact head injury in mice will be used. After 14 and 21 days of EE coupled with daily exercise, spontaneous object recognition, temporal order, and spatial learning and memory will be assessed using an open field and Morris water maze. Neurogenesis, epigenetic events, and astrocytes changes will be measured using immunohistochemistry labeling and quantitative real time PCR. Decreased memory impairment and increase in neurogenesis in the experimental group compared to controls is expected; in addition to an elevation in the number of astrocytes as well as up-regulation in GFAP and Vimentin expression. Decreased DNA methylation and increased histone acetylation in the hippocampus are expected as well. Controlling and modifying the severe TBI survivors' environment as well as exercise to stimulate and restore sensory, motor, and cognitive function is of great clinical importance.

Co-investigator: Firas Kobeissy

Funding: CNRS

Status: Ongoing

Principal Investigator: Hassan Dhaini

N-Acetylation Traits as Effect Modifiers of the Association Between Smoking-based Arylamine Exposure and Tumorigenic Outcome in Lebanese Urothelial Bladder Cancer Patients

The study aims to investigate a potential association between smoking and tumorigenic outcome in urothelial bladder cancer patients, as well as to examine the modifying effect of metabolic N-acetylation traits. This study is expected to improve our understanding of the etiology of bladder cancer. We anticipate providing evidence in support of a gene-environment interaction that may underlie the unusually high incidence of bladder cancer in Lebanon.

Co-investigator: Souha Fares

Funding: URB

Status: Data collection in progress.

Principal Investigator: Suzanne R. Dhaini

Implicit Rationing of Nursing Care among Lebanese Patients (Rational) - A Longitudinal Study on the Variations, Trends, Predictors, and Outcomes of Rationed Nursing Care

The purpose of this study is to investigate the variations and trends of rationing of nursing care on a shift-level basis over time on medical, surgical, and pediatric units in a Lebanese university affiliated hospital and its association with work environment factors, as well as nurse and patient outcomes.

Co-investigators: Michael Simon, Dietmar Ausserhofer, Nuhad Dumit, Huda Abu-Saad Huijer

Funding: MPP

Status: Data collection.

Principal Investigator: Nuhad Dumit

Analyzing the Antecedents of Nurse Absenteeism in Medical Centers in Lebanon

The main aim of this study is to examine sickness absences at major medical centers across the country in terms of prevalence, nature, causes, trends,

frequency, cost, and impact on services provided. Another aim is to explore reasons for sickness absence in order to recommend and implement appropriate intervention(s) for effective absence management. A third aim is to validate the JOINT model created in a systematic literature review (article published) by the investigators.

Co-investigator: Lina Daouk Oyry

Funding: Evidence-Based Healthcare Management Unit, AUB

Status: Writing manuscripts.

Principal Investigator: Nuhad Dumit

Assessing Basic and Continuing Education Learning Needs of Nurses in Lebanon

The purpose of the study is to identify the basic and continuing education learning needs and preferred ways of learning of bedside nurses in Lebanese hospitals. It is expected that the results of this study will inform the design of basic and continuing education programs that can be tailored to the needs of bedside nurses. This study is being done in collaboration with the Order of Nurses in Lebanon and nursing faculty members from the University of Saint Joseph, University of Balamand, and Lebanese University.

Co-investigators: Souha Fares, Marie Therese Sabbagh, Mireille Najjar, Gisel Hajal, Vicky Jubran

Funding: In-kind support from the Order of Nurses in Lebanon

Status: Writing manuscripts.

Principal Investigator: Nuhad Dumit

Exploring Continuing Education Learning Needs of Nurse Managers in Lebanon

The overall aim is to assess the continuing education needs of nurse managers in Lebanon

Co-investigator: Souha Fares

Funding: URB

Status: Data analysis in progress.

Principal Investigator: Nuhad Dumit

Perspectives of Registered Nurses on Refugee Healthcare in Lebanon and Jordan: A Multi-site Cross-sectional Study (Profile)

The overall aim of this research project is to explore the perspectives of Lebanese and Jordanian nurses
on the effect of the influx in healthcare demands due to the protracted Syrian refugee crisis on the health of nurses working in hospitals and primary healthcare centers in Lebanon and Jordan and to examine how this crisis is impacting the quality of their services.

Co-investigators: Gladys Honein, Ibtissam Al Zaru, Muntaha Gharaibeh, Nancy R. Reynolds, Patricia M. Davidson, Suzanne R. Dhaini

Funding: Global Health Institute

Status: Qualitative data collection completed; manuscript in press to the Journal of Nursing Scholarship; quantitative data collection commenced in March 2019. Quantitative data collection in process.

Principal Investigator: Souha Fares

Abnormal Blood Pressure Complexity and Fluctuation: An Indicator of Vascular Disease Independent of Blood Pressure

The research proposal is focused on the use of non-conventional blood pressure variability (BPV) metrics (complexity measures and detrended fluctuation analysis exponents) to examine the potential role of this novel cardiovascular risk factor in the adult Lebanese population. Our primary objective is to determine the effect of weight loss through bariatric surgery on blood pressure dynamics in obese and morbidly obese normotensives (No-HTN), pre-hypertensive (pre-HTN), and hypertensive patients (HTN). We also aim to show that beat-to-beat BP complexity and fluctuation metrics will provide superior discrimination between No-HTN, pre-HTN, and HTN subjects, and will differ for demographic sub-cohorts. Another objective is to quantify the impact of BPV on the normal and shear stresses at the walls of the blood vessels.

Co-investigators: Kamal Badr, Bassem Safadi, Issam Lakkis

Funding: MPP

Status: Preparing for data collection.

Principal Investigator: Gladys Honein

Informal Provision of Health Services for Syrian Refugees in Lebanon

This project aims to conduct a mapping of the informal community-led health initiatives within the Syrian refugee population in Lebanon, and to understand how they are coping with the humanitarian assistance gap to cover their needs.

Co-investigators: Fouad Fouad, Lamis Jomaa, Mona Osman, Nasser Yassin, Shadi Saleh

Funding: CRS

Status: Manuscript preparation

Principal Investigator: Gladys Honein

Exploring the Benefits and Drawbacks of a New Approach for Managing Conflict of Interest in Guideline Development

The Canadian guideline for use of opioids in chronic non-cancer pain used an innovative approach for the management of financial and intellectual conflicts of interest, which was to have a team of unconflicted clinician-methodologists serving on the voting guideline panel, and to have a team of content experts, including individuals with financial and/or intellectual conflicts of interest, to guide the panelists and provide content expertise. This study aims to explore the benefits and drawbacks of this approach, and whether it could serve as a potential model for managing important aspects of conflict of interest in future guidelines.

Co-investigators: Elie Akl, Samantha Craigie, Jason Busse, Justin Ho, Gordon Guyatt

Funding: None

Status: Manuscript preparation.

Principal Investigator: Gladys Honein

Towards a Family Practice-Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce

In this study, our aim is to gather evidence based on actual practices to evaluate and scale up the primary care workforce in support of implementing family practice in the EMRO region. In this report, the main focus is describing nurses'

and midwives' roles as part of an inter-disciplinary team and the factors that influence these roles.
Co-investigators: T. Avedissian, M. Arevian, R. Hoteit, E. Dyer
Funding: World Health Organization, Eastern Mediterranean Office
Status: Report submitted; two manuscripts are in preparation.

Principal Investigator: Gladys Honein
User Acceptance of Electronic Patient Portal (EPP) for Self-management of Diabetes and Chronic High Blood Pressure at the Family Practice Clinic of the American University of Beirut, Lebanon
The aim of this study is to explore the demographic characteristics, the perceived ease and usefulness, and the subjective and social norms of potential users of the Electronic Patient Portal at the American University of Beirut Medical Center-Family Practice Clinic.
Co-investigator: Joumana Antoun
Funding: MPP
Status: Data analysis and manuscript in preparation.

Principal Investigator: Gladys Honein
Towards an Organized Colorectal Cancer Screening Program: An Action-oriented Research
This project is considered a pilot study to be used as a tool to guide decision-makers adopt evidence-based approaches at a national level
Co-investigators: Tamar Kabakian, Marco Badrus, Hana Nimer, Caren Daou, Nathalie Awada, Layla Al Hajj, Rasha Ghassani, Malak Tabaja
Funding: Global Compact Network Lebanon
Status: Waiting for IRB approval.

Principal Investigator: Gladys Honein
Community Health Assessment of Needs and Continuous Empowerment (CHANCE) - An experience-based co-design approach
To assess the learning needs of community-based nurses and to develop an intervention training program to address the top priority learning need.
Co-investigators: Nuhad Dumit, Nathalie Richa, Mary Arevian, Tamar Avedissian, Bahia Abdallah
Funding: URB
Status: Data collection completed for phase 1; data analysis in progress; awaiting IRB approval for phase 2.

Principal Investigator: Gladys Honein
Patients' Perceptions of Nurses and Physicians' Listening Behaviors, Education, and Empathy
The purpose of this study is to understand the ways in which medical/ surgical patients during their hospital stay at AUBMC recognize, identify, and understand the ways in which bedside nurses' and physicians' behavior conveyed aspects of communication (listening versus the absence of listening, empathy projected, interpersonal skills, and education provider by nurses and physicians). The objective of this study is to assess patients' perception regarding communication by the physician and nurse and how this affects patient experience and satisfaction.
Co-investigators: Ahmad Diab, Lama Al Jurdi
Funding: None
Status: Data collection.

Principal Investigator: Lamis Joumaa
Do Unregistered and Registered Syrian Refugees Adopt Different Informal Adaptive Mechanisms for Resilient Livelihoods? A Case Study from the Bekaa Valley Region in Lebanon
We aim to explore whether the categorization of Syrian refugees based on their registration status in Lebanon can affect their vulnerability and how it can

contribute to their adoption of informal mechanisms to secure their livelihoods. We aim to explore the challenges and experiences from the perspective of Syrian refugees and local key informants (such as NGOs operating in the region).
Co-investigators: Gladys Honein, Nour El Arnaout, Shadi Saleh
Funding: Global Health Institute
Status: Data collection.

Principal Investigator: May Khoury
Palliative Care: Educational Intervention for Nurses in Lebanon: An Attempt
The purpose of this study is to assess the effectiveness of palliative care continuing educational intervention for registered nurses at the American University of Beirut Medical Center and to recommend future educational programs.
Co-investigators: Mary Arevian, Suha Fares, Ghina El Khatib
Funding: None
Status: Data analysis in progress.

Principal Investigator: Samia Khoury
Microglial Activation and Neural Stem Cells Cross Talk Post Traumatic Brain Injury
Microglia are macrophage cells in the Central Nervous System (CNS), at the front line of CNS immunological defense. They play an important role in Mild Traumatic Brain Injury (mTBI) which may be beneficial or detrimental depending on their state of activation. This project aims to:
Evaluate spatio-temporal activation of microglia cells and the role of microglial activation at 2, 7, and 35 days post-TBI, in rodents.
Characterize the behavioral deficits post-TBI and correlate outcomes with neural injury and immunological indices.
Co-investigators: Hala Darwish, Firas Kobeissy
Funding: Office of Naval Research, US Department of Defense (DOD)
Status: Ongoing.

Principal Investigator: Salwa Kobaissi
Evaluation and Challenges of a Smoking Cessation Program (SCP): The Experience of a Referral Center in the Eastern Mediterranean Region
The aim of this qualitative study is to evaluate the obstacles and facilitators faced by practitioners in the delivery of service.
Co-investigators: Gladys Honein, Nadim Kanj, Maya Romani
Funding: AUBMC
Status: Manuscript in preparation.

Principal Investigator: Dr. Tamara Lotfi
Cross-sectoral Evidence Synthesis and Knowledge Translation in 37 Centers from 24 Low and Middle Income Countries: a Needs Assessment Study
To assess the needs of GESI Network members in order to tailor capacity strengthening activities.
Co-investigators: Gladys Honein, Hussein Ismail, Cynthia Rizkallah, Fadi El Jardali, Simon Lewin, Peter Tugwell, Elie Akl
Funding: None
Status: Manuscript in preparation.

Principal Investigator: Angela Massouh
Determinants of Self-care in a Sample of Lebanese Patients with Heart Failure
The primary purpose of this study is to describe self-care behaviors and their determinants in a sample of Lebanese patients with heart failure and subsequently make recommendations for interventions to promote self-care among this vulnerable patient population. The specific aim of this study is to describe the relationships among clinical and sociodemographic characteristics, functional ability, and psychological status and self-care in a sample of Lebanese patients with heart failure.
Co-investigators: Huda Abu-Saad Huijer, Paula Meek
Funding: URB
Status: Finalized, writing manuscripts.

Principal Investigator: Angela Massouh

Dyad Engagement in Heart Failure Self-Care

The primary aim of this study is to identify patient and dyadic determinants of self-care in heart failure care dyads while controlling for dyadic interdependence. Secondary aims of this study are: (1) to typify distinct patterns of heart failure patient-caregiver dyads engagement in self-care and link these patterns to heart failure disease outcomes and (2) to establish a neurocognitive profile of the heart failure patient and determine whether an association exists between the severity of heart failure and cognitive abilities as well as cognitive abilities and self-care.

Co-investigators: Huda Abu-Saad Huijer, Souha Fares, Hala Darwish, Hadi Skouri, Paula Meek

Funding: URB

Status: In process.

Principal Investigator: Nadine Moacdieh

Perceptions of Music and Noise in AUBMC Operating Rooms

The goal of this research is to analyze the perceived effects of noise and music in the OR on the performance and attention of medical personnel.

Co-investigators: Ramzi Alame, Saif Al-Qaisi, Zavi Lakissian, Rana Sharara, Lina Younan, George Zaytoun.

Funding: None

Status: Data collection.

Principal Investigator: Samar Noureddine

Validation of an Arabic Version of the Minnesota Living with Heart Failure Questionnaire

The aim of this study is to test the psychometric properties of the Minnesota Living with Heart Failure Questionnaire used to measure quality of life in a sample of 210 outpatients diagnosed with heart failure recruited from the cardiology clinics and echocardiography lab at AUBMC. Patients will be interviewed using the questionnaire and the PHQ-9 for depression.

Co-investigators: Hussain Isma'eel, Hani Tamim, Mariam Zahweh, Hadi Skuri

Funding: None

Status: Data collection in progress.

Principal Investigator: Samar Noureddine

Resuscitation in the Intensive Care Unit: A Survey of Physicians in Lebanon

The aim of this study is to explore the practices, attitudes, and challenges experienced by intensive care physicians related to in-hospital resuscitation. Lime Survey methodology was used to administer the survey online to 196 members of the Lebanese Society of Critical Care Medicine and 254 members of the Lebanese Society of Cardiology. Results will inform development of a national policy on cardiopulmonary association.

Co-investigators: Ahmad Husari, Mira Obeid, Hussain Isma'eel

Funding: In-kind support by the Vascular Medicine Program, AUBMC

Status: Data analysis.

Principal Investigator: Samar Noureddine

Survey of the Knowledge, Attitude, and Practices Related to Out of Hospital Resuscitation Among Nurses in Lebanon

The aim of this study is to examine the knowledge, attitudes, and practice of nurses in Lebanon related to out of hospital cardiopulmonary resuscitation. A second aim is to identify factors associated with the willingness of nurses to attempt resuscitation outside the hospital setting. The study uses a descriptive quantitative design. A total of 770 nurses will be recruited, including 556 nurses from a sample of 30 hospitals randomly selected from the 5 governorates, and 204 nurses working in all the primary health care centers in the country. A self-administered questionnaire developed for this study and validated by experts in resuscitation will be mailed to the nurses. The items address training received by nurses in resuscitation and their related knowledge, experience, and attitudes regarding out of hospital cardiac arrest resuscitation, and the perceived importance of factors that may influence the nurse's decision to attempt resuscitation outside the hospital setting, in addition to demographic questions.

Co-investigators: Tamar Avedissian, Nina Khatib, Joanna Irani

Funding: Order of Nurses in Lebanon
Status: Data analysis.

Principal Investigator: Makram Obeid
Characterization of Post-traumatic Seizures and Cognition and Emotional Behavioral Disturbances in a Clinically Relevant Model of Closed Head Injury in Adolescent Rats
To investigate the effects of a closed-head injury on the development of long-term post-traumatic seizures (2 weeks and up to 2 months post-injury) and on the development of long-term cognitive and emotional behavioral disturbances
Co-investigator: Hala Darwish
Funding: MPP
Status: Ongoing.

Principal Investigator: Dr. Yasser Shuaib
Perceived Factors Influencing Participation in Fecal Immunochemical Screening Test for Colorectal Cancer among the Lebanese Population
To examine the perceived factors influencing participation in FIT.
Co-investigators: Gladys Honein, Tarek Nammour, Hana Nimer
Funding: None
Status: Data collection.

Principal Investigator: Kathy Wood
Symptom Measurement in Patients with Arrhythmias
The aim of this prospective cross-sectional survey is to evaluate the number and incidence of clinical symptoms and depression, as well as the impact of symptoms on patients living with a variety of arrhythmias. Gender differences in symptom perceptions was also examined in a sample of 100 patients with arrhythmias recruited from the cardiology clinic at AUBMC.
Co-investigators: Marwan Refaat, Samar Noureddine, Mostafa Hotait
Funding: Duke University
Status: Manuscript in preparation.

Principal Investigator: Ahmad Al Yazbi
Modulation of Metabolic Stress-induced Neuro-inflammation by Oral Anti-diabetic Drugs: A Proposed Role for Activation of Autophagy
Metabolic syndrome (MetS) remains a public health challenge with significant increase in diabetes and cardiovascular disease risk. A less studied consequence of MetS is the ensuing central nervous system (CNS) inflammation. Recent evidence suggests an association between neuro-inflammation in MetS with cognitive impairment. With a high incidence of diabetes in Lebanon, as estimated by the International Diabetes Federation, a significant proportion of the population would be at risk of developing detrimental cognitive consequences of metabolic stress. Thus, studying the mechanistic link leading to neurobehavioral consequences in metabolic disorders becomes of great local public health value. Additionally, the recent introduction of new anti-diabetic agents with presumed pleiotropic effects on the associated inflammatory processes sets the stage for further investigation of the potential CNS protective effect of these drugs in the context of MetS.
Our intent in this proposal is to use a newly developed rat model of metabolic stress to investigate behavioral changes occurring in the context of the pre-diabetes, study the underlying pathology, and examine the effect of early treatment with some of the anti-hyperglycemic drugs with presumed benefit. Our goal is to identify targets for early therapeutic interventions and uncover the mechanism for potential corrective effects of oral anti-hyperglycemic drugs.
Co-investigators: Hala Darwish, Firas Kobeissy
Funding: CNRS
Status: Pending funding from CNRS.

B. SCHOLARLY AND OTHER PUBLICATIONS 2018

1. Abu-Saad Huijer H; Deek H; Noureddine S. (2018). A mapping of nursing and midwifery research in the Eastern Mediterranean Region, 2006–2016. Eastern Mediterranean Health Journal, 24(7):640–650. https://doi.org/10.26719/2018.24.7.XX

2. Abu-Saad Huijer H. Nursing was My Passport. Reflections on Nursing Leadership RNL. Sigma Theta Tau Honor Society. 2-11-2018

3. Abu-Saad Huijer H, Fares S, Bejjani R, Dhaini S, Noureddine S, Ghusn H. (2018). Symptom Prevalence and Management in Older Adult Patients in Lebanon. **Palliative and Supportive Care.** 1-8. DOI: 10.1017/S1478951518000676

4. Alayan N, Eller L, Bates M, Carmody D. (2018). Current evidence on Heart Rate Variability Biofeedback as a complementary anti-craving intervention. **Journal of Alternative and Complementary Medicine.** DOI: 10.1089/acm.2018.0019

5. Ayoub JJ, Abiad M, Forman MR, Honein-AbouHaidar G, Naja F. (2018). The Interaction of Personal, Contextual, and Study Characteristics and their Effect on Recruitment and Participation of Pregnant Women in Research: A Qualitative Study in Lebanon. **BMC Medical Research Methodology**, vol.18, no.1, pp-155

6. Avedissian T, Honein-AbouHaidar G, Dumit N, Richa N. (2018). Anaphylaxis Management: A Survey of School and Day Care Nurses in Lebanon. Bmj Paediatrics Open, 2018 Aug 20;2(1):e000260. doi: 10.1136/bmjpo-2018-000260

7. Clinton M, Younan L, & Fares S. (2018). Multidimensional analysis of the Arabic version of the Actual Scope of Nursing Practice Scale. **Journal of Nursing Measurement**, 26(3), 435-452. DOI: 10.1891/1061-3749.26.3.435

8. Clinton M, Ezzeddine S, Doumit M, & Rizk U & Madi M. (2018). Loving nursing and accepting responsibility: Strategies for transitioning to practice in Lebanon. **SAGE Open, 8**(2), https://doi.org/10.1177/2158244018820376

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19. Fadlallah R, El-Jardali F, Hemadi N, Morsi RZ, Abou Samra CA, Ahmad A, Arif K, Hishi L, Honein-AbouHaidar G, Akl EA. (2018). Barriers and Facilitators to Implementation, Uptake and Sustainability of Community-Based Health Insurance Schemes in Low- and Middle-Income Countries: A Systematic Review. **International Journal For Equity In Health**, vol.17, no.1, pp-13

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24. Gharibian M, Hopton J and Keady J. (2018). Generating a model of quality of life for older nursing home residents in the Lebanon: a grounded theory study. In Neilson, D.L. (Editor) 'Elderly Care; options, challenges and trends'. Nova Science Publishers. ISBN: 978-1-53613-463-6 (ebook). Chapter 1, pp, 1 -25

25. Haidar, M H, Noureddine S, Isma'eel H, El Sayed M. (2018). Resuscitation of Out of Hospital Cardiac Arrest Victims in Lebanon: The Experience of Paramedic Personnel. Accepted by **Journal of Emergencies Trauma and Shock,** 11, 183-8. DOI: 10.4103/JETS.JETS_101_17

26. Kantar L, & Sailian S. (2018). The Effect of Instruction on Learning: Case-Based versus Lecture-Based. **Journal of Teaching and Learning in Nursing,** 13(4), 207-211

27. Keller F, Dhaini S, Briel M, Henrichs S, Höchsmann C, Kalbermatten D, Künzli N, Mollet A, Puelacher C, Schmidt-Trucksäss A, von Niederhäusern B, De Geest S. (2018). How to Conceptualize and Implement a PhD Program in Health Sciences-The Basel Approach. Journal of medical education and curricular development. 2018 Apr 24;5:2382120518771364. doi: 10.1177/2382120518771364

28. Madi D. & Badr L. Translation and Cultural Validation of the Adolescent Pediatric Pain Tool (APPT) in Lebanese Children with Cancer. Accepted for publication April 2019 in **Pain Management Nursing Journal**

29. Madi M, Clinton M, Doumit M, Ezzeddine S & Rizk U. (2018). Transitioning to nursing practice in Lebanon: Challenges in professional, occupational and cultural identity formation. **Journal of Nursing Education and Practice, 8**(6), 38-47

30. Massouh A, Abu-Saad Huijer H, Meek P, Skouri H. Determinants of Self-Care in Patients with Heart Failure: Observations from a Developing Country in the Middle East. Under Review at the **Journal of Transcultural Nursing**

31. Minhem M, Sarkis S, Fares S, Safadi B, Alami R. (2018). Comparison of Early Morbidity and Mortality between Sleeve Gastrectomy and Gastric Bypass in Patients with Liver Disease. Analysis of American College of Surgeons National Surgical Quality Improvement Program. **Obesity Surgery**. 2018. DOI: 10.1007/s11695-018-3304-y

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33. Noureddine S, Zahwe M, Isma'eel H, Tamim H, Al Hajje A, Rachidi S, Skouri, H. (2018). Validation of the Arabic Version of the Minnesota Living with Heart Failure Questionnaire. Cardiology, 140 (suppl 1), 283

34. Schwendimann R, Blatter C, Dhaini S, Simon M, Ausserhofer D. (2018). The occurrence, types, consequences and preventability of in-hospital adverse events - a scoping review. BMC health services research. 2018 Jul 4;18(1):521. doi: 10.1186/s12913-018-3335-z

35. Semaan V, Noureddine S, Farhood L. (2018). Prevalence of Depression and Anxiety in End-Stage Renal Disease: A Survey of Patients Undergoing Hemodialysis. **Applied Nursing Research**, 43, 80-85

36. Talih F, Ajaltouni J & Farhood L. (2018). Depression and Burnout Among Nurses in a Lebanese Academic Medical Center, **Lebanese Medical Journal,** vol.66(2)

Research/Continuing Education Seminars

The HSON Research Committee (RC) organized a series of research seminars. The aim of these seminars is to disseminate the research findings of HSON faculty and alumni to the AUB community and to get acquainted with other AUB faculty members' research work. The following were invited to share their research findings:

- Dr. Ghassam Hamade, January 24, 2018. Title: Overview of Reporting and Clinical Research in EPIC.
- Dr. Angela Massouh, April 25, 2018. Title: Determinants of Self-care in a Sample of Lebanese patients with heart failure.
- Dr. Fadia Homeidan, November 28, 2018. Title: How OGC can help PIs identify funding and what else OGC offers in terms of services.
- Dr. Issam Lakkis, December 12, 2018. Title: Beirut Pollution Map.

C. EDITORIAL POSITIONS

Huda Abu-Saad Huijer

1994 Ongoing	Associate editor and later member of Editorial Board, International Journal of Nursing Studies
1999 Ongoing	Editorial Board, Journal of Transcultural Nursing
2005 Ongoing	Editorial Board, Journal of Nursing Scholarship
2005 Ongoing	Reviewer, European Journal of Pain
2006 Ongoing	Editorial Board, Japanese Journal of Nursing Science
2008 Ongoing	Reviewer, Lebanese Medical Journal
2009 Ongoing	Reviewer, Pediatric Pain Newsletter, IASP

2011 Ongoing	Reviewer, Journal of Palliative Medicine
2011 Ongoing	Editorial Board, IASP Insight Newsletter
2011 Ongoing	Editorial Board, Nursing Children and Young People
2012 Ongoing	Reviewer, Health Promotion International
2012 Ongoing	Reviewer, Europe's Journal of Psychology
2012 Ongoing	Reviewer, Journal of Pain and Symptom Management
2013 Ongoing	Editorial Board, Annals of Palliative Medicine
2014 Ongoing	Editorial Board, Alexandria Scientific Nursing Journal (ASNJ)

Nour Alayan

2015 Ongoing	Reviewer, Journal of Addictions Nursing
2015 Ongoing	Reviewer, Japan Journal of Nursing Science

Mary Arevian

2006 Ongoing	Reviewer, Journal of Interprofessional Care
2006 Ongoing	Reviewer, Journal of Transcultural Nursing
2008 Ongoing	Reviewer, Journal of Women's Health
2012 Ongoing	Reviewer, The Japanese Journal of Nursing Sciences
2012 Ongoing	Reviewer, Journal of Health Promotion International

Michael Clinton

2010 Ongoing	Editorial Board, Journal of Mental Health
2010 Ongoing	Editorial Board, Journal of Ethics in Mental Health
2010 Ongoing	Editorial Board, International Journal of Evidence-Based Healthcare

2010 Ongoing	Review Panel, Contemporary Nurse
2010 Ongoing	Review Panel, Journal of Nursing Measurement
2010 Ongoing	Reviewer, Journal of Adolescent Health
2018 Ongoing	Reviewer, International Journal of Nursing Studies.

Hala Darwish

2011 Ongoing	Editor, The AUBMC Abu Haidar Neuroscience Institute Newsletter
Ongoing	Reviewer, Electrophoresis (Peer Reviewed Journal)
2012 Ongoing	Reviewer, Journal of Neurotrauma
2012 Ongoing	Reviewer, Journal of Clinical Immunology
2013 Ongoing	Editorial Board, Frontiers of Neurotrauma
2015 Ongoing	Reviewer Plos One
2017 Ongoing	Journal of Nursing Scholarship

Nuhad Dumit

2008 Ongoing	Reviewer, Journal of Nursing Management
2009 Ongoing	Reviewer, Journal of Interprofessional Care
2013 Ongoing	Reviewer, BMC Nursing Journal by BioMed Central
2014 Ongoing	Reviewer, Journal of Clinical Nursing Research
2014 Ongoing	Editorial Board, Nursing Management, published by the Royal College of Nursing
2018 Ongoing	Reviewer, European Journal of Cardiovascular Nursing

Laila Farhood

2006 Ongoing	Editorial Board and Reviewer, Journal of Transcultural Nursing

Gladys Honein

2014 Ongoing	Reviewer, British Medical Journal open access
2015 Ongoing	Reviewer, International Journal of Health Policy and Management
2015 Ongoing	Reviewer, Women's Health Issues
2015 Ongoing	Reviewer, PLOS One
2015 Ongoing	Reviewer, European Journal of Cancer Care
2015 Ongoing	Reviewer, Clinico-Economics and Outcomes Research
2017 Ongoing	Reviewer, Cancer Causes & Control
2018 Ongoing	Reviewer, Journal of Nursing Scholarship

Lina Kantar

2013 Ongoing	Center for Teaching and Learning (CTL), AUB
2014 Ongoing	Nurse Education Today, Elsevier
2014 Ongoing	Nurse Education in Practice, Elsevier

Samar Noureddine

2016 Ongoing	Reviewer, BMC Health Services Research
2015 Ongoing	Reviewer, Lebanese Nursing Journal
2014 Ongoing	Reviewer, Sultan Qaboos University Medical Journal
2013 Ongoing	Editorial Board, European Journal of Cardiovascular Nursing
2012 Ongoing	Reviewer, Heart & Lung: The Journal of Acute and Critical Care
2011 Ongoing	Reviewer, Journal of Cardiovascular Nursing
2011 Ongoing	Reviewer, Journal of Clinical Nursing
2011 Ongoing	Reviewer, Pan African Medical Journal
2009 Ongoing	Reviewer, International Journal of Nursing Studies

2009 Ongoing	Reviewer, Journal of Nursing Scholarship
2009 Ongoing	Reviewer, European Journal of Cardiovascular Nursing
2009 Ongoing	International Editorial Board, Metas de Enfermiera' Nursing Journal
2008 Ongoing	Reviewer, American Journal of Critical Care
2008 Ongoing	Editorial Board, Journal of Transcultural Nursing

Lina Younan

2018	Abstract reviewer for the ICN Congress in Singapore, June 27-July 1, 2018 (reviewed 78 abstracts Oct/Nov 2018).
2018	Reviewer, Journal of Nursing Management

D. SCIENTIFIC CONTRIBUTIONS AND RESEARCH GRANT REVIEWS

Huda Abu-Saad Huijer

2014-18	PhD supervision of Ms. Angela Massouh, University of Colorado, USA
2014-18	PhD supervision of Farah Chamaa, Department of Anatomy Cell Biology and Physiological Sciences, Faculty of Medicine, AUB
2016 Ongoing	Faculty mentoring of Dr. Rihab Nasr, Department of Anatomy, Cell Biology and Physiological Sciences, Faculty of Medicine, AUB
2018 Ongoing	Faculty mentoring of Dr. Wassim Abi-Kheir, Department of Anatomy, Cell Biology and Physiological Sciences, Faculty of Medicine, AUB

Hala Darwish

2011 Ongoing	Reviewer of Medical Practice Plan, Faculty of Medicine Research Committee, AUB

Nuhad Dumit

2009 Ongoing	Reviewer, Western Institute of Nursing conference Abstracts
2011 Ongoing	Reviewer, "Effective Teaching and Learning in Higher Education," organized by the Center for Teaching and Learning (CTL) and IT Academic Core Processes and Systems (IT ACPS), AUB
2012 Ongoing	Reviewer, ICN Congress/conference Abstracts
2016 Ongoing	Appraiser, McMaster Online Rating of Evidence (MORE), McMaster University

Laila Farhood

2010 Ongoing	Reviewer of Medical Practice Plan and University Research Board grants, AUB (upon request)
2013-14	Ongoing MPP/URB funding for the Intervention study "Promoting psychosocial and mental healthcare through community-based educational workshops for teachers and parents: A follow-up to mental health assessment in civilians exposed to traumatic war events in the South of Lebanon"

Gladys Honein

2016 Ongoing	Abstract reviewer, North American Primary Care Group, November 9-12, 2016

Lina Kantar

2013 Ongoing	Center for Teaching and Learning (CTL) grant reviews, AUB

Samar Noureddine

2012 Ongoing	Abstract reviewer, Annual Spring Meeting of the Cardiovascular Council of Nurses and Allied Professionals
2011 Ongoing	Reviewer for Sultan Qaboos University, Research and Innovations Department
2010 Ongoing	Reviewer of Medical Practice Plan and University Research Board grants, Faculty of Medicine Research Committee, AUB

E. SCHOLARLY LECTURES

Huda Abu-Saad Huijer

- Abu-Saad Huijer, H. PhD in Nursing Science; international Collaboration. University of Michigan, March 28, 2018.
- Abu-Saad Huijer, H. Alleviating the Access Abyss in Palliative Care and Pain Relief: An Imperative of Universal Health Coverage," April 5-6, 2018. Panelist for the session: "The Essential Package: DPC3, UHC, and Beyond."
- Abu-Saad Huijer, H. "Alleviating the Access Abyss in Palliative Care and Pain Relief: An Imperative of Universal Health Coverage," April 5-6, 2018. Workshop on Implementation Strategies and Future Steps. University of Miami.
- Abu-Saad Huijer, H. Nursing Education and Research; Hariri School of Nursing. Koc University, Istanbul, Turkey, June 27, 2018.
- Abu-Saad Huijer, H. Pain & Symptom Management in Older Adults in Lebanon, September 12-17, 2018. 16th World Congress on Pain, International Association for the Study of Pain, Boston, USA.

- Abu-Saad Huijer, H. Achieving Quality and Accreditation in Nursing Programs and Workplaces. November 16, 2018. The Importance of Quality and Competencies in the Nursing Profession. The Faculty of Nursing at Saint-Joseph University of Beirut and the Scientific Society of Arab Nursing Faculties. USJ, Beirut.
- Abu-Saad Huijer, H. Nursing Developments Transforming Health Care. 'Nursing Voice; Partners in Health Care Transformation'. November 22-24, 2018, Al-Khobar, KSA.

Marina Adra

- Adra, M. Exploring Resident-Staff Relationships in Nursing Homes in the Lebanon. Staff perspectives: Presented at ICN Regional Conference, Abu Dhabi, UAE, September 2018.
- Adra, M. Exploring Resident-staff Relationships in Nursing Homes in Lebanon. Residents' Perspectives. Presented at the 2nd International Nursing Conference. Nurses Leading the Vision for Global Health, Beirut, Lebanon, May 2018.

Nour Alayan

- Alayan, N. Motivational Interviewing in Clinical Practice: A Tool for Nurses, December 2018, Lebanese Society of Cardiology 13th National and International Congress, Lebanon.
- Alayan, N. Heart Rate Variability Biofeedback Reduces Substance Craving in Recovering College Students, May 2018, Order of Nurses in Lebanon 2nd International Conference, Lebanon.
- Alayan, N. Substance Use in the Workplace: Screening, Brief Intervention, and Referral to Treatment, April 2018, 49th MEMA Mental Health Across the Lifespan, Lebanon.

Hala Darwish

- Darwish, H. Cognitive Sequelae of Traumatic Brain Injury. July 26-29, 2018, invited oral presentation. Traumatic Brain Injury (TBI) Translational Approach, Novel Directions & Challenges Symposium proposal 14th Annual Meeting of the Japan Neuroscience Society (JNS) – Japan.
- Darwish, H. Exploring the Role of Cognitive Reserve in Dementia Among Lebanese Older Adults. April 19-22, 2018. Oral presentation. Middle East Medical Assembly (MEMA), Beirut, Lebanon.

- Darwish H. The Impact of Cognitive Rehabilitation on the Brain's Functioning. Invited. Psychological Assessment Center. May 9, 2018, AUB.
- Ayoubi, N., Baalbaki, M., Darwish, H., Haddad. R., Yamout, B., Khoury, D. (poster presentation) Correlation Between Retinal Optical Coherence Tomography Measures and Cognitive/Physical Disability in Patients with Early Multiple Sclerosis: a prospective study. ECTRIMS Conference. October 10-12, 2018, Berlin, Germany.
- Darwish, H., Saba, E., Karout, M., Nasrallah, L., Kurdi, M., Ismail, H., Kobeissy, F and Khoury, S. Microglia Activation, Recognition and Spatial Learning and Memory Post Traumatic Brain Injury. Neurotrauma Meeting, August 11-13, 2018, Toronto, Canada.

Nuhad Dumit

- Dumit N. Invited to speak on "Nurses leading healthcare Transformation: from Practice to Policy" at the International Nursing Conference organized by King Fahd Specialist Hospital, Dammam, under the title of "Nursing Voice: Partners in Healthcare Transformation," November 22-24, 2018.
- Dumit N. Invited to speak in a panel discussion about "Closing the Gap between What Market Needs and What Education Provides" at the 8th edition of Health Insight 2018 titled "Value in Healthcare" April 20, 2018.
- Dumit N. Invited to speak on "Ethical Issues in Emergency Care" at the Byblos Health, "First Emergency Medicine Conference of ND Maritime Hospital", April 20, 2018.
- Dumit N. Invited by the Jordanian Nursing Council to present my experience in policy making at a national level at the "Nursing Now" Roundtable on "Putting Nurses at the Heart of Policy Making: A Paradigm Shift in Nursing Leadership for the 21st Century," April 18, 2018.
- Dumit N. Invited to speak on "LGBT Health as a Right" at the LEBMASH conference on "advancing Excellence in LGBT Health in Lebanon", March 17, 2018.
- Dumit N. Invited as a plenary keynote speaker by the "European Federation of Educators in Nursing Science" (FINE) to address the conferees in their 2018 conference titled "Nursing Education and Practice from Vision to Action in a Changing World," Malta, February 2018.

- Dumit N. Invited to the "6th annual Beirut Breast Cancer Conference" Debate during the opening ceremony of the conference addressing challenges in breast cancer prevention, early detection and treatment from legal and service provision standpoints, and panel addressing support of cancer patients organized by AUBMC, February 8-9, 2018.

Souha Fares

- Fares S. (Invited as keynote speaker). Abnormal blood pressure complexity and fluctuation: an indicator of vascular disease. Applied Statistics Day. Beirut Arab University, Lebanon, April 24, 2018.
- Fares S. (Presenter), Nuhad Dumit and Suzanne Dhaini. Development and psychometric assessment of a continuing education learning needs survey of nurses in Lebanon. Fine Europe Conference in Malta February 21-23, 2018.

Laila Farhood

- Farhood, L. PTSD and Gender: Could Gender Differences in War Trauma Types, Symptom Clusters and Risk Factors Predict Gender Differences in PTSD Prevalence? Presented at 18th World Congress of Psychiatry WPA September 27-30, 2018, Mexico City, Mexico.
- Farhood, L. (Attended) International Society for Traumatic Stress Studies (ISTSS) 34th Annual Meeting: promoting Societal Change: Integrating Traumatic Stress Research, Practice and Policy for Vulnerable Populations, November 7-10, 2018, Washington DC.
- MEMA, I served as member of the organizing and scientific committees and chair of public lectures committee. I presented: "How to Take Care of my Emotional Well-Being": Depression, Anxiety and Stress Management April 19-22, 2018
- Presented at the trauma conference Lebanese University October 19-20, 2018, "Mental Health and psychosocial care for citizens affected by war."

Gladys Honein

- Honein-AbouHaidar, G.N. Overturn Stories: How Europe can create good practices of migrants inclusion, Informal Provision of Health Services for Syrian Refugees in Lebanon. Conference, Ortygia Business School, Italy, May 23, 2018.

Angela Massouh

- Massouh, A. Heart Failure Guideline Update: What Nurses Should Know? Presentation at the 13th International Congress of the Lebanese Society of Cardiology and the 4th Middle East Heart Failure Meeting. Hilton, Habtour, Beirut, Lebanon, December 1, 2018.
- Massouh, A. Heart Failure Symptom Science: The Lebanese Experience. Presentation at the 13th International Congress of the Lebanese Society of Cardiology and the 4th Middle East Heart Failure Meeting. Hilton, Habtour, Beirut, Lebanon, December 1, 2018.
- Massouh, A. Role of the Heart Failure Nurse. Presentation at the Novartis Cardiometabolic Summit. Hilton, Habtour, Beirut, Lebanon, September 21, 2018.
- Massouh, A. Heart Failure Symptom Management. Presentation at the Novartis Workshop for Heart Failure Clinic Nurses. Smallville Hotel, Beirut, Lebanon, August 9, 2018.
- Massouh, A. Huijer, H. Meek, P., & Skouri, H. Determinants of Self-Care in a Sample of Lebanese Patients with Heart Failure. Poster Presentation at the Heart Failure Association of the European Society of Cardiology Meeting, Vienna Austria, May 28, 2018.
- Massouh, A. Determinants of Self-Care in a Sample of Lebanese Patients with Heart Failure. Presentation at the 2nd International Nursing Conference at the Order of Nurses in Lebanon, Habtour Hotel, Beirut Lebanon, May 20, 2018.
- Massouh, A. Depression in Patients with Heart Failure. Presentation at the 2018 Middle East Medical Assembly at the American University of Beirut Medical Center, Lebanon, April 20, 2018.

Samar Noureddine

- Noureddine, S., Zahwe, M., Isma'eel, H., Tamim, H., Al Hajje, A., Rachidi, S., Skouri, H. Validation of the Arabic Version of the Minnesota Living with Heart Failure Questionnaire. Oral presentation at the 23rd Congress on Heart Disease of the International Academy of Cardiology, Boston, USA, July 28, 2018.

Lina Younan

- Younan, L. Prevalence and Relationship of Work-Related Musculoskeletal Injuries, Work-Related Fatigue, and Work organization among Lebanese Nurses. 2nd International Nursing Conference organized by the Order of Nurses in Lebanon at the Habtour Hotel, Sin el-fil, Beirut, Lebanon. May 11, 2018.

V. PROFESSIONAL PRACTICE/ SERVICE

A. PROFESSIONAL PRACTICE

Huda Abu-Saad Huijer

- Member, Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP). Ongoing.
- Founding President, Chi Iota Chapter, Sigma Theta Tau International Honor Society in Nursing in Lebanon.
- Consultant, WHO EMRO on the Future of Nursing and Midwifery in the Eastern Mediterranean Region.
- Member, Advisory Committee, Center for Research, Training, and Policy in Arab Mental Health, Faculty of Medicine, AUB.
- Member, Public Advisory Board, Lebanese Society of Family Medicine.
- Vice-President, National Committee on Pain Relief and Palliative Care (Appointed by Minister of Health); Chair, Research Committee.
- Past president, Lebanese Society for the Study of Pain.
- Member, UC Davis, Advancing Pain Relief Education: Anchoring Pain Competencies around the World
- Member, Advisory Board of the Order of Nurses in Lebanon.
- Member, Association of Deans and Directors of Schools of Nursing in Lebanon.

Marina Adra

- Consultation with the Nursing Program at Mohamad Al Mana College of Health Sciences (MACHS).

Nour Alayan

- Member, Academic and Curriculum Committee, HSON, AUB.
- Member, Learning Collaborative for Adolescent SBIRT in Social Work & Nursing Education, the Non-partisan and Objective Research Organization (NORC), University of Chicago, USA.

Nuhad Dumit

- President, Order of Nurses in Lebanon.
- Member, Western Institute of Nursing.

Hala Darwish

- Continuing education program/curriculum for Lebanese neuroscience nurses. Leading a team of 5 neuroscience nurses to train 180 nurses. This is part of a capacity building, train the trainer program, project led by the Lebanese Order of Nurses, spring-summer 2018.

Laila Farhood

- Psych Mental Health track coordinator.
- Clinical Associate, Department of Psychiatry, Faculty of Medicine. Clinical activities include psychiatric assessment and psychotherapy (individual, couple, and family therapy) in in-patient and out-patient settings.

Gladys Honein

- Session Chair, Introduction to qualitative research, Global Health Institute, Seminar, 2018.
- Session Chair, Introduction to qualitative research, Fellowship Program, Lecture, 2018.
- Oral Presenter, Facilitators and barriers to participation in colorectal cancer screening, launch of the national guidelines for colorectal cancer screening, Ministry of Public Health, Conference, 2018.

Lina Kantar

- Coordinator, CNE and Offshore Projects / REP.
- Coordinator, Hybrid Nursing Education / HSON.

May Khoury

- Active member in Pain Relief and Palliative Care Education Sub-Committee of the National Committee for Pain Relief and Palliative Care established by the Ministry of Public Health.

- Coordinator and presenter: Workshop on Evidence Based Nursing in Neonatal Care at the Training and Development Center in Dubai. November 25-27, 2018.
- Active member, Pediatrics Educational Council at AUBMC.

Dina Madi

- Attended and participated (moderator of a session) in the International Congress of the Order of Nurses.
- Participated in AUB Philanthropy Week as a team leader of the nursing group at quiz night.
- Sigma Theta Tau International, Chi Iota Chapter, president until October 2018.

Angela Massouh

- Cardiology Clinical Nurse Specialist. Joint Appointment, AUBMC.
- Heart Failure Specialists of Tomorrow, European Society of Cardiology, Nucleus Committee Member.
- Sigma Theta Tau International, Chi Iota Chapter, president since November 2018.
- Cardiology Nurses Committee. Order of Nurses, Lebanon.

Samar Noureddine

- Moderated a session titled 'Surgical Patient Management and Care' at the 21st Congress of the Lebanese Society of General Surgery, Order of Physicians, Beirut, Lebanon. June 30, 2018.
- Moderated a session titled 'Nursing Care in NCDs' at the 2nd international conference of the Order of Nurses in Lebanon in Habtoor Hotel, Lebanon. May 10, 2018.
- Moderated a session titled 'Nursing care in NCDs' at the 2nd international conference of the Order of Nurses in Lebanon in Habtoor Hotel. Lebanon. May 11, 2018.
- Co-chair, Scientific Committee, Second International Conference of the Order of Nurses in Lebanon Nurses Leading The Vision For Global Health planned for May 9-11, 2018.

- President; Nurses' Chapter, Worldwide Alumni Association of the American University of Beirut, since February 2015.

Lina Younan

- Coordinated the Epic training of concerned HSON instructors, faculty, and students.
- Member of a task force for developing the nursing code of ethics for Lebanon.

B. SERVICE

HSON STANDING COMMITTEES

Advisory Committee:

- Dr. Huda Abu-Saad Huijer (Chair)
- Dr. Michael Clinton
- Dr. Laila Farhood
- Dr. Samar Noureddine
- One member to be elected from associate professor rank when bylaws are approved

Administrative Committee:

- Dr. Huda Abu-Saad Huijer (Chair)
- Dr. Nuhad Dumit
- Dr. Laila Farhoud
- Dr. Samar Noureddine

Graduate Studies Committee:

- Dr. Michael Clinton (Chair)
- Dr. Gladys Honein (to replace Dr. Hala Darwish during fall 18-19)
- Dr. Nuhad Dumit

- Dr. Samar Noureddine (ex-officio and representative of the Board of Graduate Studies)
- Dr. Laila Farhoud (ex-officio)
- Dr. Houry Puzantian (Appointed)

Graduate Studies Departmental Assessment Committee:

- Dr. Lina Younan (Chair)
- Mrs. Mary Arevian
- Dr. Souha Fares
- Dr. Samar Noureddine (ex-officio)

Undergraduate Curriculum Committee & Undergraduate Student Academic Affairs Committee:

- Dr. Dina Madi (chair)
- Mrs. Mary Arevian
- Dr. Nour Alayan
- Dr. Lina Kantar
- Dr. Ghada Assaf (Appointed)
- Dr. Suzanne Dhaini (Appointed)
- Dr. Angela Massouh (Appointed)
- Dr. Nuhad Dumit (ex-officio)
- Dr. Hala Darwish (Senate representative)

Undergraduate Admissions and Financial Aid Committee:

- Mrs. May Khoury (Chair)
- Mrs. Danielle Damianos
- Mrs. Talin Gulgulian
- Dr. Dina Madi
- Mrs. Hera Tashjian

- Mrs. Tamar Avedissian
- Dr. Ghada Assaf (Appointed)
- Mrs. Tamar Avedissian (Appointed)
- Dr. Lina Kantar (Representative on Senate Admissions Committee)
- Mrs. Lynn Berbary (SSO)

Undergraduate Studies Departmental Assessment Committee:

- Dr. Marina Adra (Chair)
- Dr. Dina Madi
- Dr. Angela Massouh
- Dr. Nuhad Dumit (ex-officio)

Research Committee:

- Dr. Soha Fares (Chair)
- Dr. Marina Adra
- Dr. Gladys Honein
- Dr. Angela Massouh
- Dr. Samar Noureddine (representative on URB)
- Dr. Suzanne Dhaini (Appointed)
- Dr. Houry Puzantian (Appointed)
- Dr. Lina Badr (representing AUBMC)

Senate Committees:

- Senate: Dr. Huda Huijer and Dr. Nuhad Dumit
- University Admissions Committee: Dr. Lina Kantar
- Board of Graduate Studies: Dr. Samar Noureddine
- University Disciplinary Commitee: Dr. Dina Madi
- Library Committee: Dr. Souha Fares
- University Publications Committee: Dr. Gladys Honein

- University Research Board: Dr. Samar Noureddine
- University Committee on Student Affairs: Dr.Marina Adra
- Academic Development Committee: Dr. Hala Darwish
- Senate Steering Committee: Dr. Nuhad Dumit

Representative on FM Research Committee: Dr. Souha Fares (appointed)

Student Affairs Committee:

- Dr. Marina Adra (Chair) and representative on Senate Student Affairs Committee
- Dr. Dina Madi, class advisor BSN II
- Mrs. May Khoury, class advisor BSN III
- Dr. Marina Adra, class advisor, BSN IV
- Dr. Lina Younan, Graduate Student Advisor
- Dr. Angela Massouh, NSS advisor assisted by Dr. Nour Alayan
- Mrs. Lynn Berbary (SSO)

HSON Search Committee:

- Dr. Huda Abu-Saad Huijer (Chair)
- Dr. Michael Clinton
- Dr. Nuhad Dumit
- Dr. Laila Farhood
- Dr. Samar Noureddine

HSON Catalogue Committee:

- Dr. Samar Noureddine; Chair of Graduate Department
- Dr. Nuhad Dumit; Chair of Undergraduate Department

HSON Newsletter Committee:

- Dr. Gladys Honein (Chair)
- Dr. Marina Adra

- Mrs. Lynn Berbary Najem
- Mrs. Talin Gulgulian
- Ms. Angela Massouh
- Ms. Nisrine Ghalayini

HSON Social Committee:

- Ms. Randa Farha (Chair)
- Mrs. Talin Gulgulian (co-chair)
- Mrs. May Khoury
- Mrs. Lynn Berbary
- Mrs. Silva Dakessian
- Mrs. Danielle Damianos
- Dr. Ghada Assaf

HSON Selection Committee for MCF scholars:

- Dr. Samar Noureddine (or a delegate)
- Ms. Nisrine Ghalayini

HSON PhD Program Steering Committee:

- Dr. Huda Abu-Saad Huijer (Chair) until September 2018
- Dr. Michael Clinton (Chair)
- Dr. Laila Farhoud
- Dr. Jason Farley (representing Johns Hopkins University School of Nursing)
- Dr. Jodi Lori (representing University of Michigan School of Nursing)
- Dr. Samar Noureddine

Other AUB Committees

Huda Abu-Saad Huijer

AUB Budget Committee, member
AUB Senate, member
AUB Strategic Planning Steering Committee, member
AUB Tenure Design Committee and Workgroup on Faculty Workload, member
AUBMC Palliative Care Committee, member
Board of Deans, ex-officio member
Expanded Advisory Committees, appointed member
REP Advisory Board, member
SHARP, member of the Executive Board
Strategic Health Initiative, member of Steering Committee

Marina Adra

AUBMC NS/HSON Joint Committee, member
Faculty United AUB, member
General Education Requirement Board, member, since 2013
University Student Affairs Committee, HSON representative, 2018-19
Steering Committee on Student Complaints, HSON representative, 2018-19

Michael Clinton

Institutional Review Board, Biomedical, alternative vice-chair and member
Institutional Review Board, Social and Behavioral Sciences, vice-chair

Nuhad Dumit

Advisory Board, Faculty of Health Sciences, Beirut Arab University, member
AUB Senate, elected member
Ad hoc Senate Committee on Department Chairs at AUB, member
Committee on the Lives and Careers of Women at AUB, member
Core Mandatory Elective and Capstone Courses Task Force, AUB Core Curriculum, member
Evidence-Based Healthcare Management Unit (EHMU), Executive Board member

Regional External Program Steering Committee, member
Task Force on Interprofessional Education, member

Gladys Honein

Equity & Title IX Working Group, member
Graduate Studies Committee, HSON representative
University Publications Committee, Senate Committee, member
Working Group 5, AUB MSCHE Accreditation, Standard V: Educational Effectiveness Assessment, member

Lina Kantar

Sigma Theta Tau International, Chi Iota Chapter, AUB, vice president

May Khoury

AUBMC NS/HSON Joint Committee, chair
AUBMC Pediatrics Educational Council, member
LEAD Career and Internship Support Committee, member
Unified Admissions Committee, member
USAID USP Steering Committee, member

Angela Massouh

HSON Dean Search Committee, member
Nurses Alumni Chapter, American University of Beirut, member
Sigma Theta Tau International, Chi Iota Chapter, president

Samar Noureddine

AUB University Research Board, member
Board of Graduate Studies of AUB, member, since September 2017
Faculty Workload policy, member, since October 2017
Governance Committee, Hariri School of Nursing Chi Iota Chapter, Sigma Theta Tau International, chair, since 2017
Steering Committee, Accreditation Task Force of AUB, member, since January 2017
Student Complaints Task Force at AUB, member, since September 2017
Vascular Medicine Program Council, AUBMC, member, since October 2017
Working Group VII, Accreditation Task Force of AUB, co-chair, since January 2017

NATIONAL AND INTERNATIONAL COMMITTEES

Huda Abu-Saad Huijer

American Academy of Nursing, international fellow

European Academy of Nursing Science (EANS), fellow and founding member

IASP Insight eNewsletter, Advisory Board member

International Association for the Study of Pain (IASP), member

Lebanese Society for the Study of Pain (LSSP), past president

National Committee on Pain Relief and Palliative Care and Chair Research Committee, vice president

Order of Nurses in Lebanon, Advisory Board member

Sigma Theta Tau International Chi Iota Chapter, AUB, founding president

Special Interest Group on Pain in Children (IASP), founding member

Marina Adra

Armenian Relief Cross, member

Center for Studies in Aging in Lebanon, member

Sigma Theta Tau International, Chi Iota Chapter, AUB, member

Nour Alayan

Lebanese Order of Nurses, member

Nurses Alumni Chapter, AUB, member

Sigma Theta Tau International, Chi Iota Chapter, Leadership Succession Committee, member

Society of Addiction Psychologists (APA Division 50), member

The International Nurses Society on Addictions (IntNSA), member

Mary Arevian

Armenian Relief Cross in Lebanon (ARCL), Beirut Branch, member

Armenian Relief Cross in Lebanon (ARCL) Advisory Board, of the Araxi Boulghourdgian Socio-medical Health Center, secretary

Armenian Relief Cross in Lebanon (ARCL) Relations and Welfare Committee of the Regional Executive Committee, chair

Armenian Relief Cross in Lebanon (ARCL) Health Committee of the Regional Executive Committee, chair

Sigma Theta Tau International Honor Society of Nursing, Lambda PI Chapter, member

Sigma Theta Tau, International Honor Society of Nursing, Chi Iota Chapter, former board president, 2015-16

Tamar Avedissian

Admission and Recruitment Committee, member

Order of Nurses in Lebanon, Administrative Committee, member

Sigma Theta Tau International, Chi Iota Chapter AUB, Leadership succession committee, member

Hala Darwish

American Academy of Nursing, member

American Congress for Rehabilitation medicine, member

International Organization of MS Nursing, member

Society for Neuroscience, member

Nuhad Dumit

Order of Nurses in Lebanon, president

Scientific Steering Committee, ICN Code of Ethics, member

Sigma Theta Tau International Alpha Kappa, chapter-at-large, member

Western Institute of Nursing, member

Souha Fares

American Physiological Society, member

Laila Farhood

American Psychiatric Nursing Association (APNA), member

American University of Bierut Sigma Theta Tau International Chi Iota Chapter, member

Board of Trustees, Marjayoun National College, member

International Nursing Review (INR), Lebanon's representative

International Society for Traumatic Stress Studies (ISTSS), member

International Women's Mental Health Association, member (World Psychiatric Association)

Sigma Theta Tau International, Alpha Chapter, member

Gladys Honein

College of Nurses of Ontario, non-practicing member

North American Primary Care Group (NAPCRG), member

May Khoury

Sigma Theta Tau international Chi Iota Chapter Honor Society of Nursing, member

Angela Massouh

American Association of Critical Care Nurses, member

Association of Cardiovascular Nursing and Allied Professions, at the European Society of Cardiology, member

Heart Failure Association at the European Society of Cardiology, member

Heart Failure Specialists of Tomorrow, European Society of Cardiology, and Nucleus Committee, member

National Association of Clinical Nurse Specialists, member

Sigma Theta Tau International, Chi Iota Chapter, president

Samar Noureddine

American Academy of Nursing, international fellow, since October 2014

American Heart Association, member and international fellow

Council on Cardiovascular Nursing and Allied Health of the European Society of Cardiology, member, since 2005

Global Cardiovascular Nursing Leadership Forum, member, since 2014

Governance Committee of the Chi Iota Chapter, STTI, chair, since 2017

RhO Chapter (University of Michigan School of Nursing) and Chi Iota Chapter (Hariri School of Nursing, AUB), Sigma Theta Tau International, member

Scientific Committee, Order of Nurses in Lebanon, member, 2015-18

Lina Younan

Disciplinary Board of the Order of Nurses in Lebanon, member

Order of Nurses in Lebanon, member

Sigma Theta Tau International, Chi Iota Chapter, AUB, member

VI. LOOKING AHEAD

New Academic Programs: HSON plans to expand its current undergraduate and graduate academic programs and continue to contribute to the development of healthcare in Lebanon by preparing high quality graduates to meet the strong demand schools/colleges of nursing, hospitals, and health services.

- At the undergraduate level, we plan to evaluate and revisit the second degree program to attract more BA/BS graduates.
- The proposal to launch a TS-BSN program at AUB AREC in the Beqaa area is being finalized and will be launched soon.
- At the graduate level, HSON will be launching an online/hybrid MSN track in Nursing Administration and Management. The Nursing Education hybrid track is still under discussion.

Other Developments:

- Student recruitment will continue to be a priority. HSON will continue to award merit scholarships to BSN students.
- More emphasis will continue to be placed on graduate recruitment at the national, regional, and international levels in close collaboration with the AUB Graduate Council.
- Increasing the number of scholarships remains a major priority for HSON and is critical to the success of current and new programs. The establishment of more endowed funds remains a strategic goal for HSON.
- The recruitment of PhD-holder and research-active faculty and filling the endowed chair to direct HSON's Center for Nursing Research will continue to be a priority.
- HSON will be a major building block of the university's Health Sciences Campus and Health 2025 vision.

American University of Beirut
Rafic Hariri School of Nursing

Annual Report 2017

PREFACE

In 2017, the Rafic Hariri School of Nursing (HSON) PhD in Nursing Science proposal was approved by the Board of Graduate Studies, the AUB Senate, the Board of Trustees, and the New York State Education Department (NYSED). It will be launched AY 2018-19 in close collaboration with Johns Hopkins University and University of Michigan Schools of Nursing and with the Faculty of Medicine and the Faculty of Health Sciences at AUB.

We are proud to report that HSON has the highest number of PhD-holder nursing faculty in Lebanon and that its faculty has authored the highest number of scientific publications. On research productivity, we are proud to report that HSON accounts for 85 percent of Lebanon's and nearly 10 percent of the Arab world's nursing research output; its faculty are among the most productive and impactful nurse researchers in the Arab world.

In 2017, HSON ranked 147 out of 503 schools of nursing that offer graduate programs in the U.S. News & World Report Ranking.

The school continues to place emphasis on research and scholarly productivity, teaching excellence, faculty and student recruitment, and on expanding HSON academic programs based on new and innovative strategic initiatives. We continue to be proud of our achievements, which are detailed in this annual report.

Huda Abu-Saad Huijer RN, PhD, FEANS, FAAN

Professor and Director,

Rafic Hariri School of Nursing

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I. The School of Nursing

A. FACULTY

Director of the School of Nursing – 2003 to present

Huda Abu-Saad Huijer, RN, PhD, FEANS, FAAN, Professor

Faculty Members

Lina Abi Fakhr Kantar, RN, EdD, Clinical Assistant Professor

Marina Adra, RN, M S Physiology, PhD, Clinical Assistant Professor; BSN Coordinator

Nour Alayan, RN, M SN, Clinical Instructor; PhD; Promoted to Assistant Professor effective September 1, 2017

Mary Arevian, RN, M PH, Clinical Associate Professor

Tamar Avedissian, RN, M SN, Clinical Instructor

Michael Clinton, RN (CARNA), RGN RPN (AHPRA), PhD, M Sc, BA (Hons.), Professor, with FM Institutional Review Board (IRB) Office as Vice-Chair of the Social and Behavioral Sciences Institution Review Boards

Silva Dakessian Sailian RN, M PH, Clinical Instructor

Danielle Damianos, RN, M SN, Clinical Instructor

Hala Darwish, RN, PhD, Associate Professor, with FM/AUBM C as Managing Director, Abu-Haidar Neuroscience Institute

Nuhad Dumit, RN, M A, PhD, Associate Professor, CE/Offshore Program Coordinator; Undergraduate Division Convener

Souha Fares, PhD, Assistant Professor

Laila Farhood, RN, PhD, CS, Professor and Clinical Associate, Psychiatry Department, Faculty of Medicine; Graduate Division Convener

Talin Gulgulian, RN, M SN, Clinical Instructor

Gladys Honein, RN, PhD, Assistant Professor

May Khoury, RN, BSN, M SN, Clinical Assistant Professor

Dina Madi, RN, TD, M A Education, PhD, Clinical Assistant Professor; BA/BS-BSN Coordinator

Angela Massouh, PhD, MSN, CNS; Promoted to Assistant Professor effective September 1, 2017 and Cardiology Clinical Nurse Specialist
Samar Noureddine, RN, PhD, FAHA, FAAN, Professor; Assistant Director for Academic Affairs
Hera Tashjian, RN, MSN, Clinical Instructor
Lina Younan, RN, MSN, DNP, Clinical Assistant Professor

New Faculty

Suzanne Dhaini, RN, Master in Child Studies, PhD, Assistant Professor effective September 1, 2017
Ghada Najjar Assaf, MHS (Mental Health), PhD, Visiting Clinical Assistant Professor effective September 1, 2017

Part-Time

Ibrahim Fakih, BS, MPH, Nursing Informatics Post Graduate, Instructor, effective August 2017
Hanadi Masalkhi, RN, MSN, Clinical Instructor
Myrna Saadeh, BS, MSN, Clinical Instructor, effective January 2017

Adjunct Faculty

Continuing

Patricia Abbott, PhD, RN, FAAN, RN, PhD, Associate Professor, University of Michigan School of Nursing, USA
Debra Barton, RN, PHD, AOCN, FAAN, Mary Lou Willard French Professor of Nursing, University of Michigan School of Nursing
Barbara L. Brush, PHD, ANP-BC, FAAN, Carol J. and F. Edward Lake Term Clinical Professor, University of Michigan School of Nursing
Jacqueline Campbell, PhD, RN, FAAN, Professor, Anna D. Wolf Chair, Johns Hopkins University School of Nursing
Patricia M. Davidson, Professor and Dean, Johns Hopkins University School of Nursing, USA

Cheryl Dennison, PhD, RN, ANP, FAAN, Professor, Director, Office of Science and Innovation, Johns Hopkins University School of Nursing
Ivo D. Dinov, PhD, Associate Director for Education and Training, University of Michigan School of Nursing
Jason E. Farley, PhD, MPH, ANP-BC, FAAN, AACRN
Christopher Frieze, PHD, RN, AOCN, FAAN, Professor, University of Michigan School of Nursing
Nancy E. Glass, PhD, MPH, RN, FAAN, Professor, Associate Director for Research, Associate Director, Johns Hopkins Center for Global Health, Johns Hopkins University School of Nursing
Martha Hill, PhD, RN, FAAN, Dean Emerita & Professor, Johns Hopkins University School of Nursing, USA
Janean Holden, PhD, RN, FAAN, Collegiate Professor, Associate Dean for Research and Rachkham Graduate Studies, University of Michigan School of Nursing
Shake Ketefian, EdD, RN, FAAN, Professor Emeritus, University of Michigan, USA
Judith Lambton, EdD, MSN, RN, Professor, University of San Francisco, California, USA
Jody Rae Lori PhD, CNM, FACNM, FAAN
Phyllis Sharps, Professor, Associate Dean, Community and Global Programs Johns Hopkins University School of Nursing, USA
Fadia Shaya, PhD, MPH, Tenured Professor, University of Maryland School of Pharmacy; Assistant Professor, University of Maryland School of Medicine
Sarah L. Szanton, PhD, ANP, FAAN, Professor, Director, PhD Program, Johns Hopkins University School of Nursing
Elizabeth Tanner, Professor, Johns Hopkins University School of Nursing and Center on Aging and Health, USA

Academic Associates

Continuing

Rana Abdel Malak, RN, MPH, NEA-BC, PhD, Director of Nursing, Bellevue Medical Center
Rebecca El-Asmar, RN, MSN, Clinical Nurse Specialist, AUBMC
Janane Hanna, RN, MSN, Clinical Nurse Specialist, AUBMC
Wafa Maabouf, MS, Nursing Director, St. George Hospital
Mona Nasrallah, MD, Associate Professor, AUBMC

Salah Zein El-Dine, MD, Assistant Professor, Director Pulmonary Physiology Laboratory, Director Graduate Medical Education, AUBMC

Joint Appointments:

Michael Clinton with FM Institutional Review Board (IRB) Office as Vice-Chair of the IRB Office for the Social and Behavioral Sciences

Hala Darwish with FM/AUBMC as Managing Director of the Abu-Haidar Neuroscience Institute

Hanadi Masalkhi with Nursing Services/AUBMC as Clinical Instructor at the Hariri School of Nursing

Angela Massouh with Nursing Services/AUBMC as Cardiology Clinical Nurse Specialist

Research Associates and Assistants

Zepur Ahanorian, BS, MSN Student

Mariam Bayram, BA

Rachele Bejjani, BS, MSN

Lara Chamaa, BS, MPH

Suzanne Dhaini, PhD

Elizabeth Dyer, MSN

Caroline El-Rayes, MPH

Natalie Farran, BS, BA

Caroline Hamadi, PhD Student

Sani Hlais, MD, MPH

Nagibeh Khalil, BS

Leila Nasrallah, MS Student

Houry Nazaretian, MSN

Naify Ramadan, MS

Hanadi Saad, MSN Student

Siham Safa, TS

Batoul Safieddine, BA

Aida Zaiter, BS, MSN

Clinical Preceptors

Mohammad Abbas, RN, MSN
Dania Abed, RN, MSN
Joyce AbiKharma, RN, MSN
Zepur Aharonian, RN, MSN Student
Samer Al Halabi, MSN Rachele
Bejjani, RN, MSN Hassan
Charafeddine, RN, MSN Hala
Dagher, RN
Lamia Eid, RN, MSN
Randa ElAndari, RN
Nay Ezzeddine, RN, MSN Student
Aya Hammoud, RN, MPH
Lynda Hashem , RN, MSN
Yara Hazouri, RN, MSN Student
Mohammad Issa, RN, MSN
Zeinab Jammoul, RN, MPH Student
Doaa Kamal, RN, MPH
Ahmad Kaskass, RN
Murielle Madi, RN, MSN
Sarine Malkdjian, RN, MSN Student
Mira Obeid, RN Mireille
Shehadeh, RN Rafika
Zaatari, RN, MSN

Graduate Assistants and Research Assistants

Zepur Aharonian
Mariam Assaf
Nay Ezzeddine
Dounia Iskandarani
Cynthia Rizkallah

B. STAFF

Mira Abdallah, BS, Administrative & Student Services Assistant
Patricia Assaf Chedid, BA, MBA, Executive Officer/Financial Officer
Lynn Berbary Najem, BBA, MBA, Student Services and Recruitment Officer
Ibrahim Bikdashi, BS, IT Field Support Technician; effective March 2017
Rabih Daher, Junior Clerk
Alaa Fawzi Dika, BS, IT Field Support Technician until February 2017
Randa Farha, BSN, MSN, MPH, Simulation and Clinical Competency Center Coordinator
Nisrine Ghalayini, BA, Graduate Division Administrative Assistant
Maher Itani, IT Manager, Masters in Engineering, CCE; effective October 2017.
Marwa Soubra, IT Manager BS, MBA, Faculty of Medicine and Hariri School of Nursing until October 2017.
Jeanette Zeinati, Secretary

C. RECRUITMENT

HSON continues to advertise for regular faculty positions and for the Hariri Endowed Chair in Research. These positions are advertised on the AUB and HSON websites, in the Chronicle of Higher Education, on the recruitment site Inside Higher Ad, and on social media through LinkedIn. Recruitment information is also mailed to leading schools of nursing, professional organizations, and to mailing lists in the United States and Europe.

D. CCNE ACCREDITATION

- The BSN and MSN programs continue to be accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.aacnnche.edu/ccne-accreditation) in the USA.
- The revised MSN program based on the Master's Essentials was approved by CCNE in August 2017 and by the Department of Education in New York State.
- HSON submitted the Continuous Improvement Progress Report (CIPR) to CCNE on December 1, 2017. The CIPR is required for accreditation.
- HSON continues to be a regular member of the American Association of Colleges of Nursing.

E. HONORS, AWARDS, AND RECOGNITIONS

Huda Abu-Saad Huijer

Received the Princess Mona Regional Award for Excellence in Nursing for 2017 in recognition of significant contributions to healthcare across borders and dedication and leadership in nursing at the regional level.

Continues to be a member of the Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP).

Hala Darwish

Received the International Organization of Multiple Sclerosis Nurses Award (IOMSN).

Nuhad Dumit

Received the Maha Khoury Award granted by the Faculty of Nursing, Universite Saint Joseph (USJ). Received a Recognition of Achievement award by the Ambassador/Embassy of Kingdom of Saudi Arabia, May 13, 2017

Laila Farhood

Elected as a board member for the International Association for Women's Mental Health regional section.

Received the Distinguished Nursing Research Award by the Scientific Society of Arab Nursing Faculties.

F. INTERNATIONAL PARTNERSHIPS

HSON has ongoing Memoranda of Understanding (MOUs) to enhance research collaboration and student and faculty exchanges with the following institutions:

- Johns Hopkins University School of Nursing
- University of Michigan School of Nursing
- Villanova University College of Nursing
- University of Maryland School of Nursing
- University of Science and Technology, Sydney, Australia

G. HSON EXTERNAL ADVISORY BOARD (EAB)

Mandate and Purpose of the EAB

The External Advisory Board of the Rafic Hariri School of Nursing includes invited members from leading universities engaged in baccalaureate and graduate nursing education and research, leaders of nursing and healthcare institutions, and dignitaries with established track records in related fields. The EAB advises the director by serving as a bridge between HSON and the international nursing community.

The Advisory Board has approved the PhD in Nursing Science proposal and the proposal on achieving full Faculty status for HSON. EAB is consulted on a regular basis on important academic developments at HSON.

H. SIGMA THETA TAU INTERNATIONAL (STTI) HONOR SOCIETY

The board of the Chi Iota Chapter is as follows:

A. President: Dr. Dina Madi
B. President- elect: Dr. Lina Kantar
C. Vice president: Mrs. Ursula Rizk
D. Treasurer: Dr. Hiba Deek
E. Secretary: Mrs. Bahia Abdallah El-Moufti
F. Counselor: Dr. Angela Massouh
G. Founding President: Dr. Huda Abu-Saad Huijer
H. Immediate Past President: Mrs. Mary Arevian

Chi Iota Committees:

Leadership Succession Committee:

1. Mrs. Helen Nuwayhid; Chair
2. Dr. Nour Alayan
3. Mrs. Tamar Avedissian

Governance Committee:

1. Dr. Samar Noureddine; Chair
2. Mrs. Danielle Damianos; Member
3. Ms. Roula Awwad

ACTIVITIES:

Induction Ceremony in May 2017 during which Dr. Myrna Doumit, the regional STTI representative, addressed the members.

Business meeting planned for November was postponed until January 2018 for logistical reasons.

Created a Facebook account for the Chi Iota Chapter.

I. HSON NEWSLETTER

HSON issue Number 6 was circulated in March 2017. The newsletter included: a message from the HSON Director, important HSON and faculty news, Chi Iota Chapter Activities, and interviews with new faculty..

J. HSON REGIONAL EXTERNAL PROGRAMS

Continuing Education in UAE

The Hariri School of Nursing (HSON) in collaboration with the Continuing Education Center of the office of Regional External Programs (REP) provided a number of courses to Registered Nurses and Nurse Leaders in the United Arab Emirates in 2017. These offerings are part of an agreement that was signed and renewed between AUB REP and "The United Arab Emirates Ministry of Health" to support nursing training and education.

In 2017, 210 participants from different hospitals and centers in Dubai attended the following courses:

- "Pain Assessment and Management" provided by Dr. Dina Madi and Mrs. Janane Hanna in February 2017 and then again in October 2017.
- "Medication Management Principles and Practice" provided by Dr. Lina Kantar and Mrs. Danielle Damianos in February 2017 and by Dr. Nour Alayan and Mrs. Danielle Damianos in September 2017.
- "Clinical Leadership Course Part I" provided by Dr. Rana Abdel Malak and Dr. Gladys Honein in March 2017.
- "Oncology Course" provided by Mrs. Danielle Damianos and Mrs. Rebecca Al Asmar in September 2017.
- "Clinical Leadership Course Part II" provided by Dr. Rana Abdel Malak and Mrs. Hera Artinian in October 2017.

Each course was provided over a period of 2-3 days. Some were repeated to accommodate the higher number of nurses. Different teaching methods were used by HSON faculty such as: case scenarios, role playing, simulation sessions, hands-on activities, and videos. The variety of teaching methods made these series of continuing education offerings fruitful and highly interactive.

Mohammad AlMana' College for Health Sciences (MACHS)

In February 2017, an agreement was signed between the Mohammad AlMana' College for Health Sciences (MACHS) in Khobar, Kingdom of Saudi Arabia and AUB REP. Based on this agreement, AUB has agreed to contribute to MACHS efforts in an advisory, training, and management capacity.

Dr. Huda Abu-Saad Huijer and Dr. Nuhad Dumit are members of the project's steering committee and coordinate the work among the different departments.

HSON faculty were involved in the following consultations in 2017:

- In April 2017, HSON faculty met the MACHS team and started the planning phase. They also worked with students to demonstrate several case scenarios of different specialties in the simulation lab thereby providing MACHS with an introduction to how simulation technology can be used in teaching.
- In October 2017, the faculty reviewed more than 40 MACHS documents that addressed accreditation readiness, curriculum, and courses and provided appropriate recommendations.

HSON will be involved in future MACHS-related projects such as providing workshops and training on nursing simulation, assisting MACHS in setting up their own simulation lab, reviewing MACHS post-graduate programs, and assisting MACHS in the recruitment of key administrative and teaching positions.

II. FACULTY ACTIVITIES

A. EDUCATIONAL PROGRAMS

Bachelor of Science in Nursing (BSN):

Course descriptions, credit hours, and learning objectives did not change over the year as student evaluations were positive. We were, however, required to provide two sections of junior-year courses because of the large class size.

Simulation activities were included in most clinical nursing courses, which used a combination of skill improvement and practice through scenarios.

Objective Structured Clinical Examination (OSCE) was used in all clinical nursing courses.

Master of Science in Nursing (MSN):

A total of 45 students enrolled in the MSN program in October 2017.

Four tracks continue to be offered: Adult Gerontology Clinical Nurse Specialist, Nursing Administration and Management, Psychiatry and Mental Health Clinical Nurse Specialist, and Community and Public Health Nursing.

A number of students undertook residencies at Johns Hopkins University, the University of Maryland, Partners MS Center at Brigham and Women Hospital in Boston, and the Cleveland Clinic in Dubai.

Nine students were inducted in the HSON Chi Iota Chapter spring 2017. Town meetings were held to discuss student concerns, residencies, projects, and comprehensive exams.

Information on the specific tracks is detailed below.

Adult Gerontology Clinical Nurse Specialist track:

Three students graduated in 2017.

A total of 17 students were enrolled October 2017.

Students in the Adult Gerontology Clinical Nurse Specialist track completed residencies at the Partners MS Center at Brigham and Women Hospital in Boston (1) and at AUBMC (4).

Nursing Administration and Management track:

A total of 7 students graduated in 2017.

A total of 15 students were enrolled October 2017.

Students in the Nursing Administration and Management track completed residencies at Johns Hopkins University (1), AUBMC (2), and Cleveland Clinic Dubai (1).

Psychiatry and Mental Health Clinical Nurse Specialist track:

A total of 6 students were enrolled October 2017.

Community and Public Health Nursing track:

One student graduated in 2017.

A total of 11 students were enrolled October 2017.

One student is undertaking a double major in Community and Public Health Nursing and Psychiatry and Mental Health Nursing

One student is doing a double major in Community and Public Health Nursing and Adult Care Nursing.

PhD Program :

HSON prepared and submitted a PhD proposal in close collaboration with the Faculties of Health Sciences and Medicine and with international partners, namely, Johns Hopkins University School of Nursing and the University of Michigan School Of Nursing. The doctoral program aims to provide rigorous training for research careers in nursing and the healthcare arena. It will provide students with the opportunity to develop their capacity for scholarly and independent work, improve critical analytical thinking, refine their ability to communicate knowledge and ideas, and to be able to translate research findings into healthcare practice.

The PhD proposal was approved by HSON Graduate Division, Graduate Studies Committee, HSON External Advisory Board, Board of Graduate Studies, AUB Senate, Board of Trustees, and the New York State Education Department (NYSED) and will be launched AY 2018-19.

B. FACULTY TEACHING

Spring semester 2016-2017

Course Number	Course name	Credits	Faculty
NURS 200	Introduction to Nursing	2	L. Younan
NURS 201	Introduction to Nursing Practice	2	L. Kantar, S. Dakessian Sailian
NURS 202	Health Assessment	2	D. Madi, T. Gulgulian
NURS 203	Biostatistics for Nurses	3	S. Fares
NURS 302	Nursing Care of Adults II	5	M. Adra, A. Massouh, N. Alayan, S. Dakessian Sailian
NURS 306	Nursing Care of the Children	5	M. Khoury, D. Madi, T. Gulgulian, D. Damianos
NURS 402/312	Mental Health and Psychiatric Nursing	5	L. Farhood, H. Masalkhi, M. Saadeh

NURS 408	Community Health Nursing	5	M. Arevian, G. Honein, T. Avedissian
NURS 410/313	Leadership & Management Theory	5	L. Younan, T. Avedissian, H. Tashjian, D. Damianos, S. Dakessian
NURS 411	Leadership & Management Practicum	0	L. Younan, T. Avedissian, S. Dakessian Sailian
IPEC 300	Inter-professional Education		M. Adra, N. Dumit, S. Noureddine, G. Honein
NURS 502	Advanced Nursing Research	3	H. Darwish, S. Fares
NURS 503	Advanced Health Assessment	3	S. Noureddine
NURS 503A	Advanced Health Assessment	1	S. Noureddine
NURS 505B	Advanced Practice in Adult Gerontology	4	S. Noureddine, H. Darwish
NURS 506	Residency-Advanced Practice in Adult Gerontology	4	S. Noureddine
NURS 508	Residency-Advanced Practice in Nursing Administration	4	M. Clinton, N. Dumit, H. Huijer, L. Younan
NURS 509	Role Developpment in Nursing Education	3	L. Kantar
NURS 512	Advanced Psychiatric and Mental Health Assessment	2	L. Farhood
NURS 516	Psychopathology and Human Behavior	3	L. Farhood
NURS 520	Managing Quality with Teams	3	N. Dumit
NURS 522	Principles and Practice of Community/Public Health Nursing	3	M. Arevian, G. Honein
NURS 524	Residency in Community Health Nursing	4	M. Arevian, G. Honein
NURS 525	Transformational Leadership for Nursing Practice	3	M. Clinton
NURS 526	Comprehensive exam	0	L. Farhood

NURS 598	Project	3	M. Arevian, M. Clinton, n. Dumit, L. Farhood, H. Darwish, G. Honein, H. Huijer, S. Noureddine, L. Younan
NURS 598A	Project	3	M. Arevian, M. Clinton, n. Dumit, L. Farhood, H. Darwish, G. Honein, H. Huijer, S. Noureddine, L. Younan
NURS 599	Thesis	6	M. Arevian, M. Clinton, n. Dumit, L. Farhood, H. Darwish, G. Honein, H. Huijer, S. Noureddine, L. Younan

Summer semester 2016-2017

Course number	Course name	Credits	Faculty
NURS 210	Pathophysiology	2	A Massouh
NURS 307	Practicum I	0	T. Gulgulian, T. Avedissian, D. Damianos, S. Dakessian, H. Tashjian, H. Masalkhi
NURS 506	Residency-Advanced Practice in Adult Gerontology	4	H. Darwish, S. Noureddine
NURS 508	Residency-Advanced Practice in Nursing Administation	4	L. Younan
NURS 524	Residency in Community Health Nursing	4	M Arevian, G Honein
NURS 598	Project	3	H. Huijer
NURS 598A	Project	3	N Dumit, G Honein
NURS 598B	Project	3	M. Clinton, H. Darwish, N. Dumit, S., G. Honein, Noureddine

NURS 599	Thesis	6	H. Huijer
NURS 599A	Thesis	6	M. Clinton, H. Darwish, N. Dumit

Fall semester 2017–2018

Course number	Course name	Credits	Faculty
NURS 200	Introduction to Nursing	2	L. Younan, T. Gulgulian, M. Khoury
NURS 300	Nursing Care of Adults I	5	M. Adra, L. Kantar, N. Alayan, S. Dakessian Sailian
NURS 304	Nursing Care of the Expectant Family	5	D. Madi, M. Khoury, T. Avedissian, D. Damianos, T. Gulgulian, S. Dhaini
NURS 406	Nursing Research	3	G. Honein, S. Dhaini
NURS 404	Nursing Informatics	2	L. Fakih
NURS 400	Critical Care Nursing	4	A. Massouh, H. Tashjian
NURS 402	Mental Health and Psychiatric Nursing	5	G. Assaf, L. Farhood, H. Masalkhi, M. Saadeh
NURS 408	Community Health Nursing	5	M. Arevian, G. Honein, T. Avedissian
IPEC 300	Inter-professional Education	1	M. Adra, N. Dumit, A. Massouh, N. Alayan
NURS 500	Theories, Concepts and Ethical Frameworks for Advanced Nursing Practice	2	M. Clinton
NURS 501	Advanced Nursing Practice: Scope and Roles	2	L. Farhood
NURS 504	Advanced Pathophysiology	3	H. Darwish, S. Noureddine
NURS 505A	Advanced Practice in Adult Gerontology I	4	H. Darwish, S. Noureddine

NURS 506	Residency-Advanced Practice in Adult Care II	4	S.Noureddine
NURS 507	Essentials of Nursing Administration and Management	2	L.Younan
NURS 508	Residency in Nursing Administration	4	M.Clinton, N.Dumit, L. Younan
NURS 517	Models of Treatment-Psychotherapy (Bio-behavioral Nursing Interventions)	3	L.Farhood
NURS 523	Advanced Community Assessment and Interventions	3	M.Arevian, G.Honein
NURS 524	Residency in Community Health Nursing	4	M.Arevian, G.Honein
NURS 526	Comprehensive exam	0	L.Farhood
NURS 527	Developing Health Services Programs	3	N.Dumit
NURS530	Statistical Reasoning and Applications in Nursing Research	2	S.Fares
NURS531	Practical Applications of Budgeting in Nursing	1	L.Younan
NURS 533	Digital Tools for Connected Health	3	L.Younan
NURS 598	Project	3	M.Arevian, M.Clinton, n.Dumit, L.Farhood, H. Darwish, G.Honein, H. Huijer, S.Noureddine, L. Younan
NURS 598A	Project	3	M.Clinton
IPEC 300	Inter-professional Education	1	Drs.Adra, Dumit, Alayan, Massouh

NURS 599	Thesis	6	M. Clinton, H. Darwish, N. Dumit, L. Farhood, S. Noureddine
NURS 599A	Thesis	6	M. Clinton, N. Dumit, H. Darwish
NURS 599B	Thesis	6	M. Clinton, N. Dumit, H. Darwish

C. SIMULATION TECHNOLOGY at HSON

In 2017, the SCCC provided activities/services – for both AUB and non-AUB users – in line with its mission statement. Users included HSON students enrolled in undergraduate and graduate programs (HSON users), nutrition and dietetics students, medical students, residents, faculty members and nurses from AUB, and elsewhere (non-HSON users).

This year all undergraduate nursing courses integrated simulation in their training and included an objective structured clinical examination (OSCE) as part of the course assessment. In addition, more simulation scenarios were developed in-house using all simulation modalities.

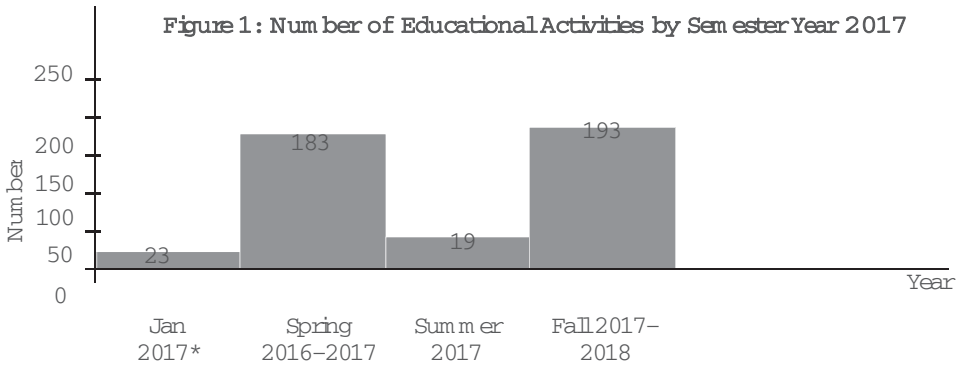
The SCCC continued to support non-nursing AUB/AUBMC users. For the first time, the Department of Nutrition & Food Sciences has included a simulation component in its medical nutrition therapy courses. The experience was very much appreciated by both students and faculty.

More residents from AUBMC specialties like emergency and obstetrics came in for high-fidelity and skill training this year. There was an increase in use of the simulation facility by AUBMC to address clinical performance issues. The two "In situ simulation" programs, or simulation that is physically integrated into the clinical environment, continued to serve as adjuncts to the quality and system improvements initiatives at the AUBMC Obstetrics and Emergency Departments. Around 24 in-situ simulation sessions were conducted this year in the Emergency Department and two in the Obstetrics Department.

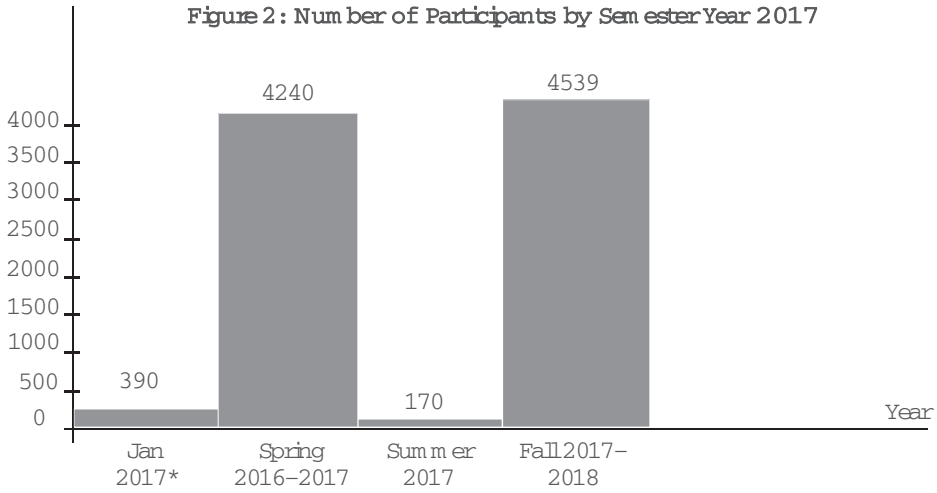
The figures below summarize activities that took place at the SCCC by semester

In 2017, SCCC supported 418 simulation training activities/experiences and 9,339 participants, including HSON and non-HSON users. This shows a 24% increase in activity and a 21% increase in number of participants since 2016. The fall semester had the highest number of activities (46%) and the highest number of users (49%) (Figure 1 and Figure 2 respectively).

Figure 1: Number of Educational Activities by Semester Year 2017



Educational Activity defined as each time the lab is utilized regardless of the objectives or content of the learning/teaching that is occurring.



Participant: a person using the lab whether student, resident, nurse, or employee from AUB/AUBMC community or outside.

* (before the start of Spring 2016 – 2017)

During the spring and fall semesters, HSON activities outnumbered non-HSON activities with 69% of all activities conducted in the spring. During this summer, the lab received more non-HSON users, as the Faculty of Medicine finish its semester much later than nursing (see Figure 4). During the spring, an equal number of HSON and non-HSON participants used the lab. A decline in numbers is noted in the fall as HSON users accounted for 31% of total users.

Figure 3: HSON vs Non-HSON Activity – Semester

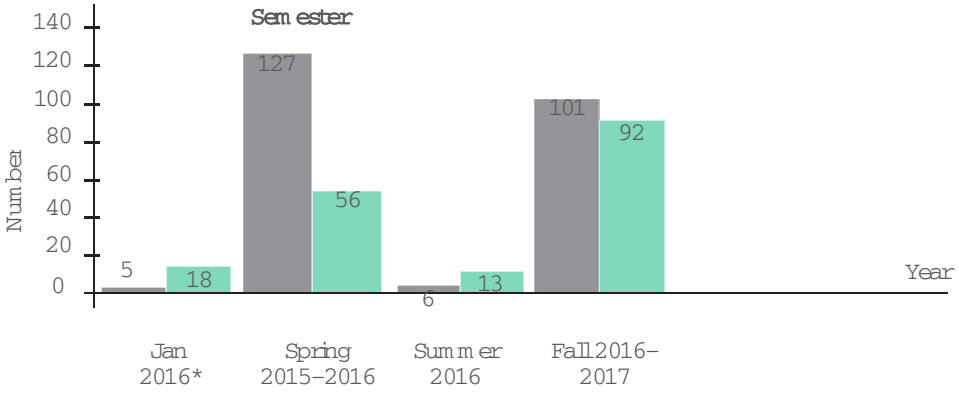
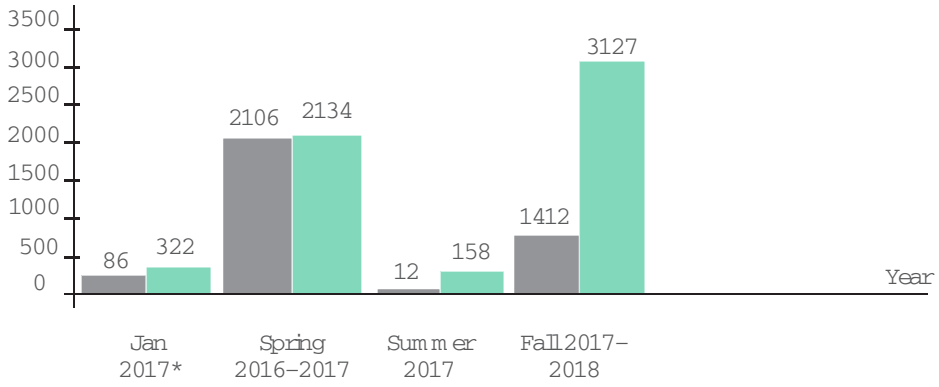


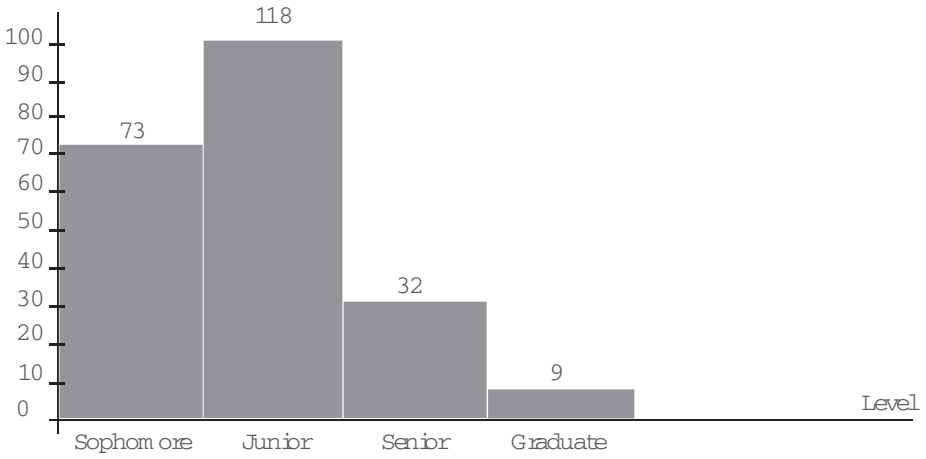
Figure 4: HSON vs Non-HSON Partipants – Semester



Non-HSON
HSON

The use of the facility by HSON, which peaks in students' junior year, doubled the number of activities in 2016. In the MSN program, the SCCC is only used in the advanced assessment course (N503). There were a total of 9 activities in this course this past year, as shown in Figure 5 below.

Figure 5: Activity HSON Users by Level



Sophomore: Includes N201 Fundamentals of Nursing Practice and N202 Health Assessment

Junior: Includes N300 Nursing Care Of Adults I, N302 Nursing Care Of Adults II, N304 Nursing Care of the Expectant Family, N306 Nursing Care of Children, and N307 Practicum I

Senior: Includes N400 Critical Care Nursing, N402 Mental Health and Psychiatric Nursing, N408 Community Health Nursing, and N410 Leadership and Management in Nursing

D. STUDENT PROJECTS, THESES, RESIDENCIES

MSN STUDENT PROJECTS AND THESES

Name	Track	Defense Date	Project	Project Title	Project/Thesis Committee
Mariam Al Sabae	Administration	March 29, 2017	Project	Applying Healthcare Failure Mode Effect Analysis to Improve the Process of Chemotherapy Administration at AUBMC- Outpatient Infusion Center	Dr. Honein, Dr. Dumit
Wafaa Skaf	Administration	April 10, 2017	Project	A Protocol For A Nurse-Led Navigator Program For Newly Refered Patients For Colorectal Cancer Investigation In Oncology Clinic Based On A Systematic Integrative Review of Literature	Dr. Honein, Dr. Clinton
Lina Ahmadieh	Administration	April 25, 2017	Project	Policy for Pregnant Nurses at AUBMC	Dr. Clinton, Dr. Younan
Fatima Chreif	Administration	April 26, 2017	Project	Barriers of Continuing Education for Nurses In Lebanon	Dr. Dumit, Dr. Fares
Ala'a Awwad	Adult Care	April 28, 2017	Project	Non convulsive Status Epilepticus Management: Evidence Based Clinical Pathway For AUBMC	Dr. Darwish, Dr. Wassim Nassreddine
Lynda Hashem	Administration	April 28, 2017	Project	The Role of an Advanced Practice Nurse in Coaching Pediatric Congenital Heart Disease Patients Transitioning into Young Adulthood: A proposed program for AUBMC- Children's Heart Center	Dr. Honein, Dr. Clinton

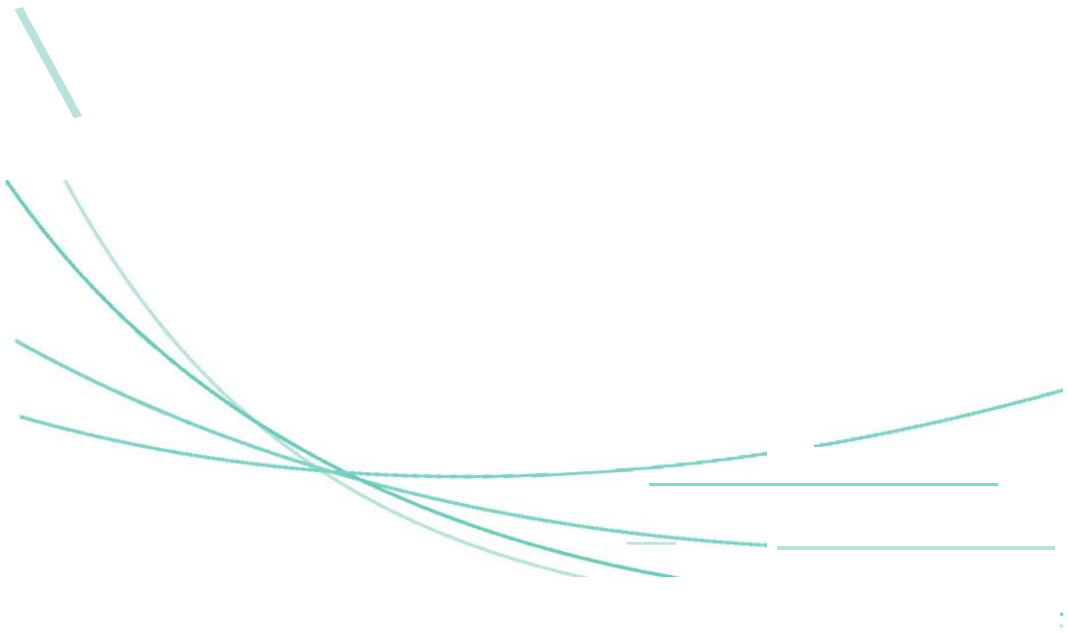
Name	Track	Defense Date	Project	Project Title	Project/Thesis Committee
Victoria Semaan	Adult Care	April 28, 2017	Project	Prevalence of Depression and Anxiety in End Stage Renal Disease Patients Undergoing Hemodialysis at AUBMC	Dr. Noureddine, Dr. Farhood
Ahmad Ghaddar	Administration	August 30, 2017	Project	Proposal for establishing an outpatient nurse-led international normalized ratio clinic at AUBMC	Dr. Honein, Dr. Clinton
Mona Shorba	Administration	September 11, 2017	Project	Exploratory Study of Registered Nurses' Turnover in a Private Medical Center in Lebanon	Dr. Dumit, Dr. Clinton

MSN STUDENT RESIDENCIES

Name	Track	Residency Term	Residency Supervisor	Residency Site	Preceptor	Preceptor title
Hind Abdel Massih	Adult Care Nursing	Summer 2016-2017	Samar Noureddine	AUBMC, St. Jude	Rina Saad	Clinical Nurse Specialist
Marwa Ahmad	Community and Public Health Nursing	Spring 2016-2017	Bakalian Mary Arevian	Howard Kaagheusian Health Center-Burj Hammoud-Beirut	Nayiri Injeian	Nurse Supervisor
Lina Al Wattar	Nursing Administration	Summer 2016-2017	Younan Lina	Cleveland Clinics, Abu Dhabi	Zeina Kassem	Senior Nurse Manager
Joelle Bassila	Nursing Administration	Summer 2016-2017	Younan Lina	AUBMC, general nursing	Maya Nizam	Executive Assistant, Nursing Administation, AUBMC

Name	Track	Residency Term	Residency Supervisor	Residency Site	Preceptor	Preceptor title
May Dassouki	Nursing Administration	Summer 2016-2017	Younan Lina	EHMU, AUBMC	Nour Hassan	Unit Coordinator Evidence-Based Healthcare Management Unit -AUBMC
Lana Iskandarani	Nursing Administration	Summer 2016-2017	Younan Lina	John Hopkins	Christine Gonzalez	Nurse Manager
Yvonne Jleilaty	Nursing Administration	Summer 2015-2016	Honein Gladys	AUBMC Private clinic administration	Diala Abu Daher	Administrator
Grace Hakim	Adult Care Nursing	Fall 2016-2017	Samar Noureddine	University of Maryland Shock and Trauma center	Carla A Aresco	Nurse practitioner, Senior Clinical Program Manager
Lynda Hashem	Nursing Administration	Summer 2016-2017	Younan Lina	AUBMC, general nursing	Maya Nizam	Executive Assistant, Nursing Administration, AUBMC
Joelle Massouh	Adult Care Nursing	Summer 2016-2017	Darwish Hala	Partners Multiple Sclerosis Center, Brigham and Women's Hospital, Harvard Medical School, Boston, Massachusetts	Lynn Stazzone	Nurse Practitioner
Hanadi Saad	Community Wafaa	Nursing and Public Health Nursing	Columbia Spring 2016-2017	Spring	1-Assistant Bakalian Mary Arevian	

Michael	University, New York-HSON, AUB AUB MC	Elizabeth Hall; Mary Arevian	Professor 2-Clinical Associate Professor			
Skaf	Administration	2015-2016	Clinton	nursing quality department	Ms Nada Nassar	Quality manager



III. STUDENT-RELATED ACTIVITIES

A. STUDENT ENROLLMENT/SCHOLARSHIPS

- The total number of applicants to the BSN program for 2017-18 was 490 including applicants sponsored by USAID and by the MasterCard Foundation. The total number of accepted students was 165 and the total number who confirmed their enrollment was 61. This includes 1 student accepted as early admission, 4 transfer students from outside AUB, 1 transfer student from within AUB, 2 students sponsored by USAID, 1 working for a second degree, and 1 sponsored by the MasterCard Foundation.
- The total number of applicants to the MSN program for 2017-18 was 32; the total number of accepted students was 26 and the total number who confirmed their enrollment was 9.
- A total of 65 interviews were conducted with new and currently registered BSN students; 52 were recommended for scholarships, and 32 were enrolled. This scholarship is still attracting students who select a nursing major as their 3rd, 4th, or 5th choice when they apply.

	Total
Interviewed	65
Recommended	52
Enrolled with scholarships	32
Total new scholarships offered to new and current students	36
New students recipients of Samira Fadli Scholarship	2

- The table below shows student enrollment for the last five years:

Student Enrollment	BSN				
	2013-14	2014-15	2015-16	2016-17	2017-18
Applied	285	349	341	356	490
Accepted	141	179	186	182	165
Enrolled	64	70	55	65	61
Yield	45%	39%	30%	36%	37%
Committed	52	54	39	55	55
Total Enrollment	167	185	172	163	160
Female	81%	77%	72%	68%	68%
Male	19%	23%	28%	32%	37%
Lebanese	84%	81%	81%	79%	80%
International	14%	19%	19%	21%	23%
BSN /MSN Graduates	35	40	40	34	

Student Enrollment	MSN				
	2013-14	2014-15	2015-16	2016-17	2017-18
Applied	38	47	31	38	32
Accepted	33	42	28	35	26
Enrolled	26	23	12	19	9
Yield	79%	55%	43%	54%	35%
Committed	26	22	12	18	9
Total Enrollment	60	60	55	51	44
Female	77%	75%	85%	88%	86%
Male	23%	25%	15%	12%	14%
Lebanese	93%	85%	93%	90%	89%
International	7%	6%	7%	10%	11%
BSN /MSN Graduates	10	17	16	12	

B. STUDENT RECRUITMENT AND MARKETING

Student recruitment and marketing of the BSN and MSN programs remain a priority at HSON. The marketing strategy for student recruitment in 2017 included various activities:

- **Graduate Open House:** HSON participated in the Graduate Open House organized by the Graduate Council to promote graduate programs on February 22, 2017. Similar to previous years, only a very few applicants interested in the MSN program attended the open house.
- **School visits:** The HSON team visited 13 high schools to recruit students. School counselors were contacted and a poster was sent to all schools inviting high school students to visit the simulation lab at HSON. The SSO will continue to visit schools during the Spring 2017-18 semester.
- **AUB Annual School Fair:** HSON participated in the AUB Annual School Fair for undergraduate programs in April 2017.
- **AUBMC Open House:** On May 17, 2017, HSON participated in the AUBMC Open House to recruit nurses from all over Lebanon. The Student Services Office (SSO) had a booth for the MSN program.
- **Orientation for new nurses at AUBMC:** During the orientation for new nurses at AUBMC in February, March, May, August, October, and December 2017, the SSO presented the MSN program requirements. This presentation became part of the orientation program organized by AUBMC CPDC.
- **Marketing and promotion of HSON academic programs** is done also through:
  - Social media: Facebook, LinkedIn, YouTube, and on the website

- Nursing Centralized Application System (CAS) portal: to recruit students from North America for the MSN program and for the BA/BS-BSN second degree accelerated program. In 2017, we enhanced the features of the HSON programs display on Nursing CAS to become more attractive and provided applicants/potential students with a link to a webinar on HSON academic programs.
- Big choice portal: to recruit students from Asia, Africa, and South America, for undergraduate and graduate programs.

C. STUDENT ACTIVITIES

Nursing students were involved in various community projects and activities in their Community Course and in events organized by the Nursing Students Society (NSS) in 2017:

- **New Student Orientation:** During the orientation of newly enrolled students, some undergraduate and graduate students provided testimonials and success stories about the nursing profession.
- **AMIN:** A new initiative at HSON was the AUB Mentorship in Nursing (AMIN) program that provides new students with mentors to help and guide them as needed. AMIN is headed by Ms. Elizabeth Cantrell and will be one of the responsibilities of the NSS. AMIN reports to the NSS advisor, Dr. Angela Massouh.

The following mentors were selected for Fall 2017-18:

Mentors at AMIN
Nour Abdullah
Elizabeth Cantrell
Oday Hamade
Michael Kassis
Amr Kayali
Dayana Traboulsi

- **Student recruitment:** Some BSN students participated in school visits with the student services officer.
- **LebMASH Seminar:** A seminar was held on January 25, 2017 at the Hisham Jaroudi Auditorium about the "ethics of treating homosexual patients" by LebMASH, the Lebanese Medical Association for Sexual Health. Questions ranging from confidentiality to specific healthcare needs were addressed.
- **School Fair:** Students from the BSN and MSN programs participated in the AUB School Fair that was open to students from different high schools. HSON had a stand at the Olayan School of Business to inform visitors about the BSN program at AUB.
- **The Middle East Student Ambassador Program by Elsevier:** Elsevier has launched the Middle East Student Ambassador Program to be able to connect with the University and to support students throughout their careers. One of the nursing students was selected as a Student Ambassador to help Elsevier engage with other students on campus. The main goal of the ambassador is to help Elsevier in writing book reviews whenever they want to promote titles, increase the visibility of Elsevier through social media, and to conduct surveys for market research.
- **Medical Research Volunteer Program (MRVP):** Occasionally, undergraduate nursing students volunteer to participate in the Medical Research Volunteer Program (MRVP) organized by AUB.
- **AUB Outdoors** Nursing students participated in the AUB Outdoors activities in May 2017.
- **NSS elections:** Elections for the Nursing Student Society were held in September 2017 and the cabinet was formed as follows:
  - President: Dayana Traboulsi
  - Vice President: Elizabeth Cantrell
  - Treasurer: Michael Kassis
  - Secretary: Amr Kayali
  - Member at Large: Rami Al Chami

- **SRC and USFC elections:** Elections for the SRC and USFC were held in October 2017 and the results were as follows:

Department	Election Pool	Seats
NU	NURSING IV and GR	Nour Abdallah
NU	NURSING II and III	Jaafar Hoteit

- **NSS coffee hour:** the coffee hour was on November 28, 2017. It was an in-depth open discussion about a wide range of topics focused primarily on:
  - Instructor Course Evaluation (ICEs) and the concept of objectivity.
  - Loss and Grief in the Clinical Setting.
- **Bake Sale:** As an annual fundraising activity, NSS organized a bake sale in December 2017.
- **AIDS Awareness Day:** The NSS was active on campus in December 2017 to raise awareness about AIDS.

D. OTHER STUDENT SERVICES AND RESOURCES

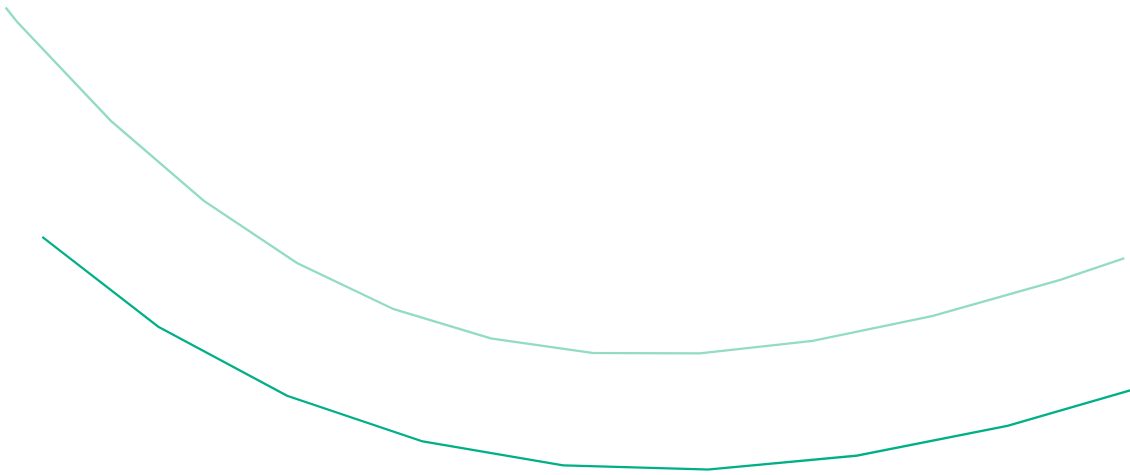
- **Credentialing Requests of Nursing Graduates:**
  With the great demand for certification in different areas of nursing, the number of requests for credentials from graduates has increased. In 2017, HSON received 21 requests by foreign institutions to complete students' credentials; the majority were submitted to the Commission on Graduates of Foreign Nursing Schools (CGFNS) in the USA.

- **Online Petition Form System :**
  A total of 110 petitions were processed in 2017. The majority were related to underload credits and late course withdrawal. Ongoing enhancements were done to improve the Online Petition Form System .

- **Students Evaluation and Scholarship Database:**
  The project has been initiated by the SSO to automate the student evaluation and scholarship process. It is a major project that involves other parties at AUB, such as the Office of Admissions and Financial Aid. It is ongoing and expected to be completed by the end of spring 2017-18.

- **Student Surveys:**
  Student Exit Surveys are now part of the Clearance process. This has improved the response rate.

- **Electronic Archiving System :**
  HSON is trying to implement an electronic archiving system mainly for all student files. The project is being implemented in coordination with the IT team and other departments at AUB who have similar archiving systems.



IV. RESEARCH AND SCHOLARLY ACTIVITES

A. CURRENT HSON FACULTY RESEARCH

Principal Investigator: Huda Abu-Saad Huijer

Palliative Care in Older Adults in Lebanon

The purpose of this study is to evaluate the quality of palliative care (PC), the quality of life (QoL), symptom management, and functional ability among hospitalized older adults in need of palliative care in Lebanon.

The study follows the observational survey design. Data is being collected from three hospitals: AUBMC, St. George, and Ain Waezein. Face to face interviews are carried out using the Quality of Palliative Care Questionnaire-Adult (QPCQ-A) that was constructed using several instruments measuring quality of life, symptom prevalence and management, quality of care, and functional ability.

Co-Investigators: Marina Adra, Hala Darwish, Souha Fares, Hussam Ghusn, Ramzi Hajjar, George Karam, **Samar Noureddine**

Funding: CNRS

Status: Data collection completed. Data analysis and write-up in progress.

Principle Investigator: Huda Abu-Saad Huijer

Chronic Pain: The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)

Chronic pain is believed to be a disease on its own and has been increasing in prevalence. While reporting or anticipating pain, patients experience a negative "mental set" of catastrophizing that has been described as an exaggerated cognitive-affective response to actual or anticipated pain. The 13-item Pain Catastrophizing Scale (PCS) is the most widely used measure of pain-specific catastrophizing and assesses three dimensions: rumination, magnification, and helplessness. The PCS has been translated and validated in several languages though no Arabic version exists that measures an important predictor of pain and pain-related outcomes. Thus, the purpose of the project is to develop and psychometrically evaluate PCS in the Arabic language among a sample of 150 adults in Lebanon.

Co-investigators: Dr. Douglas French, Professor of Psychology, University of Moncton, Canada
Funding: Pfizer
Status: Completed. One article published and others in preparation.

Principal Investigator: Wassim Abou Kheir
Young versus Old: A Potential Role for Vitamin D Supplementation in Modulating Adult Neurogenesis and Hippocampal-Related Functions
The overall aim of this study is to examine the effect of the supplementation with the active metabolite of Vitamin D on hippocampal neurogenesis and hippocampal-related functions in 2-3 months young as well as 24-25 months older adult mice. Our current hypothesis is that Vitamin D3 supplementation will increase the rate of hippocampal neurogenesis and will enhance the hippocampal-related functions, especially in the older adult mice group that is subjected to continuous supplementation. This work will show the importance of Vitamin D in protecting cognitive functions and in inducing adult neurogenesis.
Co PI: Hala Darwish and Noel Ghanem
Funding: Farouk Jabre Award
Status: Ongoing.

Principle Investigator: Marina Gharibian Adra
Exploring Resident staff relationships in nursing homes in the Lebanon
To explore the prevailing relationships between nursing home residents and staff and to elicit the factors that influence these relationships.
Co-investigators: Zepur Aharonian, Abla Sibai
Funding: MPP
Status: Ongoing.

Principal Investigator: Elie Akl

Exploring the factors impacting the trust of the Lebanese public in physicians:

a qualitative study

The aim of this qualitative study is to explore the factors that impact the trust of the Lebanese public in physicians.

Co-investigators: Gladys Honein, Bashir Shaya, Ali Khalil, Nadine Al Homsi, Kevin Eid, Zeinab Haidar, Kelly Merheb.

Funding: None

Status: Manuscript in preparation.

Principal Investigator: Elie Akl

Characterizing the interaction between physicians, pharmacists and pharmaceutical representatives in a middle-income country: a qualitative study

The aim of this qualitative study is to explore the nature, intensity, and effect of the interactions between pharmaceutical companies, physicians, and pharmacists on drug prescription and dispensing practices in Lebanon, a middle-income country.

Co-investigators: Gladys Honein, Rima Hajjar, Mohammed Cheaito, Aya Bassatne

Funding: None

Status: Accepted for publication in PLOS ONE on August 30, 2017.

Principal Investigator: Elie Akl

Using Media to impact health policy making: A systematic integrative review This integrative systematic review aims to assess the effects of planned media – including social media – interventions on the health policymaking process.

Co-investigators: Lama Bou-Karroum , Fadi El-Jardali, Nour Hemadi, Yasmine Faraj, Utkarsh Ojha, Maher Shahrour, Andrea Darzi, Maha Ali, Carine Doumit, Etienne Langlois, **Gladys Honein.**

Funding: Alliance for Health Policy and Systems Research, World Health Organization

Status: Published in Implementation Science, July 2017.

Principal Investigator: Monique Chaaya

Dementia in Lebanon: a follow-up study

This proposed study aims to follow up on the initial cohort of 408 older adults in order to assess the risk of dementia in terms of incidence and to provide an update on its prevalence. In addition, the study will investigate risk factors of dementia, mortality and morbidity levels, and major health outcomes, specifically hospitalization and nursing home placement. The study also aims to measure caregivers' mental health and burden of care.

Co- PI: Hala Darwish, Ramzi Hajjar

Funding: CNRS

Status: Ongoing.

Principal Investigator: Monique Chaaya

Building the cohort of older adults in Lebanon: Establishing the baseline in Beqaa

This proposed study aims to build a larger community cohort by expanding to other areas of Lebanon, specifically the Beqaa area, collecting comprehensive baseline data from older adults aged 65 years and above. Beqaa represents 13% of the elderly population and is chosen because of its unique socio demographic profile with high consanguinity and high exposure to pesticides due to the reliance on agricultural activities.

Co PI: Hala Darwish and Ramzi Hajjar

Funding: URB

Status: Ongoing.

Principal Investigator: Marlene Chakhtoura

Research Fellowship Program at AUB-MC

The aim of this qualitative study is to explore research fellows' and mentors' views about research training at AUBMC and the challenges they face. Taking into consideration the currently available models in the US, and based on the suggestions and needs identified locally, we will establish a formal training program for research fellows.

Co-investigators: Gladys Honein, Rola Rassi, Elie Akl
Funding: AUBMC
Status: Data analysis in progress.

Principal Investigator: Michael Clinton
From Education to Practice: The Challenges that Nursing Students and Novice Nurses Face in Lebanon
This qualitative study involves three university sites and three hospitals in Lebanon. The study is designed to investigate from the point of view of students and registered nurses (RNs) in the first year of practice the challenges they face as they engage in clinical nursing practice. The study focuses on challenges that are unique to Lebanon. Separate focus groups will be formed at the three universities. The three focus groups will explore the challenges students face as they transition to the clinical experience in BSN IV. Separate focus groups will be established at three hospitals in Beirut. The hospitals will be those that generally recruit the most graduates from the respective universities. The three focus groups will focus on the challenges RNs face in their first year of practice in Lebanon. Thematic analysis and the constant comparative method will be used to analyze the data. The study findings may suggest strategies for reducing attrition in BSN programs in Lebanon and may assist hospital administrations to reduce attrition of RNs in their first year of practice.
Co-principal Investigators: Myrna Doumit, Sawsan Ezzeddine, Ursula Rizk
Design: Qualitative study using focus groups
Funding: None
Status: Manuscript is in press.

Principal Investigator: Michael Clinton
Comparison of organizational research climates in universities in Lebanon, Canada and Australia: An initial study
The strategic purpose of this initial study is to establish an international program of research focused on the regulation of human subject research. In this initial study the organizational research climates of selected universities in Lebanon,

Canada and Australia will be described and compared. Subject to ethical and institutional approval the study will be conducted at the American University of Beirut, the Lebanese American University, the University of Saskatchewan, and the University of Newcastle, New South Wales. This survey is the first of its kind to assess from the perspective of investigators and graduate students the organizational research climate in three countries. The results will provide a basis for expanding the survey to other universities in Lebanon and the wider region, Canada and Australia.

Funding: None

Status: In progress.

Principal Investigator: Hala Darwish

Brief International cognitive assessment for MS (BICAMS)-Arabic

The aim of this study is to validate the well-established Brief International Cognitive Assessment for Multiple Sclerosis (BICAMS) in Arabic.

The test stimuli and administration procedures will be standardized in Arabic. The validity and the test-retest reliability of the different tests will be assessed. Finally, we will establish the normative data for Lebanon.

Co-PIs: Samia Khoury and Bassem Yamout

Funding: Novartis / MENACTRIMS

Status: Ongoing.

Principal Investigator: Hala Darwish

Environmental enrichment affects spontaneous object recognition, temporal order memory, and epigenetic events post mild traumatic brain injury

In this study, an animal model of TBI is induced using controlled cortical impact head injury at mild intensity to cause the trauma. The aim of the study is to examine the effect of Complex Enrichment (EC) on cognitive deficits and evaluate the injury-induced epigenetic events and cellular damage associated with mild traumatic brain injury.

Co-PI: Elie Al-Chaer

Funding: MPP-RFA

Status: Ongoing.

Principal Investigator: Hala Darwish

Longitudinal effect of Vitamin D3 replacement on cognitive performance and MRI markers in Multiple Sclerosis patients: A single-Blind Randomized Clinical Trial

This is a longitudinal single blind randomized trial to test the effects of high compared to low dose Vitamin D3 supplementation on cognitive performance at 6 and 12 months, and MRI measures of 12 months duration.

Co-PI: Samia Khoury, Nabil El Ayoubi, Salem Hannoun

Funding: MPP

Status: IRB review.

Principal Investigator: Hala Darwish

Environmental Enrichment and Exercise (EE+Ex) affects object recognition, spatial learning and memory, and epigenetic events post severe traumatic brain injury

Severe Traumatic Brain Injury (TBI) survivors suffer from persistent cognitive deficits. Similarly, long-term recognition, temporal order and spatial learning and memory deficits follow experimentally induced severe TBI in rats. Therapies such as environmental enrichment (EE) and exercise are promising and enhance memory functions post severe TBI. However, few studies have examined epigenetic, astrocytic changes in relation to memory functions after EE and exercise. Severe TBI using controlled cortical impact head injury in mice will be used. After 14 and 21 days of EE coupled with daily exercise, spontaneous object recognition, temporal order and spatial learning and memory will be assessed using an open field and Morris water maze. Neurogenesis, epigenetic events and astrocytes changes will be measured using immunohistochemistry labeling and quantitative real time PCR. Decreased memory impairment and increase in neurogenesis in the experimental group compared to controls is expected; in addition to an elevation in the number of astrocytes as well as up-regulation in GFAP and Vimentin expression. Decreased DNA methylation and increased histone acetylation in the hippocampus are expected as well. Controlling and modifying the severe TBI survivors' environment as well as exercise to stimulate and restore sensory, motor and cognitive function is of great clinical importance.

Co-investigator: Firas Kobeissy
Funding: CNRS
Status: Pending funding from CNRS.

Principal Investigator: Hassan Dhaini
N-Acetylation Traits as Effect Modifiers of the Association between Smoking- based Arylamine Exposure and Tumorigenic Outcome in Lebanese Urothelial Bladder Cancer Patients
The study aims to investigate a potential association between smoking and tumorigenic outcome in urothelial bladder cancer patients, as well as to examine the modifying effect of metabolic N-acetylation traits. This study is expected to improve our understanding of the etiology of bladder cancer. We anticipate providing evidence in support of a gene-environment interaction that may underlie the unusually high incidence of bladder cancer in Lebanon.
Co-investigator: Souha Fares
Funding: URB
Status: Data collection in progress.

Principal Investigator: Suzanne R. Dhaini
Implicit Rationing of Nursing Care among Lebanese Patients (Rational) – A Longitudinal Study on the Variations, Trends, Predictors, and Outcomes of Rationed Nursing Care
The purpose of this study is to investigate the variations and trends of rationing of nursing care on a shift-level basis over time on medical, surgical and pediatric units in a Lebanese university affiliated hospital and its association with work environment factors, as well as nurse and patient outcomes.
Co-investigator: Michael Simon, Dietmar Ausserhofer, **Nuhad Dumit, Huda Abu-Saad Huijer**
Funding: MPP
Status: Data Collection.

Principal Investigator: Nuhad Dumit

Analyzing the Antecedents of Nurses Absenteeism in Medical Centers in Lebanon

The main aim of this study is to examine sickness absences at major medical centers across the country in terms of prevalence, nature, causes, trends, frequency, cost, and impact on services provided. Another aim is to explore reasons for sickness absence in order to recommend and implement appropriate intervention(s) for effective absence management. A third aim is to validate the JOINT model created in a systematic literature review (article published) by the investigators.

Co-investigator: Lina Daouk Oyry

Funding: Evidence-based Healthcare Management Unit, AUB

Status: Ongoing.

Principal Investigator: Nuhad Dumit

Assessing Basic and Continuing Education Learning Needs of Nurses in Lebanon

The purpose of the study is to identify the basic and continuing education learning needs and preferred ways of learning of bedside nurses in Lebanese hospitals. It is expected that the results of this study will inform the design of basic and continuing education programs that can be tailored to the needs of bedside nurses. This study is being done in collaboration with the Order of Nurses in Lebanon and nursing faculty members from the University of Saint Joseph, University of Balamand, and Lebanese University.

Co-investigators: Souha Fares, Marie Therese Sabbagh, Mireille Najjar, Gisel Hajal, Vicky Jubran

Funding: In-kind support from the Order of Nurses in Lebanon

Status: Data analysis in progress.

Principal Investigator: Nuhad Dumit

Exploring continuing education learning needs of nurse managers in Lebanon

The overall aim is to assess the continuing education needs of nurse managers in Lebanon

Co-investigator: Souha Fares

Funding: URB

Status: Data analysis in progress.

Principal Investigator: Nuhad Dumit

The Impact of the Syrian Refugee Crisis on Nurses and the healthcare system in Lebanon

The main purpose of this study was to assess the impact of the Syrian refugee crisis on the healthcare system and on nurses in particular as voiced by nurses themselves.

Co-Investigators: Gladys Honein, Suzanne Dhaini, Nathalie Richa

Funding: None

Status: Qualitative data collection completed; quantitative data collection method and instrument is being planned.

Principle Investigator: Souha Fares

The first Arabic version of the Actual Scope of Nursing Practice Scale: Psychometric Evaluation

The purpose of this study was to review the psychometric properties of the Arabic version of the Actual Scope of Nursing Practice Questionnaire (A-ASCOP).

Co-investigators: Lina Younan, Michael Clinton.

Funding: no funding

Status: Article submitted for publication.

Principle Investigator: Souha Fares

Abnormal Blood Pressure Complexity and Fluctuation: An Indicator of Vascular Disease Independent of Blood Pressure

The research proposal is focused on the use of non-conventional blood pressure variability (BPV) metrics (complexity measures and detrended fluctuation analysis exponents) to examine the potential role of this novel cardiovascular risk factor in the

adult Lebanese population. Our primary objective is to determine the effect of weight loss through bariatric surgery on blood pressure dynamics in obese and morbidly obese normotensives (No-HTN), pre-hypertensive (pre-HTN) and hypertensive patients (HTN). We also aim to show that beat-to-beat BP complexity and fluctuation metrics will provide superior discrimination between No-HTN, pre-HTN and HTN subjects, and will differ for demographic sub-cohorts. Another objective is to quantify the impact of BPV on the normal and shear stresses at the walls of the blood vessels.

Co-investigators: Kamal Badr, Bassem Safadi and Issam Lakkis

Funding: MPP

Status: IRB approval.

Principal Investigator: Laila Farhood

Promoting Psychosocial and Mental Healthcare through Community-based Educational Workshops for Teachers and Parents: A Follow-up to Mental Health Assessments in Civilians Exposed to Traumatic Events of War in the South of Lebanon

This intervention study employs a quantitative, quasi-experimental pre-post design in which community-based educational programs with teachers and parents were implemented in two schools in South Lebanon. The study consisted of two phases. In the first phase audio taped focus groups with teachers and parents were conducted in order to identify their attitudes and beliefs towards mental illness, symptoms and treatment (this paper was published in JTN). Based on the identified themes, community-based educational programs with the same sample were implemented. Mental health educational workshops were conducted by mental health professionals in psychiatry and psychology over the course of six weeks (two per weekend) in one venue at Marjeyoun National School. Both teachers and parents participated in the workshops, which sought to address various topics on mental health and psychosocial care. The efficacy of this intervention was assessed by comparing scores on PTSD, General Health, Strengths and Difficulties, and Attitudes Towards Mental Illness Questionnaires prior to and after its implementation, as well as at 1.5 year follow up.

Co-investigators: Fadi Maalouf, Myrna Doumit and **Souha Fares**

Funding: MPP and URB

Status: Data collection done, 2 papers in press, another in progress.

Principal Investigator: Laila Farhood

An Investigation of War Trauma Experiences and Post-Traumatic Stress Reactions in a South Lebanese Civilian Sample: How Does Gender Fit in the Equation?

This study is part of a bigger one assessing PTSD, Depression and other psychiatric morbidities and their mediating factors in a civilian population exposed to war. The study aimed to assess gender differences in: (1) PTSD prevalence; (2) reported trauma types; (3) reported clusters of symptoms of trauma; and (4) risk factors associated with PTSD. These findings, in turn, enabled us to draw different PTSD symptom, trauma-vulnerability, and risk factor profiles for civilian men and women exposed to war traumas. These profiles would yield insight on alternative assessment and intervention strategies that are sensitive to both genders and strategies that are not necessarily considered in today's approach to PTSD assessment and intervention.

Co-investigators: Souha Fares, Carmen Hamady

Funding: MPP, URB

Status: Manuscript submitted. SPPE (Social Psychiatry + Psychiatric Epidemiology) Under review.

Principal Investigator: Fouad Fouad

Informal Provision of Health Services for Syrian Refugees in Lebanon

This project aims to conduct a mapping of the informal community-led health initiatives within the Syrian refugee population in Lebanon, and to understand how they are coping with the humanitarian assistance gap to cover their needs.

Co-Investigators: Gladys Honein, Lamis Jomaa, Mona Osman, Nasser Yassin, Shadi Saleh

Funding: CRS

Status: Data collection.

Principal Investigator: Ghada ElHajj Fuleihan

Capacity Building in Chronic Non-Communicable Diseases at the American University of Beirut: A Programmatic Multidisciplinary Curriculum Based on Interfaculty Approach

This training grant aims at building research capacity in chronic, non-communicable diseases and disorders across the lifespan. The grant includes a short-term certificate program, medium-term mentoring of thesis, and long-term training through a master's degree in clinical research. This program involves the Faculty of Medicine, HSON, the Faculty of Health Sciences, and the Faculty of Agricultural and Food Sciences.

Co-investigators: Huda Abu-Saad Huijer, Robert Habib, Nahla Hwalla, Abla Mehio Sibai, and US collaborator Christos Mantzaros

Mentors: Huda Abu-Saad Huijer, Monique Chaaya, Ghada El-Hajj Fuleihan, Robert Habib, Nahla Hwalla, Ayad Jaffa, Mona Nabulsi, **Samar Noureddine,** Omar Obeid, Abla Sibai

Co-mentors: Hala Darwish and **Nuhad Dumit**

Funding: NIH and Fogarty International. Grant # PAR-10-257: Chronic, Non-Communicable Diseases and Disorders across the Lifespan (D 43)

Status: Ongoing. Four cohorts including HSON junior faculty and MSN students have completed the SHARP summer certificate program on an annual basis.

Principal Investigator: Gladys Honein

User acceptance of electronic patient portal (EPP) for self-management of diabetes and chronic high blood pressure at the Family Practice Clinic of the American University of Beirut, Lebanon

The aim of this study is to explore the demographic characteristics, the perceived ease and usefulness, the subjective and social norms of potential users of Electronic Patient Portal at the American University of Beirut Medical Center-Family Practice Clinic

Co-researchers: Dr. Joumana Antoun

Funding: MPP

Status: Data analysis and manuscript preparation.

Principal Investigator: Gladys Honein

Is there a need for a guideline regarding anaphylaxis management for nurses working in schools and daycares in Lebanon?

The aim of this study is to assess the Lebanese school nurses' current practices in the management of anaphylaxis reaction and to explore their perceived need for a protocol to manage anaphylaxis reaction.

Co-investigator and responsible for the design of the study: Tamar Avedissian

Funding: Order of Nurses in Lebanon

Status: Data analysis and manuscript preparation.

Principal Investigator: Gladys Honein

Towards a Family-Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce.

In this study, our aim is to gather evidence based on actual practices to evaluate and scale up the primary care workforce in support of implementing family practice in the EMRO region. In this report, the main focus is describing the nurses' and midwives' roles as part of an inter-disciplinary team and the factors that influence these roles.

Co-investigators: T. Avedissian, M. Arevian, E. Dyer

Funding: World Health Organization, Eastern Mediterranean Office

Status: Report submitted in July; Manuscript will be submitted to Eastern Mediterranean Health Journal on health workforce.

Principal Investigator: Gladys Honein

Community Health Assessment of Needs and Continuous Empowerment (CHANCE) – An experience-based co-design approach

To assess the learning needs of community-based nurses and to develop an intervention training program to address the top priority learning need.

Co-Investigators: Nuhad Dumit, Nathalie Richa, **Mary Arevian, Tamar Avedissian,** Bahia Abdallah

Funding: URB

Status: Awaiting IRB approval.

Principal Investigator: Gladys Honein

Exploring the benefits and drawbacks of a new approach for managing conflict of interest in guideline development

The Canadian guideline for use of opioids in chronic non-cancer pain used an innovative approach for the management of financial and intellectual conflicts of interest, which was to have a team of unconflicted clinician-methodologists serving on the voting guideline panel, and to have a team of content experts, including individuals with financial and/or intellectual conflicts of interest, to guide the panelists and provide content expertise. This study aims to explore the benefits and drawbacks of this approach, and whether it could serve as a potential model for managing important aspects of conflict of interest in future guidelines.

Co-Investigators: Elie Akl, Samantha Craigie, Jason Busse, Justin Ho, Gordon Guyatt

Funding: None

Status: Data collection.

Principal Investigator: Gladys Honein

Patients' Perceptions of Nurses and Physicians' Listening Behaviors, Education, and Empathy

The purpose of this study is to understand the ways in which medical/surgical patients, during hospital stay at AUBMC recognize, identify and understand, the ways in which bedside nurses and physicians' behaviors conveyed aspects of communication (listening versus the absence of listening; empathy projected, interpersonal skills and education provider by nurses and physicians). The objective of this study is to assess the patients' perception regarding communication by the physician and nurse and how this affects patient experience and satisfaction.

Co-investigators: Ahmad Diab, Lama AlJurdi

Funding: None

Status: Research proposal as part of NAP.

Principal Investigator: Fadi El-Jardali

Barriers and facilitators to the implementation of health benefit packages in low- and middle-income countries: a systematic review

The objective of this study is to systematically review the evidence on the barriers and facilitators to the implementation of health benefit packages in low-income and middle-income countries. Specifically, we will focus on health benefit packages that are implemented through community-based health insurance schemes or by a country's Ministry of Health via primary healthcare or contracted out to nongovernmental organization.
Co-investigators: Fadi El-Jardali, Racha Fadlallah, Aref Daouk, Rana Rizk, Nour Hemadi, Ola ElKebbi, Aida Farha, **Gladys Honein,** Elie Akl.
Funding: Alliance for Health Policy and Systems Research, World Health Organization
Status: Submitted for publication Health Policy and Planning.

Principal Investigator: Lamis Joumaa
Perceptions and Experiences of Community Workers and Syrian Refugees towards Community Kitchens in Lebanon: A Qualitative Study
This research aims at exploring the perceptions and experiences of Syrian refugees and community workers towards community kitchens in Lebanon and identifying the factors associated with the success and sustainability of these kitchens.
Co-investigators: Gladys Honein, Shady Hamadeh, Nadiya Ibrahim
Funding: None
Status: Manuscript preparation.

Principal Investigator: Lina Kantar
Preceptor-Driven Clinical Teaching in Undergraduate Nursing Education: A Cognitive Task Analysis Research
This study aims at understanding the nature of clinical teaching rendered by preceptors to undergraduate nursing students in practice settings, and at exploring the pedagogical principles and educational processes that preceptors employ to impact student learning. The descriptive, qualitative, multiple-case study design, guided by the cognitive task analysis research technique, will be used to gain insights into how the preceptors provide direct clinical instruction to undergraduate nursing students.
Co-investigator: Sawsan Ezzeddine
Funding: URB
Status: Data collection.

Principal Investigator: Lina Kantar

Preceptors' Perspectives on their Teaching Practice: Implications for Academia and Service

This study aims at exploring the experiences of preceptors in the clinical teaching of nursing students, to assess their educational needs and preparedness for teaching. The qualitative, focus group interview will be used to gain insights into the experiences of 30 clinical preceptors, situated in three recognized health care facilities in Beirut. The emergent themes will guide both academia and service into the development of a curriculum targeting the teaching behaviors and teaching practices of preceptors.

Co-investigator: None

Funding: Center for Teaching and Learning – AUB (2017-18)

Status: IRB approval.

Principal Investigator: May Khoury

Palliative care: Educational Intervention for Nurses in Lebanon: An Attempt The purpose of this study is to assess the effectiveness of Palliative Care continuing educational intervention for registered nurses at the American University of Beirut Medical Center; and to recommend future educational programs.

Co-investigators: Mary Arevian, Suha Fares and Ghina ElKhatib

Funding: None

Status: Data analysis in progress.

Principal Investigator: Samia Khoury

Microglial activation and neural stem cells cross talk post Traumatic Brain Injury

Microglia are macrophage cells in the Central Nervous System, at the front line of CNS immunological defense. They play an important role in Mild Traumatic Brain Injury (mTBI) which may be beneficial or detrimental depending on their state of activation. This project aims to:

1. Evaluate spatio-temporal activation of microglia cells and the role of microglial activation at 2, 7 & 35 days post-TBI, in rodents.

2. Characterize the behavioral deficits post TBI and correlate outcomes with neural injury and immunological indices.

Co-Investigators: Hala Darwish and Firas Kobeissy
Funding: Office of Naval Research – US Department of Defense (DOD)
Status: Ongoing.

Principal Investigator: Firas Kobeissy
Dual Neurotherapeutic Effects of Docosahexaenoic Acid (DHA) and Arachidonic Acid (AA) with Neonatal Neural Stem Cell transplantation Post Traumatic Brain Injury
Based on our preliminary results obtained on DHA-NSCs work we hypothesize that neonatal NSCs transplantation in combination with AA with or without DHA injections would ameliorate brain damage and promote functional recovery.
Co-Investigators: Hala Darwish
Funding: MPP
Status: Ongoing.

Principal Investigator: Firas Koubaissy
A novel neurotherapeutic approach for neural stem cell delivery using injectable GelMA hydrogel for brain tissue repair post traumatic brain injury
Based on our preliminary results obtained on DHA-NSCs work we hypothesize that neonatal NSCs transplantation in combination with AA with or without DHA injections would ameliorate brain damage and promote functional recovery.
Co-investigators: MD Anwarul Hasan, **Hala Darwish**
Funding: Farouk Jabre Interfaculty Award
Status: Ongoing.

Principal Investigator: Tamara Lotfi
The Global Evidence Synthesis Initiative (GESI) Needs Assessment
This study aims at better understanding the needs of the GESI Network centers.
Co-investigators: Gladys Honein, Cynthia Rizkalla, Elie Akl
Funding: GESI
Status: Data analysis in progress.

Principal Investigator: Angela Massouh

Determinants of Self-care in a sample of Lebanese Patients with Heart Failure

The primary purpose of this study is to describe self-care behaviors and their determinants in a sample of Lebanese patients with HF and subsequently make recommendations for interventions to promote self-care among this vulnerable patient population. The specific aim of this study is to describe the relationships among clinical and sociodemographic characteristics, functional ability, and psychological status and self-care in a sample of Lebanese patients with heart failure.

Co-investigators: Huda Abu-Saad Huijer, Paula Meek

Funding: URB

Status: Finalized.

Principal Investigator: Farah Naja

Barriers and opportunities for enhancing subject recruitment and retention in mother and child cohort studies: Findings from the MINA cohort

In this study, we aim at investigating barriers and challenges to participation in cohort studies from the perspectives of both study participants as well as staff members carrying the immediate responsibility of subjects' recruitment.

Co-investigators: Gladys Honein, Ghina Ghazeeri, Lara Nasreddine

Funding: Qatar National Research Fund (QNRF) under the National Priorities Research Program (NPRP)

Status: Manuscript preparation.

Principal Investigator: Samar Noureddine

Validation of an Arabic version of the Minnesota Living with Heart Failure Questionnaire

The aim of this study is to test the psychometric properties of the Minnesota Living with Heart Failure Questionnaire used to measure quality of life in a sample of 210 outpatient diagnosed with heart failure recruited from the cardiology clinics and echocardiography lab at AUBMC. Patients will be interviewed using the questionnaire and the PHQ-9 for depression.

Co-nvestigators: Hussain Ismaʻeel, Hani Tamim, Mariam Zahweh and Hadi Skouri

Funding: None

Status: Data collection in progress.

Principal Investigator: Samar Noureddine

Resuscitation in the Intensive Care Unit: A survey of Physicians in Lebanon The aim of this study is to explore the practices, attitudes and challenges experienced by intensive care physicians related to in-hospital resuscitation. Lim esurvey methodology was used to administer the survey online to 196 members of the Lebanese Society of Critical Care Medicine. Results will inform development of a national policy on cardiopulmonary association.

Co-investigators: Ahmad Husari, Mira Obeid, Hussain Ismaʻeel

Funding: None

Status: Data collection in progress.

Principal Investigator: Samar Noureddine

Health Promotion using Social Media in Lebanon

The aim of this randomized controlled trial is to test the efficacy of a 3-month behavioral dietary and physical activity (PA) intervention, supported by social media, in promoting adherence to the Lebanese Mediterranean diet and regular moderate PA among overweight and obese individuals. The specific aims are: 1) To test the feasibility, acceptability and preliminary efficacy of a culturally sensitive behavioral intervention on dietary consumption, and physical activity supported by social media in obese and overweight adults; 2) To investigate the effect of the intervention on blood pressure, total cholesterol, LDL, HDL, triglycerides, and fasting blood sugar; 3) To investigate the effect of the intervention on psychosocial determinants of dietary and physical activity behaviors, namely the knowledge of healthy diet, dietary outcome expectancy, physical activity outcome expectancy, dietary self-efficacy, physical activity self-efficacy, dietary intention and physical activity intention; and 4) to investigate the feasibility and acceptability of Facebook and WhatsApp as supplementary delivery modes of the Health Promotion intervention.

Co-investigators: Lara Nasreddine, Marco Bardus, Suha Fares, Hussain Ismaʻeel.

Funding: Collaborative Stimulus Research grant

Status: Submitted to the Collaborative Stimulus Research grant; pending approval.

Principal Investigator: Samar Noureddine

Survey of Paramedic Personnel on Attitudes and Practices Related to Resuscitation of Out of Hospital Cardiac Arrest Victims in Lebanon

This study surveyed 258 emergency medical technicians from all over Lebanon about their practices and the challenges they face regarding resuscitation of out of hospital cardiac arrest victims.

Co-investigator: Mohamad Hussein Haidar, Mazen El Sayyed, Hussein Ismaeel

Funding: None

Status: Manuscript under review by the Journal of Emergencies, Trauma, and Shock.

Principal Investigator: Samar Noureddine

Smoking behavior after hospitalization with a coronary event

The aim of the observational longitudinal study is to examine the rates of smoking cessation and relapse following hospitalization with an acute coronary event. A number of psychosocial predictors of cessation and relapse are also investigated.

Co-investigator: Habib Dakik, **Angela Massouh**

Funding: None

Status: Manuscript under review by Nursing Research.

Principal Investigator: Samar Noureddine

Survey of the knowledge, attitude and practices related to out of hospital resuscitation among nurses in Lebanon

The aim of this study is to examine the knowledge, attitude and practice of nurses in Lebanon related to out of hospital cardiopulmonary resuscitation. A second aim is to identify factors associated with the willingness of nurses to attempt resuscitation outside the hospital setting. The study uses a descriptive quantitative design. A total of 770 nurses will be recruited, including 556 nurses from a sample of 30 hospitals randomly selected from the 5 governorates, and 204 nurses working in all the primary health care centers in the country. A self-administered questionnaire developed for this study and validated by experts in resuscitation will be mailed to the nurses. The items address training received by nurses in resuscitation and their related knowledge, experience and attitudes regarding out

of hospital cardiac arrest resuscitation, and the perceived importance of factors that may influence the nurse's decision to attempt resuscitation outside the hospital setting, in addition to demographic questions.
Co-investigator: Tamar Avedissian, Nina Khatib, Joanna Irani
Funding: Order of Nurses in Lebanon
Status: Ongoing.

Principle Investigator: Saif Al-Qaisi
The Ergonomic Benefits of a Laterally-Tilted Operating Room Table and Friction-Reducing Devices when Laterally Transferring Patients to a Stretcher. The objectives of this research study are: (1) to examine the effects of the OR table's lateral angle (flat vs tilted) on the physical load acting on the nurse, using an electromyography (EMG) device and subjective ratings of perceived exertion; and (2) to compare three types of friction-reducing devices at both table angles and determine the most-effective combination for reducing physical load on nurses.
Co-investigators: Adnan El Tannir, **Lina Younan,** Roland Kaddoum
Funding: None
Status: IRB approval secured. Data collection to be started.

Principal Investigator: Hani Tamim
Assessment of Traumatic Brain Injury in Lebanon: A Retrospective Cohort Study
The aims of this study are to assess the burden and magnitude of TBI in Lebanon through estimating the period prevalence, demographics of patients, types and mechanisms of injuries and to assess clinical outcomes of TBI patients and to evaluate hospital management of TBI after classifying them into mild, moderate or severe groups, based on clinical judgment and CT findings as per 2014 CDC guidelines.
Co-investigators: Hala Darwish, Firas Kobaissy, Mazen El Sayyed
Funding: MPP
Status: Data collection.

Principal Investigator: Kathy Wood

Symptom Measurement in Patients with Arrhythmias

The aim of this prospective cross-sectional survey is to evaluate the number and incidence of clinical symptoms and depression, as well as the impact of symptoms on patients living with a variety of arrhythmias. Gender differences in symptom perceptions was also examined in a sample of 100 patients with arrhythmias recruited from the cardiology clinic at AUBMC.

Co-investigator: Marwan Refaat, **Samar Noureddine,** Mostafa Hotait

Funding: Duke University

Status: Manuscript in preparation.

Principal Investigator: Ahmad AlYazbi

Modulation of metabolic stress-induced neuro-inflammation by oral anti- diabetic drugs: A proposed role for activation of autophagy

Metabolic syndrome (MetS) remains a public health challenge with significant increase in diabetes and cardiovascular disease risk. A less studied consequence of MetS is the ensuing central nervous system (CNS) inflammation. Recent evidence suggests an association between neuro-inflammation in MetS with cognitive impairment. With a high incidence of diabetes in Lebanon, as estimated by the International Diabetes Federation, a significant proportion of the population would be at risk of developing detrimental cognitive consequences of metabolic stress. Thus, studying the mechanistic link leading to neurobehavioral consequences in metabolic disorders becomes of great local public health value. Additionally, recent introduction of new anti-diabetic agents with presumed pleiotropic effects on the associated inflammatory processes sets the stage for further investigation of the potential CNS protective effect of these drugs in the context of MetS.

Our intent in this proposal is to use a newly developed rat model of metabolic stress to investigate behavioral changes occurring in the context of the pre-diabetes, study the underlying pathology, and examine the effect of early treatment with some of the anti-hyperglycemic drugs with presumed benefit.

Our goal is to identify targets for early therapeutic interventions and uncover the mechanism for potential corrective effects of oral anti-hyperglycemic drugs.

Co-investigators: Hala Darwish, Firas Kobeissy

Funding: CNRS

Status: Pending funding from CNRS.

Principal Investigator: Lina Younan

How Nursing Work Is Organized in Lebanese Hospitals and Its Effects on Nurses' Wellbeing

The study investigates the relationship among three important variables that are not usually explored together: organization of nursing work, fatigue and musculoskeletal injuries. The sample includes 3,157 nurses working in acute care units located in 39 hospitals across the five districts of Lebanon. The knowledge to be generated from this study will help nurse administrators and regulators identify:

1. The delivery models of nursing care in use in Lebanese hospitals and their prevalence.
2. The types of activities that nurses actually perform and accordingly delineate the real scope of practice of nurses with different educational levels.
3. Nursing staffing patterns in Lebanese hospitals (mainly nurse-to-patient ratios, staff-mix, and educational level of RNs,) and compare them to international standards.
4. The relationships between level of nurses' professional education, nursing staffing patterns, models of nursing care and the incidence of nursing fatigue and musculoskeletal injury among nurses.

Co-investigators: Michael Clinton, Fadi El-Jardali, Helen Samaha, **Souha Fares**

Funding: URB

Status: Data analysis in progress.

Principal Investigator: Lina Younan
The Translation and Cultural Adaptation of an Instrument to Measure the Actual Scope of Nursing Practice
Information on the scope of nursing practice is urgently needed in the Eastern Mediterranean region to help policy makers and directors of nursing develop informed workforce plans. This study validated the Arabic translation and cultural adaptation of a research instrument that measures the actual scope of nursing practice.
Co-investigators: Michael Clinton, Helen Samaha, **Souha Fares**
Funding: HSON seed money
Status: Manuscript submitted for publication.

B. SCHOLARLY PUBLICATIONS 2016

1. Abou Omar T., Sukhn C., **Fares S.,** Abiad M., Habib R. and Dhaini H. (June 2017). Bisphenol An exposure assessment from olive oil consumption. Environmental Monitoring Assessment. 189:341 DOI 10.1007/s10661-017-6048-6

2. Abou El Hassan H., Abou Abbass H., Bahmad H., Zhu R., Zhou S., Dong X., Hamade E., Atweh S., **Darwish H.,** Zibara K., Mechref Y., Kobeissy F. Glycomic and neuroproteomic alterations in experimental TBI: Comparative analysis of aspirin and clopidogrel treatment. Brain Injury, 31, no 6-7, pp. 788-789.

3. **Abu-Saad Huijer H.** Looking Forward; HSON Facts & Figures. July 2017 (booklet).

4. **Abu-Saad Huijer H.** Rafic Hariri School of Nursing at AUB; Facts & Figures. AUB Alumni Association Abu-Dhabi 30th Gala Book, pp. 86-102.

5. **Abu-Saad Huijer H.,** Noureddine S., Deek H. Nursing and Midwifery Research in the Eastern Mediterranean Region (EMRO). Report submitted to WHO EMRO, 2017.

6. **Abu-Saad Huijer H.,** Fares S., French D. The Development and Psychometric Validation of an Arabic-language Version of the Pain Catastrophizing Scale (PCS-A). Pain Research & Management, Volume 2017, Article ID 1472792, 7 pages. https://doi.org/10.1155/2017/1472792

7. **Adra M.,** Hopton J., Keady J. (2017). "Nursing Home Quality of Life in the Lebanon," Quality in Ageing and Older Adults, Vol. 18 Issue: 2, pp. 145-156.

8. **Assaf G.,** Holroyd E., Lopez V. Isolation and prayer as means of solace for Arab women with breast cancer: An in-depth interview study. Psycho-Oncology. 2017. https://doi.org/10.1002/pon.4402

9. Assaf G., **Noureddine S.,** Kouyoumjian S., ElKhoury J. (November 2017). Medical Students' Knowledge, Attitudes and Practices of Substance Use in Lebanon: A Cross Sectional Survey. Accepted by the Eastern Mediterranean Health Journal, 23 (10), 735-744.

10. Baxter N., Daly C., Sutradhar R., Qing L., **Honein G.,** Richardson D., Giudice L., Tinmouth J., Paszat L., Rabeneck L. Do primary care provider strategies improve patient participation in colorectal cancer screening? The American Journal of Gastroenterology, February 2017. Volume 112, Issue 2. doi: 10.1038/ajg.2017.4

11. Bou-Karroum L., El-Jardali F., Hemadi N., Faraj Y., Ojha U., Shahrour M., Darzi A., Ali M., Doumit C., Langlois E., **Honein G.,** Akl E. Using Media to Impact Health Policy-Making: An integrative systematic review' accepted for publication, March 2017, Implementation Sciences. 2017 Apr 18;12(1):52. doi: 10.1186/s13012-017-0581-0.

12. **Clinton M.E.,** Younan L. & Fares S. Multidimensional analysis of the Arabic version of the Actual Scope of Nursing Practice Scale. Journal of Nursing Measurement. Accepted for publication August, 2017.

13. **Clinton M.E.** (2017) Why Syrian refugees living in informal settlements in the Levant need the same research protections as U.S. prisoners. International Journal of Evidence-Based Practice, 15(1), 1–2. doi: 10.1097/XEB.0000000000000101

14. **Clinton M.E.** & Springer R.A. (2017). Representation, archaeology and genealogy: Three "spatial metaphors" for inquiring into nursing phenomena with Foucauldian discourse analysis. Nursing Philosophy. doi: 10.1111/nup.12166

15. **Clinton M.E.** & Tchaparian H. Rasch analysis of Lebanese nurses' responses to the Occupational Fatigue Exhaustion Recovery (OFER) Scale. Journal of Nursing Measurement. 25(3), 459–475. http://dx.doi.org/10.1891/1061-3749.25.3.459

16. **Darwish H.,** Haddad R., Osman S., Ghassan S., Yamout B., Tamim H. and Khoury S. Effect of Vitamin D Replacement on Cognition in Multiple Sclerosis Patients. Scientific Reports. Scientific Reports 7, Article number: 45926 (2017) doi:10.1038/srep45926

17. Deek H., Chang S., Newton P.J., **Noureddine S.,** Inglis S.C., AlArab G., Kabbani S., Chalak W., Timany N., MacDonald P.S., Davidson P.M. (2017). An evaluation of involving family caregivers in the self-care of heart failure patients on hospital readmission: Randomised controlled trial (the FAMILY study). International Journal of Nursing Studies, 75, 101–111. http://dx.doi.org/10.1016/j.ijnurstu.2017.07.015

18. Doumit M., **Fares S.** and Arevian M. (July 2017). Women's Knowledge, Practices and Attitudes of Women Towards Breast Cancer in Lebanon. The American Journal of Hematology/Oncology. 13 (7): 21-28

19. Doumit M., **Farhood L.** & Hamady C. (2017). Identifying Mental Health Concerns of Teachers and Parents of Students in a South Lebanese Sample: A Pressing Need. Journal of Transcultural Nursing DOI: 10.1177

20. Doumit M., **Khoury N. M.** (2017) Facilitating and hindering factors for coping with the experience of having a child with cancer; a Lebanese perspective. Journal of psychosocial oncology, 35 (3), 346-361. http://www.tandfonline.com/doi/full/10.1080/07347332.2017.1283654?needAccess=true#WH_QAsjj_CY.email

21. **Dumit N.** (2017). Des infirmières engagées au service de la communauté dans différentes régions au Liban (Éditorial). Revue Francophone Internationale de Recherche Infirmière. Available online 13 September 2017. https://doi.org/10.1016/j.refiri.2017.07.003

22. Eddie D., **Alayan N.,** Conway F. & Bates M. (2017). Anxiety, depression, and stress in a high-risk college environment: Improving heart rate variability and neurocardiac signaling to prevent relapse. Alcohol, 60, 207. DOI: 10.1016/j.alcohol.2017.02.200

23. Fadlallah R., Hemadi N., Morsi R., Abou Samra C., Ahmad A., Arif K., Hishi L., **Honein G.,** Akl E., El-Jardali F. "Barriers and Facilitators to Implementation, Uptake and Sustainability of Community-Based Health Insurance Schemes in Low and Middle Income Countries: A Systematic Review of Narrative Synthesis". International Journal for Equity in Health – IJEH-D-17-00316 (In-Press)

24. Gagliardi A R., **Honein G.,** Stuart-McEwan T., Arnaout A., Seely J., Gilbert J., Wright F C., Dobrow M J., Brouwers M C., McCready D R. 'A mixed methods evaluation of breast cancer diagnostic assessment programs' European Journal of Clinical Oncology (DOI) - 10.1111/ecc.12727)

25. Ghazale H., Ramadan N., Mantash S., Zibara K., El-Sitt S., **Darwish H.,** Chamaa F., Boustany R., Mondello S., Abou-Kheir W., Soueid J., Kobeissy F. Docosahexaenoic Acid (DHA) enhances the therapeutic potential of Neonatal Neural Stem Cell transplantation Post- Traumatic Brain Injury. Behavioural Brain Research. In Press. doi.org/10.1016/jbbr.2017.11.007

26. Hajjar R., Bassatne A., Cheaito M A., Naser El Dine R., Traboulsy S., Haddadin F., **Honein G.,** Akl E. "Characterizing the interaction between physicians, pharmacists and pharmaceutical representatives in a middle-income country: a qualitative study" PLOS ONE. 2017 Sep 12; 12 (9): e0184662. doi: 10.1371

27. **Honein G.,** Stuart-McEwan T., Waddell T., Salvarrey A., Smiley J., Dobrow M J., Brouwers M C., Gagliardi, A R. "How do organizational characteristics influence team work and service delivery in lung cancer diagnostic assessment programs?: a mixed methods study" BMJ Open 2017;7: e013965. doi:10.1136/bmjopen-2016-013965

28. **Honein G.,** Hoch J.S., Dobrow M J., Stuart-McEwan T., McCready D R., Gagliardi A R. Cost analysis of breast cancer diagnostic assessment programs. Current Oncology, 2017 Oct;24 (5): e354-e360.

29. Knaul F M., Farmer P E., Krakauer E K., Knaul F M., Farmer P E., **Abu-Saad Huijer H.,** Alleyne GAO, Atun R. The Lancet Commission on Palliative Care and Pain Relief Study Group*. Alleviating the access abyss in palliative care and pain relief-an imperative of universal health coverage: the Lancet Commission report. Lancet, October 12, 2017.

30. Madi D. & **Clinton M E.** Pain and its impact on the functionalability of children treated at the Children's Cancer Center of Lebanon. Journal of Pediatric Oncology Nursing. Accepted for publication: December 12, 2017.

31. Obeid P., **Fares S.,** Farhat G., El-Khoury B., Nassif R., El-Nakat J. and Dhaini H. (February 2017). Mercury health risk assessment among a young adult Lebanese population. Environmental Science and Pollution Research. 24(10):9370–9378. doi: 10.1007/s11356-017-8621-5.

32. AlRajoub B., **Noureddine S.,** El Chami S., Haidar M., Itani B., Zaiter A., Akl E. (2017). Prognostic value of left bundle branch block in patients with acute myocardial infarction. Heart & Lung: The Journal of Acute and Critical Care, 46, 85–91. doi: 10.1016/j.hrtlng.2016.11.002.

33. Springer R A. & **Clinton M E.** (2017) Inquiring into the effects of the corporatized university and its implications for graduate nurse education. Nursing Inquiry. 2017; e12197. https://doi.org/10.1111/nin.12197

34. Sun C., Dohrn J., Oweis A., **Abu-Saad Huijer H.,** Abu-Moghli F., Dawani H., Ghazi C., Larson E. Delphi Survey of Clinical Nursing and Midwifery Research Priorities in the Eastern Mediterranean Region. Journal of Nursing Scholarship, February 8, DOI: 10.1111/jnu.12280.

35. Talih F., Ajaltouni J., **Farhood L.** "Depression and burnout among nurses in a Lebanese academic medical center". Medical Lebanese Journal. In press accepted

36. AlTouby S., Larson E., **Noureddine S.,** Altaweli R., AlNagshabandi E., El Seesy N A A., Fathy N., Abubakar F., Ibrahim R.H. (2017). Building Evidence-Based Practice in Resource Limited Settings: Exemplars of success. Global Journal for Research Analysis, 6(4), 715–9.

Research/Continuing Education Seminars

The HSON Research Committee (RC) organized a series of research seminars. The aim of these seminars is to disseminate the research findings of the HSON faculty and alumni to the AUB community and to get acquainted with other AUB faculty members' research work. The following were invited to share their research findings:

- **Dr. Fadi Zaraket:** March 29, 2017. Title: Information extraction from medical documents
- **Dr. Shadi Saleh:** April 19, 2017. Title: HEALTH 2025
- **Dr. Lamis Jomaa:** November 29, 2017. Title: Nutrition security of refugees during a protracted crisis: The Case of Lebanon

C. EDITORIAL POSITIONS

Huda Abu-Saad Huijer

1994 Ongoing	Associate editor and later member of Editorial Board, International Journal of Nursing Studies
1999 Ongoing	Editorial Board, Journal of Transcultural Nursing
2005 Ongoing	Editorial Board, Journal of Nursing Scholarship
2005 Ongoing	Reviewer, European Journal of Pain
2006 Ongoing	Editorial Board, Japanese Journal of Nursing Science
2008 Ongoing	Reviewer, Lebanese Medical Journal
2009 Ongoing	Reviewer, Pediatric Pain Newsletter, IASP
2011 Ongoing	Reviewer, Journal of Palliative Medicine
2011 Ongoing	Editorial Board, IASP Insight Newsletter
2011 Ongoing	Editorial Board, Nursing Children and Young People
2012 Ongoing	Reviewer, Health Promotion International
2012 Ongoing	Reviewer, Europe's Journal of Psychology

2012 Ongoing Reviewer, Journal of Pain and Symptom Management
2013 Ongoing Editorial Board, Annals of Palliative Medicine
2014 Ongoing Editorial Board, Alexandria Scientific Nursing Journal (ASNJ)

Nour Alayan

2015 Ongoing Reviewer, Journal of Addictions Nursing
2015 Ongoing Reviewer, Japan Journal of Nursing Science

Mary Arevian

2006 Ongoing Reviewer, Journal of Interprofessional Care
2006 Ongoing Reviewer, Journal of Transcultural Nursing
2008 Ongoing Reviewer, Journal of Women's Health
2012 Ongoing Reviewer, The Japanese Journal of Nursing Sciences
2012 Ongoing Reviewer, Journal of Health Promotion International

Michael Clinton

2010 Ongoing Editorial Board, International Journal of Mental Health Nursing, formerly the Australian and New Zealand Journal of Mental Health Nursing
2010 Ongoing Editorial Board, Journal of Psychosocial Nursing and Mental Health Services
2010 Ongoing Editorial Board, Journal of Mental Health
2010 Ongoing Editorial Board, Journal of Ethics in Mental Health
2010 Ongoing Editorial Board, International Journal of Evidence-Based Healthcare
2010 Ongoing Review Panel, Contemporary Nurse
2010 Ongoing Review Panel, Journal of Nursing Measurement
2010 Ongoing Reviewer, Journal of Adolescent Health Michael Clinton

Hala Darwish

2011 – Present Editor, the Institute – The AUBMC Abu Haidar Neuroscience Institute Newsletter
2012 Ongoing Reviewer, Electrophoresis (Peer Reviewed Journal)
2012 Ongoing Reviewer, Journal of Neurotrauma

2012 Ongoing Reviewer, Journal of Clinical Immunology
2013 Ongoing Editorial Board, Frontiers of Neurotrauma
2015 Ongoing Reviewer Plos One

Nuhad Dumit

2008 Ongoing Reviewer, Journal of Nursing Management
2009 Ongoing Reviewer, Journal of Interprofessional Care
2013 Ongoing Reviewer for the BMC Nursing journal by BioMed Central
2014 Ongoing Reviewer, Journal of Clinical Nursing Research
2014 Ongoing Editorial Board, Nursing Management
2016 Ongoing Nurse rater in McMaster Online Rating of Evidence (MORE EBN)

Laila Farhood

2006 Ongoing Editorial Board and Reviewer, Journal of Transcultural Nursing

Gladys Honein

2014 Ongoing Reviewer: British Medical Journal Open access
2015 Ongoing Reviewer: International Journal of Health Policy and Management
2015 Ongoing Reviewer, Women's Health Issues
2015 Ongoing Reviewer, PLOS One
2017 Ongoing Reviewer, Cancer Causes & Control

Lina Kantar

2013 Ongoing Reviewer: Center for Teaching and Learning (CTL), AUB.
2014 Ongoing Reviewer: Nurse Education Today, Elsevier.
2014 Ongoing Reviewer: Nurse Education in Practice, Elsevier.

Samar Noureddine

2016 Ongoing Reviewer, BMC Health Services Research
2016 Ongoing Reviewer, BMC Health Services Research
2015 Ongoing Reviewer, the Lebanese Nursing Journal
2014 Ongoing Reviewer, Sultan Qaboos University Medical Journal

2013 Ongoing	Editorial Board member, European Journal of Cardiovascular Nursing
2013 Ongoing	Editorial Board of the European Journal of Cardiovascular Nursing
2012 Ongoing	Reviewer, Heart & Lung: The Journal of Acute and Critical Care
2011 Ongoing	Reviewer, Journal of Cardiovascular Nursing
2011 Ongoing	Reviewer, Journal of Clinical Nursing
2011 Ongoing	Reviewer, Pan African Medical Journal
2009 Ongoing	Reviewer, International Journal of Nursing Studies
2009 Ongoing	Reviewer, Journal of Nursing Scholarship
2009 Ongoing	Reviewer, European Journal of Cardiovascular Nursing
2009 Ongoing	International Editorial Board of Metas de Enfermiera' Nursing Journal
2008 Ongoing	Reviewer, American Journal of Critical Care
2008 Ongoing	Editorial Board, Journal of Transcultural Nursing

Lina Younan

2014 Ongoing	Reviewer, Journal of Nursing Management
2016 Ongoing	Reviewer for the University Research Board of the American University of Beirut

D. SCIENTIFIC CONTRIBUTIONS AND RESEARCH GRANT REVIEWS

Huda Abu-Saad Huijer

2010 Ongoing	Reviewer of Medical Practice plan, Faculty of Medicine Research Committee, AUB
2014-2017	PhD supervision of Ms. Angela Massouh, University of Colorado, USA

2014-2015 Ongoing	PhD supervision of Farah Chamaa, Department of Anatomy Cell Biology and Physiological Sciences, Faculty of Medicine, AUB
2016 Ongoing	Faculty mentoring of Dr. Rihab Nasr, Department of Anatomy, Cell Biology and Physiological Sciences, Faculty of Medicine, AUB.

Hala Darwish

2011-2017	Reviewer of Medical Practice Plan, Faculty of Medicine Research Committee, AUB

Nuhad Dumit

2009 Ongoing	Reviewer, Western Institute of Nursing conference Abstracts
2011 Ongoing	Reviewer, "Effective Teaching and Learning in Higher Education," organized by the Center for Teaching and Learning (CTL) and IT Academic Core Processes and Systems (IT ACPS), AUB
2012 Ongoing	Reviewer, ICN Congress/conference Abstracts

Laila Farhood

2010 Ongoing	Reviewer of Medical Practice Plan and University Research Board grants, AUB (upon request)
2013-2014	Ongoing MPP/URB funding for the Intervention study "Promoting psychosocial and mental healthcare through community-based educational workshops for teachers and parents: A follow-up to mental health assessment in civilians exposed to traumatic war events in the South of Lebanon".

Gladys Honein

2016 Ongoing	Abstract reviewer, North American Primary Care Group, November 9-12, 2016
2016 Ongoing	International Undergraduate Awards, Nursing and midwifery panel, June 2016

Lina Kantar

2013 Ongoing	Reviewer for: Center for Teaching and Learning (CTL), AUB.

Samar Noureddine

2017	Reviewer of research proposal for the Faculty Advancement Program at AUBMC
2012 Ongoing	Abstract reviewer, Annual Spring Meeting of the Cardiovascular Council of Nurses and Allied Professionals
2011 Ongoing	Reviewer for Sultan Qaboos University, Research and Innovations Department
2010 Ongoing	Reviewer of Medical Practice Plan and University Research Board grants, Faculty of Medicine Research Committee, AUB

E. SCHOLARLY LECTURES

Huda Abu-Saad Huijer

- Abu-Saad Huijer, H. Looking Forward; HSON Facts & Figures. Lecture given at AUB Alumni Association Abu-Dhabi. May 3-5, 2017.
- Abu-Saad Huijer, H. Palliative Care in Lebanon. Basics in Palliative and End-of-Life Care-3. AUB. September 15-16, 2017

Marina Adra

- Adra, M. Nursing Home Quality of Life: A Theoretical Model Integrating the views of Residents, Staff, and Family Members. Presented at 7th International Conference on Geriatrics Gerontology and palliative Nursing, September 4-5, 2017, Edinburgh, Scotland.
- Adra, M. Strengthening Humanitarian Action through the Integration of Older Adults in the Community" A workshop given over 3 days. The audience included 20 participants from Amel Association International, Imam Sadr Foundation, Makassed Foundation and the Young Men Christian YMCA-Lebanon. The workshop was planned in agreement with the Center for Public Health practice- Faculty of Health Sciences, AUB and Help Age through the Regional and External Programs office of AUB. April 25, 26, 27, 2017

Nour Alayan

- Alayan, N. Heart Rate Variability Biofeedback for College Students Recovering From Substance Use Disorder: A Longitudinal Analysis of Craving Changes, June 16th 2017, Rutgers University, USA
- Alayan, N., & Damianos, D. Medication Management Course. United Arab Emirates, September 17-19, 2017

Hala Darwish

- Darwish, H. MS preceptorship for Iraqi Nurses CME program - coordinator and lecture on Advanced pathophysiology of MS and clinical concerns- August 2017
- Darwish, H. Psychology Colloquium at AUB- Improving Cognitive Function after Traumatic Brain Injury (TBI): The Use of Environmental Enrichment and Exercise- October 2017-Invited
- Darwish, H. Second meeting on Neuropsychology - Lebanon memory group for clinical research. The Modified Brief International Cognitive Assessment for Multiple Sclerosis (mBICAMS): Evidence of Validity for the first Arabic version- November 2017

- Darwish, H. AUBMC MS weekly conference- Cognitive performance and physical activity before and early after MS diagnosis- October 2017
- Darwish, H. International Brain Research Organization (IBRO) MENA advanced School and conference on Neurodegenerative Disorders: Translation into clinical neurology. Behavioral assessment techniques of small animals and Vitamin D and MS conference and school in Irbid-Jordan- Lectures to be given via Skype expected on Nov 23-2017.
- Darwish, H. Kaafarani A., Nasrallah L., Karout M. &, Kobeissy, F. Environmental Enrichment and Exercise affects memory and epigenetic events post severe traumatic brain injury. Presented at the annual Society for Neuroscience meeting in Washington DC, 2017. November 12, 2017.
- Darwish, H. Haddad, R. Osman, S. Ghassan, S. Yamout, B. Tamim, H. and Khoury, S. Effect of Vitamin D Replacement on Cognition in Multiple Sclerosis Patients. Poster presentation at the MENACTRIMS-Dubai November 24-25 2017
- Darwish, H. Farran, N. Zeinoun, P. Yamout, B. Khoury, S. Modified Brief International Cognitive Assessment for Multiple Sclerosis (mBICAMS): Towards validating the first Arabic version. Poster presentation MENACTRIMS meeting in Dubai-November 24 -25 2017
- Zeinoun, P. Farran, N. Khoury, S. Darwish, H. Development of the Verbal Memory Arabic Test (VMAT). Poster presentation at the 3rd MENACTRIMS meeting- Dubai November 24-25 2017

Nuhad Dumit

- Invited to speak in a panel discussion addressing "Diabetes in Lebanon, Where are we Standing," organized by the Lebanese Society of Endocrinology, Diabetes, and Lipids in collaboration with the Ministry of Public health, May 5, 2017
- Invited to speak in a panel addressing "the Labor Laws affecting the Palestinian nurses in Lebanon," organized by Issam Fares Institute, AUB, May 4, 2017

- Invited to speak on "Nursing Practice Regulation as a Foundation for Nursing Specialization" during the "5th annual Beirut Breast Cancer Conference" organized by AUBMC, February 10, 2017

- Invited to speak on a panel addressing the judicial session on "Co-Responsibilities between the Surgeon and the Team Worker" during the "20th Spring Lebanese Congress of Surgery" organized by the Lebanese Society for General Surgery, April 28, 2017
- Invited to speak in a stakeholder dialogue on the subject of "Reducing Preventable Preterm" organized by the Knowledge to Policy (K2P) Center at AUB and the Ministry of Health in Lebanon, Thursday April 6, 2017

Souha Fares

- Fares, S. Complexity of nursing activities in the first Arabic version of the Actual Scope of Nursing Practice Scale. A multidimensional scaling approach. Nurses at the Forefront Transforming Care. International Council of Nurses Congress. Barcelona, Spain. May 27 – June 1, 2017
- Fares, S. Data Analysis Methods for Nursing Research. Invited to give a session to the CPDC, April 25, 2017

Laila Farhood

- Farhood, L. attended World psychiatric Association WPA congress October 8-12, 2017, Berlin, Germany
- Farhood, L. (invited symposium), Risk Factors and Mental Health in Female Populations Exposed to Traumatic Events in South Lebanon. Symposium Presented at 7th Int. congress on women's mental Health, March 6-9, 2017, Dublin Ireland.
- Farhood, L. (Invited Symposium), an Investigation of Experienced War Trauma Types, Symptom Clusters, and Risk Factors Associated with Post-Traumatic Stress Disorder in a South Lebanese Civilian Sample: How Does Gender Fit in the Equation? Symposium Presented at 7th Int. congress on women's mental Health, March 6-9, 2017, Dublin Ireland

Gladys Honein

- Honein-AbouHaidar, G N. Introduction to qualitative research. Nursing Advancement Program, Clinical Research Unit, April 13, 2017
- Honein-AbouHaidar, G N. Fiscal management and self-care. Clinical Leadership course. United Arab Emirates, March 7, 2017

Lina Kantar

- Kantar L. A 3-day-course on "Medication Management" offered to nurses in the UAE (February, 2017).
- Kantar L. Seminar on OSCE in Nursing Education: Theoretical Perspectives and Application, offered to the faculty at the HSON on November 11, 2016.
- Kantar L. 'Myths and Truths about investing in Preceptors in Nursing Education'. Paper accepted for presentation at the 44th Annual National Conference of the Professional Nurse Educators Group (PNEG), November 10-12, 2017. Pittsburgh, PA, USA.

May Khoury

- Khoury, M. Poster presentation in 49th Annual Congress of the International Society of Pediatrics Oncology (SIOP 2017), held in Washington, D.C., October 12-15, 2017.
- Khoury, May. History and Evolution of Palliative Care; Philosophy & Principles of Palliative Care and Elements and Models of End-of-Life Care. Basics in Palliative and End-of-Life Care-3. AUB. September 15-16, 2017.
- Khoury, May. Avoiding Compassion Fatigue & Burnout. Basics in Palliative and End-of-Life Care-3. AUB. September 15-16, 2017.

Dina Madi

- Madi, D. "Pain Assessment & Management Workshop," given twice, over three full days at the Continuing Education Center at Sharjah, UAE. 2016-2017

Angela Massouh

- Massouh, A. Hemodynamics Monitoring. Critical Care Conference. Ragheb Harb Hospital. August 2017.
- Massouh, A. Ethics in Critical Care. Critical Care Conference. Ragheb Harb Hospital. August 2017
- Massouh, A. Determinants of Self-Care in a Sample of Lebanese Patients with Heart Failure: A Lebanese Study. American University of Beirut Medical Center Grand Round. July 2017.
- Massouh, A. Educating Asthmatic Patients. Presentation at the "Back to Lebanon: The International Medical Forum" Seminar. Regency Palace Hotel, Adma Lebanon, July 2017.
- Massouh, A. 'Evidence based Approaches to Cardiovascular Care'. Course Coordinator. American University of Beirut Medical Center. January 2016 through March 2017.
- Massouh, A. 'Heart Failure Self-Care Education: Non-pharmacological Management'. Presentation at the Heart Failure Nurse Training Seminar. Lebanon, April 2016.
- Massouh, A. e-CME001 Updates in Critical Care Nursing'. Course director and speaker, Continuing Medical Education, AUB, Lebanon. October 2016.

Samar Noureddine

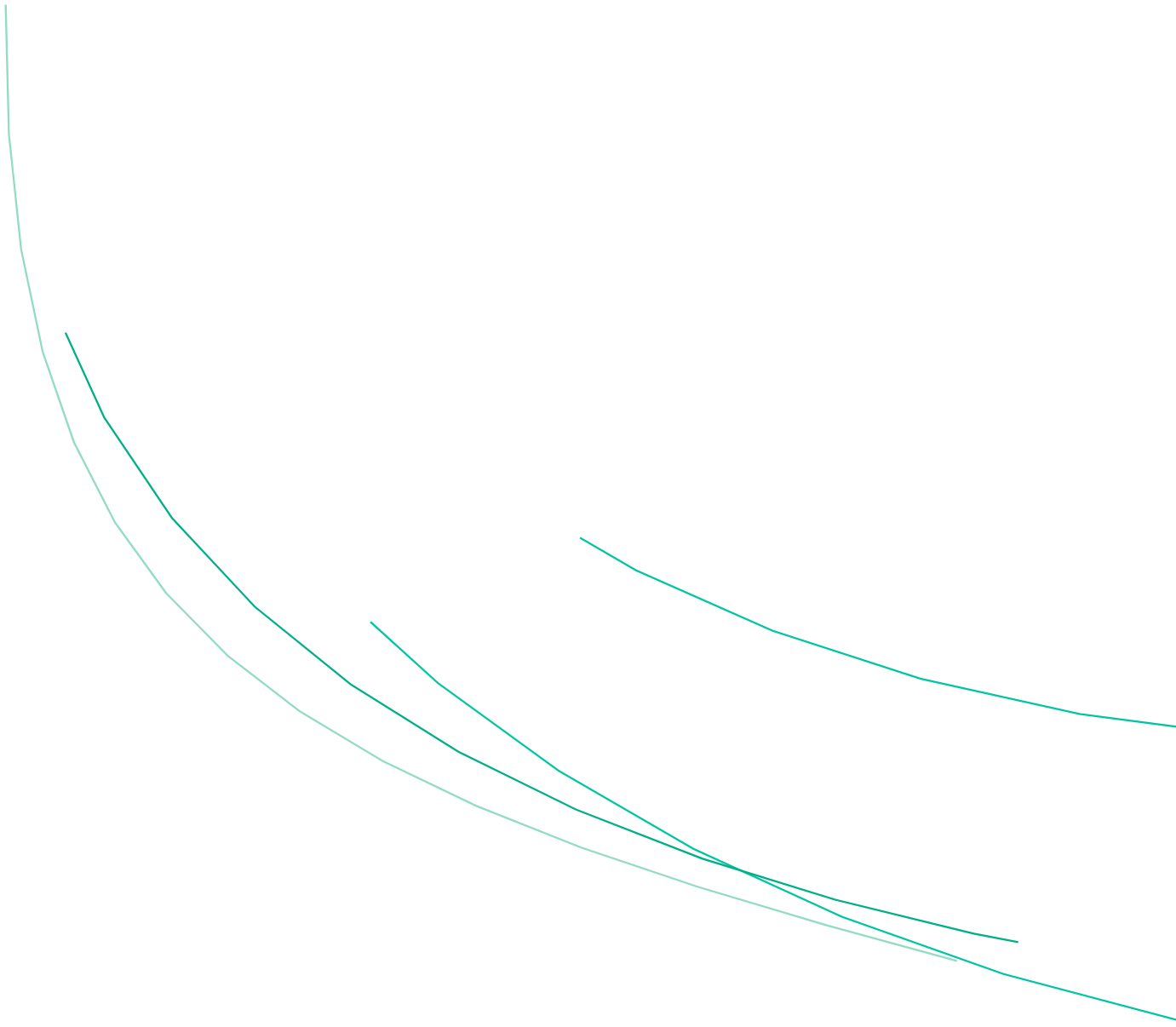
- Noureddine S. Nursing and Midwifery Research in the Eastern Mediterranean Region. Presentation at the third Global Summit on Strengthening Clinical Nursing Research: Moving the Agenda Forward for Nursing and Midwifery Clinical Research Strengthening the Bridge between the Southern/Eastern African and Eastern Mediterranean Regions by Columbia University Global Center, Amman, Jordan, June 25, 2017 **[Invited Presentation].**
- Noureddine S. Smoking in Cardiac Patients: An exemplar of Clinical nursing Research. Presentation at the third Global Summit on Strengthening Clinical Nursing Research: Moving the Agenda Forward for Nursing and Midwifery Clinical Research Strengthening the Bridge between the Southern/Eastern

African and Eastern Mediterranean Regions by Columbia University Global Center, Amman, Jordan, June 24, 2017 **[Invited Presentation].**

- Noureddine S. Factors that Make Patients Continue Smoking after Myocardial Infarction. Presentation at the International Council of Nurses conference in Barcelona, Spain, May 28, 2017.
- Noureddine S. The role of nursing in cardiovascular disease prevention: What does the research evidence show? The 5th International Nursing conference: Scientific Research in the Light of Contemporary Global Changes; Tanta University, Egypt, March 15, 2017 **[Invited keynote address]**.

Lina Younan

- Younan L. Invited by the Order of Nurses to present in the training the trainer program about "Organizational Communication" (2 hrs), August 2017.
- Younan L. Prepared seven presentation as part of a clinical leadership course for UAE nurses, Jan 2017.
- Younan L. Guest speaker on "Financial Planning" to senior BSN students at LAU, February 2017. As part of their Leadership & Management course (2 hrs).



VI. PROFESSIONAL PRACTICE/SERVICE

A. PROFESSIONAL PRACTICE

Huda Abu-Saad Huijer

- Member of the Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP). Ongoing.
- Past President, Chi Iota Chapter, Sigma Theta Tau International Honor Society in Nursing in Lebanon.
- Consultant to WHO EMRO on the Future of Nursing and Midwifery in the Eastern Mediterranean Region.
- Member, Advisory Committee, Center for Research, Training, and Policy in Arab Mental Health, Faculty of Medicine, AUB.
- Member of the Public Advisory Board, Lebanese Society of Family Medicine.
- Vice-President, National Committee on Pain Relief and Palliative Care (Appointed by Minister of Health) and chair of the Research Committee.
- Past president Lebanese Society for the Study of Pain.
- Member, IASP Developping Countries Working Group
- Member, UC Davis, Advancing Pain Relief Education: Anchoring Pain Competencies around the World
- Member of the Scientific Committee, Oxford Global Health Research Congress, St. Hughes College, Oxford.
- Member of the Advisory Board of the Order of Nurses in Lebanon.
- Member of the Association of Dean and Directors of Schools of Nursing in Lebanon.

Marina Adra

- Hariri School of Nursing representative to the National Colloquium Committee. Participated in computerizing the colloquium exam.
- Consultation with the nursing director of Dar Al Ajaza Islamiyah Hospital to select nurse managers and supervisors and help develop leadership skills.

Nour Alayan

- Member, Academic and Curriculum Committee, HSON, AUB
- Member, Learning Collaborative for Adolescent SBIRT in Social Work & Nursing Education, the Non-partisan and Objective Research Organization (NORC) at the University of Chicago, USA

Nuhad Dumit

- President of the Order of Nurses in Lebanon
- Member of the Western Institute of Nursing
- Member of the advisory board of the Faculty of Health Sciences Beirut Arab University
- Member of the Task Force on Lives and Careers of Women Faculty at AUB

Laila Farhood

- Clinical Associate, Department of Psychiatry, Faculty of Medicine. Clinical activities include psychiatric assessment and psychotherapy (individual, couple, and family therapy) in in-patient and out-patient settings.
- Member, American Psychiatric Nurses Association (APNA)
- Member, International Society for Traumatic Stress (ISTSS)
- Member, European Society for Traumatic Stress (ESTSS)

Lina Kantar

- Member, Scientific committee on the 2nd Simulation-Based Medical Education conference, LAU (March, 2017)

May Khoury

- Active member in Pain Relief and Palliative Care Education Sub-Committee of the National Committee for Pain Relief and Palliative Care established by the Ministry of Public Health.

- Organizer and participant of The "Basics in Palliative and End-of-Life Care" PC3 workshop.
  It was offered to health professionals in Lebanon and the Region on September 15 and 16, 2017 at Hisham Jaroudi Auditorium, Hariri School of Nursing (AUBMC).
- Active member in the Pediatrics Educational Council at AUBMC to disseminate the revised policies of pediatric manuals; a series of sessions were held September-October 2017.

Dina Madi

- Participated in a community service program held by the Order of Nurses "Likaa fikulkadaa"
- Represented the Director of the Order of Nurses at the Lions' Award ceremony and gave a speech.
- Represented the Director of the Order of Nurses at "Kabiruna Project" in collaboration with AUBMC at Al Markaz Al Islami-Aicha Bakkar
- Participated in preparing a webinar and videotaping a powerpoint about the BS-BA/BSN program.

Angela Massouh

- Cardiology Clinical Nurse Specialist. Joint Appointment. American University of Beirut Medical Center.
- Represented Lebanon in the Heart Failure Middle East and North Africa Roadmap; Dubai.
- Leadership Succession Committee, AUB Honor Society, member.
- Participated in the formulation of the case studies and multiple choice questions for the electronic Colloquium exam for nurses at the Order of Nurses; co-chaired Critical Care Group.
- Organizing Committee, Critical Care Society National Conference, Phoenicia Lebanon.

Samar Noureddine

- Invited to moderate a session titled 'Better Communication leads to Better Education' at the Congress titled 'Back to Lebanon: The International Medical Forum', organized by the St. Pantaleon Group at the Regency Hotel, Adma, Lebanon, July 27, 2017.
- Gave a Workshop on Writing for Publication: Why and How. Presented to faculty members at Tanta University, Egypt.
- Gave a workshop on Writing for Publication: Why and How to faculty members at Tanta University, Egypt, March 16, 2017t.
- Made presentation on programs of research at HSON to the Nursing Advancement Program in Clinical Research at AUBMC, March 9, 2017
- Co-chair, Scientific Committee, Second International Conference of the Order of Nurses in Lebanon Nurses Leading The Vision For Global Health planned for May 9-11, 2018 since March 2017
- President; Nurses' Chapter, Worldwide Alumni Association of the American University of Beirut since 2014.

Lina Younan

- Nominated as a "subject matter expert" to review and validate hospital accreditation standards in Lebanon. the Ministry of Public Health in Lebanon has initiated the TrAcc Project (Transforming Hospital Accreditation System in Lebanon).The project aims to revise and develop new Lebanese hospital accreditation standards according to latest evidence and international best practices and also to comply with International Society for Quality in Healthcare (ISQua) requirements (2016-2017).
- Appointed by the Order of Nurses as a member of a task force for reviewing and updating the Nursing Practice Act.
- Appointed by the Order of Nurses as a member of a task force for reviewing and updating the competencies for registered nurses.

- Appointed by the Order of Nurses as a member of a task force for developing the nursing code of ethics for Lebanon.
- Elected as member in the Disciplinary Board of the Order of Nurses in Lebanon.

B. SERVICE

HSON STANDING COMMITTEES

Academic & Curriculum Committee:

- Dr. Dina Madi (Chair)
- Mrs. Mary Arevian
- Dr. Nour Alayan
- Dr. Lina Kantar
- Dr. Ghada Assaf (Appointed)
- Dr. Suzanne Dhaini (Appointed)
- Dr. Angela Massouh (Appointed)
- Dr. Nuhad Dumit (Ex-Officio)

Administrative Committee:

- Dr. Huda Abu-Saad Huijer (Chair)
- Dr. Nuhad Dumit
- Dr. Laila Farhoud
- Dr. Samar Noureddine
-

Advisory Committee:

- Dr. Huda Abu-Saad Huijer (Chair)
- Dr. Michael Clinton
- Dr. Laila Farhood
- Dr. Samar Noureddine

Admission & Recruitment Committee:

- Mrs. May Khoury (Chair)
- Mrs. Danielle Damianos
- Mrs. Talin Gulgulian
- Dr. Dina Madi
- Mrs. Hera Tashjian
- Mrs. Tamar Avedissian
- Dr. Ghada Assaf (Appointed)

Graduate Studies Committee:

- Dr. Michael Clinton, Chair since September 2017
- Dr. Hala Darwish
- Dr. Nuhad Dumit
- Dr. Samar Noureddine, Chair until September 2017
- Dr. Laila Farhoud (Ex-Officio)

Research Committee:

- Dr. Soha Fares (Chair)
- Dr. Marina Adra
- Dr. Gladys Honein
- Dr. Angela Massouh
- Dr. Samar Noureddine
- Dr. Suzanne Dhaini (Appointed)

Representative to the Senate: Dr. Nuhad Dumit.

Representative to the Board of Graduate Studies: Dr. Samar Noureddine

Representative on FM Research Committee: Dr. Souha Fares (appointed)

Student Affairs Committee:

- Dr. Marina Adra (Chair)
- Mrs. May Khoury, class advisor BSN II
- Dr. Marina Adra, Class Advisor, BSN III
- Dr. Lina Younan, Class Advisor, BSN IV
- Dr. Angela Massouh, NSS Advisor assisted by Dr. Nour Alayan

Other HSON Committees/Task Forces

HSON Search Committee:

- Dr. Huda Abu-Saad Huijer (Chair)
- Dr. Michael Clinton
- Dr. Nuhad Dumit
- Dr. Laila Farhood
- Dr. Samar Noureddinee

HSON Catalogue Committee:

- Dr. Laila Farhood; Convener Master of Science in Nursing Program
- Dr. Nuhad Dumit; Convener Baccalaureate Program

HSON Newsletter Committee:

- Dr. Gladys Honein (Chair)
- Dr. Marina Adra
- Mrs. Lynn Berbary Najem
- Mrs. Talin Gulgulian
- Ms. Angela Massouh

HSON Social Committee:

- Mrs. May Khoury (Chair)
- Mrs. Lynn Berbary
- Mrs. Silva Dakessian Sailian
- Mrs. Danielle Damianos
- Mrs. Taline Gulgulian
- Ms. Randa Farha

HSON Selection committee for MCF scholars:

- Dr. Samar Noureddine
- Ms. Nisreen Ghalayini

HSON PhD Program Steering Committee:

- **Dr. Huda Abu-Saad Huijer (Chair)**
- **Dr. Michael Clinton**
- **Dr. Laila Farhoud**
- **Dr. Jason Farley (representing Johns Hopkins University School of Nursing)**
- **Dr. Jodi Lori (representing University of Michigan School of Nursing)**
- **Dr. Samar Noureddine**

OTHER AUB COMMITTEES

Huda Abu-Saad Huijer

Board of Deans, Ex-Officio member
AUB Senate, member
AUB Strategic Planning Steering Committee, member
Expanded Advisory Committees, appointed member
REP Advisory Board, member
AUB Budget Committee, member
AUB Tenure Design Committee and Workgroup on Faculty Workbad, member
Strategic Health Initiative, member of Steering Committee
AUBMC Palliative Care Committee
SHARP, member of the executive board

Marina Adra

AUB General Education Requirement Board, member
AUBMC NS/HSON Joint Committee, member
AUBMC, Medical Surgical Educational Council, member
Faculty United AUB, member

Michael Clinton

AUB Senate, elected member until August 31, 2017
Institutional Review Board – Social and Behavioral Sciences, Vice-Chair
Institutional Review Board – Biomedical, Alternative Vice-Chair and member

Nuhad Dumit

Board of Graduate Studies, member
Evidence-based Healthcare Management Unit (EHMU) Executive Board member
Working Group I of the accreditation Task Force of AUB 2017, member
Faculty Standing Grievance Committee, Co-Chair, April-September 2017

Gladys Honein

Equity & Title IX Working Group member
Graduate Open House Committee, HSON representative
Working Group 5, AUB MSCHE Accreditation working on Standard V:
"Educational Effectiveness Assessment"

Lina Kantar

Medical Education Council, Faculty of Medicine, AUB, member
CTL Advisory Committee, member
AUBMC Critical Care Education Council: Dr. Lina Kantar

May Khoury

AUB Unified Admissions Committee, member
AUB USAID USP Steering Committee, member
AUB the LEAD Career and Internship Support Committee, member
AUBMC NS/HSON Joint Committee, Chair
AUBMC Pediatrics Educational Council, member

Dina Madi

AUB New Student Orientation Program Committee, member
AUB, Advising Website Committee, member
Civic Engagement Committee, member
Commencement Committee, reader
AUBMC Obs/Gyn Council, member

Angela Massouh

American Association of Critical Care Nurses, Member
Council on Cardiovascular Nursing and Allied Professions, at the European Society of Cardiology, Member
Heart Failure Association at the European Society of Cardiology, Member
Sigma Theta Tau International, Chi Iota Chapter, Counselor
National Association of Clinical Nurse Specialists, Member
Heart Failure Roadmap for the Middle East and North Africa, Contributory Writer
Lebanese Order of Nurses, member
Nurses Alumni Chapter, American University of Beirut, member

Samar Noureddine

Member, Faculty Workload policy since October 2017
Member, Vascular Medicine Program Council, AUBMC, since October 2017
Member, Board of Graduate Studies of AUB since September 2017
Member, student complaints task Force at AUB since September 2017
Co-Chair, Working Group VII of the accreditation Task Force of AUB since January 2017
Member, steering committee of the Accreditation Task Force of AUB since January 2017
AUB University Research Board, member
FM Research Committee, member
Governance Committee Chair, Hariri School of Nursing Chi Iota Chapter, member
Graduate Education Task Force of the AUB Graduate Council September 2015–2017

NATIONAL AND INTERNATIONAL COMMITTEES

Huda Abu-Saad Huijer

Lebanese Society for the Study of Pain (LSSP), past president
Vice President, National Committee on Pain Relief and Palliative Care and Chair Research Committee
Order of Nurses in Lebanon, member of Advisory Board
Sigma Theta Tau International Chi Iota Chapter, AUB, past president
International Association for the Study of Pain (IASP), member
Special Interest Group on Pain in Children (IASP), founding member
eNewsletter, IASP Insight, advisory board member
European Academy of Nursing Science (EANS), fellow and founding member
American Academy of Nursing, International Fellow

Marina Adra

Armenian Relief Cross, member
Sigma Theta Tau International, Chi Iota Chapter, AUB, member
Center for Studies in Aging in Lebanon, member

Nour Alayan

Sigma Theta Tau International, Chi Iota Chapter, Leadership Succession Committee, member
Society of Addiction Psychologists (APA Division 50), member
The International Nurses Society on Addictions (IntNSA), member
Lebanese Order of Nurses, member
Nurses Alumni Chapter, American University of Beirut, member

Mary Arevian

Sigma Theta Tau International Honor Society of Nursing, Lambda PI Chapter
Sigma Theta Tau, International Honor Society of Nursing, Chi Iota Chapter, president of the Board, 2015-2016
Armenian Relief Cross in Lebanon (ARCL), Beirut Branch, member

Armenian Relief Cross in Lebanon (ARCL) Advisory Board, of the Araxi Boulghourdgian Socio-medical Health center, secretary
Armenian Relief Cross in Lebanon (ARCL) Relations and Welfare Committee of the Regional Executive Committee, (Chair)
Armenian Relief Cross in Lebanon (ARCL) Health Committee of the Regional Executive Committee, (Chair)

Tamar Avedissian

Order of Nurses in Lebanon, Administrative Committee, member
Sigma Theta Tau International, Chi Iota Chapter AUB, Leadership succession committee, member

Hala Darwish

Society for Neuroscience, member
International organization of MS Nursing, member

Nuhad Dumit

Order of Nurses in Lebanon, President
Sigma Theta Tau International Alpha Kappa, chapter-at-large, member
Western Institute of Nursing, member

Souha Fares

American Physiological Society (member)

Laila Farhood

Board of Trustees, Marjayoun National College, member
Sigma Theta Tau International, Alpha Chapter, member (Indianapolis, USA)
AUB Sigma Theta Tau International Chi Iota Chapter, member
American Psychiatric Nursing Association (APNA), member
International Nursing Review (INR), Lebanon's representative
International Women's Mental Health Association, member (World Psychiatric Association)
International Society for Traumatic Stress Studies (ISTSS), member

Gladys Honein

College of Nurses of Ontario; Professional affiliation – Registration Number: 03-0138 2 (non-practicing)
North American Primary Care Group (NAPCRG), member

Lina Kantar

Alliance of Universities for Democracy, member
Sigma Theta Tau International, Chi Iota Chapter, AUB, President Elect

May Khoury

Member of Sigma Theta Tau international Chi Iota Chapter Honor Society of Nursing

Dina Madi

The Lebanese Health Association, board member
Sigma Theta Tau International, Chi Iota Chapter, President
ATCN International member
Order of Nurses, member

Angela Massouh

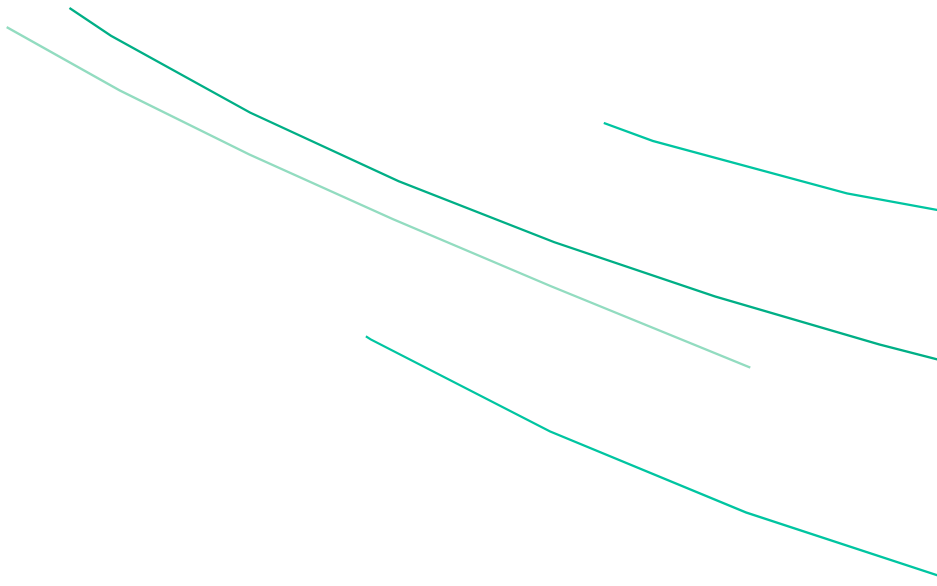
American Association of Critical Care Nurses, Member
Council on Cardiovascular Nursing and Allied Professions, at the European Society of Cardiology, Member
Heart Failure Association at the European Society of Cardiology, Member
Sigma Theta Tau International, Chi Iota Chapter, Member
National Association of Clinical Nurse Specialists, Member
Heart Failure Roadmap for the Middle East and North Africa, Contributory Writer

Samar Noureddine

Member, Scientific Committee, Order of Nurses in Lebanon since 2015
Member, Global Cardiovascular Nursing Leadership Forum since 2014
American Academy of Nursing, International Fellow since October 2014
Sigma Theta Tau International, Rho Chapter and Chi Iota Chapter, member
Governance Committee Chair, Chi Iota Chapter, STTI
Midwest Nursing Research Society, member
American Association of Critical Care Nurses, member
American Heart Association, member and international fellow
Member, Council on Cardiovascular Nursing and Allied Health of the European Society of Cardiology, member since 2005

Lina Younan

Sigma Theta Tau International, Chi Iota Chapter, AUB, member
Order of Nurses in Lebanon, Member



VI. LOOKING AHEAD

HSON plans to launch a number of new academic programs:

A collaborative PhD in Nursing Science will be launched in 2018-19. The proposed PhD program is yet another first for Lebanon, and will add further capacity for HSON and the region by producing researchers needed to advance nursing science and improve healthcare.

New Academic Programs: HSON plans to expand its current undergraduate and graduate academic programs and continue to contribute to the development of healthcare in Lebanon by preparing high quality graduates for which there is a strong demand in schools/colleges of Nursing, hospitals, and health services.

- At the undergraduate level, we plan to evaluate the second degree program to attract more BA/BS graduates.
- The proposal to launch a TS-BSN program at AUB AREC in the Bekaa area to eligible technical degree programs is approaching completion and will be launched when approved.
- At the graduate level, HSON will be launching two new online/hybrid MSN tracks in Nursing Administration and Management and Nursing Education.

Other developments:

- Student recruitment will continue to be a priority. HSON will continue to award merit scholarships and is currently working with AUBMC to secure bursaries for BSN students.
- More emphasis will be placed on graduate recruitment at the national, regional, and international levels in close collaboration with the AUB Graduate Council.

- The availability of scholarships remains a major priority for the success of the current and new programs. The establishment of more endowment funds remains a strategic goal for HSON.
- The recruitment of PhD-holder and research active faculty and the endowed chair to direct HSON's Center for Nursing Research will continue to be a priority.
- Collaboration with AUBMC/Nursing Services continues to be an important priority for HSON.
- The alignment of HSON strategic goals with the AUBMC 2020 vision continues to aim at developing a national campaign for student enrollment and nurse recruitment and retention and at developing innovative strategic initiatives to advance collaboration and partnership in research and clinical nursing education.
- HSON will be a major building block of the proposed Health Sciences Campus at AUB as part of the Health 2025 vision.

AMERICAN UNIVERSITY OF BEIRUT

Annual Report
2016

1905-2015 110 YEARS

1866 AUB

Rafic Hariri School of Nursing

CCNE ACCREDITED

The baccalaureate and master's programs at the American University of Beirut Rafic Hariri School of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.
The school is also a full member of the American Association of Colleges of Nursing.

PREFACE

In 2016, the Hariri School of Nursing (HSON) continued to celebrate 110 years of excellence in nursing education, research, leadership, and service under the motto 'Expanding Boundaries and Enhancing Partnerships'. The HSON also celebrated AUB's 150th anniversary, by organizing a number of national and international celebratory events.

A symposium in celebration of International Nurses Day '*Celebrating Nursing Developments; Past and Present Achievements'* took place on May 11, 2016 and hosted a number of local and international speakers. The symposium was followed by a fashion show organized by HSON students.

The second celebratory event was an international nursing research conference '*Development of Evidence-Based Nursing in an Interdisciplinary Era: Achievements & Prospects'.* The conference which took place October 6-8, 2016, was held in close collaboration with a number of partners. It hosted a large number of distinguished nurse leaders and scholars from different disciplines as speakers from the USA, Canada, the Netherlands, Australia, Jordan, and Lebanon.

The third celebratory event took place on October 6, 2016 and was held in close collaboration with the Association of Arab Nursing Faculties (AANF). More than 60 deans of SON in the Middle East attended this meeting to celebrate these milestones with HSON.

I am also happy to announce that the HSON PhD in Nursing Science proposal was approved by the Board of Graduate Studies and the AUB senate. It was also positively reviewed by two external examiners in October 2016. The PhD program will be launched when approved by the BOT and the New York State Department of Education.

On research productivity, we are proud to report that HSON accounts for 85% of Lebanon's and nearly 14% of the Arab world's nursing research output; its faculty are amongst the most productive and impactful nurse researchers in the Arab world. HSON ranked 149 out of 503 schools of nursing offering graduate programs based on U.S. News & World Report Ranking.

The school continues to place emphasis on research and scholarly productivity, teaching excellence, faculty and student recruitment, and on expanding our academic programs based on new and innovative strategic initiatives. We continue to be proud of our achievements, which are detailed in this annual report.

Huda Abu-Saad Huijer RN, PhD, FEANS, FAAN
Professor and Director,
Rafic Hariri School of Nursing

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I. THE SCHOOL OF NURSING

A. FACULTY

Director of the School of Nursing - 2003 to present
Huda Abu-Saad Huijer, RN, PhD, FEANS, FAAN, Professor

Faculty Members
Lina Abi Fakhr Kantar, RN, EdD, Clinical Assistant Professor
Marina Adra, RN, MS Physiology, PhD, Clinical Assistant Professor; BSN Coordinator
Nour Alayan, RN, MSN, Clinical Instructor, PhD Student on Leave of Absence until Augsut 31, 2016 returned effective September 1, 2016
Mary Arevian, RN, MPH, Clinical Associate Professor
Tamar Avedissian, RN, MSN, Clinical Instructor
Michael Clinton, RN (CARNA), RGN RPN (AHPRA), PhD, MSc, BA (Hons.), Professor
Silva Dakessian RN, MPH, Clinical Instructor
Danielle Damianos, RN, MSN, Clinical Instructor, February 1, 2016
Hala Darwish, RN, PhD, Associate Professor
Nuhad Dumit, RN, MA, PhD, Associate Professor, CE/Offshore Program Coordinator; Undergraduate Division Convener
Souha Fares, PhD, Assistant Professor
Laila Farhood, RN, PhD, CS, Professor and Clinical Associate, Psychiatry Department, Faculty of Medicine; Graduate Division Convener
Talin Gulgulian, RN, MSN, Clinical Instructor
Gladys Honein, RN, PhD, Assistant Professor
May Khoury, RN, BSN, MSN, Clinical Assistant Professor
Dina Madi, RN, TD, MA Education, PhD, Clinical Assistant Professor; BA/BS-BSN Coordinator
Angela Massouh, RN, MSN, Clinical Instructor, PhD Student
Samar Noureddine, RN, PhD, FAHA, FAAN, Professor; Assistant Director for Academic Affairs
Lina Younan, RN, MSN, DNP, Clinical Assistant Professor

Visiting Faculty
Christine Abbyad, RN, PhD, WHNP, Associate Professor of Clinical Nursing, The University of Texas at Austin School of Nursing
Ibrahim Fakih, RN, MPH, Nursing Informatics Specialist

Adjunct Faculty
Continuing
Patricia Abbott, PhD, RN, FAAN, RN, PhD, Associate Professor, University of Michigan School of Nursing, USA
Patricia M. Davidson, Professor and Dean, Johns Hopkins University School of Nursing, USA
Martha Hill, PhD, RN, FAAN, Professor Emeritus, Johns Hopkins University School of Nursing, USA
Shake Ketefian, EdD, RN, FAAN, Professor Emeritus, University of Michigan, USA
Judith Lambton, EdD, MSN, RN, Professor, University of San Francisco, California, USA
Phyllis Sharps, Professor, Associate Dean, Community and Global Programs Johns Hopkins University School of Nursing, USA

Elizabeth Tanner, Associate Professor, Johns Hopkins University School of Nursing and Center on Aging and Health, USA

New

Debra Barton, RN, PHD, AOCN, FAAN, Mary Lou Willard French Professor of Nursing, University of Michigan School of Nursing

Barbara L. Brush, PHD, ANP-BC, FAAN, Carol J. and F. Edward Lake Term Clinical Professor, University of Michigan School of Nursing

Jacqueline Campbell, PhD, RN, FAAN, Professor, Anna D. Wolf Chair, Johns Hopkins University School of Nursing

Cheryl Dennison, PhD, RN, ANP, FAAN, Associate Professor, Director, Office of Science and Innovation, Johns Hopkins University School of Nursing

Ivo D. Dinov, PhD, Associate Director for Education and Training, University of Michigan School of Nursing

Christopher Frieze, PHD, RN, AOCN, FAAN, Professor, University of Michigan School of Nursing

Nancy E. Glass, PhD, MPH, RN, FAAN, Professor, Associate Dean for Research, Associate Director, Johns Hopkins Center for Global Health, Johns Hopkins University School of Nursing

Janean Holden, PhD, RN, FAAN, Professor, Associate Dean for Research, University of Michigan School of Nursing

Fadia Shaya, PhD, MPH, Professor, University of Maryland School of Pharmacy

Sarah L. Szanton, PhD, ANP, FAAN, Associate Professor, Director, PhD Program, Johns Hopkins University School of Nursing

Academic Associates

Continuing

Rana Abdel Malak, RN, MPH, Nursing Director, Bellevue Medical Center

Wafa Maalouf, MS, Nursing Director, St. George Hospital

Mona Nasrallah, MD, Associate Professor, AUBMC

Salah Zein El-Dine, MD, Assistant Professor, Director Pulmonary Physiology Laboratory, Director Graduate Medical Education, AUBMC

New

Rebecca El-Asmar, RN, MSN, Clinical Nurse Specialist, AUBMC

Janane Hanna, RN, MSN, Clinical Nurse Specialist, AUBMC

Joint Appointments:

Michael Clinton with FM Institutional Review Board (IRB) Office as Vice-Chair of the IRB office for the Social and Behavioral Sciences

Hala Darwish with FM/AUBMC as Managing Director of the Abu Haidar Neuroscience Institute

Hanadi Masalkhi with Nursing Services/AUBMC as Clinical Instructor at the Hariri School of Nursing

Angela Massouh with Nursing Services/AUBMC as Cardiology Clinical Nurse Specialist

Research Associates and Assistants

Aline Akiki, RN, MSN

Lara Chamaa, MPH

Hiba Deek, RN, MSN, PhD; Research Associate

Suzanne Dhaini, RN, PhD, Research Associate

Julien Dirani, MA

Natalie Farran, MA
Carmen Hamady, MA
Naify Ramadan, MA

Clinical Preceptors
Joyce Abi Kharma, RN
Tracy Aghdamalian, RN
Hala Dagher, RN
Lamia Eid, RN, MSN
Samer Al Halabi, RN
Shadi Halabi, RN
Aya Hammoud, RN
Bachir Itani, RN, MSN
Mohammad Issa, RN, MSN
Doaa Kamal, RN
Ahmad Kaskass, RN
Ali Krayany, RN, MSN
Murielle Madi, RN, MSN
Myrna Saadeh, RN, MSN
Diana Wehbe, RN, MSN
Rafica Zaatari, RN, MSN

Graduate Assistants
Zepur Aharoniam
Mariam Assaf
Nay Ezzeddine
Mohamad Hussein Haidar
Dounia Iskandarani
Nour Jabbour
Aya El Khatib
Hiba Mawed
Dina Mouzayyen
Hanadi Saad
Ninar Skheita

B. STAFF
Mira Abdallah, BS, Administrative & Student Services Assistant
Ghassan Afram, BSN, TD, MPH, Executive Officer until November 2016
Patricia Assaf, BA, MBA, Executive Officer/Financial Officer effective December 2016
Lynn Berbary Najem, BBA, MBA, Student Services and Recruitment Officer
Rabih Daher, Junior Clerk
Alaa Fawzi Dika, BS, IT Field Support Technician
Randa Farha, BSN, MSN, MPH, Simulation and Clinical Competency Center Coordinator
Nisrine Ghalayini, BA, Graduate Division Administrative Assistant
Marwa Soubra, BS, MBA, IT Manager, Faculty of Medicine and Hariri School of Nursing
Jeanette Zeinati, Secretary

C. RECRUITMENT, APPOINTMENTS

Recruitment:
HSON continues to advertise for regular faculty positions and for the Hariri Endowed Chair in Research. These positions are advertised on the AUB and HSON websites, at the American Academy of Nursing (AAN), in the *Chronicle of Higher Education*, at Sigma Theta Tau Nursing International (STTI), at the American Association of Colleges of Nursing (AACN), in Minority Nurse, and at the Royal College of Nursing (RCN). Recruitment information is also mailed to leading schools of nursing, professional organizations, and to mailing lists in the United States and Europe.

Appointments
Hera Tashjian, RN, MSN, CCNS, clinical instructor

D. ACCREDITATION

CCNE ACCREDITATION

- The BSN and MSN programs continue to be accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.aacn.nche.edu/ccne-accreditation) in the USA.
- The revised MSN program based on the Masters Essentials was approved by the Board of Graduate Studies at AUB and by CCNE and submitted to the Department of Education in New York State for approval.
- HSON continues to be a regular member of the American Association of Colleges of Nursing.

E. 110th CELEBRATIONS

In 2015, HSON celebrated its 110th anniversary under the motto "Expanding Boundaries and Enhancing Partnerships." The school organized a number of activities including public lectures by prominent alumni of the school and roundtable discussions with deans and directors of schools of nursing from Lebanon and the region. Discussion focused on possible research collaboration based on the WHO established research priorities and on initiating meetings with directors of hospitals and nursing services in Lebanon to promote and enhance the position of advanced practice nurses in Lebanon.
In 2016, HSON continued to celebrate 110 years of excellence in nursing education, research, leadership, and service and AUB's 150th anniversary by organizing a number of national and international celebratory events.
A symposium in celebration of International Nurses Day '*Celebrating Nursing Developments; Past and Present Achievements'* took place on May 11, 2016 and hosted a number of local and international speakers. The symposium was followed by a fashion show organized by HSON students and a reception.
The second celebratory event was an international nursing research conference '*Development of Evidence-Based Nursing in an Interdisciplinary Era: Achievements & Prospects'.* The conference which took place October 6-8, 2016, was held in close collaboration with a number of partners and hosted a large number of distinguished nurse leaders and scholars from different disciplines from the USA, Canada, the Netherlands, Australia, Jordan, and Lebanon.

The third celebratory event took place on October 6, 2016 and was held in close collaboration with the Association of Arab Nursing Faculties (AANF). More than 60 deans of SON in the Middle East attended this meeting to celebrate these milestones for HSON.

F. HONORS, AWARDS, AND RECOGNITIONS

Dr. Huda Abu-Saad Huijer appointed Honorary Member, International Association for the Study of Pain (IASP) for outstanding contribution to the fields of pain research and management, 2016.
Dr. Huda Abu-Saad Huijer was inducted into the International Nurse Researcher Hall of Fame of Sigma Theta Tau International (STTI) Honor Society, 2016.
Dr. Huda Abu-Saad Huijer continues to be a member of the Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP).
Dr. Nuhad Dumit elected President of the Lebanese Order of Nurses.

G. INTERNATIONAL PARTNERSHIPS

HSON currently has Memoranda of Understanding (MOUs) to enhance research collaboration and student and faculty exchange with the following institutions:

- Johns Hopkins University School of Nursing
- University of Michigan School of Nursing
- Villanova University College of Nursing
- University of Maryland School of Nursing
- University of Science and Technology, Sydney, Australia

H. HSON EXTERNAL ADVISORY BOARD (EAB)

Mandate and Purpose of the EAB
The External Advisory Board of the Rafic Hariri School of Nursing consists of invited members from leading universities engaged in baccalaureate and graduate nursing education and research, leaders of nursing and health care institutions, and dignitaries with established track records in related fields. The EAB advises the director by serving as a bridge between HSON and the international nursing community.
Purpose of the EAB:

- To provide strategic advice relevant to current and proposed initiatives of HSON and provide feedback on the progress of the school against its strategic goals.
- To assist HSON in realizing its mission by promoting it to organizations and individuals with the potential to contribute to student scholarships, research, and faculty development.
- To encourage HSON in its developments of nursing education and nursing research especially as they relate to CCNE accreditation, international benchmarking, and opportunities for collaborative funded research, doctoral studies, and student and faculty exchanges.
- To promote the continued dialogue between HSON and the professional community with the goal of improving academic program quality and societal relevance.
- To advise on marketing and public relations opportunities to improve the status of the profession and student recruitment.

Members

- Dr. Martha N. Hill; Dean Emerita. Professor of Nursing, Medicine and Public Health, Johns Hopkins University, School of Nursing (Chair)
- Dr. Walid Ammar, Director General, Ministry of Health (MOH)
- Dr. David Benton, CEO, International Council of Nurses (ICN)
- Dr. Louise Fitzpatrick, Connelly Endowed Dean and Professor, College of Nursing, Villanova University
- Former First Lady Mrs. Mona Hrawi
- Dr. Hester C. Klopper, Former President Sigma Theta Tau International Honor Society of Nursing
- Dr. Rowaida Al-Maaitah Advisor to HRH princess Muna Al Hussein for Health and Community Development, Former Minister of Higher Education and Scientific Research, Professor at Jordan University of Science and Technology.
- President of the Lebanese Order of Nurses, Dr. Nuhad Dumit

The HSON EAB was consulted through its chair Dr. Martha Hill on the PhD in Nursing Science Proposal and on the proposal for achieving Faculty Status for HSON.

I. SIGMA THETA TAU INTERNATIONAL (STTI) HONOR SOCIETY

The Hariri School of Nursing American University of Beirut Nursing Honor Society was approved and chartered as an official chapter of the Honor Society of Nursing, Sigma Theta Tau International (STTI), on Saturday September 13, 2014. The Chi Iota Chapter was officially recognized by Sigma Theta Tau International at the 43rd Biennial Convention of STTI November 7-11, 2015 in Las Vegas, USA.

The Chi Iota chapter currently has 173 members; 131 were inducted during the chartering ceremony in September 2014, 23 were inducted in May 2015 and 19 were inducted in May 2016. Membership in STTI continues to be by invitation and is extended to undergraduate students, graduate students, faculty, and professional nurses who have demonstrated superior scholastic, leadership, and nursing achievements. STTI is a not-for-profit organization whose mission is to improve the health of people worldwide through leadership and scholarship in practice, education, and research. Founded in 1922, this organization's members include practicing nurses, faculty, researchers, policymakers, entrepreneurs, and others.
The HSON Chi Iota Chapter is the first STTI chapter in the Middle East.

The board of the Chi Iota Chapter is as follows:

A. President : Mrs. Mary Arevian
B. President- elect: Dr. Dina Madi
C. Vice president : Mr. Ghassan Afram
D. Treasurer: Dr. Hiba Deek
E. Secretary: Mrs. Bahia Abdallah El-Moufti
F. Counselor: Dr. Lina Kantar

J. SUMMER NURSING INSTITUTE

For the nine year in a row, HSON organized a Summer Nursing Institute which offered courses of interest to MSN and other AUB students – and also to other students from Lebanon and the region. Below are short course descriptions and the names of the teaching faculty.

Recent Advances in Simulation
May 30-June 3
Healthcare simulation has followed the general patterns set forth by aeronautical and aviation research: that is, how to "practice" for events that can have devastating consequences. In the past ten years, simulation has been employed at universities to teach nursing and medical students, in healthcare settings to allow clinical practice, and as a solution to issues of patient safety.
This asynchronous on- line course will review the current "gold" standard in simulation strategies to engage the learner to think "outside the box". Multiple teaching/learning techniques will be included that range from direct "lecture" via power point, to video on the internet.
Dr. Judith Lambton, EdD, MSN, RN
University of San Francisco, USA

Evidence Based Practice: Cardiovascular Health Promotion and Disease Prevention
June 6-10
Chronic illnesses (heart disease, stroke, cancer, diabetes and chronic respiratory diseases) challenge the welfare of individuals and health care systems across the world, being the leading cause of morbidity and mortality in developed and many developing countries. The global burden of chronic illness provides unique implications for evidence based practice (EBP) relevant to self-care in primary secondary and tertiary prevention. The course focuses on health care interventions globally requiring responsive and targeted nursing interventions within an interdisciplinary context. This course will provide a review of contemporary epidemiology, a review of evidence-based strategies and the importance of different research methodologies that can provide support for EBP in addressing the needs of individuals and communities. A seminar format with active student participation will be used to actively engage participants in the learning process.
Dr. Erika Froelicher, RN, MA, MPH, PhD, FAAN
Professor Emeritus, University of California San Francisco, USA

Creating the conditions for the integration of care, training and research: a primer for nurse managers and leaders
July 20-22 and 25-26
The integration of patient care, training and research is a critical component of an evidence informed and modernized healthcare system.
What models can be used to encourage the integration of care, training and research? How do we balance accountability, evidence informed care, and innovation? This course will provide future nurse leaders and managers with an overview of principles, issues, approaches and relevant literature to consider in practice.
Tina Saryeddine, PhD, MHA, CHE
Executive Director, Research and Innovation, Health Care CAN, Canada

Smoking Cessation as an Example of Behavior Modification
July 18-22
Many people wish to change their own behavior or that of other individuals or groups of people. This course will present smoking cessation as an example of a behavior modification program. Included will be a brief review of behavior modification theory in addition to the evidence for why certain elements should be included in such a program.
Christine Weir Abbyad, PhD, RN, WHNP
Associate Professor in Clinical Nursing, The University of Texas at Austin, USA

K. HSON NEWS LETTER

HSON issue Number 5 was circulated in February 2016. The newsletter included: a message from HSON Director, important HSON and faculty news, Chi Iota Chapter Activities, and interviews with new faculty.

L. HSON REGIONAL EXTERNAL PROGRAMS

The Hariri School of Nursing (HSON) in collaboration with the Continuing Education Center of the office of Regional External Programs (REP) provided four specialized courses to the Registered Nurses in the United Arab Emirates. These offerings were part of an agreement that was signed between AUB REP and "The United Arab Emirates Ministry of Health" with the aim of supporting Nursing training and education.

During the period of December 2015 and January 2016, a total of 161 participants from different hospitals and health care centers in Dubai attended the below courses:

- "Physical Health Assessment workshop for Registered Nurses" provided by Dr. Dina Madi and Mrs. Tamar Avedissian
- "Critical Care Course for registered Nurses" provided by Ms. Angela Massouh, Mrs. Lamia Eid and Mrs. Sabath Jamous
- "Update in Pediatric Nursing Care Course" Provided by Mrs. May Khoury and Mrs. Talin Gulgulian
- "Emergency Obstetrics" provided by Dr. Dina Madi and Mrs. Talin Gulgulian
- And " Nephrology Course" provided by Dr. Samar Noureddine and Mrs. Sylva Dakessian

Each course was provided over a period of three to seven days. Some of them were repeated twice to accommodate the higher number of nurses. Different teaching methods were used by the faculty members such as: case scenarios, role plays, simulation sessions, hands on activities and videos. The variety of the teaching methods made these series of continuing education offerings fruitful and highly interactive.
Furthermore, on December 5, 2016, Dr. Gladys Honein was invited through REP to speak at the UAE "Primary Healthcare Nursing Conference: The Way Forward" and presented a session on "The Transformative Roles of the Primary Health Care Nurse ".

II. FACULTY ACTIVITIES

A. EDUCATIONAL PROGRAMS

BSN:

Course descriptions, credit hours, and learning objectives did not change over the year as student evaluations were positive. There was no need to divide junior year courses into 2 sections due to reasonable class sizes.

Simulation activities were included in most clinical nursing courses, which used a combination of skill improvement and practice through scenarios.

Objective Structured Clinical Examination (OSCE) was used in all clinical nursing courses.

MSN:

A total of 51 students were enrolled October 2016 in the MSN program.

Four tracks continue to be offered: Adult Gerontology Clinical Nurse Specialist, Nursing Administration and Management, Psychiatry and Mental Health Clinical Nurse Specialist, and Community and Public Health Nursing.

The revised MSN curriculum was implemented effective spring semester 2015-16.

A number of students undertook residencies at Johns Hopkins University and the University of Maryland.

A total of 22 students were inducted in the HSON Chi Iota Chapter spring 2016.

Town meetings were held to discuss student concerns, residencies, projects, and comprehensive exams.

Information on the specific tracks is shown below.

Adult Gerontology Clinical Nurse Specialist track:

A total of 6 students graduated in 2016.

A total of 18 students were enrolled October 2016.

Two adult care students did their residencies at the University of Maryland, and 4 at AUBMC.

One MSN student in the adult Gerontology Clinical Nurse Specialist track successfully completed the Scholars in Health Research Program (SHARP) in the summer of 2016.

Nursing Administration and Management track:

A total of 6 students graduated in 2016.

A total of 32 students were enrolled October 2016.

Students in the Nursing Administration and Management track completed residencies at Johns Hopkins University (1), AUBMC (1), Bikhazi Medical Center/ Medical Group (2), and Bellevue Medical Center (1).

One MSN student successfully completed the SHARP program in summer 2016

Psychiatry and Mental Health Clinical Nurse Specialist track:

Two students graduated in 2016

A total of four students were enrolled October 2016

Community and Public Health Nursing track:

One student graduated in 2016.

A total of 7 students were enrolled October 2016.

One student is undertaking a double major in Community and Public Health Nursing and Psychiatry and Mental Health Nursing
Two students completed a double major in Community and Public Health Nursing, and Adult Care Nursing.

PhD Program:
HSON prepared and submitted a PhD proposal in close collaboration with the Faculties of Health Sciences and Medicine and with international partners, namely, Johns Hopkins University School of Nursing and the University Of Michigan School Of Nursing. The doctoral program aims to provide rigorous training for research careers in nursing and the health care arena. It will provide students with the opportunity to: develop their capacity for scholarly and independent work, improve critical analytical thinking, refine their ability to communicate knowledge and ideas, and to be able to translate research findings into healthcare practice.

The PhD proposal was approved by HSON Graduate Division, Graduate Studies Committee, HSON External Advisory Board, Board of Graduate Studies, and the AUB senate. It was also positively reviewed by two external examiners approved by the New York State Department of Education. The PhD program will be launched when approved by BOT and the Department of Education in New York State.

B. FACULTY TEACHING

Spring semester 2016

Course Number	Course name	Credits	Faculty
NURS 200	Introduction to Nursing	2	L. Younan
NURS 201	Introduction to Nursing Practice	2	L. Kantar
NURS 202	Health Assessment	2	D. Madi, T. Gulgulian
NURS 203	Biostatistics for Nurses	3	S. Fares
NURS 302	Nursing Care of Adults II	5	M. Adra, S. Sailian
NURS 306	Nursing Care of the Children	5	M. Khoury, D. Madi, T. Gulgulian, T. Avedissian, D. Damianos
NURS 402	Mental Health and Psychiatric Nursing	5	L. Farhood, H. Masalkhi
NURS 408	Community Health Nursing	5	M. Arevian, G. Honein, T. Avedissian
NURS 410	Leadership & Management Theory	5	L. Younan, A. Massouh, T. Avedissian
NURS 411	Leadership & Management Practicum	0	A. Massouh, L. Younan, D. Damianos, S. Sailian
NURS 502	Advanced Nursing Research	3	H. Darwish, S. Fares
NURS 503	Advanced Health Assessment	3	S. Noureddine
NURS 505	Advanced Practice in Adult Care	4	S. Noureddine, H. Darwish
NURS 508	Advanced Practice in Nursing Administration	4	N. Dumit, H. Huijer, L. Younan
NURS 509	Role Development in Nursing Education	3	L. Kantar
NURS 519	Clinical Residency in Acute	4	L. Farhood

	Psychiatric Care		
NURS 520	Managing Quality with Teams	3	N. Dumit
NURS 522	Principles and Practice of Community/Public Health Nursing	3	M. Arevian, G. Honein
NURS 530	Statistical Reasoning and Application in Nursing Research	2	S. Fares
NURS 531	Practical Applications of Budgeting in Nursing	1	L. Younan
NURS 598	Project	3	M. Arevian, M. Clinton, N. Dumit, L. Farhood, H. Darwish, G. Honein, H. Huijer, S. Noureddine, L. Younan

Summer 2016

Course number	Course name	Credits	Faculty
NURS 210	Pathophysiology	2	A.Massouh
NURS 307	Practicum I	0	T. Gulgulian, D. Damianos, M. Masalkhi, S. Sailian
NURS 506	Advanced Practice in Adult Care II	4	S. Noureddine, H. Darwish
NURS 508	Advanced Practice in Nursing Administration	4	N. Dumit, G. Honein, H. Huijer, L. Younan
NURS 598	Project	3	S. Noureddine

Fall semester 2016

Course Number	Course name	Credits	Faculty
NURS 200	Introduction to Nursing	2	L. Younan
NURS 300	Nursing Care of Adults I	5	M. Adra, L. Kantar, N. Alayan, S. Sailian
NURS 304	Nursing Care of the Expectant Family	5	D. Madi, M. Khoury, T. Avedissian, D. Damianos, T. Gulgulian
NURS 406	Nursing Research	3	S. Fares, G. Honein
NURS 404	Nursing Informatics	2	I. Fakih
NURS 400	Critical Care Nursing	4	A.Massouh, S. Sailian
NURS 402	Mental Health and Psychiatric Nursing	5	L. Farhood, H. Masalkhi
NURS 408	Community Health Nursing	5	M. Arevian, G. Honein, T. Avedissian
NURS 500	Nursing Theory	2	M. Clinton
NURS 501	Foundations of Advanced Nursing Practice	2	L. Farhood
NURS 504	Advanced Pathophysiology	3	S. Noureddine, H. Darwish
NURS 505A	Advanced Practice in Adult Gerontology I	4	S. Noureddine, H. Darwish
NURS 506	Advanced Practice in Adult Care II	4	S. Noureddine
NURS 508	Residency in Nursing Administration	4	N. Dumit

NURS 523	Advanced Community Assessment and Interventions	3	M. Arevian, G. Honein
NURS 524	Residency in Community Health Nursing	4	M. Arevian
NURS 527	Developing Health Services Programs	3	N. Dumit
NURS 598	Project	3	M. Clinton, N. Dumit, H. Darwish
IPEC 300	Inter-professional Education	1	M. Adra, H. Darwish, N. Dumit, G. Honein, L. Kantar, A. Massouh, S. Noureddine

C. SIMULATION TECHNOLOGY at HSON

During 2016, the Simulation and Clinical Competency Center (SCCC) provided activities/services for both AUB and non-AUB users in line with its mission statement. Users included HSON students enrolled in undergraduate and graduate programs (HSON users), medical students, residents, faculty members and nurses from AUB and elsewhere (non-HSON users).

This year all undergraduate nursing courses integrated simulation in their training and most of them included an objective structured clinical examination (OSCE) as part of the course assessment of clinical skills.. Additionally, more simulation scenarios were developed by faculty using a range of simulation modalities.

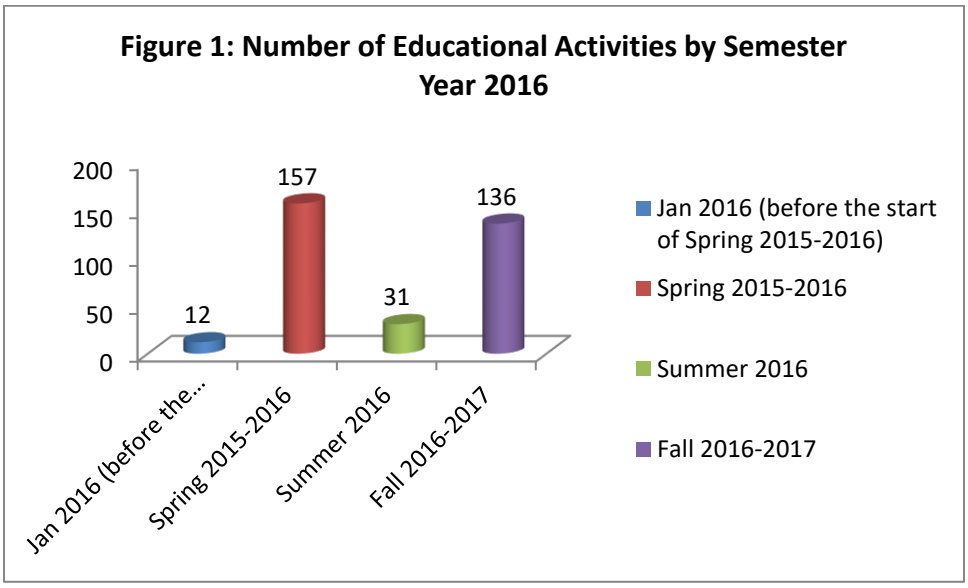
The SCCC continued to support non-nursing AUB/AUBMC users. This year more medical residents from different AUBMC specialties such as emergency, obstetrics and family medicine were scheduled for high-fidelity and skill training. There was an increase in use of the simulation facility by AUBMC this year to address clinical performance issues. Specifically, two “In situ simulation” programs, or simulation that is physically integrated into the clinical environment, were established to serve as adjuncts to the quality and system improvements initiatives at AUBMC Obstetrics and Emergency Departments.

In addition, and with the assistance of the nursing faculty, the SCCC developed and implemented a 5-day simulation-based train-the-trainer course (February 29 - March 4, 2016). The course covered the essential skills for teaching with simulation. The trainees were faculty from Ibn Sina College of Health Sciences, Palestine.

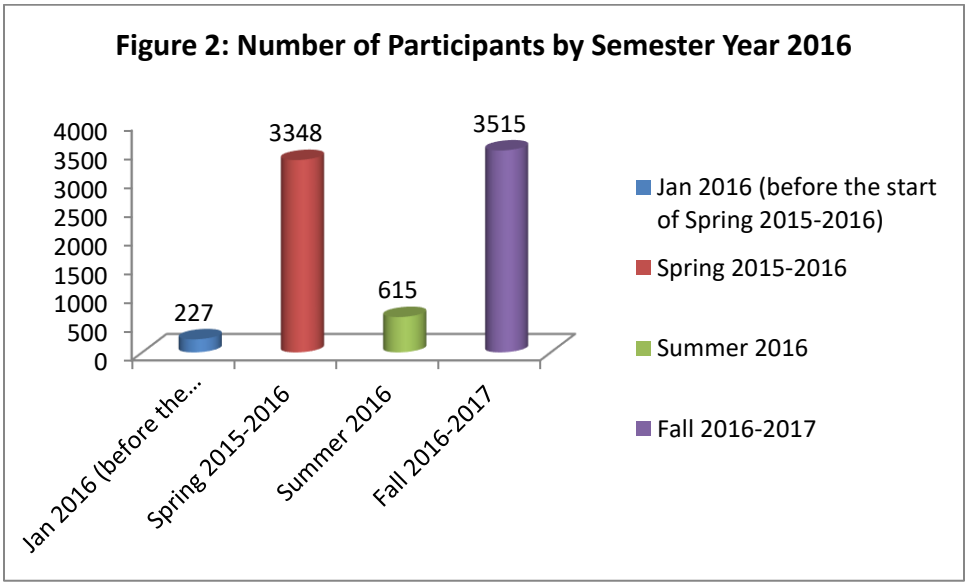
The figures below summarize activities done at the SCCC by semester

For the year 2016, SCCC supported 336 activities or simulation training experiences and 7,705 participants, including HSON and Non-HSON users.

The spring semester had the highest number of activities (47%) and the fall had the highest number of users (46%) (Figure 1 and figure 2 respectively).

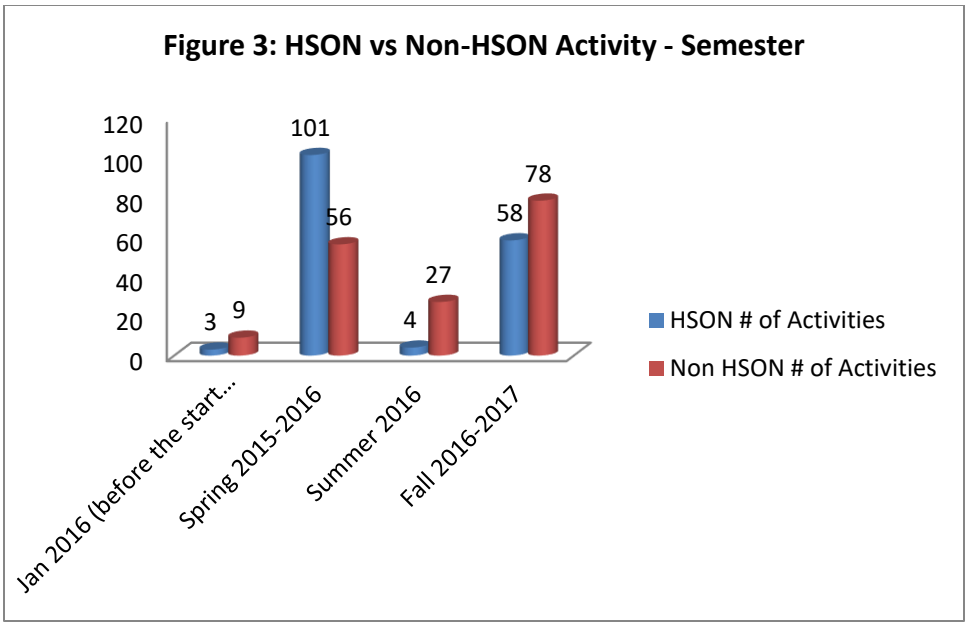


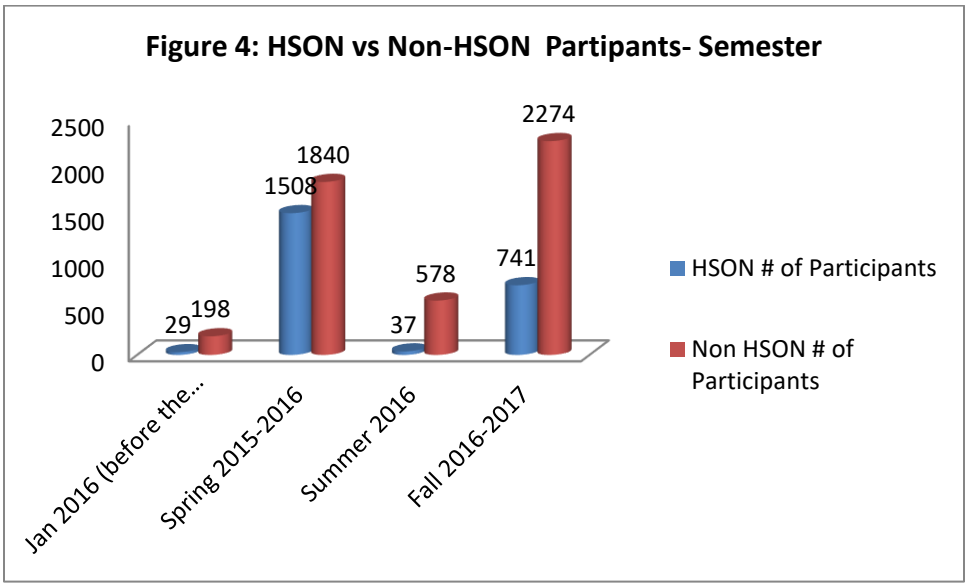
Legend: Educational Activity: each time the lab is utilized regardless of the objectives or content of the learning/teaching that is occurring.



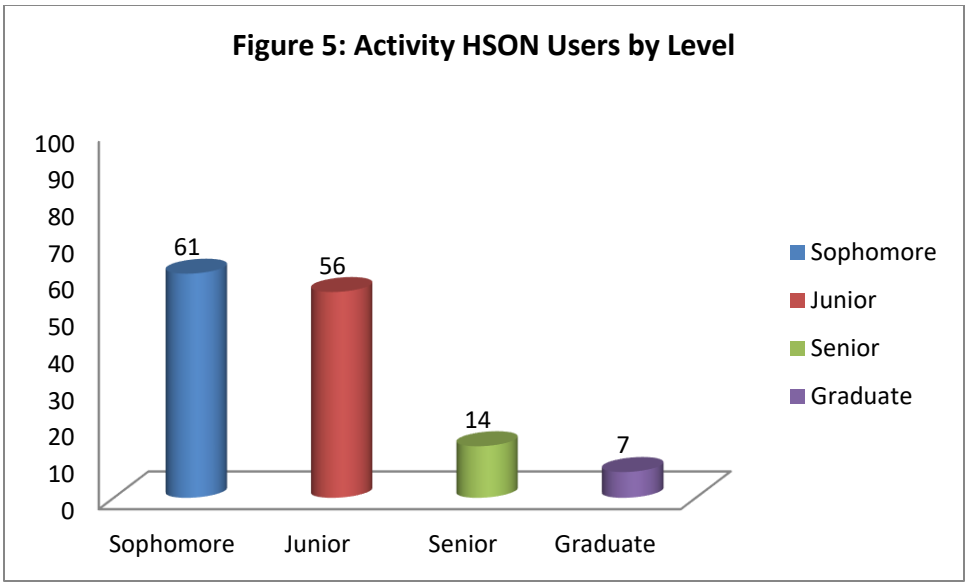
Legend: Participant: a person using the lab whether student, resident, nurse, or employee from AUB/AUBMC community or outside.

During the spring semester, 64% of all activities were conducted by HSON users. In contrast, Non-HSON users had 57% of all activities in the fall (figure 3). All through the semesters, Non-HSON users outnumbered nursing (around 100 students are enrolled in 1st and 2nd year medicine classes). In the summer, the lab continued to receive more Non-HSON users, as medicine end their semester later than nursing (see figure 4).





From the graphs below (figure 5), the use of the facility by HSON decreases from sophomore to senior years. In the MSN program, the SCCC is only used in the advanced assessment course (N503). There were a total of 7 activities in this course this past year.



Legend: Sophomore includes N201 Fundamentals of Nursing Practice and N202 Health Assessment; Junior includes N300 Nursing Care Of Adults I, N302 Nursing Care Of Adults II, N304 Nursing Care of the Expectant Family; N306 Nursing Care of Children and N307 Practicum I; Senior includes N400 Critical Care Nursing, N402 Mental Health and Psychiatric Nursing, N408 Community Health Nursing and N410 Leadership and Management in Nursing.

D. STUDENT PROJECTS, THESES, RESIDENCIES

MSN STUDENT PROJECTS AND THESES

Name	Track	Defense Date	Project or Thesis	Project title	Project/Thesis Committee
Ali Krayani	Adult Care Nursing	12-Dec-16	project	Post-Stroke Depression : A screening protocol for AUBMC	Dr. Hala Darwish; Dr. Laila Farhoud
Mohamad Haidar	Adult Care Nursing	7-Sep-16	project	Survey Of Paramedic Personnel On Attitudes And Practices Related To Resuscitation Of Out Of Hospital Cardiac Arrest Victims In Lebanon	Dr. Samar Noureddine; Dr. Mazen El Sayed
Nada Haidar	Nursing Administration	30-Nov-16	project	Developing a Nursing Research Policy for the Order of Nurses in Lebanon	Dr. Nuhad Dumit; Dr. Michael Clinton
Siham Sleiman	Community and Public Health Nursing	01-Jun-16	project	Protocol For Prevention Of Falls Among Older Adults In Community Settings	Dr. Samar Noureddine; Mrs. Mary Arevian

Abed Al Wahab Al Firikh	Adult Care Nursing	11-Apr-16	Project	Development of an Evidence Based Clinical Pathway for Patients With Aneurysmal Subarachnoid Hemorrhage	Dr. Hala Darwish; Dr. Samar Noureddine
Mohamad Abbas	Nursing Administration	25-Apr-16	Project	Bedside Report: A Patient-Centered Approach to Intershift Handoff	Dr. Lina Younan; Dr. Nuhad Dumit
Hana'a Abdul Salam	Nursing Administration	22-Apr-16	Project	Predictors of resilience among registered nurses at three private hospitals in south Lebanon	Dr. Nuhad Dumit; Dr. Michael Clinton
Joyce Abi Kharma	Adult Care Nursing	25-Apr-16	Project	Improving Nutritional Status in Head and Neck Cancer Patients: A Clinical Guideline	Dr. Samar Noureddine; Dr. Hala Darwish
Nour Jabbour	Psychiatric Mental Health Nursing	22-Apr-16	Project	Designing a Workshop on a Mental Health Toolkit for Media Professionals	Dr. Laila Farhood; Dr. Gladys Honein
Murielle Madi	Nursing Administration	21-Apr-16	Project	"In at the deep end" - A preliminary analysis of focus group discussions with novice nurses in Lebanon	Dr. Michael Clinton; Dr. Dina Madi
Najla Moufarrej	Adult Care Nursing	20-Apr-16	Project	Chemotherapy and Cognitive Function; an Educational Program for Nurses	Dr. Hala Darwish; Dr. Huda Huijer
Dina Mouzayen	Psychiatric Mental Health Nursing	27-Apr-16	Project	Designing an Evidence Based Advanced Practice Psychiatric Nurse Led Breast Cancer Support Group	Dr. Laila Farhood; Dr. Myrna Dumit
Hana Sahyouni	Community and Public Health Nursing	27-Apr-16	Project	Advanced Public Health Nursing: A Guiding Practice Model	Mrs. Mary Arevian; Dr. Lina Kantar
Farah Salhab	Nursing Administration	22-Apr-16	Project	Discharge Planning Policy for Adult Oncology Patients	Dr. Michael Clinton; Dr. Arafat Tfaily
Mariam Shatila	Community and Public Health Nursing	27-Apr-16	Project	Training Primary Health Care nurses on Breast Cancer Screening Awareness	Mrs. Mary Arevian; Dr. Lina Kantar
Hayat Zaatar	Adult Care Nursing	20-Apr-16	Project	Quality Improvement of Interdepartmental Patient Handoff Involving Adult	Dr. Gladys Honein; Dr. Lina Younan

				Patients on High Alert Medications	
Aida Zeaiter	Adult Care Nursing	11-Apr-16	Project	An Evidence Based Protocol For Skin Management of Breast Cancer Patients Receiving Radiation Therapy	Dr. Samar Noureddine; Dr. Fadi Geara
Hasmig Tchaparian	Nursing Administration	03-Feb-16	Project	Fatigue And Turn Out Among AUBMC Bedside Nurses	Dr. Michael Clinton; Dr. Souha Fares
Sabbagh Rachelle	Psychiatric Mental Health Nursing	29-Jan-16	Project	Borderline Personality Disorder : A Proposed Workshop To Empower Psychiatric Nurses And Other Mental Health Professionals	Dr. Laila Farhood; Dr. Gladys Honein

MSN STUDENT RESIDENCIES

Name	Track	Residency Term	Residency Supervisor	Residency Site	Preceptor	Preceptor title
Lina Ahmadieh	Nursing Administration	Summer 2015-2016	Lina Younan	1st: AUBMC; 2nd:EHMU	1: Zeinab Mallah; 2: Miss Nour Hassan	1:Nursing Quality Officer - 2: EHMU coordinator
Shadi Al Halabi	Nursing Administration	Summer 2015-2016	Nuhad Dumit	AUBMC	Maya Nizam	Executive Assistant-Nursing Administration
Mariam Al Sabae	Nursing Administration	Spring 2015-2016	Lina Younan	AUBMC Radiation Oncology	Chirine Chehab	Clinical Department Administrator - Radiation Oncology
Ala'a Awwad	Adult Care Nursing	Summer 2015-2016	Hala Darwish	AUBMC	1: Janane Hanna- 2: Rebecca El Asmar; 3: Dr Raja Sawaya	1:Clinical Nurse Specialist II; 2:Clinical Nurse Specialist II; 3:Professor of Clinical Specialty
Rayane Cheikh	Nursing Administration	Spring 2015-2016	Michael Clinton	AUBMC	Yara Abou Harb	Deputy Director for Patient Affairs
Fatima Chreif	Nursing Administration	Spring 2015-2016	Nuhad Dumit	AUBMC quality control in the surgery department	Rayane Islambouli	Surgical Quality Improvement & NSQIP Coordinator
Ahmad	Nursing	Summer	Honein	AUBMC	Diala Abu	Administrator

Ghaddar	Administration	2015-2016	Gladys	Private clinic administration	Daher	Specialty Clinics and Call Center
Grace Hakim	Adult Care Nursing	Fall 2016-2017	Samar Noureddine	University of Maryland Shock and Trauma center	Carla A Aresco	Nurse practitioner, Senior Clinical Program Manager
Lynda Hashem	Nursing Administration	Summer 2015-2016	Honein Gladys	Children's Heart Center, outpatient department AUBMC	1: Rasha Talhouk; 2: Mrs Maria Atoui El Hajj	1: Executive assistant; 2: Development & Brave Heart Fund administrator & patients relation coordinator
Yara Hazouri	Nursing Administration	Summer 2015-2016	Huda Abu-Saad Huijer	Johns Hopkins Medical Institute - Charlotte Bloomberg Children's Center	Marybeth Vidunas.	Pediatric Nurse Educator
Rony Merhi	Nursing Administration	Summer 2015-2016	Nuhad Dumit	AUBMC	Maya Nizam	executive assistant of the nursing administration
Reem Salem	Adult Care Nursing	Fall 2016-2017	Samar Noureddine	1st:AUBMC – ER + Transfer Center; 2nd:AUBMC – Critical Care 3: Ain Wazain Nursing Home	1: Lamia Eid ; 2: Sabath Jamous; 3: Dr. Husam Ghosn	1: Case Manager; 2: Clinical Nurse Specialist 3: Gerontologist
Victoria Semaan	Adult Care Nursing	Fall 2016-2017	Samar Noureddine	AUBMC	1: Angela Massouh; 2:Rafika Zaatari	1: Heart Failure Clinical Nurse Specialist ; 2:Clinical Educator
Roula Shehadeh	Nursing Administration	Fall 2016-2017	Michael Clinton	1st: Belle Vue Medical Center; 2nd: AUBMC Nursing Quality	1: Rana AbdelMalak; 2:Ms. Zeinab Mallah	Director of Nursing

				Department		
Mona Shorba	Nursing Administration	Summer 2015-2016	Lina Younan	AUBMC	Ms. Nada Nassar	Nurse Quality Manager
Wafaa Skaf	Nursing Administration	Spring 2015-2016	Michael Clinton	AUBMC nursing quality department	Ms Nada Nassar	quality manager
Siham Sleiman	Community and Public Health Nursing	Fall 2016-2017	Mary Arevian	University of Maryland	1: Jodi Berg-Gaither; 2:Lauren Schroeder	1: CRNP,Emergency Medicine Medical Center ; 2:MS, CRNP – maternity leave Senior Nurse Practitioner Emergency Medicine

III. STUDENT- RELATED ACTIVITIES

A. STUDENT ENROLLMENT/SCHOLARSHIPS

- The total number of applicants to the BSN program for 2016-17 was 356; the total number of accepted students was 182 and the total number who confirmed their enrollment was 65. This includes 3 students accepted as early admissions, 1 transfer student from outside AUB, 4 transfer students from within AUB, 3 sponsored by USAID fund, and 2 students working for a second degree.

- The total number of applicants to the MSN program for 2016-17 was 38; the total number of accepted students was 35 and the total number who confirmed their enrollment was19.

- A total of **47** interviews were conducted with new BSN students, **36** were recommended for scholarships, and **31** enrolled. This scholarship is still attracting students who select a nursing major as their 3rd, 4th and 5th choice in their application.

- The table below shows the student enrollment for the last five years:

	BSN					MSN				
	2012-13	2013-14	2014-15	2015-16	2016-17	2012-13	2013-14	2014-15	2015-16	2016-17
Applied	287	285	349	341	356	40	38	47	31	38
Acceptance	151	141	179	186	182	38	33	42	28	35
New Enrolled	72	64	70	55	65	16	26	23	12	19
Yield	48%	45%	39%	30%	36%	42%	79%	55%	43%	54%
Committed	52	52	54	39	55	16	26	22	12	18
Total Enrollment	168	167	185	172	163	52	60	60	55	51
Female	80%	81%	77%	72%	68%	77%	77%	75%	85%	88%
Male	20%	19%	23%	28%	32%	23%	23%	25%	15%	12%
Lebanese	90%	84%	81%	81%	79%	92%	93%	85%	93%	90%
International	10%	14%	19%	19%	21%	8%	7%	6%	7%	10%
BSN /MSN Graduates	31	35	40	40		17	10	17	16	

B. STUDENT RECRUITMENT AND MARKETING

Student recruitment and marketing of the BSN and MSN programs remain a priority at HSON. The marketing strategy for student recruitment in 2015 included various activities:

- **Graduate Open House:** HSON participated on February 3, 2016 in the Graduate Open House organized by the Graduate Council to promote graduate programs. Similar to previous years, few applicants interested in the MSN program attended the open house.

- **School visits:** The HSON team visited 22 high schools to recruit students. School counselors were contacted and a poster was sent to all schools inviting high school students to visit the simulation lab at HSON.

- **AUB Annual School Fair**: HSON participated in the AUB Annual School Fair for undergraduate programs in April 2016.

- **AUBMC Open House:** On the 18th of May, HSON participated in the AUBMC open house to recruit nurses from all over Lebanon. The Student Services Officer (SSO) had a booth for the MSN program and Dr. Samar Noureddine presented the MSN program requirements.

- **Orientation for new nurses at AUBMC:** During the orientation for new nurses in February, March, May, August, October and December 2016 at AUBMC, Dr. Noureddine and Mrs. Berbary presented the MSN program requirements. This presentation became part of the orientation program organized by the CPDC.

- **Marketing and promotion of HSON academic** programs is done also through:
  - Social media: Facebook, LinkedIn, Utube, website
  - Keystone Academic Solutions portal: to recruit students for graduate studies
  - Nursing Centralized Application System (CAS) portal: to recruit students from North America for the MSN program and for the BA/BS-BSN second degree accelerated program. In 2016, we enhanced the features of the HSON programs display on Nursing CAS to become more attractive. The result was that we received more than 230 applications that are still being processed for Fall admissions 2017-18.
  - Big choice portal: to recruit students from Asia, Africa, and South America, for undergraduate and graduate programs.

- **High School student's visits to HSON:** Interested students from Lycee Abdel Kader and ACS visited the school of Nursing. The SSO provided information on the BSN program and FA/scholarships available.

C. STUDENT ACTIVITIES

Nursing students were involved in different community projects and activities in their Community Course and in events organized by the Nursing Students Society (NSS) in 2016:

- **New Student Orientation:** During the orientation of newly enrolled students, some undergraduate and graduate students provided testimonials and success stories about the nursing profession.

- **Student recruitment:** Some BSN students were involved in school visits with the student services officer. These students contacted the school they graduated from and went there to promote the AUB HSON nursing programs.

- **School Fair:** Students from the BSN and MSN programs participated in the AUB school fair that was open to all students from different high schools. HSON had a stand at the Olayan School of Business to inform visitors about the BSN program at AUB

- **The Middle East Student Ambassador Program by Elsevier**: Elsevier has launched the Middle East Student Ambassador Program to be able to connect with the University and to support students through their careers. One of the nursing students was selected as a Student Ambassador to help Elsevier engage with other students on campus.The main goal of the Ambassador is to help Elsevier in writing book reviews whenever they want to promote titles, increase the visibility of Elsevier through social media, and to conduct surveys for market research.

- **Medical Research Volunteer Program (MRVP)**: Occasionally, undergraduate nursing students volunteer to participate in the Medical Research Volunteer Program (MRVP) organized by AUB.

- **Lung Health Awareness**. On March 30, 2016, HSON students raised awareness about lung function, health, smoking effect, third hand smoking, and how to take care of one's lungs.

- **School Awareness & Renovation Project**. On April 16, 2016, HSON students in collaboration with FHS students received some money from the AUB 150th anniversary fund to renovate classrooms in one of the Lebanese schools. The students engaged in an awareness campaigns about environmental and physical health, in two schools.

- **Liqaa' fi kol kadaa'**: Throughout the year, HSON students actively participated in the Order of Nurses 'project entitled Liqaa' fi kol kadaa'. They participated in informing people about the nursing profession and educating them on health issues.

- **May 11, International Nurses Day 2016:** HSON students participated in the celebrations by organizing a fashion show of nursing uniforms and a flash mob. They showcased nursing uniforms from different eras, starting with the early Christian era and projecting into the future, and provided short descriptions of the achievements during each era. They also edited the lyrics of the song: "We are the world" to become "We are the nurses" and sang it all together.

- **May, 2016: AUB outdoors**: Students prepared a stand for the bottle challenge game, and raised funds which were added to the Nursing Student Society account.

- **September 2016:** Elections for the Nursing Student Society were held and the cabinet was formed as follows :
    - President: Nicole Dagher
    - Vice President: Dayana Traboulsi
    - Treasurer: Elizabeth Cantrell
    - Secretary: Amr Kayali
    - Public Relations (PR): Bassem Fakhouri
    - Member at Large: Bassam Fakih
    - Class Representative BSN II: Rasha Houri
    - Class Representative BSN III: Nour Ali Abdallah
    - Class Representative BSN IV: Mirna Hussein

- **October 2016**: Elections for the SRC and USFC were held and the results were as follows :

Department	Election Pool	Seats
NU	FM USFC	Mirna Hussein
NU	NURSING IV and GR	Nayla Moukarzel
NU	NURSING II and III	Hassan Yassine

- **Bake sale:** A bake sale was held and the money raised was donated to families in need.

- **December, 2016**: A food and clothes drive was organized to help needy families.

D. OTHER STUDENT SERVICES AND RESOURCES

- **Credentialing Requests of Nursing Graduates**
  With the great demand for certification in different areas in Nursing, the number of requests for credentials from graduates has increased. In 2016, HSON received 26 requests by foreign institutions to complete students' credentials; the majority were submitted to the Commission on Graduates of Foreign Nursing Schools (CGFNS) in USA.

- **Online Petition Form System**
  As of January 2016, HSON adopted the Online Petition Form System (OPFS) initiated by the Faculty of Arts and Sciences. OPFS was customized to meet the needs of HSON. The types of petitions that were automated include the following: Overload/underload of credits, course withdrawal, extension of residency at AUB, late registration, among others. The Chair of the Academic and Curriculum Committee and the Chair of the Graduate Studies Committee can directly approve straightforward requests. Irregular petitions are usually brought to the attention of the concerned committees. A total of 107 petitions were processed in 2016.

IV. RESEARCH AND SCHOLARLY ACTIVITIES

A. CURRENT HSON FACULTY RESEARCH

Principal Investigator: Huda Abu-Saad Huijer
Palliative Care in Older Adults in Lebanon
The purpose of this study is to evaluate the quality of palliative care (PC), the quality of life (QoL), symptom management, and functional ability among hospitalized older adults in need of palliative care in Lebanon.
The study follows the observational survey design. Data is being collected from three hospitals: AUBMC, St. George, and AinWaezein. Face to face interviews are carried out using the Quality of Palliative Care Questionnaire-Adult (QPCQ-A) which was constructed using several instruments measuring quality of life, symptom prevalence and management, quality of care, and functional ability.
Co-Investigators: **Marina Adra, Hala Darwish, Souha Fares**, Hussam Ghusn, Ramzi Hajjar, George Karam, **Samar Noureddine**
Funding: CNRS
Status: Ongoing

Principle Investigator: Huda Abu-Saad Huijer
Chronic Pain: The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)
Chronic pain is believed to be a disease on its own and has been increasing in prevalence. While reporting or anticipating pain, patients experience a negative "mental set" of catastrophizing that has been described as an exaggerated cognitive-affective response to actual or anticipated pain. The 13-item Pain Catastrophizing Scale (PCS) is the most widely used measure of pain-specific catastrophizing and assesses three dimensions: rumination, magnification, and helplessness. The PCS has been translated and validated in several languages though no Arabic version exists that measures an important predictor of pain and

pain-related outcomes. Thus, the purpose of the project is to develop and psychometrically evaluate PCS in the Arabic language among a sample of 150 adults in Lebanon.
Coinvestigator: Dr. Douglas French, Professor of Psychology, University of Moncton, Canada
Funding: Pfizer
Status: Completed. One article published and two articles in preparation.

Principal Investigator: Marina Adra
Constructing the meaning of quality of life for residents in care homes in Lebanon: Perspectives of Residents, Staff, and Family
Located in two care homes in the Lebanon, the study explores the perceptions, perspectives, and meaning of quality of life for a theoretical sample of care staff, family caregivers, and older people. Results: Four themes emerged from this analytical process: i) Maintaining Family Connectedness; ii) Engaging in Worthwhile Activities; iii) Maintaining and Developing Significant Relationships; and IV). Holding and Practicing Spiritual Beliefs. The emergence of these themes confirmed the complex, interrelated, and multidimensional nature of quality of life for residents and other stakeholders.
Coinvestigators: John Hopton, John Keady.
Status: Proposal submitted for funding

Principal Investigator: Elie Akl
Characterizing the interaction between physicians, pharmacists and pharmaceutical representatives in a middle-income country: a qualitative study
The aim of this qualitative study is to explore the nature, intensity, and effect of the interactions between pharmaceutical companies, physicians, and pharmacists on drug prescription and dispensing practices in Lebanon, a middle- income country.
Co-investigators: **Gladys Honein**, Rima Hajjar, Mohammed Cheaito, Aya Bassatne
Funding: None
Status: Completed, manuscript in progress.

Principal Investigator: Elie Akl
Using Media to impact health policy making: A systematic integrative review
This integrative systematic review aims to assess the effects of planned media - including social media - interventions on the health policymaking process.
Co-investigators: Lama Bou-Karroum, Fadi El-Jardali, Nour Hemadi, Yasmine Faraj, Utkarsh Ojha, Maher Shahrour, Andrea Darzi, Maha Ali, Carine Doumit, Etienne Langlois, **Gladys Honein.**
Funding: Alliance for Health Policy and Systems Research, World Health Organization
Status: Manuscript submitted for publication

Principal Investigator: Monique Chaaya
Dementia in Lebanon: a follow-up study
This proposed study aims to follow up on the initial cohort of 408 older-adults in order to assess the risk of dementia in terms of incidence and to provide an update on its prevalence. In addition, the study will investigate risk factors of dementia, mortality and morbidity levels, and major health outcomes, specifically hospitalization and nursing home placement. The study also aims to measure the caregivers' mental health and burden of care.
Co- PI: **Hala Darwish,** Ramzi Hajjar
Funding: Lebanese National Council of Research

Status: Ongoing

Principal Investigator: Michael Clinton
From Education to Practice: The Challenges that Nursing Students and Novice Nurses Face in Lebanon
This qualitative study involves three university sites and three hospitals in Lebanon. The study is designed to investigate from the point of view of students and registered nurses (RNs) in the first year of practice the challenges they face as they engage in clinical nursing practice. The study focuses on challenges that are unique to Lebanon. Separate focus groups will be formed at the three universities. The three focus groups will explore the challenges students face as they transition to the clinical experience in BSN IV. Separate focus groups will be established at three hospitals in Beirut. The hospitals will be those that generally recruit the most graduates from the respective universities. The three focus groups will focus on the challenges RNs face in their first year of practice in Lebanon. Thematic analysis and the constant comparative method will be used to analyze the data. The study findings may suggest strategies for reducing attrition in BSN programs in Lebanon and may assist hospital administrations to reduce attrition of RNs in their first year of practice.
Co-principal Investigators: Myrna Doumit, Sawsan Ezzeddine, Ursula Rizk
Coinvestigators: Nour Alayan and Leila Al-Alti
Design: Qualitative study using focus groups
Funding: None
Status: Manuscripts in preparation

Principal Investigator: Michael Clinton
Comparison of organizational research climates in universities in Lebanon, Canada and Australia: An initial study
The strategic purpose of this initial study is to establish an international program of research focused on the regulation of human subject research. In this initial study the organizational research climates of selected universities in Lebanon, Canada and Australia will be described and compared. Subject to ethical and institutional approval the study will be conducted at the American University of Beirut, the Lebanese American University, the University of Saskatchewan, and the University of Newcastle, New South Wales. This survey is the first of its kind to assess from the perspective of investigators and graduate students the organizational research climate in three countries. The results will provide a basis for an expanding the survey to other universities in Lebanon and the wider region, Canada and Australia.
Funding; None
Status: Awaiting IRB approval

Principal Investigator: Hala Darwish
Brief International cognitive assessment for MS (BICAMS)-Arabic
The aim of this study is to validate the well-established Brief International Cognitive Assessment for Multiple Sclerosis (BICAMS) in Arabic
The test stimuli and administration procedures will be standardized in Arabic. The validity and the test-retest reliability of the different tests will be assessed.
Finally, we will establish the normative data for Lebanon
Co PIs: Samia Khoury and Bassem Yamout
Funding: Novartis / MENACTRIMS
Status: Ongoing

Principal Investigator: Hala Darwish
Environmental enrichment affects spontaneous object recognition, temporal order memory, and epigenetic events post mild traumatic brain
In this study, an animal model of TBI is induced using controlled cortical impact head injury at mild intensity to cause the trauma. The aim of the study is to examine the effect of Complex Enrichment (EC) on cognitive deficits and evaluate the injury-induced epigenetic events and cellular damage associated with mild traumatic brain injury.
Co-PI: Elie Al- Chaer
Funding: MPP-RFA
Status: Ongoing

Principal Investigator: Hassan Dhaini
N-Acetylation Traits as Effect Modifiers of the Association between Smoking-based Arylamine Exposure and Tumorigenic Outcome in Lebanese Urothelial Bladder Cancer Patients
The study aims to investigate a potential association between smoking and tumorigenic outcome in urothelial bladder cancer patients, as well as to examine the modifying effect of metabolic N-acetylation traits. This study is expected to improve our understanding of the etiology of bladder cancer. We anticipate providing evidence in support of a gene-environment interaction that may underlie the unusually high incidence of bladder cancer in Lebanon.
Co-investigator: **Souha Fares**
Funding: URB
Status: Data collection in progress

Principal Investigator: Nuhad Dumit
Analyzing the Antecedents of Nurses in Private and Public Medical Centers in Lebanon
The main aim of this study is to examine sickness absences at major medical centers across the country in terms of prevalence, nature, causes, trends, frequency, cost, and impact on services provided. Another aim is to explore reasons for sickness absence in order to recommend and implement appropriate intervention(s) for effective absence management. A third aim is to validate the JOINT model created in a systematic literature review (article published) by the investigators.
Coinvestigator: Lina Daouk Oyry
Supported by the Evidence-based Healthcare Management Unit, AUB
Status: Ongoing
Publication: Baydoun, M., **Dumit, N. Y**.; Daouk-Oyry, L. What do nurse managers say about nurses' sickness absenteeism? A new perspective. *Journal of Nursing Management*. In Press.

Principal Investigator: Nuhad Dumit
Assessing Basic and Continuing Education Learning Needs of Nurses in Lebanon
The purpose of the study is to identify the basic and continuing education learning needs and preferred ways of learning of bedside nurses in Lebanese hospitals. It is expected that the results of this study will inform the design of basic and continuing education programs that can be tailored to the needs of bedside nurses. This study is in collaboration with the Order of Nurses in Lebanon and nursing faculty members from the University of Saint Joseph, University of Balamand, and Lebanese University.
Coinvestigators: **Souha Fares**, Marie Therese Sabbagh, Mireille Najjar, Gisel Hajal, Vicky Jubran New project with the support of the Order of Nurses in Lebanon
Funding: URB

Status: submitted for IRB approval

Principal Investigator: Nuhad Dumit
Exploring continuing education learning needs of nurses and nurse managers in Lebanon.
The overall aim is to assess the continuing education needs of nurses and nurse managers in Lebanon
Co-investigator: **Souha Fares**
Funding: URB

Principal Investigator: Laila Farhood
Promoting Psychosocial and Mental Health Care through Community-based Educational Workshops for Teachers and Parents: A Follow-up to Mental Health Assessments in Civilians Exposed to Traumatic Events of War in the South of Lebanon
This intervention study is a follow-up to recommendations from previous studies by the PI revealing high rates of psychiatric morbidity in the south of Lebanon. The specific aims of the study are to (1) identify attitudes and beliefs about mental illness, symptoms, and treatment through focus groups conducted with teachers and parents of students; (2) provide psychoeducation (e.g. effects of trauma, depression in children and adolescents) and psychosocial resources (e.g. solutions for student behavioral challenges within the classroom) to parents and teachers through workshops; and (3) test the efficacy of the intervention by administering questionnaires before and after the educational program to observe changes, if any, in reported mental health problems, attitudes, and practices.
Coinvestigators: Fadi Maalouf, Myrna Doumit and **Souha Fares**
Funding: Medical Practice Plan (MPP) and University Research Board (URB)
Status: data collection done and 2 papers are already in press another ongoing

Principal Investigator: Ghada El Hajj Fuleihan
Capacity Building in Chronic Non-Communicable Diseases at the American University of Beirut: A Programmatic Multidisciplinary Curriculum Based on Interfaculty Approach
This training grant aims at building research capacity in chronic, non-communicable diseases and disorders across the lifespan. The grant includes a short-term certificate program, medium-term mentoring of thesis, and long-term training through a master's degree in clinical research. This program involves the Faculty of Medicine, HSON, the Faculty of Health Sciences, and the Faculty of Agricultural and Food Sciences.
Coinvestigators: **Huda Abu-Saad Huijer**, Robert Habib, Nahla Hwalla, Abla Mehio Sibai, and US collaborator Christos Mantzaros
Mentors: **Huda Abu-Saad Huijer**, Monique Chaaya, Ghada El-Hajj Fuleihan, Robert Habib, Nahla Hwalla, Ayad Jaffa, Mona Nabulsi, **Samar Noureddine**, Omar Obeid, Abla Sibai
Co-mentors: **Hala Darwish** and **Nuhad Dumit**
Funding: NIH and Fogarty International. Grant # PAR-10-257: Chronic, Non-Communicable Diseases and Disorders across the Lifespan (D 43)
Status: Ongoing. Four cohorts including HSON junior faculty and MSN students have completed the SHARP summer certificate program on an annual basis.

Principal Investigator: Gladys Honein
User acceptance of electronic patient portal (EPP) for self-management of diabetes and chronic high blood pressure at the Family Practice Clinic of the American University of Beirut, Lebanon

The aim of this study is to explore the demographic characteristics, the perceived ease and usefulness, the subjective and social norms of potential users of Electronic Patient Portal (EPP) at the American University of Beirut Medical Center- Family Practice Clinic (FMC-AUBFMC).
Co-researchers: Dr. Joumana Antoun
Funding: Medical Practice Plan (MPP)
Status: Ongoing.

Principal Investigator: Gladys Honein
Is there a need for a guideline regarding anaphylaxis management for nurses working in schools and daycares in Lebanon?
The aim of this study is to assess the Lebanese school nurses' current practices in the management of anaphylaxis reaction and to explore their perceived need for a protocol to manage anaphylaxis reaction.
Co-investigator and responsible for the design of the study: **Tamar Avedissian**
Funding: Order of Nurses in Lebanon
Status: awaiting IRB approval

Principal Investigator: Fadi El-Jardali
Barriers and facilitators to the implementation of health benefit packages in low-and middle-income countries: a systematic review
The objective of this study is to systematically review the evidence on the barriers and facilitators to the implementation of health benefit packages in low-income and middle income countries. Specifically, we will focus on health benefit packages that are implemented through community-based health insurance schemes or by a country's Ministry of Health via primary health care or contracted out to nongovernmental organization.
Co-investigators: Fadi El-Jardali, Racha Fadlallah, Aref Daouk, Rana Rizk, Nour Hemadi, Ola El Kebbi, Aida Farha, **Gladys Honein**, Elie Akl.
Funding: Alliance for Health Policy and Systems Research, World Health Organization
Status: Data analysis in progress

Principal Investigator: Lina Kantar
Knowledge Retention and the Instructional Approach: Case-Based versus Lecture-Based Learning
The purpose of this study was to identify differences in nursing students' knowledge retention after being exposed to two instructional approaches, the case-based learning and lecture-based learning. Knowledge retention was assessed through scores of students using a selected response multiple choice test. The test content examines knowledge retained from the Nursing Care of Adults I course. Selecting teaching practices that ensure better acquisition and retention of knowledge in nursing students is imperative to safe nursing practice.
Co-investigators: **Angela Massouh and Silva Sailian**
Funding: None
Status: Completed. Article under review by the journal of Nurse Education Today

Principal Investigator: May Khoury
Palliative care: Educational Intervention for Nurses in Lebanon: An Attempt

The purpose of this study is to assess the effectiveness of Palliative Care continuing educational intervention for registered nurses at the American University Medical Center; and to recommend future educational programs.
Co-investigators: **Mrs. Mary Arevian, Dr. Suha Fare**s and Mrs. Ghina El Khatib
Funding: None
Status: Data analysis in progress.

Principal Investigator: Angela Massouh
Determinants of Self-care in a sample of Lebanese Patients with Heart Failure
The primary purpose of this study is to describe self-care behaviors and their determinants in a sample of Lebanese patients with HF and subsequently make recommendations for interventions to promote self-care among this vulnerable patient population. The specific aim of this study is to describe the relationships among clinical and sociodemographic characteristics, functional ability, and psychological status and self-care in a sample of Lebanese patients with heart failure.
Co-investigators: **Huda Abu Saad Huijer** and Paula Meek
Funding: URB fund
Status: Data analysis in progress.

Principal Investigator: Farah Naja
Barriers and opportunities for enhancing subject recruitment and retention in mother and child cohort studies: Findings from the MINA cohort
In this study, we aim at investigating barriers and challenges to participation in cohort studies from the perspectives of both study participants' as well as staff members carrying the immediate responsibility of subjects' recruitment
Co-investigators**: Gladys Honein**, Ghina Ghazeeri, Lara Nasreddine
Funding: Qatar National Research Fund (QNRF) under the National Priorities Research Program (NPRP)
Status: Data collection

Principal Investigator: Samar Noureddine
The Lebanese Metabolic Health Promotion Trial: The LEBMETPRO trial.
The aim of this randomized controlled trial is to test the efficacy of a 3 months behavioral dietary and physical activity intervention on adherence to the Lebanese Mediterranean diet and to regular moderate physical activity in adults with metabolic syndrome, a group at high risk for cardiovascular disease. The specific aims are: 1) To test the feasibility, acceptability and preliminary efficacy of a culturally sensitive behavioral intervention on dietary consumption and physical activity in adults with metabolic syndrome; 2) To investigate the effect of the intervention on blood pressure, total cholesterol, HDL, triglycerides, body weight, waist circumference and fasting blood sugar; 3) To investigate the effect of the intervention on psychosocial determinants of dietary and physical activity behaviors, namely the knowledge of healthy diet, dietary outcome expectancy, physical activity outcome expectancy, dietary self-efficacy, physical activity self-efficacy, dietary intention and physical activity intention; and 4) to investigate the feasibility and acceptability of mobile phone text messages as a means of supporting the intervention.
Co PIs: Lara Nasreddine, Marco Bardus, **Suha Fares**, Hussain Isma'eel.
Funding: Submitted to the Collaborative Stimulus Research grant; pending approval
Status: Translation of instruments to Arabic and preparation of IRB application.

Principal Investigator: Samar Noureddine
Assessment of Cardiopulmonary Resuscitation Practices in Emergency Departments for Out of Hospital Cardiac Arrest Victims in Lebanon. This study surveyed 75 emergency physicians about their practices and the challenges they face regarding resuscitation of out of hospital cardiac arrest victims.
Other researchers: **Tamar Avedissian**, Hussein Ismaeel and Mazen El Sayed
Funding: None
Status: Manuscript in press at the *Journal of Emergencies, Trauma, and Shock*

Principal Investigator: Samar Noureddine
Knowledge, attitude and practice of substance use among medical students in Lebanon
This survey examined the level of knowledge, attitude and practices related to alcohol and drug use in 231 medical students of 4 major universities in Lebanon.
Other researchers: George Assaf, Silva Kouyoumjian and Jamil El Khoury
Funding: None
Status: Manuscript under review by the Eastern Mediterranean Health Journal.

Principal Investigator: Samar Noureddine
Smoking behavior after hospitalization with a coronary event.
The aim of the observational longitudinal study is to examine the rates of smoking cessation and relapse following hospitalization with an acute coronary event. A number of psychosocial predictors of cessation and relapse are also investigated.
Other researchers: Habib Dakik and **Angela Massouh**
Funding: None
Status: Manuscript in preparation

Principal Investigator: Hani Tamim
Assessment of Traumatic Brain Injury in Lebanon: A Retrospective Cohort Study
The aims of this study are to assess the burden and magnitude of TBI in Lebanon through estimating the period prevalence, demographics of patients, types and mechanisms of injuries and to assess clinical outcomes of TBI patients and to evaluate hospital management of TBI after classifying them into mild, moderate or severe groups, based on clinical judgment and CT findings as per CDC guidelines of 2014.
Co PI: **Hala Darwish**, Firas Kobaissy and Mazen el Sayyed
Funding: MPP
Status: Data Collection

Principal Investigator: Kathy Wood
Symptom Measurement in Patients with Arrhythmias
The aim of this prospective cross-sectional survey is to evaluate the number, incidence of clinical symptoms and depression, as well as the impact of symptoms on patients living with a variety of arrhythmias. Gender differences in symptom perceptions will also be examined. A total of 100 patients with arrhythmias have been recruited from the cardiology clinic at AUBMC.
Other researchers: Marwan Refaat, **Samar Noureddine**, Mostafa Hotait
Funding: Duke University
Status: Data collection in progress

Principal Investigator: Lina Younan
How Nursing Work Is Organized in Lebanese Hospitals and Its Effects on Nurses' Wellbeing
The objectives of the study are

1. To describe the organization of nursing work in Lebanese hospitals by identifying the models of nursing care in use and their prevalence.
2. To describe nursing staffing patterns in Lebanese hospitals (mainly nurse-to-patient ratios, staff-mix, and educational level of RNs,) and compare them to international standards.
3. To investigate the relationships between the level of nurses' professional education, nursing staffing patterns, models of nursing care, and the incidence of nursing fatigue and muscular skeletal injury.

Co-investigators: Michael Clinton, Fadi El Jardali, Helen Samaha, Souha Fares
Funding: URB fund
Status: Data analysis in progress.

Principal Investigator: Lina Younan
The organization of nursing work in Lebanese hospitals: What do nurses do and how do models of care affect fatigue.
The study investigates the relationship among three important variables that are not usually explored together: organization of nursing work, fatigue and musculoskeletal injuries. The sample includes 3157 nurses working in acute care units located in 39 hospitals across the five districts of Lebanon. The knowledge to be generated from this study will help nurse administrators and regulators identify:

1. The delivery models of nursing care in use in Lebanese hospitals and their prevalence.
2. The types of activities that nurses actually perform and accordingly delineate the real scope of practice of nurses with different educational levels.
3. Nursing staffing patterns in Lebanese hospitals (mainly nurse-to-patient ratios, staff-mix, and educational level of RNs,) and compare them to international standards.
4. The relationships between level of nurses' professional education, nursing staffing patterns, models of nursing care and the incidence of nursing fatigue and muscular skeletal injury among nurses.

Co-investigator: **Souha Fares**
Funding: URB

B. SCHOLARLY PUBLICATIONS 2016

- Abou-Abbass H, Abou-El-Hassan H, Bahmad H, Zibara K, Zebian A, Youssef R, Ismail J, Zhu R,Zhou S, Dong X, Nasser M, Bahmad M, **Darwish H**, Mechref Y, Kobeissy F.Glycosylation andother post translational modifications alterations in neurodegenerative diseases: current status andfuture role in neurotrauma. *Electrophoresis*. 2016 Mar 9

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- **Abu-Saad Huijer, H.**, Saab, M. Hajjar, R. (2016). Palliative Care for Older Adults in Lebanon. *Lebanese Medical Journal, 64*(1):27-32.

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Research/Continuing Education Seminars

The HSON Research Committee (RC) organized a series of research seminars. The aim of these seminars is to disseminate the research findings of the HSON faculty and alumni to the AUB community and to get acquainted with other AUB faculty members' research work. The following were invited to share their research findings:

- ✓ Dr. Frank Ferris: Challenges and Goals of Palliative Care. February 10, 2016
- ✓ Dr. Najat Saliba.: Our pollution and our health. January 27, 2016

C. EDITORIAL POSITIONS

Huda Abu-Saad Huijer

1994 Ongoing	Associate editor and later member of Editorial Board, *International Journal of Nursing Studies*
1999 Ongoing	Editorial Board, *Journal of Transcultural Nursing*
2005 Ongoing	Editorial Board, *Journal of Nursing Scholarship*
2005 Ongoing	Reviewer, *European Journal of Pain*
2006 Ongoing	Editorial Board, *Japanese Journal of Nursing Science*
2008 Ongoing	Reviewer, *Lebanese Medical Journal*
2009 Ongoing	Reviewer, *Pediatric Pain Newsletter*, IASP
2011 Ongoing	Reviewer, *Journal of Palliative Medicine*
2011 Ongoing	Editorial Board, *IASP* Insight Newsletter
2011 Ongoing	Editorial Board, *Nursing Children and Young People*
2012 Ongoing	Reviewer, *Health Promotion International*
2012 Ongoing	Reviewer, *Europe's Journal of Psychology*
2012 Ongoing	Reviewer, *Journal of Pain and Symptom Management*
2013 Ongoing	Editorial Board, *Annals of Palliative Medicine*
2014Ongoing	Editorial Board, *Alexandria Scientific Nursing Journal* (ASNJ)

Nour Alayan

2015 Ongoing	Reviewer, Journal of Addictions Nursing
	Reviewer, Japan Journal of Nursing Science

Mary Arevian

2006 Ongoing	Reviewer, *Journal of Interprofessional Care*
2006 Ongoing	Reviewer, *Journal of Transcultural Nursing*
2008 Ongoing	Reviewer, *Journal of Women's Health*
2012 Ongoing	Reviewer, *The Japanese Journal of Nursing Sciences*
2012 Ongoing	Reviewer, *Journal of Health Promotion International*

Michael Clinton

2010 Ongoing	Editorial Board, *International Journal of Mental Health Nursing,* formerly the *Australian and New Zealand Journal of Mental Health Nursing*
2010 Ongoing	Editorial Board, *Journal of Psychosocial Nursing and Mental Health Services*
2010 Ongoing	Editorial Board, *Journal of Mental Health*
2010 Ongoing	Editorial Board, *Journal of Ethics in Mental Health*
2010 Ongoing	Editorial Board, *International Journal of Evidence-Based Healthcare*
2010 Ongoing	Review Panel, *Contemporary Nurse*
2010 Ongoing	Review Panel, Infection Control and Hospital Epidemiology
2010 Ongoing	Reviewer, *Journal of Adolescent Health*
2010 Ongoing	Reviewer, *Journal of Physical Activity and Health*
2010 Ongoing	Reviewer, *Infection Control and Hospital Epidemiology*

Hala Darwish

2011- Present	Editor, The Institute- The AUBMC Abu Haidar Neuroscience Institute Newsletter
2012 Ongoing	Reviewer, *Electrophoresis* (Peer Reviewed Journal)
2012 Ongoing	Reviewer, *Journal of Neurotrauma*
2012 Ongoing	Reviewer, *Journal of Clinical Immunology*
2013-Ongoing	Editorial Board, *Frontiers of Neurotrauma*
2015-Ongoing	Reviewer Plos One

Nuhad Dumit

2008 Ongoing	Reviewer, *Journal of Nursing Management*
2009 Ongoing	Reviewer, *Journal of Interprofessional Care*
2013 Ongoing	Reviewer for the BMC Nursing journal by BioMed Central
2014 Ongoing	Reviewer, *Journal of Clinical Nursing Research*
2014 Ongoing	Editorial Board, *Nursing Management*

Laila Farhood

2006 Ongoing	Editorial Board and Reviewer, *Journal of Transcultural Nursing*
2007 Ongoing	Reviewer, *Journal of Social Science and Medicine*
2010 Ongoing	Reviewer, *Journal of Traumatic Stress*

Gladys Honein

2014 ongoing	Reviewer: British Medical Journal Open access
2015 ongoing	Reviewer: International Journal of Health Policy and Management
2015 ongoing	Reviewer, Women's Health Issues
2015 ongoing	Reviewer, PLOS One

Lina Kantar

2013 Ongoing	Reviewer, *Journal of Nursing Education in Practice*
2013 Ongoing	Reviewer, *Journal of Nurse Education Today*
2013 Ongoing	Reviewer, *International Journal of Nursing Education Scholarship*

Samar Noureddine

2008 Ongoing	Reviewer, *American Journal of Critical Care*
2008 Ongoing	Editorial Board, *Journal of Transcultural Nursing*
2009 Ongoing	Reviewer, *International Journal of Nursing Studies*
2009 Ongoing	Reviewer, *Journal of Nursing Scholarship*
2009 Ongoing	Reviewer, *European Journal of Cardiovascular Nursing*
2009 Ongoing	International Editorial Board of *Metas de Enfermiera' Nursing Journal*
2011 Ongoing	Reviewer, *Journal of Cardiovascular Nursing*
2011 Ongoing	Reviewer, *Journal of Clinical Nursing*
2011 Ongoing	Reviewer, *Pan African Medical Journal*
2012 Ongoing	Reviewer, *Heart & Lung: The Journal of Acute and Critical Care*
2013 Ongoing	Editorial Board of the *European Journal of Cardiovascular Nursing*
2014 Ongoing	Reviewer, *Sultan Qaboos University Medical Journal*
2015 Ongoing	Reviewer, *The Lebanese Nursing Journal*
2016 Ongoing	Reviewer, BMC Health Services Research

Lina Younan

2014 Ongoing	Reviewer, Journal of Nursing Management
2016 Ongoing	Reviewer for the University Research Board of the American University of Beirut

D. SCIENTIFIC CONTRIBUTIONS AND RESEARCH GRANT REVIEWS

Huda Abu-Saad Huijer

2010 Ongoing	Reviewer of Medical Practice Plan, Faculty of Medicine Research Committee, AUB
2015 Ongoing	PhD supervision of Ms. Angela Massouh, University of Colorado, USA
2016 Ongoing	PhD supervision of Farah Chamaa, Department of Anatomy, Cell Biology and Physiological Sciences, Faculty of Medicine, AUB.
2016	External Examiner, Beirut Arab University
2016 Ongoing	Faculty mentoring of Dr. Rihab Nasr, Department of Anatomy, Cell Biology and Physiological Sciences, Faculty of Medicine, AUB.

Hala Darwish

2011-2016	Reviewer of Medical Practice Plan, Faculty of Medicine Research Committee, AUB

Nuhad Dumit

2009 Ongoing	Reviewer, Western Institute of Nursing conference Abstracts
2011 Ongoing	Reviewer, "Effective Teaching and Learning in Higher Education," organized by the Center for Teaching and Learning (CTL) and IT Academic Core Processes and Systems (IT ACPS), AUB
2012 Ongoing	Reviewer, ICN Congress/conference Abstracts

Laila Farhood

2010 Ongoing	Reviewer of Medical Practice Plan and University Research Board grants, AUB (upon request)

Gladys Honein

2016	Abstract reviewer, North American Primary Care Group, November 9-12, 2016
2016	International Undergraduate Awards, Nursing and midwifery panel, June 2016

Lina Kantar

2013 Ongoing	Reviewer, "Effective Teaching and Learning in Higher Education," organized by the Center for Teaching and Learning (CTL) and IT Academic Core Processes and Systems (IT ACPS), AUB.

Samar Noureddine

2016	Abstract reviewer, Pan Arab Critical Care conference, October 15, 16, 2016
2016	Abstract reviewer, University of St. Joseph International conference, November 11, 12, 2016
2012 Ongoing	Abstract reviewer, Annual Spring Meeting of the Cardiovascular Council of Nurses and Allied Professionals
2011 Ongoing	Reviewer for Sultan Qaboos University, Research and Innovations Department
2010 Ongoing	Reviewer of Medical Practice Plan and University Research Board grants, Faculty of Medicine Research Committee, AUB

E. SCHOLARLY LECTURES

Huda Abu-Saad Huijer

- 'Nursing Research in the Region'. Columbia University Global Initiatives. March 16-18, March 2016. Invited.
- Global Advisory Panel: Future of Nursing & Midwifery (GAPHON); Abu-Dhabi Expert Meeting. Presented and chaired sessions. March 23-24, 2016.Invited.
- WHO Abu-Dhabi Expert Meeting. Consultant. March 25-26, 2016. Invited.
- '110 years of Nursing Education at AUB; a Brief Overview'. HSON Symposium on Celebrating Nursing Developments; Past and Present Achievements, May 11, 2016.

- 'Palliative Care; A Program of Research'. Special lecture; International Nurse Researcher Hall of Fame Honoree, 27th Sigma Theta Tau International Nursing Research Congress, Cape Town, South Africa, July 21-25, 2016. Invited.
- 'The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)', IASP 16th World Congress on Pain, Yokohama, Japan, September 26-30, 2016.

Nour Alayan

- Introduction to the use of substance use Screening, Brief Intervention, and Referral to Treatment in Primary Care, Accelerated program, Rutgers Nursing, March 24, 2016

Michael Clinton,

- 'Conceptions of genealogy in Foucault and Agamben: Governing of life or exceptional forms of biopower?' Co-author R.A. Springer. 20th International Philosophy of Nursing Conference & 12th Philosophy in the Nurse's World Conference: Revisiting the Roots of Nursing Philosophy and Critical Theory: Past, Present and Future. Hilton Hotel, Quebec City, Canada. 22nd - 24th August, 2016.
- 'Philosophy lost: A probing inquiry into the implications for graduate nursing education in the corporatized university'. Co-author R.A. Springer. 20th International Philosophy of Nursing Conference & 12th Philosophy in the Nurse's World Conference: Revisiting the Roots of Nursing Philosophy and Critical Theory: Past, Present and Future. Hilton Hotel, Quebec City, Canada. 22nd - 24th August, 2016.

Gladys Honein

- 'Introduction to qualitative research workshop'. Clinical Research Institute. American University of Beirut. January 23 & 30, 2016
- 'Introduction to mixed method research'. Research Education Unit. American University of Beirut. April 21, 2016
- 'The Transformative Roles of the Primary Health Care Nurse'. Primary Healthcare Nursing Conference: The Way Forward. Dubai, December 5, 2016.

Lina Kantar

- Seminar on *Designing Rubrics,* offered to the faculty at the Rafic Hariri University on December 16, 2016.
- Invited presentation on 'Assessing Student Performance Using Rubrics', planned by the CTL and offered to AUB faculty, April, 2016.
- Seminar on *OSCE in Nursing Education: Theoretical Perspectives and Application,* planned for the faculty at the HSON on November 11, 2016.
- 'Knowledge retention and instruction: The nature of the link'. Paper accepted for presentation at the 43rd Professional Nurse Education Group (PNEG) Conference, October 21-23. Columbus, Ohio, USA.

Dina Madi

- "Health Assessment Workshop", given twice, over three full days at the Continuing Education Center at Sharjah, UAE. 2015-2016

- "Health Assessment Workshop", one day workshop offered 5 times in five Lebanese areas organized by the Lebanese Order of Nurses and the Ministry of Health, 2015-2016
- "OBS Emergencies Workshop" given over two full days at the Continuing Education at the Continuing Education Center at Sharjah, UAE. February 2016.

Angela Massouh

- 'Evidence based Approaches to Cardiovascular Care'. Course Coordinator. American University of Beirut Medical Center. January 2016 through March 2017.
- 'Heart Failure Self-Care Education: Non-pharmacological Management'. Presentation at the Heart Failure Nurse Training Seminar. Lebanon, April 2016.
- 'e-CME001 Updates in Critical Care Nursing'. Course director and speaker, Continuing Medical Education, AUB, Lebanon. October 2016.

Samar Noureddine

- '*Attitudes and practices of Lebanese paramedic personnel related to resuscitation of out-of-hospital cardiac arrest'*. The 21st annual conference of the Lebanese Epidemiological Association (LEA). Epidemiology in Health Policy & Practices. Gefinor Rotana Hotel, Lebanon, December 3, 2016.
- *'Can we reduce the mortality of patients with Acute Coronary Syndrome?'* A Symposium on innovations in nursing research and practice. The 2nd International Nursing Congress: The Nursing Profession at the Heart of the Health Care System, Universite St Joseph, Lebanon, November 19, 2016.
- *'Cardiovascular Risk Reduction in Lebanon'.* Presented at the Development of Evidence-Based Nursing in an Interdisciplinary Era: Achievements and Prospects. International Research Conference at the Hariri school of Nursing, American University of Beirut, Lebanon, October 8, 2016.
- *'Summary of Regional Research Meeting & Forward Look'.* Presented at the Columbia University Global Center's Global Nursing and Midwifery Clinical Research Development Initiative Summit Meeting in Amman, Jordan, July 18, 2016.
- 'Factors that influence Resuscitation Practices of Out of Hospital Cardiac Arrest Victims. Exploring the Practice of Cardiopulmonary Resuscitation in Lebanon'. A workshop organized by the Vascular Medicine Program at the American University of Beirut Medical Center and the Lebanese University, Beirut, Lebanon. May 28, 2016. Invited.
- 'Assessment of cardiopulmonary resuscitation practices in emergency departments for out of hospital cardiac arrest victims in Lebanon'. The International Nursing Conference 2016 titled: Improving Clients' Outcomes through Implications of Scientific Evidence at Zarqa University, Jordan April 7, 2016. Invited.
- 'Developing Nursing Education to Achieve Desired Outcomes'. The International Nursing Conference 2016 titled: Improving Clients' Outcomes through Implications of Scientific Evidence at Zarqa University, Jordan April 7, 2016. Invited Keynote Adress.
- Gave a 3-day course on "Renal Nursing' for the Training and Development Center of the Ministry of Health, at Sharjah, UAE, March 27-30, 2016

Lina Younan

- Guest speaker on "Financial Planning" to senior BSN students at LAU, February 2016. As part of their Leadership & Management course (3 hrs).

- Guest speaker on "Handoff Communication" (2hrs) at Lebanese American University Medical Center- Rizk Hospital March 21, 2016.

V. PROFESSIONAL PRACTICE/SERVICE

A. PROFESSIONAL PRACTICE

Huda Abu-Saad Huijer

- Member of the Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP). Ongoing.
- Immediate Past President of the Chi Iota Chapter of Sigma Theta Tau International Honor Society in Nursing in Lebanon.
- Member, International Scientific Advisory Board, Center of Excellence in Pediatric Pain Management, Faculty of Medicine, Kuwait University, Kuwait.
- Consultant to WHO EMRO on the Future of Nursing and Midwifery in the Eastern Mediterranean Region.
- Member, Advisory Committee, Center for Research, Training, and Policy in Arab Mental Health, Faculty of Medicine, AUB.
- Member of the Public Advisory Board, Lebanese Society of Family Medicine.
- Vice-President, National Committee on Pain Relief and Palliative Care (Appointed by Minister of Health) and chair of the Research Committee.
- Past president Lebanese Society for the Study of Pain.
- Member, IASP Developing Countries Working Group
- Member, UC Davis, Advancing Pain Relief Education: Anchoring Pain Competencies around the World

Marina Adra

- Hariri School of Nursing representative to the National Colloquium Committee. Participated in computerizing the colloquium exam.
- Consultation with the nursing director of Dar Al Ajaza Islamiyah Hospital to select nurse managers and supervisors and help develop leadership skills.

Nour Alayan

- Addiction Counseling, Postgraduate Certification, Rutgers, School of Social Work (Partially completed)
- Screening, Brief Intervention, and Treatment for Unhealthy Drinking, Training Program for Workplace Practitioners by the National Association of Alcoholism and Drug Abuse Counselors
- Certification in Effective College Instruction by the American Council on University Education

Nuhad Dumit

- President of the Order of Nurses in Lebanon
- Member of the Western Institute of Nursing
- Member of the advisory board of the Faculty of Health Sciences Beirut Arab University
- Member of the Task Force on Lives and Careers of Women Faculty at AUB

Laila Farhood

- Clinical Associate, Department of Psychiatry, Faculty of Medicine. Clinical activities include psychiatric assessment and psychotherapy (individual, couple, and family therapy) in in-patient and out-patient settings.
- Member, American Psychiatric Nurses Association (APNA)
- Member, International Society for Traumatic Stress (ISTSS)
- Member, European Society for Traumatic Stress (ESTSS)

Gladys Honein

- Capacity building, a collaborative venture between the Order of Nurses and Ministry of Public Health, funded by UNICEF, with special focus on 'Outreach program in community health' (October-ongoing)

Lina Kantar

- Member, Scientific committee on the 2nd Simulation-Based Medical Education conference, LAU

May Khoury

- Active member in Pain Relief and Palliative Care Education Sub-Committee of the National Committee for Pain Relief and Palliative Care established by the Ministry of Public Health.
- Active member in the Pediatrics Educational Council at AUBMC, and on the occasion of the Pediatric nurse's week, I participated in the hosting of the Pediatrics Competency Fair (Blood Transfusion competency) to All Pediatric RNs& PNs held on October 3-7, 2016.

Dina Madi

- Course educator candidate for the Advanced Trauma Life Support (ATLS):
  Received the approval from the Trauma Educational Programs office at the American College of Surgeons (ACS), Chicago on October 2015.
  Attended the ATLS Instructor Course in the capacity as course educator candidate at King Abdul Aziz Medical City- Ryadh, KSA, Feb.14-15, 2016.
- Attended the Faculty Advancement Program in Clinical Research organized by the Research Education Unit (REU) of the Clinical Research Institute (CRI) at AUB- FM, October 2015 until end of June 2016.
- Participated in the formulation of the case studies and multiple choice questions for the electronic Colloquium exam for nurses; chaired the Maternity Group.
- Participated in the HSON International Research Conference as member of the scientific committee, chair of the social committee and as moderator, October 6-8, 2016

Angela Massouh

- Cardiology Clinical Nurse Specialist. Joint Appointment. American University of Beirut Medical Center.
- Represented Lebanon in the Heart Failure Middle East and North Africa Roadmap; Dubai.
- Leadership Succession Committee, AUB Honor Society, member.
- Participated in the formulation of the case studies and multiple choice questions for the electronic Colloquium exam for nurses at the Order of Nurses; co-chaired Critical Care Group.

- Organizing Committee, Critical Care Society National Conference, Phoenicia Lebanon.

Samar Noureddine

- Member, Global Cardiovascular Nursing Leadership Forum since 2014.
- Moderated a session titled 'Amélioration de la qualité des soins' at the second international nursing conference at the Faculty of Nursing Science of St. Joseph University, Beirut, Lebanon, November 19, 2016.
- Moderated a session on 'Regional Barriers and Specific Actions Needed to Address Research Priorities' at the Global Nursing and Midwifery Clinical Research Development Initiative Summit Meeting by Columbia University Global Center in Amman, Jordan, July 19, 2016.
- Moderated a session on 'Integrating Scientific Knowledge into Clinical Practice' at the International Nursing Conference at Zarqa University, Jordan. April 7, 2016
- Member, Scientific Committee, Second International Conference of the Faculty of Nursing, St Joseph University.
- Member, Scientific Committee, Order of Nurses in Lebanon since 2015.
- President; Nurses' Chapter, Worldwide Alumni Association of the American University of Beirut.

Lina Younan

- Appointed by the Order of Nurses as a member of a task force for reviewing and updating the Nursing Practice Act.
- Appointed by the Order of Nurses as a member of a task force for developing the nursing code of ethics for Lebanon.
- Member Disciplinary Board, Order of Nurses in Lebanon,

B. SERVICE

HSON STANDING COMMITTEES

- **Academic & Curriculum Committee:**
  Dr. Huda Abu-Saad Huijer (Chair or Representative)
  Mrs. Mary Arevian, Chair
  Dr. Marina Adra
  Dr. Lina Kantar
  Ms. Angela Massouh
  Dr. Gladys Honein (appointed)
  Mrs. Silva Dakessian (appointed)
  Mrs. Tamar Avedissian (appointed)

- **Admission & Recruitment Committee:**
  Mrs. May Khoury, Chair
  Mrs. Talin Gulgulian
  Dr. Dina Madi
  Dr. Lina Younan
  Mrs. Tamar Avedissian (appointed)
  Mrs. Silva Dakessian (appointed)

- **Administrative Committee:**
  Dr. Huda Abu-Saad Huijer (Chair)
  Dr. Nuhad Dumit
  Dr. Laila Farhoud
  Dr. Samar Noureddine

- **Advisory Committee:**
  Dr. Huda Abu-Saad Huijer (Chair)
  Dr. Michael Clinton
  Dr. Laila Farhood
  Dr. Samar Noureddine

- **Graduate Studies Committee:**
  Dr. Samar Noureddine, Chair
  Dr. Michael Clinton
  Dr. Nuhad Dumit
  Dr. Laila Farhoud
  Dr. Gladys Honein (appointed)

- **Research & Continuing Education Committee:**
  Dr. Soha Fares, Chair
  Dr. Hala Darwish
  Dr. Laila Farhoud
  Dr. Samar Noureddine
  Dr. Gladys Honein (appointed)

- **Student Affairs Committee:**
  Dr. Dina Madi, Chair
  Dr. Marina Adra, Class Advisor, BSN II
  Dr. Lina Younan, Class Advisor, BSN III
  Dr. Lina Kantar, Class Advisor, BSN VI
  Ms. Angela Massouh, NSS Advisor

Other HSON Committees/Task Forces

- **HSON Search Committee**
  Dr. Huda Abu-Saad Huijer (Chair)
  Dr. Michael Clinton
  Dr. Laila Farhood
  Dr. Samar Noureddine

- **HSON Catalogue Committee**
  Dr. Laila Farhood; Convener/Chair Master of Science in Nursing Program
  Dr. Nuhad Dumit; Convener/Chair Baccalaureate Programs

- **HSON Newsletter Committee**
  Dr. Gladys Honein (Chair)
  Dr. Marina Adra
  Ms. Angela Massouh
  Mrs. Lynn Berbary Najem
  Mrs. Talin Gulgulian

- **HSON Social Committee:**
  Dr. Lina Kantar, Chair
  Mrs. Lynn Berbary
  Mrs. Silva Dakessian
  Mrs. Danielle Damianos
  Ms. Randa Farha
  Mrs. Taline Gulgulian
  Mrs. May Khoury

- **HSON Selection committee for MCF scholars:**
  Dr. Samar Noureddine
  Ms. Nisreen Ghalayini

OTHER AUB COMMITTEES

Huda Abu-Saad Huijer
Board of Deans, Ex-Officio member
AUB Senate, member
AUB Strategic Planning Steering Committee, member
Expanded Advisory Committees, appointed member
REP Advisory Board, member
AUB Budget Committee, member
AUB Tenure Design Committee and Workgroup on Faculty Workload, member
Strategic Health Initiative, member of Steering Committee
AUBMC NS Magnet Executive Board, member
AUBMC Palliative Care Committee.

Marina Adra
AUB General Education Requirement Board, member
AUBMC NS/HSON Joint Committee, member
AUBMC, Medical Surgical Educational Council, member

Michael Clinton
AUB Senate, elected member
Institutional Review Board – Social and Behavioral Sciences, Vice-Chair

Institutional Review Board – Biomedical, Alternative Vice-Chair and member

Nuhad Dumit
Board of Graduate Studies, member
Evidence-based Healthcare Management Unit (EHMU) Executive Board member

Gladys Honein
Equity & Title IX Working Group member
Graduate Open House Committee, HSON representative

Lina Kantar
Medical Education Council, Faculty of Medicine, AUB, member
CTL Advisory Committee, member
AUBMC Critical Care Education Council: Dr. Lina Kantar

May Khoury
AUB Unified Admissions Committee, member
AUB USAID USP Steering Committee, member
AUB the LEAD Career and Internship Support Committee, member
AUBMC NS/HSON Joint Committee, Chair
AUBMC Pediatrics Educational Council, member

Dina Madi
AUB New Student Orientation Program Committee, member
AUB, Advising Website Committee, member
Civic Engagement Committee, member
Commencement Committee- reader
AUBMC Obs/Gyn Council, member

Angela Massouh
Pharmacy and Therapeutics, American University of Beirut Medical Center, Member.
Scientific Advisory Committee, American University of Beirut Medical Center, Member.
Leadership Succession Committee at the Sigma Theta Tau Chi Iota Chapter, member

Samar Noureddine
AUB University Research Board, member
FM Research Committee, member
Governance Committee, Hariri School of Nursing Chi Iota Chapter, member
Advisory Board of the AUB Graduate Council since September 2015

NATIONAL AND INTERNATIONAL COMMITTEES

Huda Abu-Saad Huijer
Lebanese Society for the Study of Pain (LSSP), past president
Vice President, National Committee on Pain Relief and Palliative Care and Chair Research Committee
Order of Nurses in Lebanon, member of Advisory Board

Sigma Theta Tau International Chi Iota Chapter, AUB, Immediate Past president
International Association for the Study of Pain (IASP), member
Special Interest Group on Pain in Children (IASP), founding member
eNewsletter, IASP Insight, advisory board member
European Academy of Nursing Science (EANS), fellow and founding member
American Academy of Nursing, International Fellow

Marina Adra
Armenian Relief Cross, member
Sigma Theta Tau International, Chi Iota Chapter, AUB, member
Center for Studies in Aging in Lebanon, member

Nour Alayan
Society of Addiction Psychologists (APA Division 50), member
The International Nurses Society on Addictions (IntNSA), member
Sigma Theta Tau International Chi Iota Chapter, member
Lebanese Order of Nurses
Nurses Alumni Chapter, American University of Beirut

Mary Arevian
Sigma Theta Tau International Honor Society of Nursing, Lambda PI Chapter
Sigma Theta Tau, International Honor Society of Nursing, Chi Iota Chapter, president of the Board
Armenian Relief Cross in Lebanon (ARCL), Beirut Branch, member
Armenian Relief Cross in Lebanon (ARCL) Advisory Board, of the Araxi Boulghourdgian Socio-medical Health center, secretary
Armenian Relief Cross in Lebanon (ARCL) Relations and Welfare Committee of the Regional Executive Committee, (Chair).
Armenian Relief Cross in Lebanon (ARCL) Health Committee of the Regional Executive Committee, (Chair).

Tamar Avedissian
Order of Nurses in Lebanon, Retirement Plan and Administrative Committee, member
Chi Iota, Leadership succession committee, member
STTI, Global Leadership Mentoring Community, mentee

Michael Clinton
College and Association of Registered Nurses of Alberta - Registered Nurse

Hala Darwish
Society for Neuroscience, member
Midwest Nursing Research Society, member

Nuhad Dumit
Order of Nurses in Lebanon, President
Sigma Theta Tau International Alpha Kappa, chapter-at-large, member
Western Institute of Nursing, member

Souha Fares
American Physiological Society (member)
American Statistical Association (ASA), member
Institute of Mathematical Statistics (IMS), member

Laila Farhood
Board of Trustees, Marjayoun National College, member
Sigma Theta Tau International, Alpha Chapter, member
American Psychiatric Nursing Association (APNA), member
International Nursing Review (INR), Lebanon's representative
International Women's Mental Health Association, member
International Society for Traumatic Stress Studies (ISTSS), member
AUB Sigma Theta Tau International Chi Iota Chapter, member

Gladys Honein
College of Nurses of Ontario; Professional affiliation- Registration Number: 03- 0138 2 (non-practicing)
North American Primary Care Group (NAPCRG), member

Lina Kantar
Alliance of Universities for Democracy, member
Sigma Theta Tau International, Chi Iota Chapter, AUB, Counselor

May Khoury
Member of the Nurses' Chapter of the Alumni Association.
Member of Sigma Theta Tau international Chi Iota Chapter Honor Society of Nursing

Angela Massouh
American Association of Critical Care Nurses, Member.
Council on Cardiovascular Nursing and Allied Professions, at the European Society of Cardiology, Member.
Heart Failure Association at the European Society of Cardiology, Member.
Sigma Theta Tau International, Chi Iota Chapter, Member.
National Association of Clinical Nurse Specialists, Member.
Heart Failure Roadmap for the Middle East and North Africa, Contributory Writer.

Dina Madi
The Lebanese Health Association, board member
Sigma Theta Tau International, XiPi Chapter, member
Sigma Theta Tau International, Chi Iota Chapter, President elect
ATCN International member

Samar Noureddine
American Academy of Nursing, International Fellow since October 2015
Sigma Theta Tau International, RhO Chapter and Chi Iota Chapter, member
Governance Committee, Chi Iota Chapter, STTI
Midwest Nursing Research Society, member

American Association of Critical Care Nurses, member
American Heart Association, member and international fellow
Science Committee, Council on Cardiovascular Nursing and Allied Health of the European Society of Cardiology, member till September 2016

Lina Younan
Sigma Theta Tau International, Chi Iota Chapter, AUB, member

VI. LOOKING AHEAD

HSON plans to launch a number of new academic programs:

A collaborative PhD in Nursing Science proposal between Johns Hopkins University School of Nursing, University of Michigan SON and with FM and FHS at AUB has been approved and will be launched when approved by BOT and New York State Department of Education. The proposed PhD program is yet another first for Lebanon, and will add further capacity for HSON and the region by producing researchers needed to advance nursing science and improve health care.
A MSN/MBA dual degree program is being prepared in close collaboration with the Olayan School of Business. The graduates will bring a higher level of conceptual and practical expertise to the executive management of nursing and other services in healthcare organizations in Lebanon and the region.
New Academic Programs: HSON plans to expand on its current UG and GR academic programs and as such continues to contribute to the development of healthcare in Lebanon by preparing high quality graduates for which there is a strong demand in Schools/Colleges of Nursing, hospitals, and health services.

- At the UG level, the second degree program will need to be revisited to attract BA/BS graduates.
- The launching of a TS-BSN program to few eligible technical degree programs is being studied. TS graduates are in large numbers in Lebanon and HSON can target a select group who meet AUB admission requirements.
- At the GR level and in addition to the launching of the PhD program in Nursing Science, HSON will study the feasibility of launching new online/hybrid MSN tracks in areas such as Nursing Informatics, Nursing Research, Pediatric Nursing, and Nursing Education.

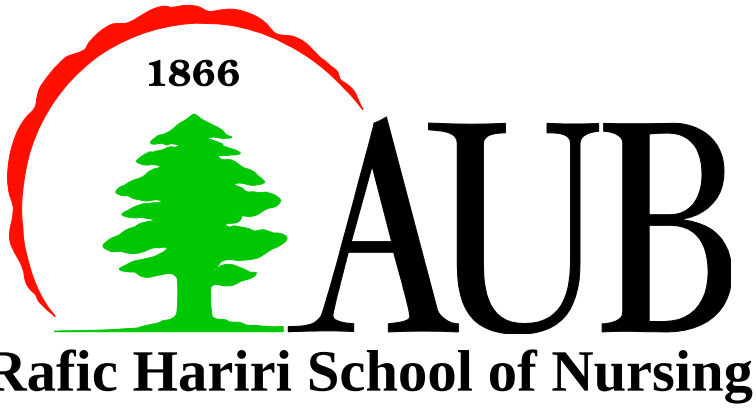
The availability of scholarships remains a major priority area for the success of the current and new programs. Endowment funds to that effect need to be established

- Postgraduate certificates in community nursing, critical care nursing, leadership and management, and nursing informatics will continue to be offered by REP.
- Summer Nursing Institutes: HSON will continue to collaborate with partners in the United States and with experts in the region and in Lebanon to offer high-quality courses on special topics. These courses are open to MSN and other AUB students and to participants from Lebanon and the region.
- Student recruitment will continue to be a priority. HSON will continue to award merit scholarships and is currently working with AUBMC to secure bursaries for BSN students.
- More emphasis will be placed on graduate recruitment at the national, regional, and international levels in close collaboration with AUB's Graduate Council.

- The recruitment of an endowed chair to direct HSON's Center for Nursing Research will continue to be a priority.
- Collaboration with AUBMC/Nursing Services continues to be an important priority for HSON.

AMERICAN UNIVERSITY OF BEIRUT

Annual Report
2015



Rafic Hariri School of Nursing

The baccalaureate and master's programs at the American University of Beirut Rafic Hariri School of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.
The school is also a full member of the American Association of Colleges of Nursing.

PREFACE

In 2015, the Hariri School of Nursing (HSON) celebrated 110 years of excellence in nursing education, research, leadership, and service. The school recruited a record number of undergraduate students, approved major revisions to the graduate academic program, and submitted a PhD proposal for approval. In addition, the Chi Iota Chapter of Sigma Theta Tau International (STTI) Honor Society in Nursing was chartered and officially recognized at the STTI convention in Las Vegas in November 2015. The Chi Iota Chapter is the first in the region. In addition, HSON, the director, and a graduate student were rewarded by the Scientific Society of Arab Nursing Faculties for distinguished work in academia and research at an official meeting held at AUB in April 2015.

The HSON 110th anniversary was celebrated under the motto **'Expanding Boundaries and Enhancing Partnerships'.** In recognition of this important milestone a number of activities were planned. The first activity was a meeting on January 30th with directors of hospitals and nursing services in Lebanon. A panel of HSON MSN graduates gave moving presentations of how their education had allowed them to develop their specialized nursing roles in the country. The afternoon was capped with a public lecture by HSON alumna, Dr. Naeema AL-GASSEER, WHO representative for Sudan, who told her personal story of the deep and lasting effect AUB HSON and Lebanon had in shaping her thinking and in influencing her professional trajectory in nursing.

The second event took place on February 25, 2015. All deans and directors of schools of nursing in Lebanon were invited to a roundtable discussion on nursing research collaboration based on the WHO regional research priorities. During the 2 hour meeting, presentations were made by Dr. Huijer and all deans of SON in Lebanon. The third event took place on April 8, 2015 which was held in close collaboration with the Association of Arab Nursing Faculties (AANF). Deans of SON in the Middle East attended this meeting which aimed to explore possibilities for research collaboration at the regional level among research-active schools of nursing. Presentations were made by all attending deans and a summary of possible themes for research collaboration was presented. HSON will continue to coordinate this effort at the regional level.

To celebrate the 110th anniversary a 5' promotional film was produced along with a history booklet on AUB School of Nursing.

The school continues to be proud of its achievements, which are detailed in this annual report.

Huda Abu-Saad Huijer RN, PhD, FEANS, FAAN
Professor and Director,
Rafic Hariri School of Nursing

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I. ORGANIZATION OF THE SCHOOL OF NURSING

A. FACULTY

Director of the School of Nursing - 2003 to present
Huda Abu-Saad Huijer, RN, PhD, FEANS, FAAN, Professor

Faculty Members
Christine Abbyad, RN, PhD, Clinical Assistant Professor
Lina Abi Fakhr Kantar, RN, EdD, Assistant Professor
Marina Adra, RN, MS Physiology, PhD, Clinical Assistant Professor; BSN Coordinator
Nour Alayan, RN, MSN, Clinical Instructor, PhD Student on Leave of Absence
Mary Arevian, RN, MPH, Clinical Associate Professor
Tamar Avedissian, RN, MSN, Clinical Instructor
Michael Clinton, RN (CARNA), RGN RPN (AHPRA), PhD, MSc, BA (Hons.), Professor
Silva Dakessian RN, MPH, Clinical Instructor
Hala Darwish, RN, PhD, Assistant Professor
Nuhad Dumit, RN, MA, PhD, Assistant Professor, CE/Offshore Program Coordinator; Undergraduate Division Convener
Souha Fares, PhD, Assistant Professor
Laila Farhood, RN, PhD, CS, Professor and Clinical Associate, Psychiatry Department, Faculty of Medicine; Graduate Division Convener
Talin Gulgulian, RN, MSN, Clinical Instructor
Gladys Honein, RN, PhD, Assistant Professor effective September 1, 2015
May Khoury, RN, BSN, MSN, Clinical Assistant Professor
Dina Madi, RN, TD, MA Education, PhD, Clinical Assistant Professor; BA/BS-BSN Coordinator
Angela Massouh, RN, MSN, Clinical Instructor, PhD Student
Samar Noureddine, RN, PhD, FAHA, Professor; Assistant Director for Academic Affairs
Lina Younan, RN, MSN, DNP, Clinical Assistant Professor

Visiting Faculty
Ibrahim Fakih, RN, MPH, Nursing Informatics Specialist

Adjunct Faculty
Patricia Abbott, PhD, RN, FAAN, RN, PhD, Associate Professor, University of Michigan School of Nursing, USA
Patricia M. Davidson, Professor and Dean, Johns Hopkins University School of Nursing, USA
Martha Hill, PhD, RN, FAAN, Professor and Past Dean, Johns Hopkins University School of Nursing, USA
Shake Ketefian, EdD, RN, FAAN, Professor Emeritus, University of Michigan, USA
Judith Lambton, EdD, MSN, RN, Professor, University of San Francisco, California, USA
Elizabeth Tanner, Associate Professor, Johns Hopkins School of Nursing and Center on Aging and Health, USA
Phyllis Sharps, Professor, Associate Dean, Community and Global Programs Johns Hopkins School of Nursing, USA

Academic Associates
Rana Abdel Malak, RN, MPH, Nursing Director, Bellevue Medical Center
Mona Nasrallah, MD, Associate Professor, AUBMC
Wafa Maalouf, Nursing Director, St. George Hospital
Salah Zein El-Dine, MD, Assistant Professor, Director Pulmonary Physiology Laboratory, Director Graduate Medical Education, AUBMC

Joint Appointments:
Michael Clinton with FM Institutional Review Board (IRB) Office as Vice-Chair of the IRB office for the Social and Behavioral Sciences
Hala Darwish with FM/AUBMC as Managing Director of the Abu Haidar Neuroscience Institute
Hanadi Masalkhi with Nursing Services/AUBMC as Clinical Instructor at the Hariri School of Nursing
Angela Massouh with Nursing Services/AUBMC as Cardiology Clinical Nurse Specialist

Research Assistants
Julien Dirani, MA
Carmen Hamady, MA
Nadine Hamieh, MPH
Nora Kakati, MSN
Rachel Sabbagh, RN
Aida Zaaiter, RN

Clinical Preceptors
Dania Abed, RN
Tracy Aghdamelian, RN
Ghina Arab, RN, MSN
Lamia Eid, RN, MSN
Abdelwahab Firkh, RN, MSN
Nayef Haidar, RN, MSN
Youssef Hajj Ali, RN, MSN
Samer Halabi, RN, MS
Shadi Halabi, RN
Aya Hammoud, RN
Mohammad Issa, RN, MSN
Bashir Itani, RN, MSN
Doaa Kamal, RN
Ahmad Kaskas, RN
Laila Kazan, RN, MSN
Ali Krayani, RN
Nisreen Kumberji, RN, MSN
Murielle Madi, RN
Hanadi Massalkhi, RN, MSN
Reine Nicodeme, RN
Myrna Saadeh, RN, MSN

Diana Wehbe, RN, MSN
Rafica Zaatari, RN, MSN

Graduate Assistants
Hana'a Abdul Salam
Aya El Khatib
Mohammad Hussein Haidar
Miray Harake
Nour Jabbour
Nora Kakati
Carole Maamari
Dina Mouzayen
Hanadi Saad
Rachelle Sabbagh
Hana Sahyoun
Reem Salem
Rola Shehadeh

B. STAFF

Ghassan Afram, BSN, TD, MPH, Executive Officer
Mira Abdallah, BS, Administrative Assistant effective August 18, 2015
Shereen Berjawi, BS, Administrative Assistant until May 6, 2015
Lynn Berbary Najem, BBA, MBA, Student Services and Recruitment Officer
Rabih Daher, Junior Clerk
Alaa Fawzi Dika, BS, IT Field Support Technician
Randa Farha, BSN, MSN, MPH, Simulation and Clinical Competency Center Coordinator
Nisrine Ghalayini, BA, Graduate Division Administrative Assistant effective November 15, 2015
Ilham Rustom, Secretary until October 30, 2015
Marwa Soubra, BS, MBA, IT Manager, Faculty of Medicine and Hariri School of Nursing
Jeanette Zeinati, Secretary

II. FACULTY ACTIVITIES

A. TEACHING ASSIGNMENTS 2014-15

Christine Abbyad

Spring NURS 306A - Nursing Care of Children, Theory, 2cr., Coordinator
NURS 306B - Nursing Care of Children, Practicum, 3 cr., 1.5cr., Clinical Coordinator
NURS 306B - Nursing Care of Children, Simulation, 1 cr.

Fall NURS 304A - Nursing Care of the Expectant Family, Theory, 1.cr., Co-coordinator
NURS 304B - Nursing Care of the Expectant Family, Practicum 1.5cr., Clinical Coordinator
NURS 304B - Nursing Care of the Expectant Family, Simulation, 1 cr.

Huda Abu-Saad Huijer

Spring NURS 508 - Advanced Practice in Nursing Administration, Practicum, 2 cr., Coordinator
NURS 598 - Project
NURS 599 – Thesis

Summer NURS 508 - Advanced Practice in Nursing Administration, Practicum, 2 cr., Coordinator
NURS 598 – Project

Fall NURS 508 - Advanced Practice in Nursing Administration, Practicum, 2 cr., Coordinator
NURS 598 - Project

Marina Adra

Spring NURS 302A - Nursing Care of Adults II, Theory, 1 cr., Coordinator
NURS 302B - Nursing Care of Adults II, 1.5 cr., Clinical Coordinator
NURS 302B - Nursing Care of Adults II, Practicum, 2 cr.
NURS 302B - Nursing Care of Adults II, Simulation, 1 cr.

Summer NURS 210 - Pathophysiology, Theory, 1 cr., Coordinator

Fall NURS 300A - Nursing Care of Adults I, Theory, 1 cr., Coordinator
NURS 300B - Nursing Care of Adults I, Practicum, 2 cr.
NURS 300B - Nursing Care of Adults I, 1.5 cr., Clinical Coordinator
NURS 300B - Nursing Care of Adults I, Simulation, 1 cr.

Mary Arevian

Spring NURS 408A - Community Health Nursing, Theory, 2 cr., Coordinator
NURS 408B - Community Health Nursing, Practicum, 3 cr.

Summer NURS 524- Clinical Residency in Community/Public Health Nursing, 2 cr.

Fall NURS 408A - Community Health Nursing, Theory, 2 cr., Coordinator
NURS 408B - Community Health Nursing, Practicum, 3 cr.
NURS 528 - Advanced Practice in Community/Public Health Nursing, 1cr.

Tamar Avedissian

Spring NURS 408B - Community Health Nursing, Practicum, 3 cr.
NURS 306B - Nursing Care of Children, Practicum, 2cr.
NURS 306B - Nursing Care of Children, Simulation, 1cr.
NURS 410 - Leadership and Management in Nursing, Practicum, 3cr.

Summer NURS 307 – Practicum 1

Fall NURS 408B - Community Health Nursing, Practicum, 3 cr.
NURS 304B - Nursing Care of the Expectant Family, Practicum, 2 cr.
NURS 304B - Nursing Care of the Expectant Family, Simulation, 1 cr.

Michael Clinton

Spring NURS 507 - Role Development in Nursing Administration, Theory, 3 cr., Coordinator
NURS 598 – Project

Summer NURS 508 - Advanced Practice in Nursing Administration, 2 cr.
NURS 598 – Project

Fall NURS 500 - Nursing Theory, 2 cr., Coordinator
NURS 598 - Project

Hala Darwish

Spring NURS 502 - Advanced Nursing Research, Theory, 2 cr., Coordinator
NURS 598 - Project
NURS 599 - Thesis
NURS 505 - Advanced Practice in Adult Care I, 1 cr. Co-coordinator

Fall NURS 406 - Nursing Research, Theory, 1.5 cr., Coordinator
NURS 504 - Advanced Pathophysiology, Theory, 1 cr., Co-coordinator

Nuhad Dumit

Spring NURS 520 - Managing Quality with Teams, 3 cr**.**
NURS 599 - Thesis
NURS 598 – Project

Summer NURS 508 - Advanced Practice in Nursing Administration, 2 cr.
NURS 598 – Project

Fall NURS 527 - Developing Health Services Programs, Theory, 3 cr., Coordinator

NURS 598 – Project

Souha Fares

Spring NURS 502 - Advanced Nursing Research, Theory, 2 cr., Co-coordinator
NURS 598 – Project

Summer NURS 203 - Biostatistics for Nurses, 3 cr.

Fall NURS 406 - Nursing Research, Theory, 1.5 cr., Co-coordinator
NURS 502 - Advanced Nursing Research, Theory, 4 cr., Coordinator
NURS 598 – Project

Laila F. Farhood

Spring NURS 402A - Mental Health and Psychiatric Nursing, Theory, 1 cr., Coordinator
NURS 518A - Group and Family Psychotherapy, Theory, 1 cr., Coordinator
NURS 518B - Group and Family Psychotherapy, Practicum, 2 cr., Coordinator
NURS 598 - Project

Fall NURS 402A - Mental Health and Psychiatric Nursing, Theory, 1 cr., Coordinator
NURS 501 - Foundations of Advanced Nursing Practice, Theory, 3 cr., Coordinator
NURS 519 - Clinical Residency in Acute Psychiatric Care, 2 cr., Coordinator
NURS 598 - Project

Taline Gulgulian

Spring NURS 202- Health Assessment, Practicum, 2cr.
NURS 306 – Nursing Care of the Children, Theory (1 section), 3cr.
NURS 306 – Nursing Care of the Children, Practicum (2 sections), 2cr.

Summer NURS 307- Practicum (2 sections)

Fall NURS 200 - Introduction to Nursing, (2 sections), 2cr.
NURS 304B - Nursing Care of the Expectant Family, Practicum, (2 sections), 4 cr.
NURS 304B - Nursing Care of the Expectant Family, Simulation, (2 sections), 2 cr.

Gladys Honein

Fall NURS 408A - Community Health Nursing, Theory, 1 cr.
NURS 408B - Community Health Nursing, Practicum, 3 cr.

Lina Kantar

Spring NURS 201A - Introduction to Nursing Practice, Theory, 1 cr., Coordinator
NURS 201B - Introduction to Nursing Practice, Practicum, 1 cr.
NURS 201B - Introduction to Nursing Practice, 1.5 cr., Clinical Coordinator
NURS 509 - Role Development in Nursing Education, Theory, 3cr., Coordinator

Fall NURS 300A - Nursing Care of Adults I, Theory, 2 cr., Coordinator
NURS 300B - Nursing Care of Adults I, Simulation, 1 cr.
NURS 300B - Nursing Care of Adults I, Practicum1, 2 cr.
NURS 300B - Nursing Care of Adults I, 1 cr., Clinical Coordinator

May Khoury

Spring NURS 306A - Nursing Care of Children, Theory, 1 cr., Coordinator
NURS 306B - Nursing Care of Children, Practicum, 3 cr.
NURS 306B - Nursing Care of Children, 1.5 cr., Clinical Coordinator
NURS 306B - Nursing Care of Children, Simulation, 1 cr.

Summer NURS 307 - Practicum I, (2 sections), 1 cr. Coordinator
NURS 308V - Maternal and Child Nursing Theory and Practicum 0.5 cr. Coordinator

Fall NURS 304B - Nursing Care of the Expectant Family, Simulation, 1 cr.
NURS 304B - Nursing Care of the Expectant Family, Practicum (2 sections), 6 cr.

Dina Madi

Spring NURS 202A - Health Assessment Course, Theory, 1 cr., Coordinator
NURS 202B - Health Assessment Course, 1.5 cr., Clinical Coordinator
NURS 306B - Nursing Care of Children, Practicum, 3 cr.

Fall NURS 304A - Nursing Care of the Expectant Family, Theory, 1 cr., Coordinator
NURS 304B - Nursing Care of the Expectant Family, Practicum, 4 cr. (2 sections), Clinical Coordinator
NURS 304B - Nursing Care of the Expectant Family, Simulation, 1 cr.

Hanadi Masalkhi

Spring NURS 402 Mental Health and Psychiatric Nursing, Theory, 1 cr., co-coordinator
NURS 403B-Mental Health and Psychiatric Nursing, Clinical, 3 cr.
Clinical Preceptor of NURS 201 Course-Introduction to Nursing Practice, 1 cr.

Summer NURS 307 Course-Practicum I

Fall NURS 402 Mental Health and Psychiatric Nursing, Theory, 1 cr., co-coordinator
NURS 403B - Mental Health and Psychiatric Nursing, Clinical, 3 cr.

Angela Massouh

Spring NURS 410A - Leadership and Management, Theory, 1 cr., Coordinator
NURS 410B - Leadership and Management, Practicum, 3 cr.
NURS 410B - Leadership and Management, 1.5 cr., Clinical Coordinator
NURS 411 - Leadership and Management, Practicum, 3 cr.

Summer NURS 210 - Pathophysiology, Theory, 1 cr., Co-coordinator

Fall NURS 400A - Critical Care Nursing, Theory, 2 cr., Coordinator
NURS 400B - Critical Care Nursing, Practicum, 3 cr.
NURS 400B - Critical Care Nursing, 1.5 cr., Clinical Coordinator

Samar Noureddine

Spring NURS 505A - Advanced Practice in Adult Care I, Theory, 2 cr., Coordinator
NURS 505B - Advanced Practice in Adult Care I, Clinical, 1 cr., Coordinator
NURS 598 – Project

Summer NURS 506 - Advanced Practice in Adult Care II, Practicum, 2 Cr., Coordinator
NURS 528 - Certification Practicum, 1 cr., Coordinator
NURS 598 – Project

Fall NURS 503A - Advanced Health Assessment, Theory, 2 cr., Coordinator
NURS 503B - Advanced Health Assessment, Practicum, 1 cr. Coordinator
NURS 504 - Advanced Pathophysiology, Theory, 2 cr., Coordinator
NURS 505 - Advanced Practice in Adult Care II, Theory, 2 cr., Coordinator
NURS 528 - Certification Practicum, 1 cr., Coordinator
NURS 598 – Project

Silva Salian

Spring NURS 302B - Nursing Care of Adults II, Practicum, (2 sections), 4 cr.
NURS 302B - Nursing Care of Adults II, Theory, 1 cr.

Summer NURS 302B - Nursing Care of Adults II, Theory, Tutoring 1cr.

Fall NURS 300B - Nursing Care of Adults I, Practicum, 3cr.
NURS 400B - Critical Care Nursing, Theory, 1 cr.
NURS 400B - Critical Care Nursing, Practicum, 2 cr.

Lina Younan

Spring NURS 200 - Introduction to Nursing, Theory, 2 cr., Coordinator
NURS 410 - Leadership and Management, Theory, 5 cr., Coordinator
NURS 411 - Leadership and Management, Practicum, 0 cr., Coordinator
NURS 598 – Project

Summer NURS 508 - Advanced Practice in Nursing Administration, Practicum, 2 cr.,
NURS 598 – Project

Fall NURS 200 - Introduction to Nursing, Theory, (2 sections), 4 cr., Coordinator
NURS 507 – Essentials of Nursing Administration & Management, Theory, 2cr., Coordinator
NURS 598 – Project

B. Winter NURSING INSTITUTE

Course Coordinator: Dr. Souha Fares

Course number and title: N530 Statistical Reasoning and Application in Nursing Research

Course Description: This class introduces students to the basic concepts and applications of statistics for Nursing research and how to carry these applications using SPSS. The emphasis is on interpretation and application rather than theoretical details. The course employs a variety of activities including lectures, computer lab sessions and critical appraisal of biostatistics in the health care literature. Topics include types of data, data management, descriptive statistics, and inferential statistics with a main focus on t-tests, ANOVA, chi-squared tests, Fisher's exact test and the assumptions underlying those tests. The primary objective of the course is to provide students with the skills necessary to understand basic statistical analyses and carry out those analyses using SPSS. The course does not require memorization of lengthy statistical formulae.

C. FACULTY RECRUITMENT/APPOINTMENTS

Recruitment:

HSON advertised for regular faculty positions and for the Hariri Endowed Chair in Research at the American Academy of Nursing (AAN) in the *Chronicle of Higher Education*, at Sigma Theta Tau Nursing International (STTI), at the American Association of Colleges of Nursing (AACN), Minority Nurse, and at the Royal College of Nursing (RCN). Recruitment information was also mailed to leading schools of nursing, professional organizations, and to mailing lists in the United States and Europe.

Appointments:

- Gladys Honein, RN, PhD, Assistant Professor effective September 1, 2015

III. EDUCATIONAL ACTIVITIES

A. EDUCATIONAL PROGRAMS

BSN:

- Course descriptions, credit hours, and learning objectives did not change over the year as student evaluations were positive. However, because of the large class size, all BSN III courses were divided into two sections in the spring semester.
- NURS 304 (Nursing Care of the Expectant Family, Theory and Practicum). One section was team taught using a lecture format and modified team-based learning. Simulation activities used a combination of skill improvement and practice through scenarios.
- NURS 306 Nursing Care of Children (Theory and Practicum) was taught using audio enhanced PowerPoints for a team based learning approach.

MSN:

- A total of 60 students were enrolled October 2015 in the MSN program.
- Four tracks continue to be offered: Adult Care, Nursing Administration, Psychiatry and Mental Health Nursing, and Community Health Nursing.

- In light of the new essentials of Graduate Education by the Commission on Collegiate Nursing Education and the Advanced Practice Registered Nursing Model developed by the American Association of Colleges of Nursing, the Graduate Studies Committee revised its MSN program to be launched academic year 2015-2016.
- A number of students continue to do residencies abroad, namely at Johns Hopkins University and the University of Maryland.
- 23 students were inducted in the HSON Honor Society spring 2015.
- Town meetings were held to discuss student concerns, residencies, projects, and comprehensive exams. Information on the specific tracks is shown below.

Adult Care track:
A total of 4 students graduated in 2015.
A total of 17 students were enrolled October 2015.
Two adult care students did their residencies at the University of Maryland, and 4 at AUBMC.
One MSN student in the adult care track completed successfully the Scholars in Health Research Program (SHARP) summer 2015.

Administration track:
A total of 6 students graduated in 2015.
A total of 32 students were enrolled October 2015.
Students in the administration track have done residencies at Johns Hopkins University (1), AUBMC (1), Bikhazi Medical Center/ Medical Group (2), and Bellevue Medical Center (1).
One MSN student successfully completed the SHARP program summer 2015.

Psychiatry and Mental Health Nursing track:
1 student graduated in 2015
4 students are enrolled as of October 2015

Community and Public Health Nursing track:
A total of 7 students were enrolled October 2015.
One student is doing a double major: MSN Community and Public Health Nursing and Psychiatry and Mental Health Nursing
Two students are doing double major community and public health nursing, and adult care nursing.

PhD Program:
HSON prepared & submitted a PhD proposal in close collaboration with the Faculties of Health Sciences and Medicine and with international partners, namely, Johns Hopkins University School of Nursing and the University Of Michigan School Of Nursing. The doctoral program aims to provide rigorous training for research careers in nursing and the health care arena. It will provide students with the opportunity to develop their capacity for scholarly and independent work, critical analytical thinking, and the ability to communicate knowledge and ideas and to translate research findings into healthcare practice.

SIMULATION TECHNOLOGY at HSON:

Summary of Activities:

From January 1 until December 31, 2015, the HSON Simulation and Clinical Competency Center (SCCC) supported 336 activities or simulation training experiences and 7,519 participants including HSON and Non-HSON users. HSON users are AUB nursing students enrolled in undergraduate or graduate nursing programs. Non-HSON users are students or professionals from the AUB community or from outside.

The SCCC has witnessed a 31.5 percent increase in the number of educational activities in the Fall 2015-2016 compared to Spring 2014-2015 (figure 1). An educational activity denotes the use of the lab regardless of the objectives or content of the learning/teaching encounter. Educational activities include a range from training sessions on basic skills to high fidelity simulation activities.

Similarly, the SCCC has witnessed a 24 percent increase in the number of participants in the Fall 2015-2016 compared to Spring 2014-2015 (figure 2). A participant is a person using the lab whether student, resident, nurse, or employee from the AUB/AUBMC community or outside.

HSON ranked the second among the number of participants in the lab during 2015 (figure 4).

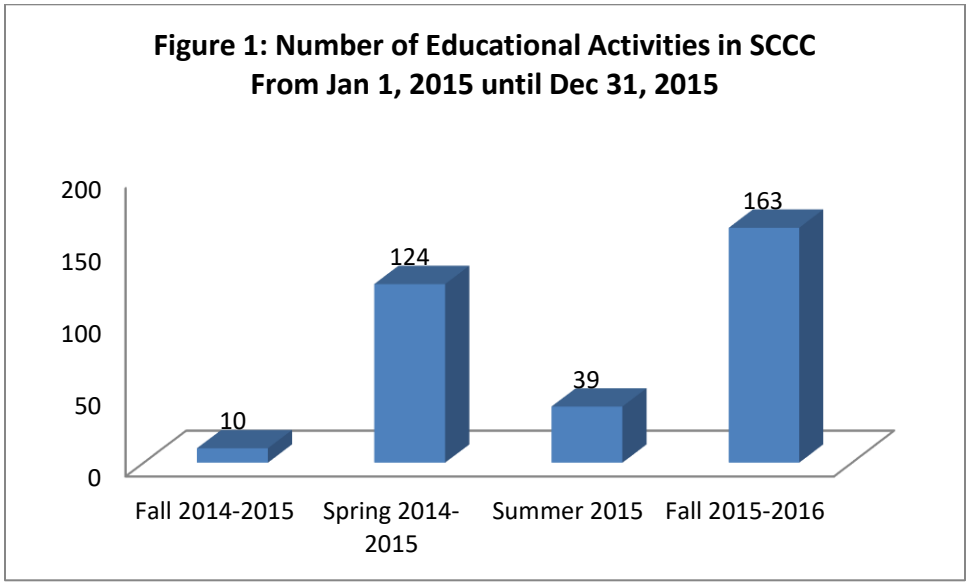


Figure 2: Number of Participants in SCCC From Jan 1, 2015 until Dec 31, 2015

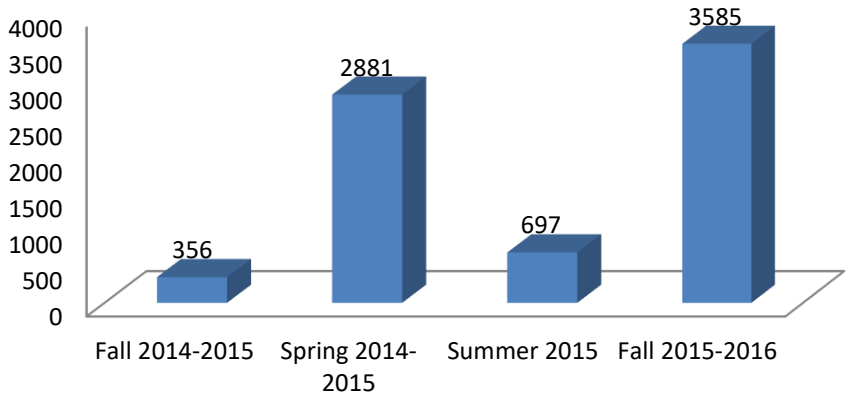
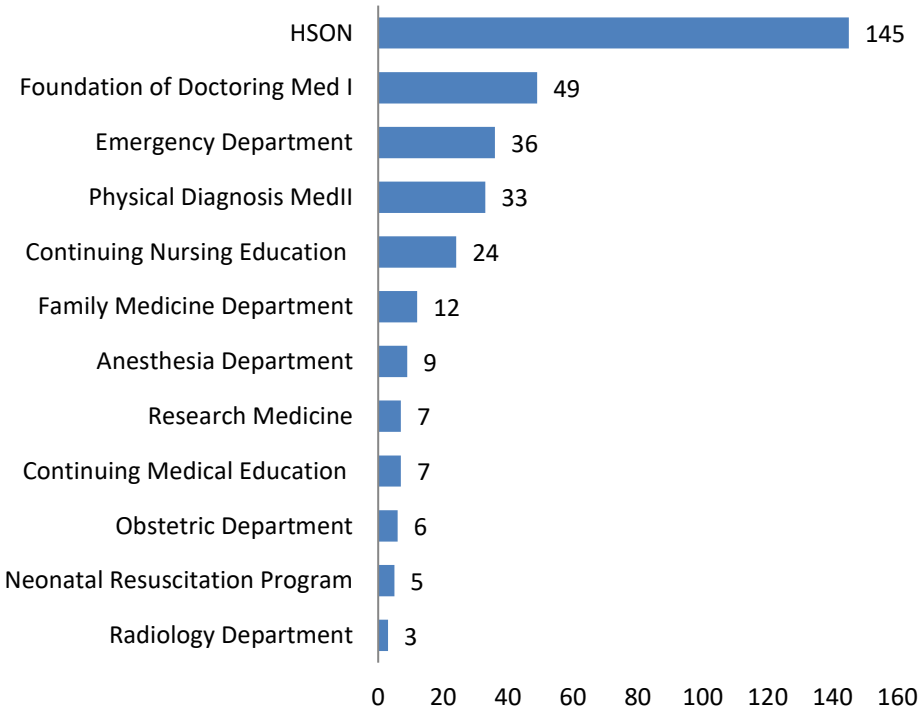
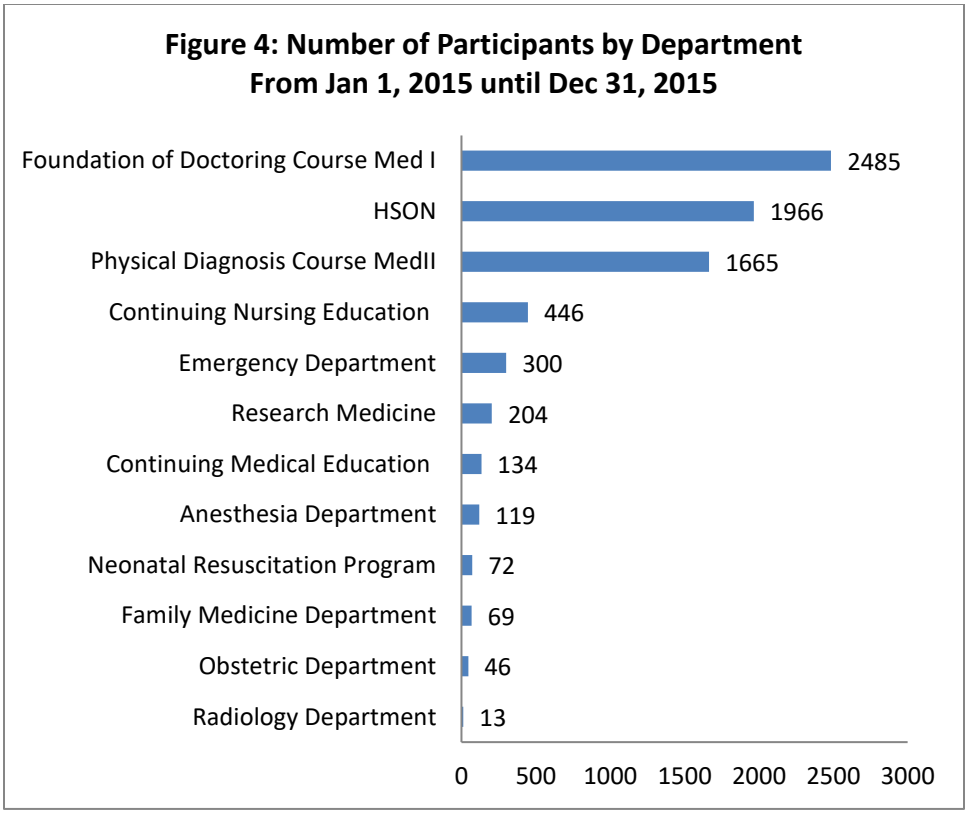


Figure 3: Number of Activities by Department From Jan 1, 2015 until Dec 31, 2015





B. STUDENT ENROLLMENT/SCHOLARSHIPS

- The total number of applicants to the BSN program for 2015-16 was 341; the total number of accepted students was 186 and the total number who confirmed their enrollment is 55. This includes 2 early admissions, 5 transfers from outside AUB, 3 sponsored by USAID fund, and 1 working for a second degree.

- The total number of applicants to the MSN program for 2015-16 was 31; the total number of accepted students was 28 and the total number who confirmed their enrollment is 12.

- A total of **49** interviews were conducted with new BSN students, **41** were recommended for scholarships, and **23** enrolled. This scholarship is still attracting students who select nursing as their 3rd, 4th and 5th major choice in their application.

- The table below shows the student enrollment for the last five years:

Student Enrollment	BSN					MSN				
	2011-12	2012-13	2013-14	2014-15	2015-16	2011-12	2012-13	2013-14	2014-15	2015-16
Applied	232	287	285	349	341	46	40	38	47	31
Acceptance	146	151	141	179	186	40	38	33	42	28
New Enrolled	68	72	64	70	55	19	16	26	23	12
Yield	47%	48%	45%	39%	30%	48%	42%	79%	55%	43%
Committed	52	52	52	54	39	18	16	26	22	12

Total Enrollment	**157**	**168**	**167**	**185**	**172**	**55**	**52**	**60**	**60**	**55**
Female	**80%**	**80%**	**81%**	**77%**	**72%**	**76%**	**77%**	**77%**	**75%**	**85%**
Male	**20%**	**20%**	**19%**	**23%**	**28%**	**24%**	**23%**	**23%**	**25%**	**15%**
Lebanese	**92%**	**90%**	**84%**	**81%**	**81%**	**87%**	**92%**	**93%**	**85%**	**93%**
International	**8%**	**10%**	**14%**	**19%**	**19%**	**13%**	**8%**	**7%**	**6%**	**7%**

C. STUDENT RECRUITMENT AND MARKETING STRATEGY

Student recruitment and marketing of the BSN and MSN programs remain a priority at HSON. The marketing strategy for student recruitment in 2015 included various activities:

- **Graduate Open House:** HSON participated in the Graduate Open House organized by the Graduate Council on February 4, 2015 to promote graduate programs. Similar to previous years, few applicants interested in the MSN program attended the open house.

- **AUB Annual School Fair**: HSON participated in the AUB Annual School Fair for undergraduate programs in April 2015.

- **AUBMC Open House:** On the 14th of May, HSON participated in the AUBMC open house to recruit nurses from all over Lebanon. SSO had a booth for the MSN program and Dr. Samar Noureddine presented the MSN program requirements.

- **Orientation for Palestinian students funded by the Unite Lebanon Youth Project (ULYP).** Upon the request of Mrs. Melek EL Nimer, Lynn Berbary and Tamar Avedissian gave presentations in August 2015 on the HSON nursing programs to potential candidates applying for ULYP funding.

- **Orientation for new nurses at AUBMC:** During the orientation for new nurses at AUBMC, Dr. Noureddine presented the MSN program requirements. This presentation became part of the orientation program organized by the CPDC.

- **School visits:** The HSON team visited eleven schools to recruit students. School counselors were contacted and a poster was sent to all schools inviting high school students to visit HSON simulation lab.

- **High School student's visits to HSON:** Interested students from St Joseph de L'apparition School and from Lycee Abdel Kader visited the school of Nursing. They visited the simulation lab, and Ms. Randa Farha presented a short scenario on the sim man. In addition, SSO provided information on the BSN program and FA/scholarships available.

D. STUDENT PROJECTS, THESES, RESIDENCIES, and ACTIVITIES

MSN STUDENT PROJECTS AND THESES

Name	Track	Project/ Thesis	Project/Thesis Title	Project/Thesis Committee	Defense Date
Belal Al Rajoub	Adult Care Nursing	Project	The Prognostic Value of New Left Bundle Branch Block In Patients with Acute Myocardial Infraction: A systematic Review and Meta-Analysis	Dr. S. Noureddine Dr. E. Akl	16-Jan-15
Samar Al Chami	Adult Care Nursing	Project	Optimizing the Management of Patients Admitted with Acute Heart Failure	Dr. S. Noureddine Dr. H. Huijer	4-Feb-15
Salma Lameh	Nursing Administration	Project	Introducing a New Role in Nursing Administration at AUBMC: The Active Bed Manager	Dr. M. Clinton Dr. L. Younan	04-Feb-15
Sukaina Hijazie	Nursing Administration	Project	A Proposal to Restructure 6 North Pediatric Unit to Improve Bed Management	Dr. L. Younan Dr. M. Clinton	27-Apr-15
Bassam Itani	Nursing Administration	Project	The Feasibility of Implementing the Chronic Care Model in the Management of Diabetes at a Public Health Center in Lebanon	Dr. L. Younan Dr. H. Huijer	27-Apr-15
Zeinab Alfar	Adult Care	Project	Health Education Program for prevention of Coronary Artery Disease in Primary Health Care centers in Saudi Arabia.	Dr. S. Noureddine Mrs. M. Arevian	28-Apr-15
Elyse El Gharib	Nursing Administration	Project	Nurse Led Clinic for International Patients at AUBMC	Dr. N. Y. Dumit Dr. M. Clinton	29-Apr-15
Nora Kakati	Nursing Administration	Project	Exploratory Study of Collaborative perception: Physician-Nurse Communication and Stress in an Acute Hospital	Dr. M. Clinton Dr. S. Fares	29-Apr-15
Sandy Aziz	Nursing Administration	Project	Proposal to Implement a Quality and Safety Education for Nurses Initiative at AUBMC	Dr. N. Y. Dumit Dr. M. Clinton	30-Apr-15
Diana Wehbeh	Adult Care	Project	Educational Program for Liver Transplant Patients	Dr. S. Noureddine Dr. L. Kantar	30-Apr-15
Eva Tabarani	Nursing Administration	Project	Application of the Analytic Hierarchy Process to Student Decision Making: A Study of How Master of Science in Nursing Students Choose Topics for Capstone Projects	Dr. M. Clinton Dr. L. Younan	18-Nov-15
Bachir Itani	Adult Care	Project	Knowledge of Diabetes Mellitus, a Survey of Registered Nurses	Dr. S. Noureddine Dr. L. Kantar	16-Dec-15

Name	Track	Project/ Thesis	Project/Thesis Title	Project/Thesis Committee	Defense Date
Ingrid Corbani	Adult Care	Project	Educational Program for Family Caregivers of Stroke Survivors	Dr. S. Noureddine Dr. L. Kantar	16-Dec-15

MSN STUDENT RESIDENCIES

Name	Track	Residency Term	Residency Supervisor	Residency Site	Preceptor	Preceptor Title
Zeinab Alfar	Adult Care	Spring 2014-2015	Samar Noureddine	AUBMC	Angela Massouh	Clinical Nurse Specialist
Hana'a Abd-ul-Salam	Nursing Administration	Spring 2014-2015	Michael Edward Clinton	AUBMC	Iman Kouatly	Nursing Director
Nora Kakati	Nursing Administration	Spring 2014-2015	Huda Abu-Saad Huijer	Johns Hopkins University	Myrna E. Mamaril	Nurse Manager Pediatrics
Mohammad Abbass	Nursing Administration	Summer 2014-2015	Lina Younan	AUBMC	Nada Nassar	Nurse Quality Manager
Nada Haidar	Nursing Administration	Summer 2014-2015	Nuhad Yazbik-Dumit	1st: AUBMC 2nd: Order of Nurses in Lebanon	Preceptor 1: Dr Lina Daouk Preceptor 2: Nathalie Richa	Preceptor 1: Director Preceptor 2: Director
Murielle Madi	Nursing Administration	Summer 2014-2015	Huda Abu-Saad Huijer	Johns Hopkins University	Mary Thomson	Nurse Manager
Farah Salhab	Nursing Administration	Summer 2014-2015	Huda Abu-Saad Huijer	John Hopkins University	Bobbie Tripp	Assistant Director
Eva Tabarani	Nursing Administration	Summer 2014-2015	Huda Abu-Saad Huijer	John Hopkins University	Preceptor 1: Eleni Flanagen Preceptor 2: Bobbie Tripp	Preceptor 1: Nurse Manager Preceptor 2: Assistant Director
Samar El Chami	Adult Care Nursing	Summer 2015	Samar Noureddine	AUBMC	Angela Massouh	Clinical Instructor
Joyce Abi Kharma	Adult Care	Fall 2015-2016	Samar Noureddine	University Of Maryland	Martha Francis	Nurse Practitioner
Mohamad Hussein Haidar	Adult Care	Fall 2015-2016	Samar Noureddine	University Of Maryland	Carla Arisco	CRNP
Nour Jabbour	Psychiatric Mental Health	Fall 2015-16	Laila Faris Farhoud	Ministry of Public Health	Dr. Rbih Chammai	Head of Mental Health

Name	Track	Residency Term	Residency Supervisor	Residency Site	Preceptor	Preceptor Title
Ali Krayany	Adult Care	Fall 2015-2016	Hala Darwish	AUBMC	Preceptor 1: Janane Hanna Preceptor 2: Dr. Johnny Salameh	Preceptor 1: Clinical Nurse Specialist Preceptor 2: Neurology Attending
Najla Moufarrej	Adult Care	Fall 2015-2016	Samar Noureddine	AUBMC	Rebecca El Asmar	Clinical Nurse Specialist
Dina Mouzayen	Psychaitric Mental Health	Fall 2015-16	Laila Faris Farhoud	Ministry of Public Health & WHO	Dr. Rabih Cahmmai	Head of Mental Health
Rachel Sabbagh	Psychiatric Mental Health	Fall 2015-2016	Laila Faris Farhoud	John Hopkins University	Mary Coper	Nurse Manager
Hana Sahyouni	Community and Public Health	Fall 2015-2016	Mary Arevian Bakalian	Araxy Blghourgian for the Socio Medical centers in collaboration with Ministry of Health	Virgin Khorshidian	Chair of the Public Health Department – Chair of the accreditation committee
Mariam Shatila	Community and Public Health and Adult Care	Fall 2015-2016	Mary Arevian Bakalian	Ministry Of Public Health	Dr. Rasha Hamra	Head of Health Education

STUDENT ACTIVITIES

Nursing students were involved in different community projects and activities in their Community Course during the 2014-15 academic year:

- **New Student Orientation:** Some undergraduate and graduate students provided testimonials and success stories on the nursing profession during the orientation of newly enrolled students.

- **Student recruitment:** Some BSN students were involved in school visits with the student services officer. These students contacted the school they graduated from and went there to promote the AUB HSON nursing programs.

- **School Fair:** Students from the BSN and MSN programs participated in the AUB school fair that was open to all students from different high schools. HSON had a stand at the Olayan School of Business to inform visitors about the BSN program at AUB

- **Short film on the Hariri School of Nursing:** The Hariri school of Nursing produced a 5' film about the nursing programs at AUB. Some undergraduate and graduate students provided their testimonials and success stories about HSON which will be used for recruitment purposes.

- **Movie night:** Nursing students organized a movie night on April 24, 2015. The movie was "**Fast & Furious 7".** Refreshments were served during the movie

- **Graduation Gala Dinner:** Students, faculty, and staff celebrated the graduation of students at the end of May 2015 at Le Maillon restaurant. The Gala Dinner was animated by the nursing students, who shared their experience with the faculty and staff.

- **Simulation Lab Open House:** On Friday June 12, 2015, faculty, students and professionals participated in an open house organized by the Skills and Simulation Lab Coordinator Ms. Randa Farha, to celebrate the state-of-the-art simulation facility at the Hariri School of Nursing (HSON). HSON faculty and students led scenarios focused on key educational aspects of simulation as practiced at HSON.

- **NSS elections were held in October 2015**: The new cabinet consisted of the following:
  President: Ziad Karameh
  VP: Mohammed Taha
  Treasurer: Fatima Al – Dirani
  Secretary: Alison Haidar
  Class Representative (Junior): Mirna Hussein
  Class representative (Senior): Lara Kabalan
  Class representative (Graduate): Joelle Massouh

- Bake Sale in November 2015: Following the elections of the new NSS cabinet, NSS members organized a bake sale to raise money for the Allaeidine Droubi fund, victim of the November bombing. Students baked and wrapped cakes, biscuits, cookies and brownies to sell. They set a booth on campus, where they shared the cause with students, staff and the AUB community. The money raised through the bake sale and donations was donated to the family of the victim.

- Christmas events during the month of December 2015: Nursing students gathered in the lobby to set the HSON Christmas tree. With some crafting skills, they made their own ornaments from tongue depressors and syringes. They set two beautiful trees that brought a Christmas spirit to the lobby.

- Donation in December 2015: During the month of Christmas, the NSS collected money to give to a needy family. The chosen family consists of a woman with 4 children, a husband with cancer, and a mother-in-law who lives with them and undergoes hemodialysis. The family is in financial need which prompted NSS to collect donations to support them.

IV. ACCREDITATION AND STRATEGIC PLANNING

A. CCNE ACCREDITATION

- The BSN and MSN programs continue to be accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation) in the USA.
- The MSN program was revised based on the Masters Essentials and approved by the Board of Graduate Studies at AUB. The revised MSN program was submitted to CCNE and Department of Education in New York State for approval.
- HSON continues to be a regular member of the American Association of Colleges of Nursing.

B. STRATEGIC PLANNING; GOALS AND OBJECTIVES

The HSON strategic plan was recently revisited and consultations were held with HSON administrative and advisory committees for possible updates. The goals, objectives and strategic initiatives as well as key implementation steps were presented to the AUB administration at a retreat held on October 2-4, 2015. The HSON revised strategic plan and implementation steps are listed below.

Goal 1: To achieve status of free standing faculty
Objective 1.1: Increase the number of PhD prepared and research active faculty
Objective 1.2: Increase BSN and MSN student enrollment

Goal 2: To position HSON as the leading center for nursing education, research, & service in Lebanon and the region
Objective 2.1: Foster excellence in research
Objective 2.2: Foster excellence in teaching
Objective 2.3: Foster excellence in practice
Objective 2.4: Foster excellence in community service

Goal 3: To cultivate professional values of excellence, respect, tolerance, and Integrity

Goal 4: To achieve planned growth in high quality students and PhD prepared faculty
Objective 4.1: Publicize HSON Achievements
Objective 4.2: Recruit diversified high quality students
Objective 4.3: Recruit PhD prepared faculty

Goal 5: To maintain accreditation status

Goal 6: To continue fostering faculty and staff development
Objective 6.1: Foster faculty development
Objective 6.2: Foster staff development

Goal 7: To achieve Fiscal Balance
Objective 7.1: Increase BSN and MSN student enrollment
Objective 7.2: Increase HSON revenues

Strategic Initiatives

Goal 1: To achieve status of free standing faculty

Objective 1.1: Increase the number of PhD prepared and research active faculty

Initiatives:

HSON11 01: Intensify recruitment of PhD prepared and research active faculty
HSON11 02: Appoint endowed chair for research
HSON11 03: Provide support for faculty development at PhD level
HSON11 04: Increase extramural funding for research

Objective 1.2: Increase BSN and MSN student enrollment

Initiatives:

HSON11 05: Intensify student recruitment strategies in Lebanon and internationally
HSON11 06: Reactivate the MSN/MBA program with OSB.
HSON11 07: Launch PhD program in collaboration with FM, FHS, & US university partners
HSON11 08: Launch BA/BS-BSN second degree program
HSON11 09: Develop interdisciplinary IPE courses in collaboration with FM and FHS.

Goal 2: To position HSON as a regional leader in nursing education, research, & service

Objective 2.1: Foster excellence in research

Initiatives:

HSON11 01: Intensify recruitment of PhD prepared and research active faculty
HSON11 10: Create opportunities to engage students in research
HSON11 11: Allocate protected time for research
HSON11 07: Launch PhD program in collaboration with FM, FHS, and US partners
HSON11 12: Launch a Centre of Excellence in Nursing Research
HSON11 13: Coordinate regional research initiatives through launching a WHO Collaborating Center for nursing research
HSON11 14: Establish a network of Arab nurse researchers to promote research through the Association of Arab Nursing Faculties and Schools of Nursing in Lebanon

Objective 2.2: Foster excellence in teaching

Initiatives:

HSON11 15: Apply innovative, state of the art evidence-based teaching methodologies

Objective 2.3: Foster excellence in practice

Initiatives:

HSON11 16: Establish partnerships with AUBMC and other clinical facilities
HSON11 17: Continue engaging graduate students and faculty in evidence-based practice projects

Objective 2.4: Foster excellence in community service

Initiatives:

HSON11 18: Increase Interdisciplinary research with community organizations
HSON11 19: Continue providing service to the community at the national and regional levels.

Goal 3: To cultivate professional values of excellence, respect, tolerance, and Integrity

Initiatives:

HSON11 20: Conduct concept mapping of professional and ethical content of the curriculum

HSON11 21: Organize regular workshops on ethics for all Levels of students.

Goal 4: To achieve planned growth in high quality students and PhD prepared faculty

Objective 4.1: Publicize HSON Achievements

Initiatives:

HSON11 22: Appoint a marketing consultant

Objective 4.2: Recruit diversified high quality students

Initiatives:

HSON11 05: Intensify student recruitment strategies in Lebanon and internationally

HSON11 23: Partner with mastersstudies.com to promote graduate student recruitment

HSON11 24: Continue to recruit international students through the American Association of Colleges of Nursing (AACN) Centralized Application System (CAS)

Objective 4.3: Recruit PhD prepared faculty

Initiatives:

HSON11 01: Intensify recruitment of PhD prepared and research active faculty

Goal 5: To maintain accreditation status

Initiatives:

HSON11 25: Continue quality improvement activities aligned with accreditation requirements

Goal 6: To continue fostering faculty and staff development

Objective 6.1: Foster faculty development

Initiatives:

HSON11 03: Provide support for faculty development at PhD level

HSON11 26: Support faculty exchange with partner universities.

Objective 6.2: Foster staff development

Initiatives:

HSON11 27: Continue to encourage staff to utilize AUB educational support programs

HSON11 28: Establish career ladder for staff

Goal 7: To achieve Fiscal Balance

Objective 7.1: Increase BSN and MSN student enrollment

Initiatives:

HSON11 05: Intensify student recruitment strategies in Lebanon & internationally

HSON11 29: Increase endowment funds for scholarships

Objective 7.2: Increase HSON revenues

Initiatives:

HSON11 30: Launch new degree programs

HSON11 31: Offer post basic certificates

HSON11 32: Continue to offer Summer Nursing Institute, workshops, courses, & consultancies.

Key Implementation Steps

1. **Increase PhD holder & Research-Active faculty**
   - Recruit and appoint 2 new faculty annually. **Target of 2015-2016 achieved.** Currently HSON has 20 full time and 35 part-time.
   - Recruit & appoint endowed chair for Nursing Research. **Recruitment is ongoing**
   - Provide financial support to junior faculty to pursue their PhDs. **Four completed their PhDs and one is expected to finish in 2016.** Continue to support 2 junior faculty to improve capacity building.

2. **Increase student enrollment**
   - Increase student enrollment. **Target of 165 UG students achieved;** new target of 200 conditional availability of bursaries & scholarships.
   - Appoint a full time marketing and student recruitment officer to assist SSO in national, regional, and international student recruitment.
   - Reinstate AUBMC bursaries and increase endowment for merit scholarships.
   - Launch UG second degree programs**; BA/BS-BSN degree launched this year.**

3. **Position HSON as a regional leader in nursing education, research, & service**
   - Launch new (interdisciplinary) Masters & PhD programs**. PhD proposal submitted for approvals.**
   - Launch a Centre for Nursing Research**;** to be eventually designated as a WHO Collaborating Center.
   - HSON to coordinate regional initiatives for research collaboration.
   - Apply innovative state of the art curricular offerings using hybrid and distance learning to increase student enrollment. Install videoconferencing and state of the art facilities.
   - Provide certificate and continuing nursing education programs nationally and regionally through REP**. Four certificates are offered and a good number will be offered in the region this year.**
   - Increase academic space currently dedicated to the School of Nursing in the HSON building. Currently 40% of the space is occupied by AUBMC. In order to achieve the above activities short term, HSON will need to use the full space in the building.

V. RESEARCH AND SCHOLARLY ACTIVITIES

A. CURRENT HSON FACULTY RESEARCH

Principal Investigator: Chris Abbyad
Pregnant Women's Knowledge about Smoking, Breastfeeding, and Breast Cancer
The aim of the study was to determine pregnant women's knowledge about breastfeeding as a protection against breast cancer and about smoking as a risk factor for breast cancer.

Status: Data collection and analysis completed. Podium and poster presentations given. Manuscript is being prepared for publication.

Principal Investigator: Chris Abbyad
The prevalence and risk factors for maternal postpartum depression at AUBMC.
The aim of the study is to ascertain prevalence and risk factors for postpartum women who have delivered at AUBMC.
Status: Data collection.

Principle Investigator: Huda Abu-Saad Huijer
Palliative Care in Older Adults in Lebanon
The purpose of this study is to evaluate the quality of palliative care (PC), the quality of life (QoL), symptom management, and functional ability among hospitalized older adults in need of palliative care in Lebanon.
The study will follow the observational survey design. Data is being collected from three hospitals: AUBMC, St. George, and AinWezein. Face to face interviews are carried out using the Quality of Palliative Care Questionnaire-Adult (QPCQ-A) assembled using several instruments measuring quality of life, symptom prevalence and management, quality of care, and functional ability.
Co-Investigators: **Marina Adra, Hala Darwish, Souha Fares**, Hussam Ghusn, Ramzi Hajjar, George Karam, **Samar Noureddine**
Funding: CNRS
Status: Ongoing

Principle Investigator: Huda Abu-Saad Huijer
Chronic Pain: The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)
Chronic pain is believed to be a disease on its own and has been increasing in prevalence. While reporting or anticipating pain, patients experience a negative "mental set" of catastrophizing that has been described as an exaggerated cognitive-affective response to actual or anticipated pain. The 13-item Pain Catastrophizing Scale (PCS) is the most widely used measure of pain-specific catastrophizing and assesses three dimensions: rumination, magnification, and helplessness. The PCS has been translated and validated in several languages though no Arabic version exists that measures an important predictor of pain and pain-related outcomes. Thus, the purpose of the project is to develop and psychometrically evaluate PCS in the Arabic language among a sample of 150 adults in Lebanon.
Coinvestigator: Dr. Douglas French, Professor of Psychology, University of Moncton, Canada
Funding: Pfizer
Status: Ongoing

Principal Investigator: Marina Adra
Constructing the meaning of quality of life for residents in care homes in Lebanon: Perspectives of Residents, Staff, and Family
Located in two care homes in the Lebanon, the study explores the perceptions, perspectives, and meaning of quality of life for a theoretical sample of care staff, family caregivers, and older people.

Results: Four themes emerged from this analytical process: i) Maintaining Family Connectedness; ii) Engaging in Worthwhile Activities; iii) Maintaining and Developing Significant Relationships; and iv) Holding and Practicing Spiritual Beliefs. The emergence of these themes confirmed the complex, interrelated, and multidimensional nature of quality of life for residents and other stakeholders. Coinvestigators: John Hopton, John Keady.
Status: Manuscript accepted by the *International Journal of Older People Nursing*.

Principal Investigator: Muhieddine Al-Taki
American University of Beirut Medical Center Department of Surgery: Comparing Subacromial Injection of Platelet-Rich Plasma versus Methylprednisolone in Patients with Shoulder Subacromial Impingement Syndrome
The overall aim is to compare two treatments, platelet-rich plasma and corticosteroid injections into the subacromial space, with regards to symptomatic improvement, pain relief, and functional outcome in a randomized controlled clinical trial.
Coinvestigators: **Souha Fares,** Karim Masrouha, Robert Franjie
Funding: Intramural Funding AUBMC
Status: Data collection in progress.

Principal Investigator: Samir Atweh
The Effect of Aspirin and Clopidogrel on Bleeding, Platelet Aggregation, and Neuronal Damage after Moderate Brain Injury
The overall aims are to evaluate the effect of aspirin, clopidogrel, and both aspirin and clopidogrel on bleeding, platelet aggregation, and neuronal damage in rats after moderate brain injury.
Coinvestigators: **Hala Darwish**, Firas Koubaissy, Aida Habib
Funding: CNRS
Status: Ongoing

Principal Investigator: Michael Clinton
From Education to Practice: The Challenges that Nursing Students and Novice Nurses Face in Lebanon
This qualitative study involves three university sites and three hospitals in Lebanon. The study is designed to investigate from the point of view of students and registered nurses (RNs) in the first year of practice the challenges they face as they engage in clinical nursing practice. The study focuses on challenges that are unique to Lebanon. Separate focus groups will be formed at the three universities. The three focus groups will explore the challenges students face as they transition to the clinical experience in BSN IV. Separate focus groups will be established at three hospitals in Beirut. The hospitals will be those that generally recruit the most graduates from the respective universities. The three focus groups will focus on the challenges RNs face in their first year of practice in Lebanon. Thematic analysis and the constant comparative method will be used to analyze the data. The study findings may suggest strategies for reducing attrition in BSN programs in Lebanon and may assist hospital administrations to reduce attrition of RNs in their first year of practice.
Coprincipal Investigators: Myrna Doumit, Sawsan Ezzeddine, Ursula Rizk
Coinvestigators: Nour Alayan and Leila Al-Alti
Design: Qualitative study using focus groups

Status: In progress. Data collection is complete. Transcription of focus group data is in progress.

Principal Investigator: Michael Clinton
Ethical Issues in Nursing: Validating the Ethical Issues Scale for Use in Lebanon
This study examined the cultural fit of the Ethical Issues Scale (EIS) and the Psychometric Characteristics of a 32 Item Modified Version of the Scale. Data were collected from 59 English speaking registered nurses at AUBMC. Data were analyzed using commercial software. Disordered responses may be avoided in the future by using a five Likert scale. All EIS items need to be reworded if the EIS is to be used in studies in Lebanon because the scale is confusing. The dimensionality of the scale needs further exploration because principal component analyses (PCA) of residuals suggest the presence of additional dimensions. Additional EIS items are needed to improve targeting.
Coinvestigators: Nour Alayan and Leila El-Alti
Design: Pilot study
Status: Completed and a manuscript has been published.
Publication: **Clinton, M. E**., Alayan, N., El-Alti, L. Rasch analysis of Lebanese nurses' responses to the EIS questionnaire. SAGE Open Aug 2014, 4(3) DOI: 10.1177/2158244014547182

Principal Investigator: Hala Darwish
Brief International cognitive assessment for MS (BICAMS)-Arabic
The aim of this study is to validate the well-established Brief International Cognitive Assessment for Multiple Sclerosis (BICAMS) in Arabic
The test stimuli and administration procedures will be standardized in Arabic. The validity and the test-retest reliability of the different tests will be assessed.
Finally, we will establish the normative data for Lebanon
Co PIs: Samia Khoury and Bassem Yamout
Funding: Novartis
Status: IRB application

Principal Investigator: Hala Darwish
The EBV Seropositivity, Vitamin D Level and Smoking Rate among Multiple Sclerosis patients compared to Healthy Individuals in Lebanon
The aims of this study are:

- To determine the prevalence of EBV infection in a sample of Lebanese MS and control adult subjects.
- To explore the relationship between viral capsid antigen (VCA) and Epstein-Barr nuclear antigen-1 (EBNA-1) titers with vitamin D levels and smoking among MS patients and controls.
- Examine the effect of vitamin D supplementation on EBNA and VCA titers in MS patients.

Co PIs: Samia Khoury
Funding: MPP- American University of Beirut
Status: ongoing

Principal Investigator: Myrna Doumit
Knowledge, Attitude, and Practice of Lebanese Women towards Breast Cancer, Breast Self-Examination, and Mammography
The overall aim is to assess the knowledge, practices, and attitudes of Lebanese women about breast self-examination (BSE), mammography, and breast cancer, and to identify potential barriers using Champion's Health Belief Model Scales.
Coinvestigators: **Souha Fares, Mary Arevian**
Funding: Lebanese American University
Status: Manuscript writing in process

Principal Investigator: Nuhad Dumit
Analyzing the Antecedents of Nurses in a Private and a Public Not-for-Profit Medical Centers in Lebanon
The main aim of this study is to examine sickness absences at major medical centers across the country in terms of prevalence, nature, causes, trends, frequency, cost, and impact on services provided. Another aim is to explore reasons for sickness absence in order to recommend and implement appropriate intervention(s) for effective absence management. A third aim is to validate the JOINT model created in a systematic literature review (article published) by the investigators.
Coinvestigator: Lina Daouk Oyry
Supported by the Evidence-based Healthcare Management Unit, AUB
Status: Ongoing
Publication: Baydoun, M., **Dumit, N. Y**.; Daouk-Oyry, L. What do nurse managers say about nurses' sickness absenteeism? A new perspective. *Journal of Nursing Management*. In Press.

Principal Investigator: Nuhad Dumit
Assessing Basic and Continuing Education Learning Needs of Nurses in Lebanon
The purpose of the study is to identify the basic and continuing education learning needs and preferred ways of learning of bedside nurses in Lebanese hospitals. It is expected that the results of this study will inform the design of basic and continuing education programs for bedside nurses tailored to their needs. This study is in collaboration with the Order of Nurses in Lebanon and nursing faculty members from the University of Saint Joseph, University of Balamand, and Lebanese University.
Coinvestigators: **Souha Fares**, Marie Therese Sabbagh, Mireille Najjar, Gisel Hajal, Vicky Jubran New project with the support of the Order of Nurses in Lebanon
Status: submitted for IRB approval

Principal Investigator: Laila Farhood
Promoting Psychosocial and Mental Health Care through Community-based Educational Workshops for Teachers and Parents: A Follow-up to Mental Health Assessments in Civilians Exposed to Traumatic Events of War in the South of Lebanon
This intervention study is a follow-up to recommendations from previous studies by the PI revealing high rates of psychiatric morbidity in the south of Lebanon. The specific aims of the study are to (1) identify attitudes and beliefs about mental illness, symptoms, and treatment through focus groups conducted with teachers and parents of students; (2) provide psychoeducation (e.g. effects of trauma, depression in children and adolescents) and psychosocial resources (e.g. solutions for student behavioral challenges within the classroom) to

parents and teachers through workshops; and (3) test the efficacy of the intervention by administering questionnaires before and after the educational program to observe changes, if any, in reported mental health problems, attitudes, and practices.
Coinvestigators: Fadi Maalouf, Myrna Doumit and **Souha Fares**
Funding: Medical Practice Plan (MPP) and University Research Board
Status: Ongoing

Principal Investigator: Ghada El Hajj Fuleihan
Capacity Building in Chronic Non-Communicable Diseases at the American University of Beirut: A Programmatic Multidisciplinary Curriculum Based on Interfaculty Approach
This training grant aims at building research capacity in chronic, non-communicable Diseases and disorders across the lifespan. The grant includes a short-term certificate program, medium-term mentoring of thesis, and long-term training through a master's degree in clinical research. This program involves the Faculty of Medicine, HSON, the Faculty of Health Sciences, and the Faculty of Agricultural and Food Sciences.
Coinvestigators: **Huda Abu-Saad Huijer**, Robert Habib, Nahla Hwalla, Abla Mehio Sibai, and US collaborator Christos Mantzaros
Mentors: **Huda Abu-Saad Huijer**, Monique Chaaya, Ghada El-Hajj Fuleihan, Robert Habib, Nahla Hwalla, Ayad Jaffa, Mona Nabulsi, **Samar Noureddine**, Omar Obeid, Abla Sibai
Co-mentors: **Hala Darwish** and **Nuhad Dumit**
Funding: NIH and Fogarty International. Grant # PAR-10-257: Chronic, Non-Communicable Diseases and Disorders across the Lifespan (D 43)
Status: Ongoing. Three cohorts including two MSN students completed the SHARP summer certificate program.

Principal Investigator: Lina Kantar
Knowledge Retention and the Instructional Approach: Case-Based versus Lecture-Based Learning
The purpose of this study is to identify differences in nursing students' knowledge retention after being exposed to two instructional approaches, the case-based learning and lecture-based learning. Knowledge retention will be assessed through scores of students using a selected response multiple choice test. The test content examines knowledge retained from the Nursing Care of Adults I course. Selecting teaching practices that ensure better acquisition and retention of knowledge in nursing students is imperative to safe nursing practice.
Coinvestigators: Angela Massouh and Silva Dakessian
Status: In progress

Principal Investigator: Lina Kantar
Case-based Instruction: A Framework from Experience
The intent of this research paper is primarily to determine the principles of teaching with case studies and to illuminate the significance of situated teaching in developing the health professionals of the future. Findings converged on four themes which highlight the principles of case-based teaching. The themes include: (1) motivating a dynamic learning environment, (2) realism, (3) prospects for synthesis, and (4) professional formation. An in-depth analysis of each

principle helped reveal directives to effectively structure case studies and to competently contextualize the teaching learning process.
Status: Completed. Article under review by the journal of Nurse Education Today

Principal Investigator: Lina Kantar
Thinking Skills Developed from Case-based Instruction
The study aims at exploring the nature of thinking skills that can be developed from the case-based instructional approach. Data obtained from 16 nursing graduates who were exposed to case-based learning in two junior nursing courses and a senior course will be analyzed to identify the nature of thinking skills, currently perceived as the most essential skill in learning professional practice.
Status: In progress

Principal Investigator: Samia Khoury
American University of Beirut Medical Center Multiple Sclerosis Interdisciplinary Research (AMIR): A Comprehensive Multiple Sclerosis Database
The overall aims are to investigate the immunological regulatory and cognitive functions in multiple sclerosis and to develop database and bio-markers both to diagnose and follow the course of MS disease.
Coinvestigators: **Hala Darwish,** Bassem Yamout, Samir Atweh, Raja Sawaya
Funding: AUBMC MS Center Research Funds
Status: Ongoing

Principal Investigator: Samia Khoury
Immunological Pattern during Multiple Sclerosis Relapses and Response to Treatment (five years)
The overall aims are to investigate the immunological pattern during an MS relapse and response to treatment in order to follow the course of the disease.
Coinvestigators: **Hala Darwish**, Bassem Yamout, Samir Atweh, Raja Sawaya
Funding: AUBMC MS Center Research Funds
Status: Ongoing

Principal Investigator: Samia Khoury
Effect of Vitamin D Replacement on Immune Function and Cognition in MS Patients
The overall aims are to investigate the effect of Vitamin D on the immune system and cognitive performance in MS patients.
Coinvestigator: **Hala Darwish**
Funding: AUBMC MS Center Research Funds and Medical Practice Plan (MPP)
Status: Writing Report

Principal Investigator: Samia Khoury
Cerebrospinal Fluid, Urinary and Plasma Biomarker in Multiple Sclerosis (five years)
The overall aim of this study is to explore the cerebrospinal fluid, urine, and plasma of MS patients for biomarkers that will aid in the diagnosis and management of the disease progression.
Coinvestigator: **Hala Darwish**
Funding: Investigator start-up funds

Status: Ongoing

Principal Investigator: Samia Khoury
Correlation of Retinal Optical Coherence Tomography Findings with Cognitive Function in Patients with Multiple Sclerosis
The overall aim of this study is to explore the relationship between retinal GCIPL and NFL findings and cognitive function, as well as clinical disability. To assess the change in the thickness of the retinal GCIP layer and macular volumes in patients starting on Fingolimod as compared to those started on Interferon**.**
Coinvestigator: **Hala Darwish**
Funding: Investigator initiated grant from Novartis
Status: Ongoing

Principal Investigator: Firas Koubeissy
Developing Sensitive and Specific Biosensor for Traumatic Brain Injury Biomarkers
The aims of this study are:
1. Develop and optimize an advanced conjugated capture TBI biosensor platform that is based on electrochemical techniques.
2. Develop and optimize a colorimetric sensor array based on gold nanoparticles to serve as a TBI biosensor platform
3. Validate the levels and presence of UCH-L1 and GFAP proteins via Western blotting technique. This sub aim serves as a quality control test confirming the correct setup of the above experiment
4. Establish the experimental rat TBI technique (CCI model). Bio fluids and tissue from TBI animals will be assessed using the biosensor assays developed in specific aim 1 and 2.
Co-PI: **Hala Darwish**
Funding: Farouk Jabre Award

Principal Investigator: Samar Noureddine
Knowledge, attitude and practice of substance use among medical students in Lebanon
This survey examined the level of knowledge, attitude and practices related to alcohol and drug use in 231 medical students of 4 major universities in Lebanon.
Other researchers: George Assaf, Silva Kouyoumjian and Jamil El Khoury
Funding: None
Status: Manuscript under review.

Principal Investigator: Samar Noureddine
Smoking behavior after hospitalization with a coronary event.
The aim of the observational longitudinal study is to examine the rates of smoking cessation and relapse following hospitalization with an acute coronary event. A number of psychosocial predictors of cessation and relapse are also investigated.
Other researchers: Habib Dakik and Angela Massouh
Status: Ongoing.

Principal Investigator: Kathy Wood
Symptom Measurement in Patients with Arrhythmias

The aim of this prospective cross-sectional survey is to evaluate the number, incidence of clinical symptoms and depression, as well as the impact of symptoms on patients living with a variety of arrhythmias. Gender differences in symptom perceptions will also be examined. A total of 100 patients with arrhythmias have been recruited from the cardiology clinic at AUBMC.
Other researchers: Marwan Refaat, **Samar Noureddine**, Mostafa Hotait
Funding: Duke University
Status: Data collection in progress

Principal Investigator: Lina Younan
How Nursing Work Is Organized in Lebanese Hospitals and Its Effects on Nurses' Wellbeing
The objectives of the study are

1. To describe the organization of nursing work in Lebanese hospitals by identifying the models of nursing care in use and their prevalence.
2. To describe nursing staffing patterns in Lebanese hospitals (mainly nurse-to-patient ratios, staff-mix, and educational level of RNs,) and compare them to international standards.
3. To investigate the relationships between the level of nurses' professional education, nursing staffing patterns, models of nursing care, and the incidence of nursing fatigue and muscular skeletal injury.

Co-investigators: Michael Clinton, Fadi El Jardali, Helen Samaha, Souha Fares
Funding: HSON Seed money
Status: Data entry in progress.

B. SCHOLARLY PUBLICATIONS 2015

- **Abu-Saad Huijer, H.**, Sagherian, K., Tamim, H. Validation of the Arabic version of the Memorial Symptom Assessment Scale among Lebanese Cancer Patients. Journal of Pain and Symptom Management. DOI:10.1016/j.jpainsymman.2014.08.014 50(1): 559–565

- **Abu-Saad Huijer, H.**, Saab, M. Hajjar, M. Palliative Care for Older Adults in Lebanon. Lebanese Medical Journal, In Press

- **Adra M. G.**, Hopton,J. & Keady J. (2015) Constructing the meaning of quality of life for residents in care homes in the Lebanon: perspectives of residents, staff and family. International Journal of Older People Nursing, published online on June 29, 2015.

- Al-Gharib RM, **Abu-Saad Huijer H**, Darwish H. Quality of care and relationships as reported by children with cancer and their parents. Ann Palliat Med 2015. doi: 10.3978/j.issn.2224-5820.2015.01.04

- Al-Gharib RM, **Abu-Saad Huijer H**, Darwish H. Evaluating quality of care , spirituality, and relationships among children with cancer and parents. Lebanese Journal of Nursing 2015, 4: 22-26.

- **Clinton, M.E.** Dumit, N.Y., El-Jardali, F. Rasch Measurement Analysis of a 25-Item Version of the Mueller/McCloskey Nurse Job Satisfaction Scale in a Sample of Nurses in Lebanon and Qatar. SAGE Open June 2015, DOI: 10.1177/2158244015592167

- Clinton, M., **Dumit, N. Y.,** & El Jardali, F. (2015). Rasch measurement analysis of a 25-item version of the Mueller/McCloskey Nurse Job Satisfaction Scale (MMSS-25) in a sample of nurses in Lebanon and Qatar. SAGE Open. DOI: 10.1177/2158244015592167

- Darwish H, Adra M, **Abu-Saad Huijer H.** Incorporating gerontological content in the nursing curriculum; the case of AUB School of Nursing. J Med Liban 2015; 63 (1): 21-26.

- **Darwish, H**, Zeinoun, P , Ghusn, P, Khoury, B, Tamim, H, Khoury, S.J. Serum 25-hydroxyvitamin D predicts cognitive performance in adults. Neuropsychiatric Disease and Treatment (2015) August:11 2217–2223

- Deek, H., Newton, P., Inglis, S., Kabbani, S., **Noureddine, S.,** MacDonald, P., Davidson, P. (2015). Heart health in Lebanon and considerations for addressing the burden of cardiovascular disease. Published on line in Collegian: The Australian Journal of Nursing Practice, Scholarship and Research, 22(3), 333-39.

- Deek, H., **Noureddine, S.,** Newton, P. J., Inglis, S. C., Peter S. MacDonald, P. S., & Davidson, P. M. (2015). A family-focused intervention for heart failure self-care: conceptual underpinnings of a culturally appropriate intervention. Journal of Advanced Nursing. Published online September 13, 2015. DOI: 10.1111/jan.12768

- **Dumit, N. Y.,** Magilvy, J. K., Afifi, R. (2015). The Cultural Meaning of Cardiac Illness and Self-care among Lebanese Patients with Coronary Artery Disease. Journal of Transcultural Nursing, in press. Published online before print February 17, 2015, doi: 10.1177/1043659615573080

- **Farhood, L**; Dimassi, H. (2015), Validation of an Arabic version of the GHQ-28 against the Beck Depression Inventory for Screening for depression in war-exposed civilians, psychological Reports: Measures & Statistics, 116, 2, 1-1\

- **Kantar, L.,** & Massouh, A. (2015). Case-based learning: What traditional curricula fail to teach. Nurse Education Today, 35(8), 8-14.

- Mouheidine, T, **Darwish, H**, Fawaz, L, Yamout, B, Tamim, H, Khoury, S.J. Risk factors of Multiple Sclerosis and associations with anti-EBV antibody titers: a retrospective case-control study in Lebanon. Clinical Immunology (2015) May: 158, Issue 1, 59–66.

- **Noureddine, S.,** Dumit, N.Y., Saab, M. (2015). Deciding to seek care for acute myocardial infarction in Lebanon. Clinical Nursing Research, 24(5), 487-503. DOI: 10.1177/1054773814548508

- Salloum, R.G., **Abbyad, C. W.**, Kohler, R.E., Kratka, A., Oh, L., Wood, K.A. (2015). Assessing preferences for a smoking cessation program in Lebanon: A discrete choice experiment. Nicotine & Tobacco Research DOI: 10.1093/ntr/ntu188

- Springer, R.A., **Clinton, M.E.** (2015) Doing Foucault: Inquiring into nursing knowledge with Foucauldian discourse analysis. Nursing Philosophy. 16,87-97. Article first published online : 12 FEB 2015, DOI: 10.1111/nup.12079

Research/Continuing Education Seminars

The HSON Research Committee (RC) organized a series of research seminars. The aim of these seminars is to disseminate the research findings of the HSON faculty and alumni to the AUB community and to get acquainted with other AUB faculty members' research work. The following were invited to share their research findings:

- ✓ Dr. Sarah Abboud Title: Understanding Virginity from the Perspectives of Arab American Women; a Phenomenological Approach. **December 19, 2014**
- ✓ Dr. Houry Pouzantian: Title: Cardio-Vascular Investigations in Kidney Dysfunction, Hyperglycemia, and Aging. **January 7, 2015**
- ✓ In collaboration with FHS a joint seminar by Mr. Michael Villeneuve, title "A for spending, C for Results: the enduring paradox of Canada's health care system and lessons for Lebanon and other countries." **December 17, 2014**

C. EDITORIAL POSITIONS

Christine Abbyad

2012 Ongoing	Reviewer, *Journal of Transcultural Nursing*
2012 Ongoing	Abstract reviewer, International Conference on Cancer Nursing
2012 Ongoing	Abstract reviewer, Southern Nursing Research Society Annual Conference
2013 Ongoing	Reviewer, *Journal of Nursing and Health Sciences*

Huda Abu-Saad Huijer

1994 Ongoing	Associate editor and later member of Advisory Board, *International Journal of Nursing Studies*
1999 Ongoing	Member of Advisory Board, *Journal of Transcultural Nursing*
2000 Ongoing	Member of Editorial Board, *Scandinavian Journal of Caring Science*
2005 Ongoing	Member of Editorial Board, *Supportive and Palliative Cancer Care*
2005 Ongoing	Member of Editorial Board, *Journal of Nursing Scholarship*
2005 Ongoing	Reviewer, *European Journal of Pain*
2006 Ongoing	Member of Editorial Board, *Japanese Journal of Nursing Science*
2008 Ongoing	Reviewer, *Lebanese Medical Journal*
2009 Ongoing	Reviewer, *Pediatric Pain Newsletter*, IASP
2010 Ongoing	Member of Editorial Board, *Lebanese Journal of Nursing*
2011 Ongoing	Reviewer, *Journal of Palliative Medicine*

2011 Ongoing Member of Editorial Board, *IASP* Insight Newsletter
2011 Ongoing Member of Editorial Board, *Nursing Children and Young People*
2012 Ongoing Reviewer, *Health Promotion International*
2012 Ongoing Reviewer, *Europe's Journal of Psychology*
2012 Ongoing Reviewer, *Journal of Pain and Symptom Management*
2013 Ongoing Member of Editorial Board, *Annals of Palliative Medicine*
2014 Ongoing Member of Editorial Board, *Alexandria Scientific Nursing Journal* (ASNJ)

Mary Arevian

2006 Ongoing Reviewer, *Journal of Interprofessional Care*
2006 Ongoing Reviewer, *Journal of Transcultural Nursing*
2008 Ongoing Reviewer, *Journal of Women's Health*
2012 Ongoing Reviewer, *The Japanese Journal of Nursing Sciences*
2012 Ongoing Reviewer, *Journal of Health Promotion International*

Michael Clinton

2010 Ongoing Editorial Board, *International Journal of Mental Health Nursing,* formerly the *Australian and New Zealand Journal of Mental Health Nursing*
2010 Ongoing Editorial Board, *Journal of Psychosocial Nursing and Mental Health Services*
2010 Ongoing Editorial Board, *Journal of Mental Health*
2010 Ongoing Editorial Board, *Journal of Ethics in Mental Health*
2010 Ongoing Editorial Board, *International Journal of Evidence-Based Healthcare*
2010 Ongoing Review Panel, *Contemporary Nurse*
2010 Ongoing Review Panel, Infection Control and Hospital Epidemiology
2010 Ongoing Reviewer, *Journal of Adolescent Health*
2010 Ongoing Reviewer, *Journal of Physical Activity and Health*
2010 Ongoing Reviewer, *Infection Control and Hospital Epidemiology*

Hala Darwish

2011- Present Editor, The Institute- The AUBMC Abu Haidar Neuroscience Institute Newsletter
2012 Ongoing Reviewer, *Electrophoresis* (Peer Reviewed Journal)
2012 Ongoing Reviewer, *Journal of Neurotrauma*
2012 Ongoing Reviewer, *Journal of Clinical Immunology*
2013 Ongoing Editorial Board, *Frontiers of Neurotrauma*

Nuhad Dumit

2008 Ongoing Reviewer, *Journal of Nursing Management*
2009 Ongoing Reviewer, *Journal of Interprofessional Care*
2011 Ongoing Reviewer, *Avicenna Journal of Medicine*
2014 Ongoing Reviewer, *Journal of Clinical Nursing Research*
2014 Ongoing Editorial Board, *Nursing Management*

Laila Farhood

2006 Ongoing Member of Editorial Board and Reviewer, *Journal of Transcultural Nursing*

2007 Ongoing Reviewer, *Journal of Social Science and Medicine*
2009 Ongoing Reviewer, *Journal* of Affective Disorders
2010 Ongoing Reviewer, *Journal of Traumatic Stress*
2010 Ongoing Reviewer, *Journal of Social Psychiatry and Psychiatric Epidemiology*
2012 Ongoing Reviewer, *International* Journal *of Mental Health Nursing*
2013 Ongoing Reviewer, *Journal of Clinical Practice and Epidemiology in Mental Health*

Gladys Honein
2014 ongoing Reviewer: British Medical Journal Open access
2015 ongoing Reviewer: International Journal of Health Policy and Management

Lina Kantar
2013 Ongoing Reviewer, *Journal of Nursing Education in Practice*
2013 Ongoing Reviewer, *Journal of Nurse Education Today*
2013 Ongoing Reviewer, *International Journal of Nursing Education Scholarship*

Samar Noureddine
2008 Ongoing Reviewer, *American Journal of Critical Care*
2008 Ongoing Member of Editorial Board, *Journal of Transcultural Nursing*
2009 Ongoing Reviewer, *International Journal of Nursing Studies*
2009 Ongoing Reviewer, *Journal of Nursing Scholarship*
2009 Ongoing Reviewer, *European Journal of Cardiovascular Nursing*
2009 Ongoing Member, International Editorial Board of Metas de Enfermiera' *Nursing Journal*
2011 Ongoing Reviewer, *Journal of Cardiovascular Nursing*
2011 Ongoing Reviewer, *Journal of Clinical Nursing*
2011 Ongoing Reviewer, *Pan African Medical Journal*
2012 Ongoing Reviewer, *Heart & Lung: The Journal of Acute and Critical Care*
2013 Ongoing Member, Editorial Board of the *European Journal of Cardiovascular Nursing*
2014 Ongoing Reviewer, *Sultan Qaboos University Medical Journal*

Lina Younan
2014 Ongoing Reviewer, Journal of Nursing Management

D. SCIENTIFIC AND RESEARCH GRANT REVIEWS

Huda Abu-Saad Huijer
2010 Ongoing External examiner, University of Jordan
2010 Ongoing Reviewer of Medical Practice Plan, Faculty of Medicine Research Committee, AUB
2015 Ongoing PhD supervision of Ms. Angela Massouh, University of Colorado, USA

Hala Darwish

2011-2015	Reviewer of Medical Practice Plan, Faculty of Medicine Research Committee, AUB

Nuhad Dumit

2009 Ongoing	Reviewer, Western Institute of Nursing conference Abstracts
2011 Ongoing	Reviewer, "Effective Teaching and Learning in Higher Education," organized by the Center for Teaching and Learning (CTL) and IT Academic Core Processes and Systems (IT ACPS), AUB
2012 Ongoing	Reviewer, ICN Congress/conference Abstracts

Laila Farhood

2010 Ongoing	Reviewer of Medical Practice Plan and University Research Board grants, AUB (upon request)

Lina Kantar

2013 Ongoing	Reviewer, "Effective Teaching and Learning in Higher Education," organized by the Center for Teaching and Learning (CTL) and IT Academic Core Processes and Systems (IT ACPS), AUB.

Samar Noureddine

2013 Ongoing	Supervisory panel member for doctoral student Hiba Deek, University of Technology, Sydney, Australia
2012 Ongoing	Abstract reviewer, annual spring meeting of the Cardiovascular Council of Nurses and Allied Professionals
2011 Ongoing	Reviewer for Sultan Qaboos University, Research and Innovations Department
2010 Ongoing	Reviewer of Medical Practice Plan, Faculty of Medicine Research Committee, AUB and University Review Board grants, AUB

E. SCHOLARLY LECTURES

Christine Abbyad

- Abbyad, C., Ahmed, M., El Zein, J. "Pregnant Women's Knowledge about Smoking, Breastfeeding and Breast Cancer." Poster presentation Sigma Theta Tau International, San Juan, Puerto Rico, July 24, 2015.Abbyad, C., "Lebanese University Smokers'

Huda Abu-Saad Huijer

- Abu-Saad Huijer, H. HSON 110th anniversary; Goals & Strategies. Presentation made to BOT on January 19, 2015. AUB HSON.
- Abu-Saad Huijer, H. Nursing Research at HSON. Presentation made at the roundtable discussion with deans of SON in Lebanon, February 25, 2015. HSON.
- Abu-Saad Huijer, H. Nursing Research at HSON. Presentation made at a meeting with deans of SON in region, April 8, 2015. HSON.
- Abu-Saad Huijer, H. Transformational Nursing Contributions to the Health Care Agenda, Jordanian Nursing Council, April 21-23, 2015. Amman, Jordan (Invited).

- Abu-Saad Huijer, H. Partnerships between Academia & Practice, WHO Regional Nursing Forum: The Future of Nursing and Midwifery in the Eastern Mediterranean Region, April 24, 2015. Amman, Jordan.
- Abu-Saad Huijer, H. Development of Nursing Scholarship at HSON. The First Asian Regional Conference. Global Nursing; Partnerships for Global Health. September 26, 2015. Yerevan, Armenia.
- Abu-Saad Huijer, H. Transformational Nursing Developments Impacting Health Care. Third International Nursing Congress, September 27-28, 2015.Yerevan, Armenia.
- Abu-Saad Huijer, H. Advancing the Nursing Research Agenda; Achievements & Challenges. Third International Nursing Congress, September 27-28, 2015. Armenia.
- Abu-Saad Huijer, H. Palliative Care and Palliative Care in Lebanon. Basics in Palliative and End-of-Life Care Course II; organized by HSON. September 18-19, AUB.
- Abu-Saad Huijer, H. Barriers & Misconceptions in Pain Relief & Palliative Care. Symposium on Pain Management, organized by National Committee for Pain Relief & Palliative Care, November 24, 2015, Beirut, Lebanon.

Nuhad Dumit

- Invited to speak on Leading and Managing others: Inspiring and Motivating People at the "Women's Health across the Lifespan" symposium at Gefinor Rotana Hotel Beirut organized by AUB Medical Center, March 6-7, 2015
- Gave workshop on organizational communication and patient safety at Makassed General Hospital on June 12, 2015
- Gave workshop on organizational communication and patient safety to Rafic Hariri University Hospital on October 22, 2015

Souha Fares

- Grand round in the Research Education Sessions organized by the Clinical Research Institute at the American University of Beirut/AUBMC, January 2015, title: Descriptive data analysis.

Gladys Honein

- Introduction to qualitative research. SHARP –AUBMC- Research Education Unit- November 19, 2015.

May Khoury

- Presenter of the Interactive Techniques in Teaching Ethics to BSNIII students at HSON at AUB in the ***Regional Ethics Teacher Training Course (ETTC) in the Arab States*** , at the UNESCO Regional Bureau - Beirut ,June 8-11, 2015.

Lina Kantar

- Kantar, L. Situated Teaching: Principles and Directives. The 42nd Annual Professional Nurse Education Group (PNEG) Conference, October 23-25, 2015, Indianapolis, Indiana, USA.

Dina Madi

- "Health Assessment Workshop" at the United Arab Emirates, Sharjah - Sharjah University City, Maliha Road December 2015.

Angela Massouh

- Massouh, A. **introduction to Heart Failure.** Presentation at Updates in Heart Failure Care for Iraqi Nurses Workshop, Continuing Medical Education, AUB, Lebanon. April 2015.
- Massouh, A. **Management of Acute Heart Failure**. Presentation at Updates in Heart Failure Care for Iraqi Nurses Workshop, Continuing Medical Education, AUB, Lebanon. April 2015.
- Massouh, A. **Self-Care and Symptom Management in Heart Failure**. Presentation at Updates in Heart Failure Care for Iraqi Nurses Workshop, Continuing Medical Education, AUB, Lebanon. April 2015.

Samar Noureddine

- Noureddine, S. [Invited presentation]. Global challenges and barriers for nursing in CVD prevention. Presented at the American Heart Association Scientific Sessions, Orlando, Florida, USA. November 10, 2015
- Noureddine, S. Current state of attending to cardiac arrest in Lebanon at the third annual vascular medicine program retreat in Crowne Plaza hotel. December 12, 2015

Lina Younan

- Guest speaker on "Financial Planning" to senior BSN students at LAU, February 2015. As part of their Leadership & Management course (3 hrs).
- Guest speaker on "Handoff Communication" at (2hrs): at Makassed Hospital, June 2015.

VI. PROFESSIONAL PRACTICE/SERVICE

A. PROFESSIONAL PRACTICE

Christine Abbyad

- Breastfeeding Task Force, AUBMC
- Tobacco Control Research Group member
- Mayo Clinic certification as a tobacco treatment specialist
- Offered smoking cessation on an individual basis
- Offered prenatal childbirth classes to members of the AUB community
- Member, AUBMC OB Council

Huda Abu-Saad Huijer

- Member of the Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP).
- President of the Chi Iota Chapter of Sigma Theta Tau International Honor Society in Nursing in Lebanon.
- Member, International Scientific Advisory Board, Center of Excellence in Pediatric Pain Management, Faculty of Medicine, Kuwait University, Kuwait.

- Consultant to WHO EMRO on the Future of Nursing and Midwifery in the Eastern Mediterranean Region.
- Member, Advisory Committee, Center for Research, Training, and Policy in Arab Mental Health, Faculty of Medicine, AUB.
- Member of the Public Advisory Board, Lebanese Society of Family Medicine.
- Vice-President, National Committee on Pain Relief and Palliative Care (Appointed by Minister of Health) and chair of the Research Committee.
- Immediate past president Lebanese Society for the Study of Pain.

Marina Adra

- Hariri School of Nursing representative to the National Colloquium Committee, 2014.
- Consultation with the nursing director of Dar Al Ajaza Islamiyya Hospital to select nurse managers and supervisors and help develop leadership skills.

Nuhad Dumit

- Chairperson of the Continuing Education Committee of the Order of Nurses in Lebanon

Souha Fares

- Statistical Consultant. National survey of pupils with learning difficulties in Lebanese public schools

Laila Farhood

- Clinical Associate, Department of Psychiatry, Faculty of Medicine. Clinical activities include psychiatric assessment and psychotherapy (individual, couple, and family therapy) in in-patient and out-patient settings.
- Member, American Psychiatric Nurses Association (APNA)
- Member, International Society for Traumatic Stress (ISTSS)

Gladys Honein

- Capacity building, a collaborative venture between the Order of Nurses and Ministry of Public Health, funded by UNICEF, with special focus on 'Outreach program in community health' (October-ongoing)

Lina Kantar

- Faculty Learning Community on Integrating Higher Order Thinking in curriculum, AUB.
- Member, MEMA Taskforce, May 2015.

May Khoury

- Hariri School of Nursing representative to the National Colloquium Committee, 2015.
- Active member in Pain Relief and Palliative Care Education Sub-Committee of the National Committee for Pain Relief and Palliative Care established by the Ministry of Public Health.
- Attended the ***Regional Ethics Teacher Training Course (ETTC) in the Arab States***, at the UNESCO Regional Bureau - Beirut, June 8-11, 2015.

- Coordinator and presenter in the workshop BASICS IN PALLIATIVE AND END-OF-LIFE CARE -2 coordinated by The Hariri School of Nursing and the Faculty of Medicine in collaboration with the Continuing Medical Education Office at the American University of Beirut Medical Center (AUBMC) and Clinical and Professional Development Center (CPDC to be held on September 18-19, 2015 at Hisham Jaroudi Auditorium, AUBMC.

Dina Madi

- Governance Committee, Chi Iota Chapter, Hariri School of Nursing Honor Society
- The Lebanese Health Association, Board Member

Angela Massouh

- Heart Failure Working Group, Lebanese Society of Cardiology, member.
- Leadership Succession Committee, AUB Honor Society, member.

Samar Noureddine

- Invited to present on 'Interdisciplinary approaches to Rehabilitation' at the Al Rahma Hospital conference on rehabilitation, Tripoli, Lebanon. October 10, 2015

Lina Younan

- Appointed by the Order of Nurses as a member of a task force for reviewing and updating the Nursing Practice Act.
- Appointed by the Order of Nurses as a member of a task force for developing the nursing code of ethics for Lebanon.
- Order of Nurses in Lebanon, MEMBER Disciplinary Board

B. HSON COMMITTEES

Standing Committees

- **Academic & Curriculum Committee:**
  Dr. Huda Abu-Saad Huijer (Chair or Representative)
  Mrs. Mary Arevian, Chair
  Dr. Marina Adra
  Dr. Lina Kantar
  Ms. Angela Massouh
  Dr. Gladys Honein (appointed)
  Mrs. Silva Dakessian (appointed)
  Mrs. Tamar Avedissian (appointed)

- **Admission & Recruitment Committee:**
  Mrs. May Khoury, Chair
  Mrs. Talin Gulgulian
  Dr. Dina Madi
  Dr. Lina Younan
  Mrs. Tamar Avedissian (appointed)
  Mrs. Silva Dakessian (appointed)

- **Administrative Committee:**
  Dr. Huda Abu-Saad Huijer (Chair)
  Dr. Nuhad Dumit
  Dr. Laila Farhoud
  Dr. Samar Noureddine

- **Advisory Committee:**
  Dr. Huda Abu-Saad Huijer (Chair)
  Dr. Michael Clinton
  Dr. Laila Farhood
  Dr. Samar Noureddine

- **Graduate Studies Committee:**
  Dr. Samar Noureddine, Chair
  Dr. Michael Clinton
  Dr. Nuhad Dumit
  Dr. Laila Farhoud
  Dr. Gladys Honein (appointed)

- **Research & Continuing Education Committee:**
  Dr. Soha Fares, Chair
  Dr. Hala Darwish
  Dr. Laila Farhoud
  Dr. Samar Noureddine
  Dr. Gladys Honein (appointed)

- **Student Affairs Committee:**
  Dr. Dina Madi, Chair
  Dr. Marina Adra, Class Advisor, BSN II
  Dr. Lina Younan, Class Advisor, BSN III
  Dr. Lina Kantar, Class Advisor, BSN VI
  NSS Advisor, Ms. Angela Massouh

Other HSON Committees/Task Forces

- **HSON Search Committee**
  Dr. Huda Abu-Saad Huijer (Chair)
  Dr. Michael Clinton
  Dr. Laila Farhood
  Dr. Samar Noureddine

- **HSON Catalogue Committee**
  Dr. Laila Farhood; Convener/Chair Master of Science in Nursing Program
  Dr. Nuhad Dumit; Convener/Chair Baccalaureate Programs

- **HSON Newsletter Committee**
  Dr. Christine Abbyad (Chair)
  Dr. Marina Adra
  Ms. Angela Massouh
  Mrs. Lynn Berbary Najem
  Mrs. Talin Gulgulian

- **HSON Social Committee:**
  Dr. Lina Kantar, Chair
  Mrs. May Khoury
  Mrs. Lynn Berbary Najem
  Mrs. Silva Dakessian
  Ms. Randa Farha
  Mrs. Taline Gulgulian

HSON Representatives on AUB, Faculty of Medicine, and AUBMC Nursing Service Committees:

AUB BOD: Dr. Huda Abu-Saad Huijer
AUB Budget Committee: Dr. Huda Abu-Saad Huijer
AUB REP Inter-Faculty Advisory Committee: Dr. Huda Abu-Saad Huijer
AUB Senate: Dr. Huda Abu-Saad Huijer, Dr. Michael Clinton
AUB Commencement Committee: Dr. Marina Adra
AUB Advising Website Committee: Dr. Dina Madi
AUB Unified Admissions Committee: Mrs. May Khoury
AUB GE Program: Dr. Marina Adra
AUB CTL Advisory Committee: Dr. Lina Kantar
AUB Board of Graduate Studies: Dr. Nuhad Dumit
AUB New Student Orientation Program Committee: Dr. Dina Madi
FM Research Committee: Dr. Samar Noureddine
FM Library Committee: Mrs. Mary Arevian
IRB: Dr. Michael Clinton, Dr. Hala Darwish
AUBMC NS Magnet Executive Board: Dr. Huda Abu-Saad Huijer
AUBMC NS Joint Committee HSON/Nursing Service: Mrs. May Khoury (Chair) & Dr. Dr. Chris Abbyad
AUBMC Critical Care Education Council: Dr. Lina Kantar
AUBMC Obs/Gyn Council: Dr. Dina Madi
AUBMC Pediatrics Council: Mrs. May Khoury

OTHER AUB COMMITTEES

Christine Abbyad
Tobacco Control Research Group, member

Huda Abu-Saad Huijer
Board of Deans, Ex-Officio member

AUB Strategic Planning Steering Committee, member
Expanded Advisory Committees, appointed member
REP Advisory Board, member
AUB Budget Committee, member

Marina Adra
Clearance Officer: School of Nursing
Faculty Learning Community on Blended Learning

Michael Clinton
Institutional Review Board – Social and Behavioral Sciences, Vice-Chair
Institutional Review Board – Biomedical, Alternative Vice-Chair and ember

Hala Darwish
Nurses Chapter President, WAAAUB

Nuhad Dumit
Evidence-based Healthcare Management Unit (EHMU) Executive Board, AUBMC, member

Lina Abi Fakhr Kantar
Faculty Learning Community, AUB, member
Medical Education Council, AUB, member
Center for Teaching and Learning Advisory Committee, AUB, member
MEMA 2015 Taskforce, AUBMC, member

Dina Madi
AUB Traditional Orientation Program Committee (TOP)/School of Nursing representative

Angela Massouh
Nursing Student Society, adviser
Nurses Chapter, Vice President
Task Force on Heart Failure, member
Left Ventricular Assist Device Working group at AUBMC, member
Performance Improvement Committee at AUBMC, member
Leadership Succession Committee at the Sigma Theta Tau Chi Iota Chapter, member
Committee on Research in the Vascular Medicine Program at AUBMC, member
Committee on Academics and Continuing Medical Education in the Vascular Medicine Program at AUBMC, member

Samar Noureddine
Governance Committee, Hariri School of Nursing Honor Society since January 2013
AUB Ad Hoc Committee on Graduate Assistantships since Spring 2013
Advisory Board of the AUB Graduate Council

NATIONAL AND INTERNATIONAL COMMITTEES

Christine Abbyad
Sigma Theta Tau International, member
AUB School of Nursing Chi Iota Chapter, member
Lamaze International, member
Southern Nursing Research Society (SNRS), member
Association of Women's Health, Obstetrics, and Neonatal Nursing (AWHONN), member
Faculty United (local and USA chapters), member

Huda Abu-Saad Huijer
Lebanese Society for the Study of Pain (LSSP), past president
Vice President, National Committee on Pain Relief and Palliative Care and Chair Research Committee
Order of Nurses in Lebanon, member
Sigma Theta Tau International Chi Iota Chapter, AUB, president
International Association for the Study of Pain (IASP), member
Special Interest Group on Pain in Children (IASP), founding member
eNewsletter, *IASP Insight*, advisory board member
European Academy of Nursing Science (EANS), fellow and founding member
American Academy of Nursing, International Fellow
AUBMC Palliative Care Committee, member

Marina Adra
Order of Nurses in Lebanon, member
Armenian Relief Cross, member
Sigma Theta Tau International, Chi Iota Chapter, AUB, member

Nour Alayan
Order of Nurses in Lebanon, member
Academy of Medical-Surgical Nurses, member
Sigma Theta Tau International Chi Iota Chapter, AUB, member
International Nursing Association for Clinical Simulation and Learning, member

Mary Arevian
Sigma Theta Tau International Honor Society of Nursing, Lambda PI Chapter
Armenian Relief Cross in Lebanon (ARCL), Beirut Branch, member
Armenian Relief Cross in Lebanon (ARCL) Advisory Board, secretary
Armenian Relief Cross in Lebanon (ARCL) Relations and Welfare Committee
Chair of the Health Committee of Armenian Relief Cross in Lebanon (ARCL)

Michael Clinton
Research Ethics Committee of University of Manchester, local adviser
College and Association of Registered Nurses of Alberta - Registered Nurse
Nurses Registration Board of Western Australia - Registered Nurse
Nurses Registration Board of Western Australia - Registered Psychiatric Nurse

Hala Darwish
Order of Nurses in Lebanon, member
Society for Neuroscience, member
Midwest Nursing Research Society, member

Nuhad Dumit
Order of Nurses in Lebanon, member
Sigma Theta Tau International Alpha Kappa, chapter-at-large, member
Western Institute of Nursing, member

Souha Fares
United Nations Economic and Social Commission for Western Asia (UN-ESCWA), statistical consultant
American Statistical Association (ASA), member
Institute of Mathematical Statistics (IMS), member

Laila Farhood
Board of Trustees, Marjayoun National College, member
Sigma Theta Tau International, Alpha Chapter, member
Arab Forum for Social Sciences and Health, member
American Psychiatric Nursing Association (APNA), member
International Nursing Review (INR), Lebanon's representative
International Women's Mental Health Association, member
International Society for Traumatic Stress Studies (ISTSS), member
AUB Sigma Theta Tau International Chi Iota Chapter, member
Order of Nurses in Lebanon, member

Gladys Honein
College of Nurses of Ontario; Professional affiliation- Registration Number: 03- 0138 2 (non-practicing)

Lina Abi Fakhr Kantar
Alliance of Universities for Democracy, member (October 2011)
Sigma Theta Tau International Chi Iota Chapter, AUB, member

May Khoury
Order of Nurses in Lebanon, member
Sigma Theta Tau International Chi Iota Chapter, AUB, member

Angela Massouh
Order of Nurses in Lebanon, member
American Association of Critical Care Nurses, member
Lebanese Task Force on Heart Failure at the Order of Physicians in Lebanon, member
Council on Cardiovascular Nursing and Allied Professions, at the European Society of Cardiology, member

Heart Failure Association at the European Society of Cardiology, member
Sigma Theta Tau International, Chi Iota Chapter, member
National Association of Clinical Nurse Specialists, member
Heart Failure Website Translation Committee at the European Society of Cardiology, member
Plenary Committee for the First Middle Eastern Heart Failure Conference, member
Examining Committee member for an applicant to the MBA program at St. Joseph University, June 2013.

Dina Madi
Order of Nurses in Lebanon, member
The Lebanese Health Association, board member
Sigma Theta Tau International, XiPi Chapter, member

Samar Noureddine
Order of Nurses in Lebanon, member
Sigma Theta Tau International, RhO Chapter and Chi Iota Chapter, member
Midwest Nursing Research Society, member
American Association of Critical Care Nurses, member
American Heart Association, member and international fellow
Science Committee, Council on Cardiovascular Nursing and Allied Health of the European Society of Cardiology, member

Lina Younan
Order of Nurses in Lebanon, member
Sigma Theta Tau International, Chi Iota Chapter, AUB, member

VII. 110th celebrations

In 2015, HSON celebrated its 110th anniversary under the motto "Expanding Boundaries and Enhancing Partnerships." The school organized a number of activities including public lectures by prominent alumni of the school, roundtable discussions with deans and directors of schools of nursing from Lebanon and the region to discuss possible research collaboration based on the WHO established research priorities, and a meeting with directors of hospitals and nursing services in Lebanon to promote and enhance the position of advanced practice nurses in Lebanon. The meeting, which took place on January 30, 2015, began with a welcome by Dr. Huijer stressing the important role education plays in the preparation of nursing students and nursing leaders for service in Lebanon, the Middle East, and beyond. This was followed by testimonials from nursing leaders in Lebanon about the importance of their education at AUB and the role that the school had played in their professional and personal lives. During the panel discussion that followed, HSON master's program graduates gave moving presentations about how their education had enabled them to develop their individual specialized nursing roles. The afternoon concluded with a public lecture by Dr. Naeema Al-Gasseer, an alumna of the school and WHO representative for Sudan. Al-Gasseer spoke with great emotion of the deep and lasting effect that AUB, HSON, and Lebanon had had in shaping her thinking and in influencing her career path in nursing.

The meetings with deans and directors of schools of nursing in Lebanon and the region on February 25 and April 8 were equally compelling. Deans and directors presented their schools' programs of research and discussed ways they might work together. HSON will be coordinating this important effort.
AUB has prepared a short film about HSON that will be used to promote the school and its academic programs, and a video featuring students and graduates reflecting on the impact HSON has had on their personal and professional lives. The school will be hosting an international conference in October 2016 as part of the University's 150th anniversary celebrations.

VIII. REGIONAL EXTERNAL PROGRAMS/GULF ACTIVITIES

- HSON is involved in a number of regional consultancy projects coordinated by AUB's Office of Regional External Programs.

1. HSON developed a number of continuing nursing education workshops and short courses for the Ministry of health UAE through AUB REP agreement with the Ministry.
2. HSON started the continuing nursing education workshops and short courses for training nurses from UAE in December 2015 based on the above agreement. The courses/workshops offered so far include health assessment, pediatrics update, and critical care. Except for critical care which is a short course, the other two offerings were given twice to two different groups of nurses. The offering will continue through 2016.

- HSON is collaborating with REP to market its nursing certificate programs to corporate and individual clients nationally and regionally.

In collaboration with the Continuing Medical Education (CME) Office, HSON faculty members offered a full day seminar on palliative care to nurses from Lebanon with CE credits from the Order of Nurses in Lebanon.

IX. HONORS, AWARDS, AND RECOGNITIONS

AUB HSON won three awards offered by the Scientific Society of Arab Nursing Faculties and the awards were given on April 8, 2015.

1. HSON won the award for distinguished academic institution.
2. Dr. Huda Abu-Saad Huijer won the award for distinguished faculty member.
3. Mohamad Saab won the Master's Thesis Award. The thesis committee included Dr. Samar Noureddine (chair) and Dr. Huda Huijer from the school of nursing, and Dr. Jocelyn DeJong from the Faculty of Health Sciences.
4. Dr. Nuhad Dumit was elected president of the Lebanese Order of Nurses, June 2015.
5. Dr. Samar Noureddine was inducted as fellow in the American Academy of Nursing, October 17, 2015
6. Dr. Samar Noureddine was elected as President of the Nurses' Chapter, Worldwide Alumni Association American University of Beirut, January 2015.

Dr. Huda Abu-Saad Huijer continues to be a member of the Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP). The second meeting took place in May 22-24, 2015 at Harvard University, Boston, USA.

X. INTERNATIONAL PARTNERSHIPS

HSON currently has Memoranda of Understanding (MOUs) to enhance research collaboration and student and faculty exchange with the following institutions:

- Johns Hopkins University School of Nursing
- University of Michigan School of Nursing
- Villanova University College of Nursing
- University of Maryland School of Nursing
- University of Science and Technology, Sydney, Australia

XI. SIGMA THETA TAU INTERNATIONAL (STTI) HONOR SOCIETY

The Hariri School of Nursing American University of Beirut Nursing Honor Society was approved and chartered as an official chapter of the Honor Society of Nursing, Sigma Theta Tau International (STTI), on Saturday September 13, 2014. The Chi Iota Chapter was officially recognized by Sigma Theta Tau International at the 43rd Biennial Convention of STTI November 7-11, 2015 in Las Vegas, USA.

The Chi Iota chapter currently has 154 members; 131 were inducted during the chartering ceremony in September 2014 and 23 were inducted in May 2015. Membership in STTI continues to be by invitation and is extended to undergraduate students, graduate students, faculty, and professional nurses who have demonstrated superior scholastic, leadership, and nursing achievements. STTI is a not-for-profit organization whose mission is to improve the health of people worldwide through leadership and scholarship in practice, education, and research. Founded in 1922, this organization's members include practicing nurses, faculty, researchers, policymakers, entrepreneurs, and others.
The HSON Chi Iota Chapter is the first STTI chapter in the Middle East.

The board of the Chi Iota Chapter is as follows:

A. President : Dr. Huda Abu-Saad Huijer
B. President- elect: Dr. Chris Abbyad
C. Vice president : Mrs. Mary Arevian
D. Treasurer: Mr. Ghassan Afram
E. Secretary: Dr. Myrna Doumit
F. Counselor: Dr. Dina Madi

XII. HSON EXTERNAL ADVISORY BOARD (EAB)

Mandate and Purpose of the EAB
The External Advisory Board of the Rafic Hariri School of Nursing consists of invited members from leading universities engaged in baccalaureate and graduate nursing education and research,

leaders of nursing and health care institutions, and dignitaries with established track records in related fields. The EAB advises the director by serving as a bridge between HSON and the international nursing community.
The inaugural meeting of the EAB took place on Monday, September 15, 2014, during which Dr. Martha Hill was elected as chair. Current and future developments at HSON as well as information on current and future academic programs were discussed. The Terms of Reference were revised and future plans for meetings approved.
The second meeting was held by teleconference on October 5, 2015. The agenda included HSON PhD proposal, HSON Centre for Nursing Research with the aim of becoming a WHO Collaborating Centre, BSN & MSN curricular developments, faculty recruitment including the endowed chair for nursing research, and possibilities for fundraising.

Purpose of the EAB:

- To provide strategic advice relevant to current and proposed initiatives of HSON and provide feedback on the progress of the school against its strategic goals.
- To assist HSON in realizing its mission by promoting it to organizations and individuals with the potential to contribute to student scholarships, research, and faculty development.
- To encourage HSON in its developments of nursing education and nursing research especially as they relate to CCNE accreditation, international benchmarking, and opportunities for collaborative funded research, doctoral studies, and student and faculty exchanges.
- To promote the continued dialogue between HSON and the professional community with the goal of improving academic program quality and societal relevance.
- To advise on marketing and public relations opportunities to improve the status of the profession and student recruitment.

Members

- Dr. Martha N. Hill; Dean Emerita. Professor of Nursing, Medicine and Public Health, Johns Hopkins University, School of Nursing (Chair)
- Dr. Walid Ammar, Director General, MOH
- Dr. David Benton, CEO, International Council of Nurses (ICN)
- Dr. Louise Fitzpatrick, Connelly Endowed Dean and Professor, College of Nursing, Villanova University
- Former First Lady Mrs. Mona Hrawi
- Dr. Hester C. Klopper, President Sigma Theta Tau International Honor Society of Nursing
- Dr. Rowaida Al-Maaitah Advisor to HRH princess Muna Al Hussein for Health and Community Development, Former Minister of Higher Education and Scientific Research, Professor at Jordan University of Science and Technology.
- President of the Lebanese Order of Nurses, Dr. Nuhad Dumit

XIII. HSON NEWSLETTER

HSON published its Fall newsletter "2015: The Year in Review". The newsletter includes faculty and school news, student activities, awards received as well as personal news about faculty and staff.

XIV. ACHIEVING FACULTY STATUS FOR HSON

HSON currently functions semi-autonomously:

- Dr. Huda Abu-Saad Huijer is an ex-officio member of the AUB Board of Deans.
- HSON processes all HSON appointments, reappointments, and promotions.
- HSON manages its own budget and continues to use surplus monies for HSON scholarships.
- HSON has a new organizational structure with two divisions.
- HSON currently has representatives on a number of task forces and AUB committees including the AUB Board of Graduate Studies Senate Committee.
- HSON faculty members were moved from 11-months to 9-month contracts
- Achieving full faculty status remains an important strategic goal for HSON.

XV. LOOKING AHEAD

HSON plans to launch a number of new academic programs:

- Accelerated BA/BS-BSN (second degree) program. A promotional campaign using the American Association of Colleges of Nursing Centralized Application Service for Nursing Schools (AACN NURSING CAS) along with national campaigns will continue to be used to recruit students for the program.
- Postgraduate certificates in community nursing, critical care nursing, leadership and management, and nursing informatics are currently being launched by REP.
- A PhD proposal was submitted to AUB for approvals. It will be launched in close collaboration with the Faculty of Health Sciences, the Faculty of Medicine, the Johns Hopkins University School of Nursing, and the University of Michigan School of Nursing.
- HSON is currently exploring the possibility of offering a nurse executive track.
- Summer and Winter Nursing Institutes: HSON will continue to collaborate with partners in the United States and with experts in the region and in Lebanon to offer high-quality courses on special topics. These courses are open to MSN and other AUB students and to participants from Lebanon and the region.
- Student recruitment will continue to be a priority. HSON awarded 25 merit scholarships this year and will continue to work on securing bursaries for BSN students.
- More emphasis will be placed on graduate recruitment at the national, regional, and international levels in close collaboration with AUB's Graduate Council.
- The recruitment of an endowed chair to direct HSON's Center for Nursing Research will continue to be a priority.
- Collaboration with AUBMC/Nursing Services continues to be an important priority for HSON. A number of joint appointments have already been approved.

AMERICAN UNIVERSITY OF BEIRUT

Annual Report
2014

1866

AUB

Rafic Hariri School of Nursing

CCNE ACCREDITED

The baccalaureate and master's programs at the American University of Beirut Rafic Hariri School of Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.
The school is also a full member of the American Association of Colleges of Nursing.

PREFACE

The Hariri School of Nursing (HSON) witnessed a number of successful milestone events in 2014. The school recruited a record number of undergraduate students, proposed major revisions to the graduate academic program, and launched an external advisory board for HSON. The AUB School of Nursing Honor Society was approved and chartered by Sigma Theta Tau International (STTI) as the first Chi Iota Chapter in the region. In addition, HSON, the director, and a graduate student were rewarded by the Scientific Society of Arab Nursing Faculties for the year 2014 for distinguished work in academia and research.

The current academic programs continue to be aligned with international professional and accreditation standards set forth by the American Association of Colleges of Nursing (AACN) and the Commission on Collegiate Nursing Education (CCNE) in the USA. HSON remains the first school of nursing outside the United States to be accredited by CCNE and to be granted regular membership in AACN.

The school is building on this strong foundation to develop and launch a number of new academic initiatives such as the BA/BS-BSN second degree program, new tracks in the Masters of Science in nursing (MSN) program, and an interdisciplinary PhD program in close collaboration with the Faculties of Medicine and Health Sciences and with our partners in the USA, the Johns Hopkins University School of Nursing and the University of Michigan School of Nursing.

The HSON Honor Society was approved to become a full-fledged STTI chapter and the first in the Middle East. The STTI Chartering of the Chi Iota Chapter took place on September 13, 2014 and 131 members were inducted into this prestigious international honor society in nursing. A two-day research conference was organized to coincide with the chartering ceremony.

The year 2015 will mark the 110th anniversary of the AUB School of Nursing. The school is diligently working on the preparations for this milestone event.

The school continues to be proud of its achievements, which are detailed in this annual report.

Huda Abu-Saad Huijer RN, PhD, FEANS, FAAN
Professor and Director,
Rafic Hariri School of Nursing

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I. ORGANIZATION OF THE SCHOOL OF NURSING

A. FACULTY

Director of the School of Nursing - 2003 to present
Huda Abu-Saad Huijer, RN, PhD, FEANS, FAAN, Professor

Faculty Members
Christine Abbyad, RN, PhD, Clinical Assistant Professor; Undergraduate Division Convener
Lina Abi Fakhr Kantar, RN, EdD, Assistant Professor
Marina Adra, RN, MS Physiology, PhD, Clinical Assistant Professor; BSN Coordinator
Nour Alayan, RN, MSN, Clinical Instructor, PhD Student on Leave of Absence
Mary Arevian, RN, MPH, Clinical Associate Professor
Tamar Avedissian, RN, MSN, Clinical Instructor
Michael Clinton, RN (CARNA), RGN RPN (AHPRA), PhD, MSc, BA (Hons.), Professor
Silva Dakessian RN, MPH, Clinical Instructor
Hala Darwish, RN, PhD, Assistant Professor
Nuhad Dumit, RN, MA, PhD, Assistant Professor, CE/Offshore Program Coordinator
Souha Fares, PhD, Assistant Professor
Laila Farhood, RN, PhD, CS, Professor and Clinical Associate, Psychiatry Department, Faculty of Medicine; Graduate Division Convener
Talin Gulgulian, RN, MSN, Clinical Instructor
May Khoury, RN, BSN, MSN, Clinical Assistant Professor
Dina Madi, RN, TD, MA Education, PhD, Clinical Assistant Professor; BA/BS-BSN Coordinator
Angela Massouh, RN, MSN, Clinical Instructor, PhD Student
Samar Noureddine, RN, PhD, FAHA, Professor;Assistant Director for Academic Affairs
Elie Salameh, RN, DNP, Clinical Assistant Professor on Leave of Absence effective February 2013
Lina Younan, RN, MSN, DNP, Clinical Assistant Professor

Visiting Faculty
Ibrahim Fakih, RN, MPH, Nursing Informatics Specialist
Maureen Grady, Professional Specialist, Department of Nursing, Saint Mary's College, Notre Dame, Indiana, USA
Judith Lambton, EdD, MSN, RN, Professor, University of San Francisco, California, USA
Hussein A. Tahan, PhD, RN, Corporate Director of Nursing Education and Research at New York Presbyterian Hospital. Independent Consultant at International Health Care Management and Consulting

Adjunct Faculty
Patricia Abbott, RN, PhD, Associate Professor and Codirector, PAHO/WHO Collaborating Center for Nursing Knowledge, Information Management and Sharing (KIMS), Johns Hopkins University School of Nursing, USA
Patricia M. Davidson, Professor and Dean, Johns Hopkins University School of Nursing
Martha Hill, PhD, RN, FAAN, Professor and Past Dean, Johns Hopkins University School of Nursing, USA
Shake Ketefian, EdD, RN, FAAN, Professor Emeritus, University of Michigan, USA
Judith Lambton, EdD, MSN, RN, Professor, University of San Francisco, California, USA
Elizabeth Tanner, Associate Professor, Johns Hopkins School of Nursing and Center on Aging and Health
Phyllis Sharps, Professor, Associate Dean, Community and Global Programs Johns Hopkins School of Nursing

Academic Associates
Rana Abdel Malak, RN, MPH, Nursing Director, Bellevue Medical Center
Mona Nasrallah, MD, Associate Professor, AUBMC
Anthony Shamoun, MSN-RN, ACNP, Critical Care Nurse Specialist, AUBMC
Wafa Maalouf, Nursing Director, St. George Hospital
Salah Zein El-Dine, MD, Assistant Professor, Director Pulmonary Physiology Laboratory, Director Graduate Medical Education AUBMC

Joint Appointments:
Michael Clinton with FM Institutional Review Board (IRB) Office as Vice-Chair of the IRB office for the Social and Behavioral Sciences
Hala Darwish with FM/AUBMC as Managing Director of the Abu Haidar Neuroscience Institute
Nuhad Dumit with FM/AUBMC as Codirector for Continuing Medical Education (CME) Office
Hanadi Masalkhi with Nursing Services/AUBMC as Clinical Instructor at the Hariri School of Nursing
Angela Massouh with Nursing Services/AUBMC as Cardiology Clinical Nurse Specialist

Research Assistants
Maya Abdel Rahman, RN, MSN
Saydeh Hammouch, RN, MSN
Nora Kakati
Aida Zaaiter, RN
Rachel Sabbagh, RN

Clinical Preceptors
Tracy Aghdamelian, RN
Marwa Ahmad, RN
Danielle Damianos, RN, MSN
Ashraf Emara, RN, MSN
Talin Gulgulian, RN, MSN
Nadim Halabi, RN, MSN
Aya Hammoud, RN
Mohammad Hussein Haidar, RN
Nora Kakati, RN
Doaa Kamal, RN
Ahmad Kaskas, RN
Laila Kazan, RN, MSN
Ghina Khatib, RN, MPH
Ali Krayani, RN
Nisreen Kumberji, RN, MSN
Murielle Madi, RN
Hanadi Massalkhi, RN, MSN
Madice Merheb, RN, MSN
Reine Nicodeme, RN
Myrna Saadeh, RN, MSN
Suheir Sakr, RN
Ali Shaddad, RN, MSN
Anthony Shamoun, RN, MSN, CNS
Mona Shorba, RN
Serpouhi Toriguian, RN, MSN
Diana Wehbe, RN

Rafica Zaatari, RN, MSN

Graduate Assistants
Hana'a Abdul Salam
Marwa Ahmad
Haifa Akar
Samir Ballouz
Mohammad Hussein Haidar
Nour Jabbour
Nora Kakati
Dina Mouzayen
Yolla Nazha
Rachelle Sabbagh
Hana Sahyoun
Rola Shehadeh
Hasmig Tchaparian

B. STAFF

Ghassan Afram, BSN, TD, MPH, Executive Officer
Shereen Berjawi, BS, Administrative Assistant effective September 26, 2014
Zeina Battikha Chamoun, BA, Administrative Assistant until September 15, 2014
Lynn Berbary Najem, BBA, MBA, Student Services and Recruitment Officer
Rabih Daher, Junior Clerk
Randa Farha, BSN, MSN, MPH, Simulation and Clinical Competency Center Coordinator
Fares Mhanna, BS, IT Field Support Technician
Ilham Rustom, Secretary
Marwa Soubra, BS, MBA, IT Manager, Faculty of Medicine and Hariri School of Nursing
Jeanette Zeinati, Secretary

II. FACULTY ACTIVITIES

A. TEACHING ASSIGNMENTS 2014

Christine Abbyad

Spring	NURS 306A - Nursing Care of Children, Theory, 1 cr., Co-coordinator
	NURS 306B - Nursing Care of Children, Practicum, 2 cr.
	NURS 306B - Nursing Care of Children, Simulation, 1 cr.
Summer	NURS 529D - Smoking Cessation as Behavior Modification, Theory, 1 cr., Coordinator
	NURS 511X - Evidence Based Practice in Maternity Care, Theory, 1 cr. Coordinator
Fall	NURS 304A - Nursing Care of the Expectant Family, Theory, 2 cr., Coordinator
	NURS 304B - Nursing Care of the Expectant Family, Practicum 1, 1.5 cr., Clinical Coordinator
	NURS 304B - Nursing Care of the Expectant Family, Practicum, 3 cr.
	NURS 304B - Nursing Care of the Expectant Family, Simulation, 1 cr.

Marina Adra

Spring	NURS 302A - Nursing Care of Adults II, Theory, 1 cr., Coordinator
	NURS 302B - Nursing Care of Adults II, 1.5 cr., Clinical Coordinator
	NURS 302B - Nursing Care of Adults II, Practicum, 2 cr.
	NURS 302B - Nursing Care of Adults II, Simulation, 1 cr.
Summer	NURS 210 - Pathophysiology, Theory, 1 cr., Coordinator
Fall	NURS 300A - Nursing Care of Adults I, Theory, 1 cr., Coordinator
	NURS 300B - Nursing Care of Adults I, Practicum, 2 cr.
	NURS 300B - Nursing Care of Adults I, 1.5 cr., Clinical Coordinator
	NURS 300B - Nursing Care of Adults I, Simulation, 1 cr.

Mary Arevian

Spring	NURS 408A - Community Health Nursing, Theory, 2 cr., Coordinator
	NURS 408B - Community Health Nursing, Practicum, 3 cr.
	NURS 522 - Principles and Practice of Community Health Nursing, 3cr.
	NURS 598 - Project
Fall	NURS 408A - Community Health Nursing, Theory, 2 cr., Coordinator
	NURS 408B - Community Health Nursing, Practicum, 3 cr.
	NURS 523 - Advanced Community assessment and Interventions, 3 cr.

Tamar Avedissian

Fall	NURS 408B - Community Health Nursing, Practicum, 3 cr.
	NURS 304B - Nursing Care of the Expectant Family, Practicum, 2 cr.
	NURS 304B - Nursing Care of the Expectant Family, Simulation, 1 cr.

Michael Clinton

Spring	NURS 507 - Role Development in Nursing Administration, Theory, 3 cr., Coordinator
	NURS 598 - Project
Summer	NURS 508 - Advanced Practice in Nursing Administration, 2 cr.
	NURS 598 - Project
Fall	NURS 500 - Nursing Theory, 2 cr., Coordinator
	NURS 598 - Project
	NURS 599 - Thesis

Hala Darwish

Spring NURS 502 - Advanced Nursing Research, Theory, 2 cr., Coordinator
NURS 598 - Project
NURS 599 - Thesis
NURS 505 - Advanced Practice in Adult Care I, 1 cr. Co-coordinator
Fall NURS 406 - Nursing Research, Theory, 1.5 cr., Coordinator
NURS 504 - Advanced Pathophysiology, Theory, 1 cr., Co-coordinator

Nuhad Dumit

Spring NURS 520 - Managing Quality with Teams, 3 cr**.**
NURS 599 - Thesis
NURS 598 - Project
Summer NURS 508 - Advanced Practice in Nursing Administration, 2 cr.
NURS 598 - Project
Fall NURS 527 - Developing Health Services Programs, Theory, 3 cr., Coordinator
NURS 598 - Project

Ibrahim Fakih

Fall NURS 404 - Nursing Informatics, Theory, 2 cr., Coordinator

Souha Fares

Spring NURS 502 - Advanced Nursing Research, Theory, 2 cr., Co-coordinator
NURS 598 - Project
Summer NURS 203 - Biostatistics for Nurses, 3 cr.
Fall NURS 406 - Nursing Research, Theory, 1.5 cr., Co-coordinator
NURS 502 - Advanced Nursing Research, Theory, 4 cr., Coordinator
NURS 598 - Project

Laila F. Farhood

Spring NURS 402A - Mental Health and Psychiatric Nursing, Theory, 1 cr., Coordinator
NURS 403B - Mental Health and Psychiatric Nursing, Clinical, 1.5 cr., Coordinator
NURS 518A - Group and Family Psychotherapy, Theory, 1 cr., Coordinator
NURS 518B - Group and Family Psychotherapy, Practicum, 2 cr., Coordinator
NURS 598 - Project
NURS 599 - Thesis
Fall NURS 402A - Mental Health and Psychiatric Nursing, Theory, 1 cr., Coordinator
NURS 403B - Mental Health and Psychiatric Nursing, Clinical, 1.5 cr.
NURS 501 - Foundations of Advanced Nursing Practice, Theory, 3 cr., Coordinator
NURS 519 - Clinical Residency in Acute Psychiatric Care, 2 cr., Coordinator
NURS 598 - Project
NURS 599 - Thesis

Taline Gulgulian

Fall NURS 304B - Nursing Care of the Expectant Family, Practicum, (2 sections), 4 cr.
NURS 304B - Nursing Care of the Expectant Family, Simulation, (2 sections), 2 cr.

Huda Abu-Saad Huijer

Spring NURS 508 - Advanced Practice in Nursing Administration, Practicum, 2 cr., Coordinator
NURS 598 - Project
NURS 599 - Thesis

Summer NURS 508 - Advanced Practice in Nursing Administration, Practicum, 2 cr., Coordinator
NURS 598 - Project
Fall NURS 508 - Advanced Practice in Nursing Administration, Practicum, 2 cr., Coordinator
NURS 598 - Project

Lina Abi Fakhr Kantar

Spring NURS 201A - Introduction to Nursing Practice, Theory, 1 cr., Coordinator
NURS 201B - Introduction to Nursing Practice, Practicum, 1 cr.
NURS 201B - Introduction to Nursing Practice, 1.5 cr., Clinical Coordinator
NURS 509 - Role Development in Nursing Education, Theory, 3 cr., Coordinator
Fall NURS 300A - Nursing Care of Adults I, Theory, 2 cr., Coordinator
NURS 300B - Nursing Care of Adults I, Simulation, 1 cr.
NURS 300B - Nursing Care of Adults I, Practicum 1, 2 cr.
NURS 300B - Nursing Care of Adults I, 1 cr., Clinical Coordinator

May Khoury

Spring NURS 306A - Nursing Care of Children, Theory, 1 cr., Coordinator
NURS 306B - Nursing Care of Children, Practicum, 3 cr.
NURS 306B - Nursing Care of Children, 1.5 cr., Clinical Coordinator
NURS 306B - Nursing Care of Children, Simulation, 1 cr.
Summer NURS 307 - Practicum I, (2 sections), 2 cr.
NURS 308V - Maternal and Child Nursing Theory and Practicum
Fall NURS 304A - Nursing Care of the Expectant Family, Theory, 1 cr., Co-coordinator
NURS 304B - Nursing Care of the Expectant Family, Simulation, 1 cr.
NURS 304B - Nursing Care of the Expectant Family, Practicum (2 sections), 4 cr.

Dina Madi

Spring NURS 202A - Health Assessment Course, Theory, 1 cr., Coordinator
NURS 202B - Health Assessment Course, 1.5 cr., Clinical Coordinator
NURS 306B - Nursing Care of Children, Practicum, 3 cr.
Summer NURS 307 - Practicum I, 1 cr.
Fall NURS 304A - Nursing Care of the Expectant Family, Theory, 1 cr., Coordinator
NURS 304B - Nursing Care of the Expectant Family, Practicum, 4 cr. (2 sections), Clinical Coordinator
NURS 304B - Nursing Care of the Expectant Family, Simulation, 1 cr.

Hanadi Masalkhi

Fall NURS 402A - Mental Health and Psychiatric Nursing, Theory, 1 cr., Co-coordinator
NURS 403B - Mental Health and Psychiatric Nursing, Clinical, 3 cr.

Angela Massouh

Spring NURS 410A - Leadership and Management, Theory, 1 cr., Coordinator
NURS 410B - Leadership and Management, Practicum, 3 cr.
NURS 410B - Leadership and Management, 1.5 cr., Clinical Coordinator
NURS 411 - Leadership and Management, Practicum, 3 cr.
Summer NURS 210 - Pathophysiology, Theory, 1 cr., Co-coordinator
Fall NURS 400A - Critical Care Nursing, Theory, 1 cr., Coordinator
NURS 400B - Critical Care Nursing, Practicum, 3 cr.
NURS 400B - Critical Care Nursing, 1.5 cr., Clinical Coordinator

Samar Noureddine

Spring NURS 505A - Advanced Practice in Adult Care I, Theory, 2 cr., Coordinator
NURS 505B - Advanced Practice in Adult Care I, Clinical, 1 cr., Coordinator
NURS 598 - Project

Summer NURS 506 - Advanced Practice in Adult Care II, Practicum, 2 Cr., Coordinator
NURS 528 - Certification Practicum, 1 cr., Coordinator
NURS 598 - Project

Fall NURS 503A - Advanced Health Assessment, Theory, 1.5 cr., Coordinator
NURS 503B - Advanced Health Assessment, Practicum, 1 cr. Coordinator
NURS 504 - Advanced Pathophysiology, Theory, 2 cr., Coordinator
NURS 506 - Advanced Practice in Adult Care II, Theory, 2 cr., Coordinator
NURS 528 - Certification Practicum, 1 cr., Coordinator
NURS 598 - Project

Mohammad Saab

Spring NURS 302B - Nursing Care of Adults II, Practicum (2 sections), 6 cr.
NURS 302 B - Nursing Care of Adults II, Simulation (2 sections), 2 cr.
NURS 410B - Leadership and Management, Practicum 3 cr.

Summer NURS307- Practicum I, 1 cr.
NURS311V- Nursing Care of Adults, Theory and Practicum, 2 cr.

Elie Salameh

Spring NURS 408A - Community Health Nursing, Theory, 1 cr. Co-coordinator
NURS 408B - Community Health Nursing, Practicum, 3 cr.
NURS 202A - Health Assessment Course, Theory, 1 cr., Co-coordinator
NURS 202B - Health Assessment Course, practicum, 1 cr. Co-coordinator

Fall Leave of Absence

Silva Salian

Fall NURS 300B - Nursing Care of Adults I, Practicum, (2 sections), 4 cr.
NURS 300B - Nursing Care of Adults I, Simulation, (2 sections), 2 cr.
NURS 400B - Critical Care Nursing, Practicum, 2 cr.

Hera Tashjian

Spring NURS 302A - Nursing Care of Adults II, Theory, 1 cr., Co-Coordinator
NURS 302B - Medical Surgical Nursing II, Practicum, (2 sections), 6 cr.
NURS 302B - Medical Surgical Nursing II, Simulation, 2 cr.
NURS 410B - Leadership and Management, Practicum, 3cr

Summer NURS 307 - Practicum I, 1 cr.

Lina Younan

Spring NURS 200 - Introduction to Nursing, Theory, 2 cr., Coordinator
NURS 410A - Leadership and Management, Theory, 1 cr., Co-coordinator
NURS 411 - Leadership and Management, Practicum, 3 cr.

Fall NURS 200 - Introduction to Nursing, Theory, (2 sections), 4 cr., Coordinator
NURS 508 - Advanced Practice in Nursing Administration, Practicum, 2 cr., Coordinator
NURS 598 - Project

B. SUMMER NURSING INSTITUTE

For the eighth year in a row, HSON organized a Summer Nursing Institute which offered courses of interest to MSN and other AUB students – and also to other students from Lebanon and the region. Below are short course descriptions and the names of the teaching faculty.

Learning to Work Together to Make Our Patients Safer: Interprofessional Education
May 26 – 30
Though educated in separate disciplines, medical professionals must work together at the bedside to provide the best practice in safe care. Recently, greater emphasis has been placed on teamwork and collaboration to ensure a well-integrated approach to patient management. This course will introduce the learner to the theory and practice of professional collaboration.
Dr. Judith Lambton, EdD, MSN, RN
University of San Francisco

Smoking Cessation as Behavior Modification
June 2 – 6
Many people wish to change their own behavior or that of other individuals or groups of people. This course will present smoking cessation as an example of a behavior modification program. Included will be a brief review of behavior modification theory in addition to the evidence for why certain elements should be included in such a program.
Christine Weir Abbyad, PhD, RN, Women's Health Nurse Practitioner
Clinical Assistant Professor, School of Nursing, AUB

Evidence-based Practice in Maternity Care
June 2 – 6
This course will review the evidence-based nursing practices of the antepartum, intrapartum, postpartum, breastfeeding, and newborn client. Case studies, multimedia, and webinars from professional organizations will be used to enhance class discussion.
Christine Weir Abbyad, PhD, RN, WHNP
Clinical Assistant Professor, School of Nursing, AUB

Case Management
June 11, 12, 13, 16, and 17
This course explores the implementation and evaluation of case management models and the various roles of case managers. The focus is on model design, implementation, evaluation, clinical pathways/case management plans, management of patients with chronic illnesses, outcomes management, and transitions of care.
Hussein A. Tahan, PhD, RN
Corporate Director of Nursing Education and Research at New York Presbyterian Hospital
Independent Consultant at International Health Care Management and Consulting

Therapeutic Communication
June 16 – 21
The course presents an innovative approach to professional and therapeutic strategies of interpersonal communication. Its aim is to teach the nursing student and/or health care practitioner an effective method of verbal interaction that can be utilized to advantage with patients, families, loved ones, professional colleagues, and social relationships beyond the health care setting.
Maureen Grady
Professional Specialist, Department of Nursing, Saint Mary's College, Notre Dame, Indiana

C. FACULTY RECRUITMENT/APPOINTMENTS

Recruitment*:*
HSON advertised for regular faculty positions and for the Hariri Endowed Chair in Research at the American Academy of Nursing (AAN) in the *Chronicle of Higher Education*, at Sigma Theta Tau Nursing International (STTI), at the American Association of Colleges of Nursing (AACN), Minority Nurse, and at the Royal College of Nursing (RCN). Recruitment information was also mailed to leading schools of nursing, professional organizations, and to mailing lists in the United States and Europe.

Appointments:

- Tamar Avedissian, RN, MSN, Clinical Instructor, effective September 2014
- Silva Dakessian RN, MPH, Clinical Instructor, effective September 2014
- Souha Fares, PhD, Assistant Professor, effective September 2014
- Talin Gulgulian, RN, MSN, Clinical Instructor, effective November 2014
- Hanadi Masalkhi, RN, MSN, Clinical Instructor, effective September 2014

III. EDUCATIONAL ACTIVITIES

A. EDUCATIONAL PROGRAMS

BSN:

- Course descriptions, credit hours, and learning objectives did not change over the year as student evaluations were positive. However, because of the large class size all BSN III courses were divided into two sections.
- NURS 300 (Nursing Care of Adults I, Theory and Practicum). One section was taught in a blended format and one section used a case-based approach. Both methods capitalized on student-directed learning.
- NURS 201 based on previous success again used OSCE (objective, structured, clinical exam) to test for clinical competencies.
- NURS 304 (Nursing Care of the Expectant Family, Theory and Practicum). One section was taught using a lecture format and the other section was taught using team-based learning. Simulation activities used a combination of skill improvement and practice through scenarios.
- NURS 307 clinical practicum (Practicum I, 0 credits) was again taught with positive feedback from students about the importance of improved skills, management of patient care, and improved confidence in caring for in-patient clients.

MSN:

- A total of 64 students are currently enrolled (October 2014) in the MSN program.
- Four tracks continue to be offered: Adult Care, Nursing Administration, Psychiatry and Mental Health Nursing, and Community Health Nursing.
- In light of the Advanced Practice Registered Nursing Model developed by the American Association of Colleges of Nursing and its implications on master's education, the Graduate Studies Committee worked on revising the MSN program, with implementation planned for the academic year 2015-2016.
- A number of students continue to do residencies abroad, namely at the University of Michigan, and the University of Maryland.
- Town meetings were held to discuss residencies, projects, and comprehensive exams. Information on the specific tracks is shown below.
- 18 students were inducted in the HSON Honor Society spring 2014.

Adult Care track:

1. A total of 7 students graduated in 2014, including one who did a thesis.
2. A total of 21 students are currently enrolled (October 2014).
3. Three adult care students did their residencies at the University of Maryland, and 5 at AUBMC.
4. Three MSN students in the adult care track completed successfully the Scholars in Health Research Program (SHARP) summer 2014.

Administration track:

1. A total of 4 students graduated in 2014.
2. A total of 21 students are currently enrolled (October 2014).
3. Students in the administration track have done residencies at Johns Hopkins University (1), AUBMC (1), Bikhazi Medical Center Medical Group (2), and Bellevue Hospital (1).

Psychiatry and Mental Health Nursing track:

1. 1 student graduated in 2014.
2. 4 students are enrolled.

Community and Public Health Nursing track:

1. 1 student graduated in 2014.
2. A total of 5 students are currently enrolled.
3. One student is doing a double major: MSN Community and Public Health Nursing and Psychiatry and Mental Health Nursing

PhD Program:

HSON is currently working on a PhD proposal in close collaboration with the Faculties of Health Sciences and Medicine and with international partners, namely, the Johns Hopkins University School of Nursing and the University of Michigan School of Nursing. The doctoral program aims to provide rigorous training for research careers in nursing and the health care arena. It will provide students with the opportunity to develop their capacity for scholarly and independent work, critical analytical thinking, and the ability to communicate knowledge and ideas and to translate research findings into healthcare practice.

SIMULATION TECHNOLOGY at HSON:

Summary of Activities:

Since its launching in 2009, the SCCC continues to witness a steady increase in utilization. From January 1 until December 31, 2014, the HSON Simulation and Clinical Competency Center (SCCC) supported 392 activities or simulation training experiences and 7,918 participants including HSON and Non-HSON users. HSON users are AUB nursing students enrolled in undergraduate or graduate nursing programs. Non-HSON users are students or professionals from the AUB community or from outside.

- The SCCC has witnessed a 25 percent increase in the number of educational activities in 2014 compared to 2013 (figure 1). An educational activity denotes the use of the lab regardless of the objectives or content of the learning/teaching encounter. Educational activities include a range from training sessions on basic skills to high fidelity simulation activities.
- HSON users showed a 50 percent increase in the number of activities in 2014, which can be attributed to the running of two sections for BSN III nursing courses. Also, Non-HSON users had a 6 percent increase in the number of activities (figure 2).
- Similarly, the SCCC witnessed a 46 percent increase in the number of participants using the lab in 2014. This increase is due to the use of the facility for prep-lab by two sections of N304 (figure 3). A participant is a person using the lab whether student, resident, nurse, or employee from the AUB/AUBMC community or outside.
- "Personal Practice," where students practice in the lab with no supervision by faculty, increased by 25 percent in 2014 (figure 4). Students were encouraged to use the lab on their own to practice skills and develop their competence.

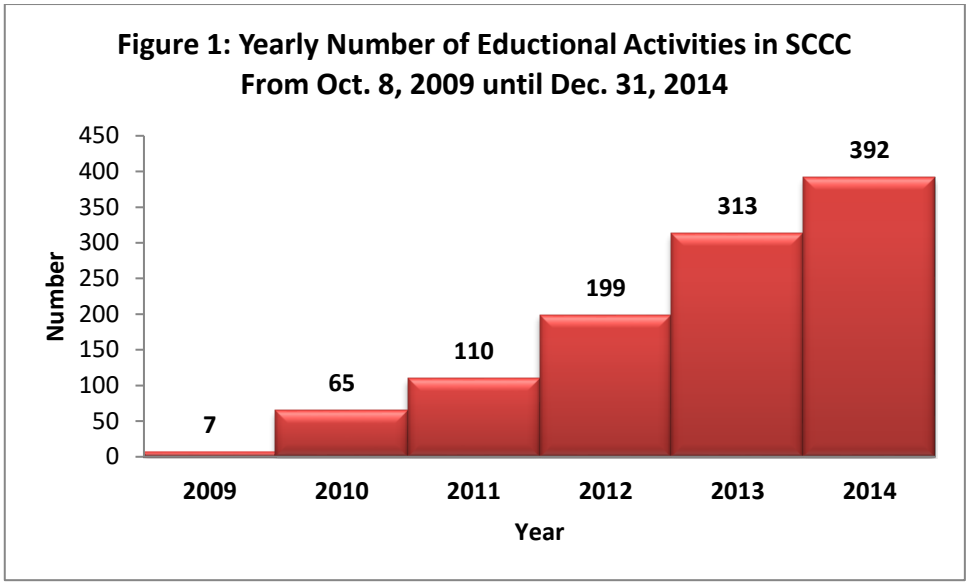
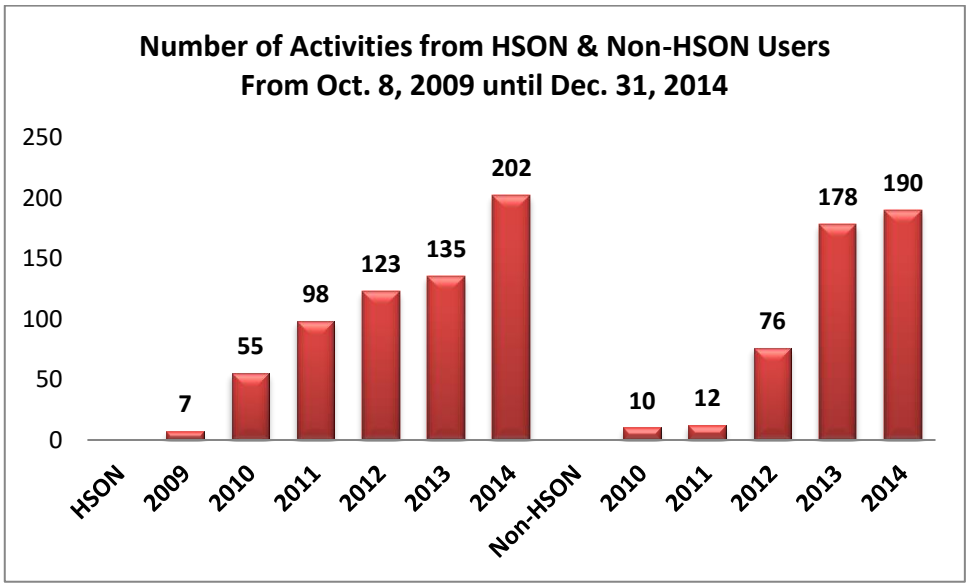
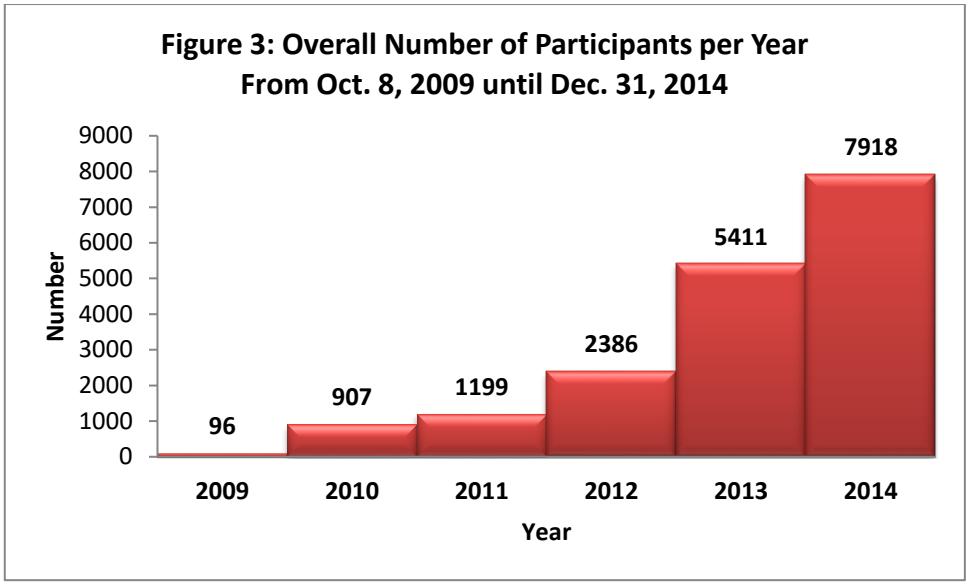
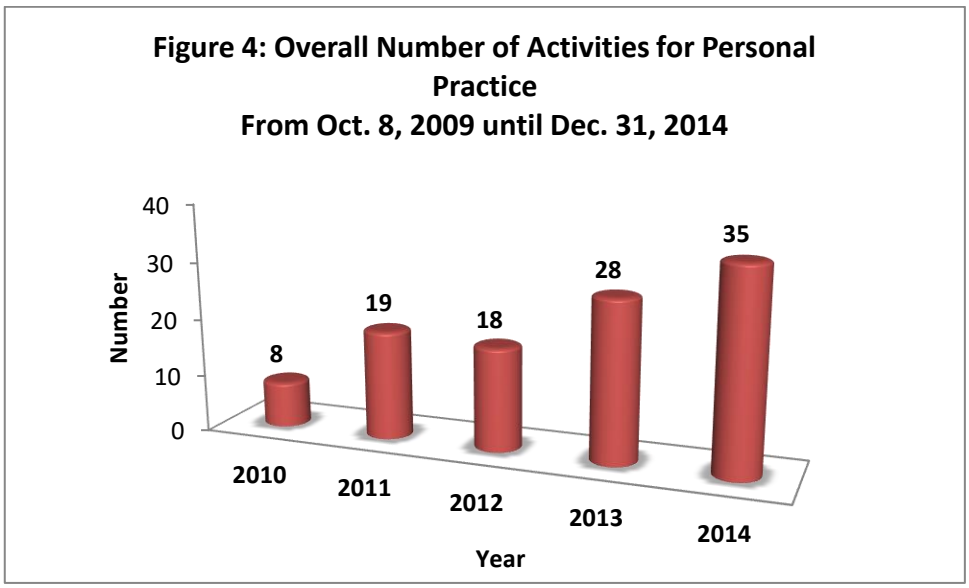


Figure 1: Yearly Number of Eductional Activities in SCCC
From Oct. 8, 2009 until Dec. 31, 2014
Number
450
400
350
300
250
200
150
100
50
0
7
65
110
199
313
392
2009
2010
2011
2012
2013
2014
Year


Number of Activities from HSON & Non-HSON Users
From Oct. 8, 2009 until Dec. 31, 2014
250
200
150
100
50
0
7
55
98
123
135
202
10
12
76
178
190
HSON
2009
2010
2011
2012
2013
2014
Non-HSON
2010
2011
2012
2013
2014





B. STUDENT ENROLLMENT/SCHOLARSHIPS

- The total number of applicants to the BSN program for 2014-15 was 349; total accepted 179 and total number of students confirmed 70.
- Admission for Year 2014-15:

	Early Admission - Undergrad.	Standard – Undergrad.	Transfer from outside AUB	Transfer from within AUB	USP (USAID)	Working for a Second Degree	Grand Total
Applied	5	222	13	14	90	5	**349**
Accepted	5	145	10	11	4	4	**179**
Enrolled	0	58	2	6	4	0	**70**

- The marketing strategy at HSON continues to have a great impact on the increasing number of students admitted to the BSN program. The strategy included mainly school visits, student orientation, and open house. In addition, scholarships offered at HSON attracted many qualified students with good academic standing to apply to the BSN program.

Student Enrollment

	BSN					MSN				
	2010-11	2011-12	2012-13	2013-14	2014-15	2010-11	2011-12	2012-13	2013-14	2014-15
Applied	204	232	287	285	349	57	46	40	38	47
Accepted	115	146	151	141	179	41	40	38	33	42
New Enrolled	55	68	72	64	70	23	19	16	26	23
Yield	48%	47%	48%	45%	39%	56%	48%	42%	79%	55%
Total Enrollment	136	157	168	167	185	57	55	52	60	64
Female	78%	80%	80%	81%	77%	72%	76%	77%	77%	78%
Male	22%	20%	20%	19%	23%	28%	24%	23%	23%	22%
Lebanese	93%	92%	90%	84%	81%	97%	87%	92%	93%	94%
International	7%	8%	10%	14%	19%	3%	13%	8%	7%	6%

- The scholarship attracted students who selected nursing as their 3rd, 4th and 5th major choice in their application. A total of 46 interviews were conducted with new students; 38 were recommended for scholarships and 25 who received the Financial Aid/scholarship confirmed their enrollment in the BSN program.

C. STUDENT RECRUITMENT AND MARKETING STRATEGY

Student recruitment and marketing of the BSN and MSN programs remains a priority at HSON. The marketing strategy for student recruitment in 2013-14 included various activities:

- The HSON team participated in the AUB Annual Fair for undergraduate programs in April 2014. The team also visited seven schools to recruit students. School counselors were contacted and a poster was sent to all schools inviting high school students to attend the HSON open house on March 31, 2014. A total of 15 students attended the open house and showed interest in the nursing profession. They enjoyed the talk, the testimonials, and especially the scenarios at the simulation lab.
- HSON continues to coordinate with the AUB graduate council in disseminating information and distributing brochures during the recruitment visits. In addition, as part of the marketing plan, the faculty, with the assistance of the student services officer, visited a few hospitals and met with RNs interested in pursuing graduate degrees in nursing.
- Future student recruitment plans to attract and retain students include
  - ✓ More effective use of social media, enhancing the website and Facebook page of the school.
  - ✓ Development of a short film for student recruitment to be posted on YouTube.
  - ✓ Annual meetings with student counselors at HSON.
  - ✓ HSON Newsletter to be sent every semester to student counselors and interested students to keep them updated on developments at HSON.
  - ✓ Interested students to be invited to HSON to attend student-related events.
  - ✓ Annual meetings with interested students and their parents.
  - ✓ Open house for interested students.
  - ✓ Hospital visits for student recruitment in the MSN program.

D. STUDENT PROJECTS, THESES, RESIDENCIES, and ACTIVITIES

MSN STUDENT PROJECTS AND THESES

Name	Type	Title	Committee Members	Defense Date
Mohammad Azzam	Project	Testing the Validity and Reliability of the Revised Outpatient Satisfaction Questionnaire at AUBMC	Dr. N. Dumit Dr. S. Noureddine	10 January 2014
Grace Kurkjian	Project	Reengineering the Discharge Process in the Coronary Care Unit	Dr. N. Dumit Dr. H. Abu Saad Huijer	10 January 2014
Houry Nazaretian	Project	Blood Withdrawal from Intravenous Catheter by AUBMC Emergency Department Nurses: Comparison of two Practice Initiatives	Dr. M. Clinton Dr. L. Younan	2 April 2014
Talar Aynedjian	Project	Optimum Healing Environments, Serendipity, and AUBMC	Dr. M. Clinton Dr. H. Abu-Saad Huijer Dr. S. Noureddine	9 April 2014
Dima A. Haidar Ahmad	Project	Medical Futility in Lebanon	Dr. M. Clinton Dr. L. Younan	23 April 2014
Aimee Khaled	Project	Survey of Registered Nurses and Nurses in Management Positions' Perceptions of the Safety Culture at AUBMC	Dr. M. Clinton Dr. S. Noureddine Dr. S. Fares	23 April 2014
Ghina al Arab	Project	Assessment and Management of Oral Mucositis: A Hospital Protocol	Dr. S. Noureddine Dr. A. Tfayli	7 May 2014
Serpouhi Toriguian	Project	A Multidisciplinary Outreach Program for Older Adults in Lebanon: Proposal and Recommendations	Dr. S. Noureddine Mrs. M. Arevian	7 May 2014
Ashraf Emara	Project	Establishing an Acute Stroke Management program at AUBMC Emergency Department: A Proposal	Dr. H. Darwish Dr. S. Noureddine	8 May 2014
Sara Tbaily	Project	Developing a Leadership Program for Nurses Managers	Dr. N. Dumit Dr. M. Clinton	9 May 2014
Zeina El Jordi	Project	Suicide Management and Prevention: Suggested Protocol	Dr. L. Farhood Dr. Z. Nahhas	12 May 2014
Rawan Raad	Project	Redesigning Continuing Nursing Education Programs	Dr. N. Dumit Dr. M. Clinton	16September 2014
Solange Chweifaty	Project	Clinical Guidelines for a Headache Clinic at AUBMC	Dr. H. Darwish Dr. S. Noureddine	17 September 2014
Fatima Dirani	Project	Factors Associated with Low	Mrs. M. Arevian	17 September

		Influenza Vaccination Rates among American University of Beirut Medical Center Registered Nurses	Dr. S. Fares	2014
Manal Hamzeh	Project	Peripartum Cardiomyopathy: A Proposed Clinical Pathway for Early Diagnosis and Management	Dr. S. Noureddine Dr. C. Abbyad	17 September 2014
Amali Saab	Project	Development of an Early Mobility Protocol in Critically Ill Patients	Dr. S. Noureddine Dr. H. Darwish	17 September 2014
Sameera Hilal	Thesis	Nursing Students' and Clinical Faculty Members' Perceptions of Effective Clinical Instructors Characteristics in Bahrain	Dr. N. Dumit Dr. H. Darwish Dr. Saouma Bou Jaoude	16 September 2014
Mohamad Issa	Project	Cardiac Rehabilitation at AUBMC: Clinical Protocols and the Role of the Advanced Practice Nurse	Dr. Samar Noureddine Dr. Wael Al Jaroudi	15 December 2014
Rayan Al Dabbah	Project	Richmond Agitation and Sedation Scale (RASS): An Educational Package for Critical Care Nurses	Dr. Lina Kantar Dr. Samar Noureddine	15 December 2014

MSN STUDENT RESIDENCIES

Student	**Site**	**AUB Faculty Supervisor**	**On Site Preceptor**	**Position of Preceptor**	**Year**
Sameera Hilal	AUBMC	Dr. Samar Noureddine	Ms. Angela Massouh	Cardiology CNS and Clinical Instructor	Spring 2014
Bassam Itani	Makassed	Dr. Lina Younan	Ms. Iman Abiad	Nursing Director	Spring 2014
Houry Nazaretian	Bellevue Medical Center	Dr. Lina Younan	Ms. Rana Abdel Malak	Nursing Director	Spring 2014
Samer El Chami	AUBMC	Dr. Samar Noureddine	Ms. Angela Massouh	Cardiology Clinical Nurse Specialist and Instructor	Summer 2014
Elyse El Gharib	External Medical Affairs Office	Nuhad Y. Dumit	Mr. Imad Sadek	Managing Director, EMA and Director of Administrative Affairs, AUBMC	Summer 2014
Manal Hamzeh	AUBMC and Nin Hospital Tripoli	Dr. Samar Noureddine	Ms. Angela Massouh Mrs. Ghazwa Barakat	Cardiology Clinical Nurse Specialist and Instructor Nursing Director	Summer 2014

Mohamad Issa	AUBMC	Dr. Samar Noureddine	Mr. Anthony Shamoun	Chief Clinical Nurse Specialist	Summer and Fall 2014
Abdel Wahab Al Firkh	AUBMC	Dr. Hala Darwish	Mr. Anthony Shamoun	Chief Clinical Nurse Specialist	Fall 2014
Belal Al Rajoub	University of Maryland	Dr. Samar Noureddine	Mary Ann Bautista	Clinical Educator	Fall 2014
Ingrid Corbani	University of Maryland	Dr. Hala Darwish	Ms. Christine Provance	Clinical Nurse Educator	Fall 2014
Mohamad Issa	AUBMC	Dr. Samar Noureddine	Ms. Angela Massouh	Cardiology Clinical Nurse Specialist and Instructor	Fall 2014
Bachir Itani	University of Maryland	Dr. Samar Noureddine	Dr. Jane Kapustin	Professor	Fall 2014

STUDENT ACTIVITIES

Nursing students were involved in different community projects and activities in their Community Course. In addition, BSN and MSN students participated in the following activities during the 2013-14 academic year:

- **"I Love NSS":** NSS put up a heart-shaped board "I Love NSS" in the HSON lounge for all nursing students to write their wishes on Valentine's day.
- **School Fair:** Students from the BSN and MSN programs participated in the AUB school fair that was open to all students from different high schools. HSON had a stand at the Olayan School of Business to inform visitors about the BSN program at AUB.
- **Nurses Day:** Every year Nurses Day is celebrated on May 12. This year, AUBMC came with a one week plan to celebrate Nurses Day in the week of May 12, and invited the Nursing Students Society to join the event.

  One of the projects that AUBMC nurses worked on is the production of a video portraying professional nursing. The video, which included nursing students, entailed dance moves and scenarios. They met nurses from different hospital units and spent some fun time with their colleagues.
- **Outdoors:** The AUB Outdoors was held on May 24-25, 2014, with the theme, "Take Me to New York." The Nursing Students Society (NSS) set up two stands: One stand portrayed the picture of a baseball field! Foam fingers, baseball gloves, baseballs, and baseball outfits were distributed. In this game stand baseball cans are arranged in a challenging way, and players are requested to hit the cans with baseballs! Stand 2 was the food stand, where delicious corn cups with cheddar cheese, butter, and salt were sold.
- **Gala Graduation Dinner:** Students, faculty, and staff celebrated the graduation of students at the end of May 2014 at Le Maillon. The Gala Dinner was animated by the nursing students, who shared their experience with the faculty and staff. They showed a movie depicting their activities and their best moments during their three-year period of study at HSON. Finally, they thanked HSON faculty and staff in a well-received presentation.

IV. ACCREDITATION AND STRATEGIC PLANNING

A. CCNE ACCREDITATION

- The Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation) reaccredited HSON's baccalaureate and master's nursing programs for 10 years.
- HSON continues to be a regular member of the American Association of Colleges of Nursing.

B. STRATEGIC PLANNING; GOALS AND OBJECTIVES

The HSON continues to monitor its strategic goals and initiatives, aligning them with those of AUB.

Goal 1: To achieve status of free standing faculty

Objective 1.1: Increase the number of PhD prepared and research active faculty
Objective 1.2: Increase BSN and MSN student enrollment

Goal 2: To position HSON as a regional leader in nursing education, research, and community service

Objective 2.1: Foster excellence in research
Objective 2.2: Foster excellence in teaching
Objective 2.3: Foster excellence in practice
Objective 2.4: Foster excellence in community service

Goal 3: To cultivate professional values of excellence, respect, tolerance, and integrity

Goal 4: To achieve planned growth in high quality students and faculty holding PhDs

Objective 4.1: Publicize HSON achievements
Objective 4.2: Recruit diversified high quality students
Objective 4.3: Recruit faculty holding PhDs

Goal 5: To maintain accreditation status

Goal 6: To continue fostering faculty and staff development

Objective 6.1: Foster faculty development
Objective 6.2: Foster staff development

Goal 7: To achieve fiscal balance

Objective 7.1: Increase BSN and MSN student enrollment
Objective 7.2: Increase HSON revenues

V. RESEARCH AND SCHOLARLY ACTIVITIES

A. CURRENT HSON FACULTY RESEARCH

Principal Investigator: Chris Abbyad
Pregnant Women's Knowledge about Smoking, Breastfeeding, and Breast Cancer
The aim of the study is to determine pregnant women's knowledge about breastfeeding as a protection against breast cancer and about smoking as a risk factor for breast cancer. The results will be incorporated into prenatal education programs and teaching materials.
Status: Data collection in progress.

Project Manager: Chris Abbyad
Building Capacity for Family Planning Education and Counselling in Humanitarian Settings
With the increased influx of refugees into Lebanon there has been an urgent need to meet the family planning needs of this population. Therefore, this funded grant's aim was to build the family planning capacity of health care providers working among Syrian and Lebanese populations. With this end in mind, a series of two day workshops was held in six regional areas throughout Lebanon. Workshop attendees included physicians, social workers, nurses, and allied health professionals working either within Ministry of Public Health facilities or those of local and international NGOs.
Copresenters: **Dina Madi, May Khoury**
Funding: UNFPA Lebanon
Status: Completed. Report submitted.

Principal Investigator: Marina Adra
Constructing the meaning of quality of life for residents in care homes in Lebanon: Perspectives of Residents, Staff, and Family
Located in two care homes in the Lebanon, the study explores the perceptions, perspectives, and meaning of quality of life for a theoretical sample of care staff, family caregivers, and older people. Results: Four themes emerged from this analytical process: i) Maintaining Family Connectedness; ii) Engaging in Worthwhile Activities; iii) Maintaining and Developing Significant Relationships; and iv) Holding and Practicing Spiritual Beliefs. The emergence of these themes confirmed the complex, interrelated, and multidimensional nature of quality of life for residents and other stakeholders. Coinvestigators: John Hopton, John Keady.
Status: Manuscript submitted to the *International Journal of Older People Nursing*.

Principal Investigator: Muhieddine Al-Taki
American University of Beirut Medical Center Department of Surgery: Comparing Subacromial Injection of Platelet-Rich Plasma versus Methylprednisolone in Patients with Shoulder Subacromial Impingement Syndrome
The overall aim is to compare two treatments, platelet-rich plasma and corticosteroid injections into the subacromial space, with regards to symptomatic improvement, pain relief, and functional outcome in a randomized controlled clinical trial.
Coinvestigators: **Souha Fares,** Karim Masrouha, Robert Franjie
Funding: Intramural Funding AUBMC
Status: Data collection in progress.

Principal Investigator: Samir Atweh
The Effect of Aspirin and Clopidogrel on Bleeding, Platelet Aggregation, and Neuronal Damage after Moderate Brain Injury
The overall aims are to evaluate the effect of aspirin, clopidogrel, and both aspirin and clopidogrel on bleeding, platelet aggregation, and neuronal damage in rats after moderate brain injury.

Coinvestigators: **Hala Darwish**, Firas Koubaissy, Aida Habib
Funding: CNRS
Status: Ongoing

Principal Investigator: Lina Badr
The Prevalence and Risk Factors for Maternal Postpartum Depression at AUBMC
The purpose of this cross-sectional correlational study is to investigate the prevalence of postpartum depression (PPD) and to assess the psychosocial predictors of PPD among Lebanese women delivering at AUBMC using the Edinburgh post natal depression scale. The relationship between PPD and duration of breastfeeding will also be assessed. Women assessed to have PPD will be referred for counseling or further interventions and treatment through mental health services at AUBMC.
Coinvestigators: Nelly Ayvasian, Salma Lamah, Sandy Aziz, Lama Chanouha, **Souha Fares, Chris Abbyad**
Status: Data collection in progress

Principal Investigator: Michael Clinton
From Education to Practice: The Challenges that Nursing Students and Novice Nurses Face in Lebanon
This qualitative study involves three university sites and three hospitals in Lebanon. The study is designed to investigate from the point of view of students and registered nurses (RNs) in the first year of practice the challenges they face as they engage in clinical nursing practice. The study focuses on challenges that are unique to Lebanon. Separate focus groups will be formed at the three universities. The three focus groups will explore the challenges students face as they transition to the clinical experience in BSN IV. Separate focus groups will be established at three hospitals in Beirut. The hospitals will be those that generally recruit the most graduates from the respective universities. The three focus groups will focus on the challenges RNs face in their first year of practice in Lebanon. Thematic analysis and the constant comparative method will be used to analyze the data. The study findings may suggest strategies for reducing attrition in BSN programs in Lebanon and may assist hospital administrations to reduce attrition of RNs in their first year of practice.
Coprincipal Investigators: Myrna Doumit, Sawsan Ezzeddine, Ursula Rizk
Coinvestigators: Nour Alayan and Leila Al-Alti
Design: Qualitative study using focus groups
Status: In progress. Data collection is complete. Transcription of focus group data is in progress.

Principal Investigator: Michael Clinton
Ethical Issues in Nursing: Validating the Ethical Issues Scale for Use in Lebanon
This study examined the cultural fit of the Ethical Issues Scale (EIS) and the Psychometric Characteristics of a 32 Item Modified Version of the Scale. Data were collected from 59 English speaking registered nurses at AUBMC. Data were analyzed using commercial software. Disordered responses may be avoided in the future by using a five Likert scale. All EIS items need to be reworded if the EIS is to be used in studies in Lebanon because the scale is confusing. The dimensionality of the scale needs further exploration because principal component analyses (PCA) of residuals suggest the presence of additional dimensions. Additional EIS items are needed to improve targeting.
Coinvestigators: Nour Alayan and Leila El-Alti
Design: Pilot study
Status: Completed and a manuscript has been published.
Publication: **Clinton, M. E**., Alayan, N., El-Alti, L. Rasch analysis of Lebanese nurses' responses to the EIS questionnaire. SAGE Open Aug 2014, 4(3) DOI: 10.1177/2158244014547182

Principal Investigator: Hala Darwish
Effect of Vitamin D on Cognitive Function in Older Adults
The aims of this study are to investigate the level of Vitamin D and cognitive function in adults and older adults in Lebanon and to establish the normative values of three very well established cognitive tests in a Lebanese sample.
Coinvestigators: Brigitte Khoury, **Samia Khoury**
Funding: Medical Practice Plan (MPP)
Status: Data analysis and writing the report

Principal Investigator: Hala Darwish
Inflammatory pattern, Vitamin D level, and Cognitive Performance in Adults and Older Adults
The aim of this study is to investigate the correlation between serum levels of Vitamin D and cytokines with cognitive performance in adults (> 30 years) and older adults (> 60 years).
Coinvestigator: **Samia Khoury**
Funding: Medical Practice Plan (MPP)
Status: Ongoing

Principal Investigator: Myrna Doumit
Knowledge, Attitude, and Practice of Lebanese Women towards Breast Cancer, Breast Self-Examination, and Mammography
The overall aim is to assess the knowledge, practices, and attitudes of Lebanese women about breast self-examination (BSE), mammography, and breast cancer, and to identify potential barriers using Champion's Health Belief Model Scales.
Coinvestigators: **Souha Fares, Mary Arevian**
Funding: Lebanese American University
Status: Data analysis in progress

Principal Investigator: Nuhad Dumit
Analyzing the Antecedents of Nurses in a Private and a Public Not-for-Profit Medical Center in Lebanon
The main aim of this study is to examine sickness absences at major medical centers across the country in terms of prevalence, nature, causes, trends, frequency, cost, and impact on services provided. Another aim is to explore reasons for sickness absence in order to recommend and implement appropriate intervention(s) for effective absence management. A third aim is to validate the JOINT model created in a systematic literature review (article published) by the investigators.
Coinvestigator: Lina Daouk Oyry
Supported by the Evidence-based Healthcare Management Unit, AUB
Status: Ongoing
Publication: Baydoun, M., **Dumit, N. Y**.; Daouk-Oyry, L. What do nurse managers say about nurses' sickness absenteeism? A new perspective. *Journal of Nursing Management*. In Press.

Principal Investigator: Nuhad Dumit
Assessing Basic and Continuing Education Learning Needs of Nurses in Lebanon
The purpose of the study is to identify the basic and continuing education learning needs and preferred ways of learning of bedside nurses in Lebanese hospitals. It is expected that the results of this study will inform the design of basic and continuing education programs for bedside nurses tailored to their needs. This study is in collaboration with the Order of Nurses in Lebanon and nursing faculty members from the University of Saint Joseph, University of Balamand, and Lebanese University.

Coinvestigators: **Souha Fares**, Marie Therese Sabbagh, Mireille Najjar, Gisel Hajal, Vicky Jubran
New project with the support of the Order of Nurses in Lebanon
Status: submitted for IRB approval

Principal Investigator: Laila Farhood
Promoting Psychosocial and Mental Health Care through Community-based Educational Workshops for Teachers and Parents: A Follow-up to Mental Health Assessments in Civilians Exposed to Traumatic Events of War in the South of Lebanon
This intervention study is a follow-up to recommendations from previous studies by the PI revealing high rates of psychiatric morbidity in the south of Lebanon. The specific aims of the study are to (1) identify attitudes and beliefs about mental illness, symptoms, and treatment through focus groups conducted with teachers and parents of students; (2) provide psychoeducation (e.g. effects of trauma, depression in children and adolescents) and psychosocial resources (e.g. solutions for student behavioral challenges within the classroom) to parents and teachers through workshops; and (3) test the efficacy of the intervention by administering questionnaires before and after the educational program to observe changes, if any, in reported mental health problems, attitudes, and practices.
Coinvestigators: Fadi Maalouf, Myrna Doumit and **Souha Fares**
Funding: Medical Practice Plan (MPP) and University Research Board
Status: Ongoing

Principal Investigator: Ghada El Hajj Fuleihan
Capacity Building in Chronic Non-Communicable Diseases at the American University of Beirut: A Programmatic Multidisciplinary Curriculum Based on Interfaculty Approach
This training grant aims at building research capacity in chronic, non-communicable Diseases and disorders across the lifespan. The grant includes a short-term certificate program, medium-term mentoring of thesis, and long-term training through a master's degree in clinical research. This program involves the Faculty of Medicine, HSON, the Faculty of Health Sciences, and the Faculty of Agricultural and Food Sciences.
Coinvestigators: **Huda Abu-Saad Huijer**, Robert Habib, Nahla Hwalla, Abla Mehio Sibai, and US collaborator Christos Mantzaros
Mentors: **Huda Abu-Saad Huijer**, Monique Chaaya, Ghada El-Hajj Fuleihan, Robert Habib, Nahla Hwalla, Ayad Jaffa, Mona Nabulsi, **Samar Noureddine**, Omar Obeid, Abla Sibai
Co-mentors: **Hala Darwish** and **Nuhad Dumit**
Funding: NIH and Fogarty International. Grant # PAR-10-257: Chronic, Non-Communicable Diseases and Disorders across the Lifespan (D 43)
Status: Ongoing. Two cohorts including five nursing graduate students completed the SHARP summer certificate program.

Principal Investigator: Lilian Ghandour
American University of Beirut Faculty of Health Sciences: Adaptation of the Addiction Severity Index Version Five to the Lebanese Population
The aim is to examine how the Arabic-Lebanese translated version five of the ASI-5 (AL-ASI-5) behaves in a sample of a clinical population seeking drug treatment in Lebanon. The study examines the psychometric properties including the reliability and validity of the AL-ASI-5 after administering it to a clinical population of drug users seeking treatment in three treatment centers in Lebanon.
Coinvestigators: **Souha Fares**, Ahmad Saleh
Status: Ongoing

Principle Investigator: Huda Abu-Saad Huijer
Palliative Care in Older Adults in Lebanon
The purpose of this study is to evaluate the quality of palliative care (PC), the quality of life (QoL), symptom management, and functional ability among hospitalized older adults in need of palliative care in Lebanon.
The study will follow the observational survey design. Data will be collected from three hospitals: AUBMC, St. George, and AinWezein. Face to face interviews will be carried out using the Quality of Palliative Care Questionnaire-Adult (QPCQ-A) assembled using several instruments measuring quality of life, symptom prevalence and management, quality of care, and functional ability.
Coinvestigators: **Marina Adra, Hala Darwish, Souha Fares**, Hussam Ghusn, Ramzi Hajjar, George Karam, **Samar Noureddine**
Funding: CNRS
Status: Starting

Principle Investigator: Huda Abu-Saad Huijer
Chronic Pain: The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A)
Chronic pain is believed to be a disease on its own and has been increasing in prevalence. While reporting or anticipating pain, patients experience a negative "mental set" of catastrophizing that has been described as an exaggerated cognitive-affective response to actual or anticipated pain. The 13-item Pain Catastrophizing Scale (PCS) is the most widely used measure of pain-specific catastrophizing and assesses three dimensions: rumination, magnification, and helplessness. The PCS has been translated and validated in several languages though no Arabic version exists that measures an important predictor of pain and pain-related outcomes. Thus, the purpose of the project is to develop and psychometrically evaluate PCS in the Arabic language among a sample of 150 adults in Lebanon.
Coinvestigator: Dr. Douglas French, Professor of Psychology, University of Moncton, Canada
Funding: Pfizer
Status: Ongoing

Principal Investigator: Najla Jarkas
Exploring the Perceptions of Students who Have Experienced Blended Learning at AUB
The overall aim of the study is to explore the perceptions of students who have experienced blended learning at AUB.
Investigators: Faculty Learning Community (FLC) on Blended Learning at AUB: Rayane Fayed, Najla Jarkas, Mayada Kanj, Jasmina Najjar, Rana Haddad, **Marina Adra,** and Hossein Hamam.
Status: Ongoing

Principal Investigator: Lina Abi Fakhr Kantar
Case-based Learning: What the Traditional Curriculum Failed to Teach
This study aimed at exploring perceptions of nursing students regarding the use of case-based learning (CBL) in a baccalaureate nursing program at the AUB. The qualitative focus group research technique was used in the exploration process, guided by assessing professional skills which may be developed with CBL.
Results: The study findings converged on four professional attributes that may be developed when integrating the CBL instructional approach in the curriculum. The attributes include: (1) a salience of clinical knowledge, (2) multiple ways of thinking, (3) professional self-concept, and (4) caring. Findings from this study provide evidence regarding the effectiveness of CBL in the preparation of nursing students and health professionals for practice.
Other investigator: **Angela Massouh**

Status: Completed. Manuscript submitted to the *Journal of Nurse Education Today.*

Principal Investigator: Lina Abi Fakhr Kantar
Thinking Skills Developed from Case-based Instruction
The study aims at exploring the nature of thinking skills that can be developed from the case-based instructional approach. Data obtained from 16 nursing graduates who were exposed to case-based learning in two junior nursing courses and a senior course will be analyzed to identify the nature of thinking skills, currently perceived as the most essential skill in learning professional practice.
Status: In progress

Principal Investigator: Samia Khoury
American University of Beirut Medical Center Multiple Sclerosis Interdisciplinary Research (AMIR): A Comprehensive Multiple Sclerosis Database
The overall aims are to investigate the immunological regulatory and cognitive functions in multiple sclerosis and to develop database and bio-markers both to diagnose and follow the course of MS disease.
Coinvestigators: **Hala Darwish,** Bassem Yamout, Samir Atweh, Raja Sawaya
Funding: AUBMC MS Center Research Funds
Status: Ongoing

Principal Investigator: Samia Khoury
Immunological Pattern during Multiple Sclerosis Relapses and Response to Treatment (five years)
The overall aims are to investigate the immunological pattern during an MS relapse and response to treatment in order to follow the course of the disease.
Coinvestigators: **Hala Darwish**, Bassem Yamout, Samir Atweh, Raja Sawaya
Funding: AUBMC MS Center Research Funds
Status: Ongoing

Principal Investigator: Samia Khoury
Effect of Vitamin D Replacement on Immune Function and Cognition in MS Patients
The overall aims are to investigate the effect of Vitamin D on the immune system and cognitive performance in MS patients.
Coinvestigator: **Hala Darwish**
Funding: AUBMC MS Center Research Funds and Medical Practice Plan (MPP)
Status: Ongoing

Principal Investigator: Samia Khoury
Cerebrospinal Fluid, Urinary and Plasma Biomarker in Multiple Sclerosis (five years)
The overall aim of this study is to explore the cerebrospinal fluid, urine, and plasma of MS patients for biomarkers that will aid in the diagnosis and management of the disease progression.
Coinvestigator: **Hala Darwish**
Funding: Investigator start-up funds
Status: Ongoing

Principal Investigator: Samia Khoury
Correlation of Retinal Optical Coherence Tomography Findings with Cognitive Function in Patients with Multiple Sclerosis
The overall aim of this study is to explore the relationship between retinal GCIPL and NFL findings and cognitive function, as well as clinical disability. To assess the change in the thickness of the

retinal GCIP layer and macular volumes in patients starting on Fingolimod as compared to those started on Interferon**.**
Coinvestigator: **Hala Darwish**
Funding: Investigator initiated grant from Novartis
Status: Ongoing

Principal Investigator: Samar Noureddine
Decision Making Processes and their Correlates in Patients Experiencing Acute Myocardial Infarctions (AMI)
This is a mixed methods study that uses both qualitative and quantitative methods to find 1) a process by which patients make the decision to seek care in response to symptoms of AMI, 2) the influence of people who witness the AMI on their decision to seek care, 3) the patient's knowledge of and attitudes towards heart disease, and 4) other factors that influence the decision to seek care.
Other researcher: **Nuhad Dumit**
Funding: Postdoctoral fellowship from the Cardiovascular Councils of Nursing of the American Heart Association and the European Society of Cardiology
Status: Completed
Publication: **Noureddine, S., Dumit, N. Y., Saab, M**. Deciding to seek care for acute myocardial infarction in Lebanon. *Clinical Nursing Research.* Published online August 26, 2014. DOI: 10.1177/1054773814548508.

Principal Investigator: Joseph Salami
Evaluation of Carotid Artery Disease Surgical Management Outcomes at AUBMC: Stenting versus Endartectomy
The overall aim of this study is to assess the clinical outcomes post CEA and CAS at AUBMC. The aims are (a) to measure the frequency of CEA and CAS performed at AUBMC, (b) to compare the practices of AUBMC to international guidelines, (c) propose recommendations for best practices for carotid stenosis surgical interventions.
Coinvestigator: **Hala Darwish**
Status: Data collection

Principal Investigator: Kathy Wood
Symptom Measurement in Patients with Arrhythmias
The aim of this prospective cross-sectional survey is to evaluate the number, incidence of clinical symptoms and depression, as well as the impact of symptoms on patients living with a variety of arrhythmias. Gender differences in symptom perceptions will also be examined. A total of 100 patients with arrhythmias have been recruited from the cardiology clinic at AUBMC.
Other researchers: Marwan Refaat, **Samar Noureddine**, Mostafa Hotait
Funding: Duke University
Status: Data collection in progress

Principal Investigator: Lina Younan
A Conceptual Framework for Preventing Musculoskeletal Injuries among Nurses: A Literature Review
The aim of this review is to explore the latest evidence-based strategies about effective interventions to reduce MSDs among nurses, and then deduce a conceptual framework that integrates the main factors that need to be addressed when planning effective interventions
Coinvestigator: **Nuhad Dumit**
Status: In progress

Principal Investigator: Lina Younan
How Nursing Work Is Organized in Lebanese Hospitals and Its Effects on Nurses' Wellbeing
The objectives of the study are

1. To describe the organization of nursing work in Lebanese hospitals by identifying the models of nursing care in use and their prevalence.
2. To describe nursing staffing patterns in Lebanese hospitals (mainly nurse-to-patient ratios, staff-mix, and educational level of RNs,) and compare them to international standards.
3. To investigate the relationships between the level of nurses' professional education, nursing staffing patterns, models of nursing care, and the incidence of nursing fatigue and muscular skeletal injury.

Coinvestigators: **Michael Clinton**, Fadi El Jardali, Helen Samaha, **Souha Fares**
Funding: HSON Seed money
Status: IRB approval was secured and the first phase of the project started (doing the cognitive interviews to test the questionnaire for cultural sensitivity).

B. SCHOLARLY PUBLICATIONS

- **Abu-Saad Huijer, H**., Sagherian, K., Tamim, H. (2014). Validation of the Arabic version of the Memorial Symptom Assessment Scale among Lebanese Cancer Patients. *Journal of Pain and Symptom Management.* DOI:10.1016/j.jpainsymman.2014.08.014. In Press.

- **Abu-Saad Huijer, H**. & van der Steen, J. T. (2014) Palliative Care and Dementia. *Human & Health, Autumn,* 29: 28-30. Arabic version 50-52.

- Bayrakdar, A., **Noureddine, S.,** Nasrallah, N., **Farhood, L.,** "Comparison of quality of life in Lebanese Subjects with Type I Diabetes on Insulin Pump and those on multiple daily injections." *Lebanese Medical Journal*, Vol. 62(1), 22-26, Jan-March, 2014.

- Briones, T. and **Darwish, H.** Decreases in age-related tau hyperphosphorylation and cognitive improvement following vitamin D supplementation are associated with modulation of brain energy metabolism and redox state. Neuroscience (2014) Mar 14; 262:143-55. doi: 10.1016/j.neuroscience.2013.12.064. Epub 2014 Jan.

- **Clinton, M. E.,** Alayan, N., El-Alti, L. Rasch analysis of Lebanese nurses' responses to the EIS questionnaire. SAGE Open Aug 2014, 4(3) DOI: 10.1177/2158244014547182.

- **Darwish, H., Adra, M., Abu-Saad Huijer, H.** (2014). Incorporating Gerontological Content in the Nursing Curriculum at AUB School of Nursing. *Lebanese Medical Journal*, Special Issue. In Press.

- **Darwish, H.**, Mahmood, A., Schallert, T., Chopp, M., and Therrien, B. The effect of simvastatin and environmental enrichment on recognition and temporal order memory after mild traumatic brain injury. Brain Injury. (2014); 28(2): 211-26. doi:10.3109/02699052.2013.862737.

- Deek, H., Newton, P., Inglis, S., Kabbani, S., **Noureddine, S.,** MacDonald, P., Davidson, P. (2014). Heart health in Lebanon and considerations for addressing the burden of

cardiovascular disease. Published on line in *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research* May 9, 2014.

- Deek, H., Newton, P., Sheerin, N., **Noureddine, S.,** Davidson, P. M. (2014). Contrast media induced nephropathy: a literature review and recommendations for practice. *Australian Critical Care.* Published online January 24, 2014. http://dx.doi.org/10.1016/j.aucc.2013.12.002

- Denker, M., **Fares, S**. (2014). Richter's local limit theorem and Black–Scholes type formulas. Statistics & Probability Letters. 92: 241 – 248. doi:10.1016/j.spl.2014.06.003

- DeVon, H., **Noureddine, S.** Twenty things you did not know about heart disease in women. *Journal of Cardiovascular Nursing, 29,* 384-385.

- El-Jardali, F., Hammoud, R., **Younan, L**., et al.: The making of nursing practice law in Lebanon: a policy analysis case study. *Health Research Policy and Systems* 2014 12:52.

- **Farhood, L**., Richa, H., **Masalkhi, H.** (2014). Group Mental Health Interventions in Civilian Populations in War-Conflict Areas: A Lebanese Pilot Study. *Journal of Transcultural Nursing*. Jan 24, 2014 doi: 10.1177/1043659613515717.

- **Farhood, L**., Dimassi, H. Assessment of Psychiatric Morbidity and General Health in a civilian population before and after a war in Lebanon (accepted OJD open journal of depression).

- Jaarsma, T., Kjellstrom, B., Deaton, C., Fitzsimmons, D., Hardig, B. M., Mahrer-Imhof, R., Moons, P., **Noureddine, S.,** O'Donnell, S., Pederswen, S. S., Thompson, D., Tokem, Y., Stewart, S., Strömberg on behalf of the Council on Cardiovascular Nursing and Allied Professionals (CCNAP) of the European Society of Cardiology (2014). Research in Cardiovascular Care: A position statement of the Council on Cardiovascular Nursing and Allied Professionals of the European Society of Cardiology. *European Journal of Cardiovascular Nursing*, *13*(1), 9-21. DOI: 10.1177/1474515113509761.

- **Kantar, L**. (2014). Incorporation of constructivist assumptions into problem-based instruction: A literature review. *Journal of Nursing Education in Practice*, 14, 233-241.

- **Kantar, L.** (2014). Assessment and instruction to promote higher order thinking in nursing students. *Nurse Education Today*, 34, 789-794. DOI information:10.1016/j.nedt.2013.08.013.

- **Madi, D. and Clinton, M. E**. Rasch analysis of the Arabic language version of the Functional Disability Inventory. *Journal of Pediatric Oncology Nursing*. Nov 2014 DOI: 10.1177/1043454214554010.

- Murray, S. F., El-Jardali, Abu AlRub, R. Al-Surimi, K., **Dumit, N. Y.,** and **Clinton, M. E**. Travelling to work outside: The social and policy landscape of nurse migration in four Middle Eastern Countries. *Health Policy*. In Press

- **Noureddine, S., Dumit, N. Y., Saab, M.** Deciding to seek care for acute myocardial infarction in Lebanon. *Clinical Nursing Research.* Published online August 26, 2014. DOI: 10.1177/1054773814548508.

- **Noureddine, S.,** Metzger, B. (2014) Do health-related feared possible selves motivate healthy eating? *Health Psychology research, 2:1043,* 25-29. doi:10.4081/hpr.2014.1043.

- **Saab, M., Noureddine, S., Abu-Saad Huijer,** H., De Jong, J. (2014). Surviving Testicular Cancer: the Lebanese Lived Experience. *Nursing Research*, 603(3): 203-210. DOI: 10.1097/NNR.0000000000000033.

- Salloum, R. G., **Abbyad, C. W**., Kohler, R. E., Kratka, A., Oh, L., Wood, K. A. (2014). Assessing preferences for a smoking cessation program in Lebanon: A discrete choice experiment. *Nicotine & Tobacco Research DOI: 10.1093/ntr/ntu188.*

Research/Continuing Education Seminars

The HSON Research Committee (RC) organized a series of monthly research seminars. The aim of these seminars is to disseminate the research findings of the HSON faculty to the AUB community and to get acquainted with other AUB faculty members' research work. The following AUB faculty members were invited to share their research findings:

- ✓ Dr. Lina Daouk-Öyry (OSB):"The JOINT model of nurse absenteeism and turnover."
- ✓ Dr. Rima Afifi (FHS): "The consequences of a perception of lack of dignity: Testing a conceptual framework with data from Arab youth."
- ✓ Dr. Elie Akl (FM) presented a seminar entitled "WHO Process for Guideline Development: The Example of Sharps Injury Prevention."

Research Day

The RC in collaboration with the STTI organized the poster presentations of the HSON research day during which research by HSON faculty and graduate students was presented. This event preceded the AUB School of Nursing Honor Society launching of its chapter.

C. EDITORIAL POSITIONS

Christine Abbyad

2012 Ongoing	Reviewer, *Journal of Transcultural Nursing*
2012 Ongoing	Abstract reviewer, International Conference on Cancer Nursing
2012 Ongoing	Abstract reviewer, Southern Nursing Research Society Annual Conference
2013 Ongoing	Reviewer, *Journal of Nursing and Health Sciences*

Mary Arevian

2006 Ongoing	Reviewer, *Journal of Interprofessional Care*
2006 Ongoing	Reviewer, *Journal of Transcultural Nursing*
2008 Ongoing	Reviewer, *Journal of Women's Health*
2012 Ongoing	Reviewer, *The Japanese Journal of Nursing Sciences*
2012 Ongoing	Reviewer, *Journal of Health Promotion International*

Michael Clinton

2010 Ongoing	Editorial Board, *International Journal of Mental Health Nursing*, formerly the *Australian and New Zealand Journal of Mental Health Nursing*

2010 Ongoing Editorial Board, *Journal of Psychosocial Nursing and Mental Health Services*
2010 Ongoing Editorial Board, *Journal of Mental Health*
2010 Ongoing Editorial Board, *Journal of Ethics in Mental Health*
2010 Ongoing Editorial Board, *International Journal of Evidence-based Healthcare*
2010 Ongoing Review Panel, *Contemporary Nurse*
2010 Ongoing Review Panel, Infection Control and Hospital Epidemiology
2010 Ongoing Reviewer, *Journal of Adolescent Health*
2010 Ongoing Reviewer, *Journal of Physical Activity and Health*
2010 Ongoing Reviewer, *Infection Control and Hospital Epidemiology*

Hala Darwish
2011 Ongoing The Institute - *Abu Haidar Neuroscience Newsletter*
2012 Ongoing Reviewer, *Electrophoresis* (Peer Reviewed Journal)
2012 Ongoing Reviewer, *Journal of Neurotrauma*
2012 Ongoing Reviewer, *Journal of Clinical Immunology*
2013 Ongoing Editorial Board, *Frontiers of Neurotrauma*

Nuhad Dumit
2008 Ongoing Reviewer, *Journal of Nursing Management*
2009 Ongoing Reviewer, *Journal of Interprofessional Care*
2009 Ongoing Reviewer, WIN Conference Abstract and Poster Judge
2011 Ongoing Reviewer, *Avicenna Journal of Medicine*
2014 Abstract reviewer for the ICN 2015 conference in Seoul, Korea
2014 ongoing Reviewer, *Journal of Clinical Nursing Research*
2014 ongoing Editor, *Journal of Nursing and Care*
2014 ongoing Editorial Board, *Nursing Management*

Laila Farhood
2006 Ongoing Member of Editorial Board and Reviewer, *Journal of Transcultural Nursing*
2007 Ongoing Reviewer, *Journal of Social Science and Medicine*
2009 Ongoing Reviewer, *Journal* of Affective Disorders
2010 Ongoing Reviewer, *Global Public Health*
2010 Ongoing Reviewer, *Journal of Traumatic Stress*
2010 Ongoing Reviewer, *Journal of Social Psychiatry and Psychiatric Epidemiology*
2012 Ongoing Reviewer, *International* Journal *of Mental Health Nursing*
2013 Ongoing Reviewer, *Journal of Clinical Practice and Epidemiology in Mental Health*
2013 Ongoing Reviewer, *Journal of Interprofessional Care*

Lina Kantar
2013 Ongoing Reviewer, *Journal of Nursing Education in Practice*
2013 Ongoing Reviewer, *Journal of Nurse Education Today*
2013 Ongoing Reviewer, *International Journal of Nursing Education Scholarship*
2013 Ongoing Reviewer, "Effective Teaching and Learning in Higher Education," organized by the Center for Teaching and Learning (CTL) and IT Academic Core Processes and Systems (IT ACPS), AUB

Huda Abu-Saad Huijer
1994 Ongoing Associate editor and later member of Advisory Board, *International Journal of Nursing Studies*

1999 Ongoing	Member of Advisory Board, *Journal of Transcultural Nursing*
2000 Ongoing	Member of Editorial Board, *Scandinavian Journal of Caring Science*
2005 Ongoing	Member of Editorial Board, *Supportive and Palliative Cancer Care*
2005 Ongoing	Member of Editorial Board, *Journal of Nursing Scholarship*
2005 Ongoing	Reviewer, *European Journal of Pain*
2006 Ongoing	Member of Editorial Board, *Japanese Journal of Nursing Science*
2008 Ongoing	Reviewer, *Lebanese Medical Journal*
2009 Ongoing	Reviewer, *Pediatric Pain Newsletter*, IASP
2010 Ongoing	Member of Editorial Board, *Lebanese Journal of Nursing*
2011 Ongoing	Reviewer, *Journal of Palliative Medicine*
2011 Ongoing	Member of Editorial Board, *IASP* Insight Newsletter
2011 Ongoing	Member of Editorial Board, *Nursing Children and Young People*
2012 Ongoing	Reviewer, *Health Promotion International*
2012 Ongoing	Reviewer, Europe's *Journal of Psychology*
2012 Ongoing	Reviewer, *Journal of Pain and Symptom Management*
2013 Ongoing	Member of Editorial Board, *Annals of Palliative Medicine*
2014 Ongoing	Member of Editorial Board, *Alexandria Scientific Nursing Journal* (ASNJ)

Samar Noureddine

2008 Ongoing	Reviewer, *American Journal of Critical Care*
2008 Ongoing	Member of Editorial Board, *Journal of Transcultural Nursing*
2009 Ongoing	Reviewer, *International Journal of Nursing Studies*
2009 Ongoing	Reviewer, *Journal of Nursing Scholarship*
2009 Ongoing	Reviewer, *European Journal of Cardiovascular Nursing*
2009 Ongoing	Member, International Editorial Board of Metas de Enfermiera' *Nursing Journal*
2010 Ongoing	Member, Editorial Board, *Lebanese Journal of Nursing*
2011 Ongoing	Reviewer, *Journal of Cardiovascular Nursing*
2011 Ongoing	Reviewer, *Journal of Clinical Nursing*
2011 Ongoing	Reviewer, *Pan African Medical Journal*
2012 Ongoing	Reviewer, *Heart & Lung: The Journal of Acute and Critical Care*
2013 Ongoing	Member, Editorial Board of the *European Journal of Cardiovascular Nursing*
2014 Ongoing	Reviewer, *Sultan Qaboos University Medical Journal*

Elie Salameh

2010 Ongoing	Reviewer, *The Journal for Nurse Practitioners*

D. SCIENTIFIC AND RESEARCH GRANT REVIEWS

Mary Arevian

2013	Abstract reviewer, 17th International Cancer Nursing, organized by International Society of Nursing in Cancer Care

Hala Darwish

2011Ongoing	Reviewer of Medical Practice Plan, Faculty of Medicine Research Committee, AUB

Nuhad Dumit

2009 ongoing	Reviewer, Western Institute of Nursing conference Abstracts

2011 Ongoing	Reviewer, "Effective Teaching and Learning in Higher Education," organized by the Center for Teaching and Learning (CTL) and IT Academic Core Processes and Systems (IT ACPS), AUB
2012 Ongoing	Reviewer, ICN Congress/conference Abstracts

Laila Farhood

2010 Ongoing	Reviewer of Medical Practice Plan and University Research Board grants, AUB

Huda Abu-Saad Huijer

2010 Ongoing	External examiner, University of Jordan
2010 Ongoing	Reviewer, Faculty of Medicine Research Committee, AUB
2012 Ongoing	Member of the Scientific Program Committee and abstract reviewer, World Congress on Pain, Buenos Aires, 2014
2014 Ongoing	External examiner, Sultan Qaboos University School of Nursing
2014	External examiner PhD dissertation Farhan Alshammari. Nursing Leadership in the Ministry of Health Hospitals of Saudi Arabia. Royal Melbourne Institute of Technology, University of Melbourne (RMIT), School of Graduate Research, Australia. February 2014

Samar Noureddine

2013 Ongoing	Supervisory panel member for doctoral student Hiba Deek, University of Technology, Sydney, Australia
2012 Ongoing	Abstract reviewer, annual spring meeting of the Cardiovascular Council of Nurses and Allied Professionals
2011 Ongoing	Reviewer for Sultan Qaboos University, Research and Innovations Department
2010 Ongoing	Reviewer of Medical Practice Plan, Faculty of Medicine Research Committee, AUB and University Review Board grants, AUB

Lina Younan

2014	Reviewed a manuscript for the *Journal of Nursing Management* central site

E. SCHOLARLY LECTURES

Christine Abbyad

- Abbyad, C., "Smoking Cessation." An educational offering for the AUB Nursing Honor Society. Beirut, Lebanon. January 31, 2014.
- Abbyad, C., "Lebanese University Smokers' Attitudes towards Smoking and Waterpipe Use During Pregnancy." Annual Conference of the Southern Nursing Research Society. San Antonio, Texas. February 14, 2014.
- Project manager and presenter at "Building Capacity for Family Planning Education and Counseling in Humanitarian Settings," two day workshop by United Nations Population Fund (UNFPA) and Hariri School of Nursing, Spring 2014.

Nuhad Yazbek Dumit

- Invited to give workshops, "Organizational Communication and Patient Safety," to BHUH, Khoury Hospital Zahle and St. George Hospital in May and June, 2014.

- Coordinated and participated in giving a workshop on designing and evaluating continuing nursing education, January 2014 at the Order of Nurses in Lebanon.

Souha Fares

- Grand round in the Research Education Sessions organized by the Clinical Research Institute at AUBMC, December 2014. Descriptive data analysis.

Huda Abu-Saad Huijer

- Abu-Saad Huijer, H., "Building your personal portfolio for graduate study." Sultan Qaboos University School of Nursing, January 22, 2014.
- Abu-Saad Huijer, H., "Accreditation of academic nursing programs; the role of faculty." Sultan Qaboos University School of Nursing, January 23, 2014.
- Abu-Saad Huijer, H. "Palliative Care in Lebanon; Current situation and future plan." LSMO Congress, April 26. Beirut.
- Abu-Saad Huijer, H., "Nurses as leaders and agents of change." Lecture given twice at conferences in Dubai and Abu-Dhabi. May 10-13.
- Abu-Saad Huijer, H., "Barrier to effective pain management." Lecture given twice at conferences in Dubai and Abu-Dhabi. May 10-13.
- Abu-Saad Huijer, H., "Advancing the research agenda at HSON." HSON Research Conference and Chartering Ceremony; Advancing the Nursing Research agenda in Lebanon. September 12-13, AUB.

Lina Abi Fakhr Kantar

- Kantar, L., "Case-based learning and the development of professional skills: perceptions of nursing students." 41st Annual Professional Nurse Education Group (PNEG) Conference, October 3-5, 2014, Rochester, Minnesota, Mayo Clinic, USA.
- Kantar, L., "The Transition Conundrum." 5th International Nurse Education Conference. NET and NEP Elsevier, June 22-25, 2014, Noordwijk, Netherlands.
- Kantar, L., "Foundations of Oncology Nursing." CME, AUB, Sep. 17-19, June 7-9, 2014.

May Khoury

- Presenter of the report, **"**Building Capacity for Family Planning Education and Counseling in Humanitarian Settings," UNFPA Office, July 23, 2014.

Dina Madi

- "Building Capacity for Family Planning Education and Counseling in Humanitarian Settings," two day workshop in five Lebanese areas, United Nations Population Fund (UNFPA) and Hariri School of Nursing, Spring 2014.
- "Health Assessment Workshop," Lebanese Order of Nurses and Ministry of Health one day workshop in five Lebanese areas.

Angela Massouh

- Massouh, A., "Heart Failure in Lebanon: Current and Future Projects and Status Quo." Presentation at the Heart Failure National Conference, Order of Physicians, November 2014.
- Massouh, A., "Symptom Management and Self-care in Heart Failure." Presentation at the Heart Failure National Conference, Order of Physicians, November 2014.
- Massouh, A. "Follow up and Education of Patients with Heart Failure." Presentation at the Heart Failure Medical Training Course for Iraqi Physicians, September 2014.

Samar Noureddine

- Invited by the Bio-behavioral Department of the School of Nursing at The University of Illinois at Chicago, USA to present "Seeking Emergency Care for Acute Coronary Syndrome: The Case of Lebanon," October 16, 2014.
- Invited by the Preventive Cardiovascular Nursing Association to present "CVD Prevention in Lebanon at the Global Nursing Leadership Forum in New York, USA, October 12, 2014
- Guest lecture, "Deciding to seek care for acute coronary syndrome in Lebanon," delivered to students in the SHARP Master program, Faculty of Medicine, AUB, November 20, 2014.

Mohammad Saab

- "Transforming End-of-Life Discussions in the Lebanese Context," to the conference organized by the Department of English and the Center for English Language Research and Teaching (CELRT) at AUB, and at the *Institut de Recherche pour le Développement*. The abstract was accepted for an oral presentation, AUB, Multilingualism across Disciplinary Borders Speaker, APRIL 2014.

Lina Younan

- Guest lecture, "Financial Planning," to senior BSN students at LAU, February 2014.
- Guest lecture, "Handoff Communication," at the Hariri Governmental Hospital, Beirut, May 2, 2014, at Khoury Hospital, Zahle, June 13, 2014, St. Georges Hospital, June 30, 2014, and at Makassed Hospital, September 2014.

VI. PROFESSIONAL PRACTICE/SERVICE

A. PROFESSIONAL PRACTICE

Christine Abbyad

- Breastfeeding Task Force, AUBMC
- Tobacco Control Research Group member
- Mayo Clinic certification as a tobacco treatment specialist
- Offered smoking cessation on an individual basis
- Offered prenatal childbirth classes to members of the AUB community
- Gave basic fetal monitoring workshop to Delivery Suite staff
- Member, AUBMC OB Council

Marina Adra

- Hariri School of Nursing representative to the National Colloquium Committee, 2014.
- Consultation with the nursing director of Dar Al Ajaza Islamiyya Hospital to select nurse managers and supervisors and help develop leadership skills.

Nuhad Dumit

- Chairperson of the Continuing Education Committee of the Order of Nurses in Lebanon

Souha Fares

- Statistical Consultant. National survey of pupils with learning difficulties in Lebanese public schools

Laila Farhood

- Clinical Associate, Department of Psychiatry, Faculty of Medicine. Clinical activities include psychiatric assessment and psychotherapy (individual, couple, and family therapy) in in-patient and out-patient settings.
- Member, Lebanese Order of Nurses (Founding member)
- Member, American Psychiatric Nurses Association (APNA)
- Member, International Society for Traumatic Stress (ISTSS)

Huda Abu-Saad Huijer

- Member of the Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP).
- Organized HSON research conference and chartering ceremony; advanced the nursing research agenda in Lebanon as president of the STTI CHI Iota Chapter Honor Society at AUB.
- Member, International Scientific Advisory Board, Center of Excellence in Pediatric Pain Management, Faculty of Medicine, Kuwait University, Kuwait.
- Member of the World Health Organization (WHO) Expanded Review Panel on Pain Guidelines since 2009.
- Member, Advisory Committee, Center for Research, Training, and Policy in Arab Mental Health, Faculty of Medicine, AUB.
- Member of the Public Advisory Board, Lebanese Society of Family Medicine.
- Vice-President, National Committee on Pain Relief and Palliative Care (Appointed by Minister of Health) and chair of the Research Committee.
- Member scientific committee, World Congress on Pain 2014, Buenos Aires.

Lina Abi Fakhr Kantar

- Faculty Learning Community on Integrating Higher Order Thinking in curriculum, AUB.
- Member, MEMA Taskforce, May 2015.
- Member of Sigma Theta Tau International, CHI Iota Chapter Honor Society, AUB.

May Khoury

- Hariri School of Nursing representative to the National Colloquium Committee, 2014.
- Active member in Pain Relief and Palliative Care Education Sub-Committee of the National Committee for Pain Relief and Palliative Care established by the Ministry of Public Health.
- Active planner and presenter in the project, "Building Capacity for Family Planning Education and Counseling in Humanitarian Settings," organized by the United Nations Population Fund (UNFPA) and the Hariri School of Nursing, Spring 2014.
- Attended the 6th International Pediatric Simulation Symposia and Workshops (IPSSW) and Orchestration of Pediatric Simulation: Elegance and Harmony IPSSW 2014 Symposia and Workshop in Vienna, Austria, April 23- 25, 2014.

Dina Madi

- Nurses Chapter
- AUB, Traditional Orientation Program Committee (TOP), School of Nursing, Corepresentative.
- Advising Website Committee
- Governance Committee, Hariri School of Nursing Honor Society
- Order of Nurses in Lebanon, member
- The Lebanese Health Association, Board Member
- Sigma Theta Tau International, XiPi Chapter, member
- Sigma Theta Tau International, Chi Iota Chapter, member
- ATCN certified member and instructor. Participated in two ATCN workshops given at the HSON to Lebanese nurses from different hospitals.

Angela Massouh

- Heart Failure Working Group, Lebanese Society of Cardiology, member.
- Leadership Succession Committee, AUB Honor Society, member.

Samar Noureddine

- Reviewer of abstracts for the annual spring meeting of the Cardiovascular Council of Nursing and the Allied Professions of the European Society of Cardiology.
- Representative of the Order of Nurses in Lebanon and member of the Scientific Committee of the 10th Diabetes Day by the Lebanese Society of Endocrinology, Diabetes, and Lipids on November 15, 2014
- Gave a session titled "Evidence-based practice: What it is and how to teach it" at the XIth Makassed Medical Congress, Hilton Habtour Grand Hotel, Beirut, Lebanon November 29, 2014.
- Gave a session, "Writing for Publication," for faculty members from Palestine as part of a teaching excellence workshop for nurse educators at the Hariri School of Nursing, Beirut, November 21, 2014.
- Participated in a multidisciplinary panel on diabetes mellitus: Do we control it with a good diet and healthy life style? organized by the Lebanese Society of Endocrinology, Diabetes,

and Lipids at the Metropolitan Hilton-Hilton Hotel on the occasion of International Diabetes Day, Beirut, Lebanon, November 15, 2014.

Elie Salameh

- Member, Sigma Theta Tau International Honor Society
- Member, Nurse Practitioners Association of Maryland (NPAM)
- Member, Bowie State University Alumni Society
- Member of AUB Alumni Society (North America Chapter)

Hera Tashjian

- Scientific Committee of Lebanese Society of Critical Care Medicine, member
- Worked with the Order of Nurses in Lebanon to establish nursing society for critical care

Lina Younan

- Consultant: Two week consultancy at Khoury Hospital, Zahle, June 30 - July 11, 2014
- Participated in preparing a workshop on professional practice for 250 public health nurses across Lebanon. A collaborative venture between the Order of Nurses and the Ministry of Public Health, November-December, 2014.

B. HSON COMMITTEES

Standing Committees

Academic and Curriculum Committee

Dr. Huda Abu-Saad Huijer (Chair or Representative)
Dr. Lina Abi Fakhr Kantar, Chair
Dr. Christine Abbyad
Dr. Marina Adra
Ms. Angela Massouh
Mrs. Hera Tashjian
Dr. Elie Salameh, appointed
Dr. Lina Younan, appointed
Dr. Samar Noureddine, ex-officio

Admission and Recruitment Committee

Mrs. May Khoury, Chair
Dr. Marina Adra
Mrs. Mary Arevian
Dr. Dina Madi
Ms. Angela Massouh, appointed
Dr. Elie Salameh, appointed
Mrs. Hera Tashjian, appointed

Administrative Committee

Dr. Huda Abu-Saad Huijer (Chair)
Dr. Christine Abbyad
Dr. Laila Farhood
Dr. Samar Noureddine

Advisory Committee
Dr. Huda Abu-Saad Huijer (Chair)
Dr. Michael Clinton
Dr. Laila Farhood
Dr. Samar Noureddine

Graduate Studies Committee
Dr. Samar Noureddine, Chair
Dr. Nuhad Dumit
Dr. Michael Clinton
Dr. Laila Farhood
Mrs. Mary Arevian
Dr. Lina Younan, appointed
Dr. Huda Abu-Saad Huijer, ex-officio

Research and Continuing Education Committee
Dr. Hala Darwish, Chair
Dr. Michael Clinton
Dr. Laila Farhood
Dr. Samar Noureddine
Dr. Souha Fares
Dr. Marina Adra, appointed
Dr. Huda Huijer, ex-officio

Student Affairs Committee
Dr. Dina Madi, Chair
Dr. Lina Kantar, Class Adviser BSN II
Dr. Dina Madi, Class Adviser BSN III
Ms. Angela Massouh, NSS Adviser

Other HSON Committees/Task Forces
HSON Search Committee
Dr. Huda Abu-Saad Huijer (Chair)
Dr. Michael Clinton
Dr. Laila Farhood
Dr. Samar Noureddine

PhD Task Force
Dr. Huda Abu-Saad Huijer (Chair)
Dr. Michael Clinton
Dr. Laila Farhood
Dr. Samar Noureddine

HSON Social Committee
Mrs. May Khoury (Chair)
Mrs. Hera Tashjian
Mrs. Lynn Berbary Najem
Mrs. Zeina Battikha Chamoun

HSON Catalogue Committee
Dr. Laila Farhood, Convener/Chair Master of Science in Nursing Program
Dr. Christine Abbyad, Convener/Chair Baccalaureate Programs and other BSN track coordinators
Dr. Marina Adra, BSN Coordinator

AUB School of Nursing Honor Society
Dr. Huda Abu-Saad Huijer (President)
Dr. Christine Abbyad (Vice-President)
Mrs. Mary Arevian (Treasurer)
Dr. Myrna Doumit (Secretary)
Mrs. Dina Madi (Counselor)

HSON Newsletter Committee
Dr. Christine Abbyad (Chair)
Mrs. Marina Adra
Mrs. Zeina Battikha Chamoun
Ms. Angela Massouh
Mrs. Lynn Berbary Najem

HSON Representatives on AUB, Faculty of Medicine, and AUBMC Nursing Services Committees

- AUB Commencement Committee: Dr. Marina Adra
- AUB Senate: Dr. Huda Abu-Saad Huijer, Dr. Samar Noureddine (until September 2014); Dr. Michael Clinton
- AUB Senate Steering Committee: Dr. Samar Noureddine until September 2014
- Board of Graduate Studies: Dr. Nuhad Dumit
- AUB Unified Admissions Committee: Mrs. May Khoury
- New Student Orientation Program Committee: Dr. Dina Madi
- Advising Website Committee: Dr. Dina Madi
- Faculty of Medicine Library Committee: Mrs. Mary Arevian
- Faculty of Medicine Research Committee: Dr. Hala Darwish
- Faculty of Medicine Research Strategic Plan Task Force: Dr. Samar Noureddine
- AUBMC Nursing Services Critical Care Education Council: Dr. Lina Abi Fakhr Kantar
- AUBMC Nursing Services OB Council: Dr. Christine Abbyad
- AUBMC Nursing Services Research Council - Research Unit: Ms. Angela Massouh and Dr. Samar Noureddine
- AUBMC Critical Care Education Council: Dr. Lina Abi Fakhr Kantar
- AUB Board of General Education: Dr. Marina Adra
- AUB Faculty Learning Community: Dr. Lina Abi Fakhr Kantar
- AUB Center for Teaching and Learning (Advisory Committee): Dr. Lina Abi Fakhr Kantar
- Institutional Review Board; Dr. Michael Clinton
- AUBMC CNS Council: Ms. Angela Massouh
- AUBMC Scientific Advisory Committee: Ms. Angela Massouh

Joint Task Force HSON AUBMC Nursing Services

- May Khoury, Chair
- Christine Abbyad
- Hera Artinian (AUBMC)
- Nada Nassar (AUBMC)

Task Force on Interprofessional Education
- Jocelyn De Jong, Chair
- Nuhad Y. Dumit
- Imad Bou Akl
- Thalia Arawi

OTHER AUB COMMITTEES

Christine Abbyad
Tobacco Control Research Group, member

Marina Adra
Clearance Officer: School of Nursing
Faculty Learning Community on Blended Learning

Michael Clinton
Institutional Review Board – Social and Behavioral Sciences, Vice-Chair
Institutional Review Board – Biomedical, Alternative Vice-Chair and ember

Hala Darwish
Nurses Chapter President, WAAAUB

Nuhad Dumit
"Evidence-based Healthcare Management Unit (EHMU)" Executive Board, AUBMC, member

Huda Abu-Saad Huijer
Board of Deans, Ex-Officio member
AUB Strategic Planning Steering Committee, member
Expanded Advisory Committees, appointed member
REP Advisory Board, member
AUB Budget Committee, member

Lina Abi Fakhr Kantar
Faculty Learning Community, AUB, member
Medical Education Council, AUB, member
Center for Teaching and Learning Advisory Committee, AUB, member
MEMA 2015 Taskforce, AUBMC, member

Dina Madi
AUB Traditional Orientation Program Committee (TOP)/School of Nursing representative

Angela Massouh
Nursing Student Society, adviser
Nurses Chapter, Vice President
Task Force on Heart Failure, member
Left Ventricular Assist Device Working group at AUBMC, member
Performance Improvement Committee at AUBMC, member
Leadership Succession Committee at the Sigma Theta Tau Chi Iota Chapter, member
Committee on Research in the Vascular Medicine Program at AUBMC, member
Committee on Academics and Continuing Medical Education in the Vascular Medicine Program at AUBMC, member

Samar Noureddine
Governance Committee, Hariri School of Nursing Honor Society since January 2013
AUB Ad Hoc Committee on Graduate Assistantships since Spring 2013
Advisory Board of the AUB Graduate Council

NATIONAL AND INTERNATIONAL COMMITTEES

Christine Abbyad
Sigma Theta Tau International, member
AUB School of Nursing Chi Iota Chapter, member
Lamaze International, member
Southern Nursing Research Society (SNRS), member
Association of Women's Health, Obstetrics, and Neonatal Nursing (AWHONN), member
Faculty United (local and USA chapters), member

Marina Adra
Order of Nurses in Lebanon, member
Armenian Relief Cross, member
Sigma Theta Tau International, Chi Iota Chapter, AUB, member

Nour Alayan
Order of Nurses in Lebanon, member
Academy of Medical-Surgical Nurses, member
Sigma Theta Tau International Chi Iota Chapter, AUB, member
International Nursing Association for Clinical Simulation and Learning, member

Mary Arevian
Sigma Theta Tau International Honor Society of Nursing, Lambda PI Chapter
Armenian Relief Cross in Lebanon (ARCL), Beirut Branch, member
Armenian Relief Cross in Lebanon (ARCL) Advisory Board, secretary
Armenian Relief Cross in Lebanon (ARCL) Relations and Welfare Committee
Chair of the Health Committee of Armenian Relief Cross in Lebanon (ARCL)

Michael Clinton
Research Ethics Committee of University of Manchester, local adviser
College and Association of Registered Nurses of Alberta - Registered Nurse
Nurses Registration Board of Western Australia - Registered Nurse
Nurses Registration Board of Western Australia - Registered Psychiatric Nurse

Hala Darwish
Order of Nurses in Lebanon, member
Society for Neuroscience, member
Midwest Nursing Research Society, member

Nuhad Dumit
Order of Nurses in Lebanon, member
Sigma Theta Tau International Alpha Kappa, chapter-at-large, member
Western Institute of Nursing, member

Souha Fares
United Nations Economic and Social Commission for Western Asia (UN-ESCWA), statistical consultant
American Statistical Association (ASA), member
Institute of Mathematical Statistics (IMS), member

Laila Farhood
Board of Trustees, Marjayoun National College, member
Sigma Theta Tau International, Alpha Chapter, member
Arab Forum for Social Sciences and Health, member
American Psychiatric Nursing Association (APNA), member
International Nursing Review (INR), Lebanon's representative
International Women's Mental Health Association, member
International Society for Traumatic Stress Studies (ISTSS), member
AUB Sigma Theta Tau International Chi Iota Chapter, member
Order of Nurses in Lebanon, member

Huda Abu-Saad Huijer
Lebanese Society for the Study of Pain (LSSP), past president
Lebanese Cancer Society (LCS), board member
Vice President, National Committee on Pain Relief and Palliative Care and Chair Research Committee
Order of Nurses in Lebanon, member
Sigma Theta Tau International Chi Iota Chapter, AUB, president
International Association for the Study of Pain (IASP), member
Special Interest Group on Pain in Children (IASP), founding member
eNewsletter, *IASP Insight*, advisory board member
European Academy of Nursing Science (EANS), fellow and founding member
American Academy of Nursing, International Fellow
AUBMC Palliative Care Committee, member
Scientific Committee, 15th World Congress on Pain, Buenos Aires, International Association for the Study of Pain (IASP), member

Lina Abi Fakhr Kantar
Alliance of Universities for Democracy, member (October 2011)
Sigma Theta Tau International Chi Iota Chapter, AUB, member

May Khoury
Order of Nurses in Lebanon, member
Sigma Theta Tau International Chi Iota Chapter, AUB, member

Angela Massouh
Order of Nurses in Lebanon, member
American Association of Critical Care Nurses, member
Lebanese Task Force on Heart Failure at the Order of Physicians in Lebanon, member
Council on Cardiovascular Nursing and Allied Professions, at the European Society of Cardiology, member
Heart Failure Association at the European Society of Cardiology, member
Sigma Theta Tau International, Chi Iota Chapter, member
National Association of Clinical Nurse Specialists, member
Heart Failure Website Translation Committee at the European Society of Cardiology, member

Plenary Committee for the First Middle Eastern Heart Failure Conference, member
Examining Committee member for an applicant to the MBA program at St. Joseph University, June 2013.

Dina Madi
Order of Nurses in Lebanon, member
The Lebanese Health Association, board member
Sigma Theta Tau International, XiPi Chapter, member

Samar Noureddine
Order of Nurses in Lebanon, member
Sigma Theta Tau International, RhO Chapter and Chi Iota Chapter, member
Midwest Nursing Research Society, member
American Association of Critical Care Nurses, member
American Heart Association, member and international fellow
Science Committee, Council on Cardiovascular Nursing and Allied Health of the European Society of Cardiology, member

Mohammad Saab
Order of Nurses in Lebanon, member
Sigma Theta Tau International Chi Iota Chapter, AUB, member

Elie Salameh
Sigma Theta Tau International Honor Society, member
Nurse Practitioners Association of Maryland (NPAM), member
Bowie State University Alumni Society, member
American University of Beirut Alumni Society (North America Chapter), member
Nursing Honor Society Sigma Theta Tau (Rho Chapter), member
Michigan Nurses Association, member
European Brain and Behavior Society, member

Hera Tashjian
Order of Nurses in Lebanon, member
American Association of Critical Care Nurses, member
Sigma Theta Tau International, Chi Iota Chapter, AUB
Advisory Board of Forum of Shared Governance, member

Lina Younan
Order of Nurses in Lebanon, member
Sigma Theta Tau International, Chi Iota Chapter, AUB, member

VII. REGIONAL EXTERNAL PROGRAMS/GULF ACTIVITIES

- HSON is involved in a number of regional consultancy projects coordinated by AUB's Office of Regional External Programs.

1. HSON designed the nursing program for Fahd Bin Sultan University in Tabuk, KSA. A site visit was made by Dr. Nuhad Dumit at the university and Fahd Bin Sultan hospital to assess a clinical site for student clinical placement and instruction, and to assess feasibility of a nursing skills lab.
2. The second project with REP included training nursing faculty members from the West Bank, Palestine on teaching excellence.

- HSON is collaborating with REP to market its nursing certificate programs to corporate and individual clients nationally and regionally.

In their collaboration with the Continuing Medical Education (CME) Office, HSON faculty members offered two short courses in basic oncology nursing to nurses from Iraq.

VIII. HONORS, AWARDS, AND RECOGNITIONS

AUB HSON won three awards offered by the Scientific Society of Arab Nursing Faculties for the year 2014:

1. Dr. Huda Abu-Saad Huijer won the award for distinguished faculty member.
2. HSON won the award for distinguished academic institution.
3. Mohamad Saab won the Master's Thesis Award.

Dr. Huda Abu-Saad Huijer was invited to be a member of the Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP). The first meeting took place September 22-24, 2014 in New York City, USA.

IX. CONFERENCES

The Hariri School of Nursing in close collaboration with the Sigma Theta Tau International (STTI) Chi Iota Chapter Honor Society in Nursing at AUB organized a research conference, Advancing the Nursing Research Agenda in Lebanon. The conference was organized to celebrate the chartering of the Chi Iota Chapter at HSON, the first STTI Chapter in the Middle East.

Day 1: September 12, 2014

8:00-9:00	Registration
Moderators:	C. Abbyad and S. Noureddine
9:00-9:30	Welcome Words
9:30-10:00	Advancing the Nursing Research Agenda at HSON, H. Huijer
10:00-10:30	Advancing the Nursing Research Agenda; Challenges and Opportunities, L. Fitzpatrick
10:30-11:00	International Doctoral Education: Why Does Lebanon Need It? S. Ketefian
11:00-11:30	Coffee Break
Moderators:	L. Farhood and M. Arevian
11:30-12:00	Mental Health Implications of Marital Violence among a Sample of Arab American Women, A. Kulwicki
12:00-12:30	The Health Status of Armenian Immigrant Population in the United States, L. Huckabay
12:30-14:00	Lunch on your own
Moderators:	H. Darwish and D. Madi
14:00-16:00	Viewing Faculty and Student Poster Presentations

Day II: September 13, 2014

Moderators:	M. Clinton and N. Dumit
9:00-9:30	Should Nursing Research be Promoted as a Separate Field in an Interdisciplinary Era? M. Hill
9:30-10:00	The National Council for Scientific Research (CNRS) Research Priorities, M. Hamzeh
10:00-10:30	WHO Nursing Research Priorities, F. Al-Darazi
10:30-11:00	International Council of Nurses Global Research Priorities, D. Benton
11:00-11:30	Coffee Break
Moderators:	M. Doumit and L. Younan
11:30-12:00	Championing Nursing in Lebanon; Perspective of Order of Nurses, H. Nuwayhid
12:00-12:30	Championing Nursing in Jordan: Tuning the Nursing Landscape for the Future, R. Al-Maaiteh
Moderators:	H. Darwish and M. Adra
12:30-13:30	Viewing Faculty and Student Poster Presentations
13:30- 15:00	Lunch on your own

Chi Iota Chapter Chartering Ceremony

15:00-15:10	Welcome and Introductions, H. Huijer
15:10-15:40	STTI and Nursing Scholarship. H. Klopper
15:40-17:00	Chi Iota Chapter Induction; President and Board
17:00-18:00	Reception

X. INTERNATIONAL PARTNERSHIPS

HSON currently has Memoranda of Understanding (MOUs) to enhance research collaboration and student and faculty exchange with the following institutions:

- Johns Hopkins University School of Nursing
- University of Michigan School of Nursing
- University of Villanova College of Nursing
- University of Maryland School of Nursing
- University of Technology, Sydney, Australia

XI. SIGMA THETA TAU INTERNATIONAL (STTI) HONOR SOCIETY

The Hariri School of Nursing American University of Beirut Nursing Honor Society was approved and chartered as an official chapter of the Honor Society of Nursing, Sigma Theta Tau International (STTI), on Saturday September 13, 2014. To celebrate this occasion, a research conference, Advancing the Nursing Research Agenda in Lebanon, took place on September 12-13, 2014 at HSON. Dr. Hester Klopper, STTI president, and Dr. Huda Abu-Saad Huijer, chapter president, and the Chi Iota Board conducted the chartering ceremony at HSON in the Hisham Jaroudi auditorium.

A total of 131 members were inducted into the chapter. Membership in STTI is by invitation and is extended to undergraduate students, graduate students, faculty, and professional nurses who have demonstrated superior scholastic, leadership, and nursing achievements. STTI is a not-for-profit organization whose mission is to improve the health of people worldwide through leadership and scholarship in practice, education, and research. Founded in 1922, this organization's members include practicing nurses, faculty, researchers, policymakers, entrepreneurs, and others.
The honor society's more than 480 chapters are located at institutions of higher education throughout the world. The HSON Chi Iota Chapter is the first STTI chapter in the Middle East.

The current board of the Chi Iota Chapter is as follows:

A. President: Dr. Huda Abu-Saad Huijer
B. President-Elect: Dr. Christine Abbyad
C. Vice President: Mrs. Mary Arevian
D. Secretary: Dr. Myrna Doumit
E. Treasurer: Mr. Ghassan Afram
F. Counselor: Dr. Dina Madi

XII. HSON EXTERNAL ADVISORY BOARD (EAB)

Mandate and Purpose of the EAB

The External Advisory Board of the Rafic Hariri School of Nursing consists of invited members from leading universities engaged in baccalaureate and graduate nursing education and research, leaders of nursing and health care institutions, and dignitaries with established track records in related fields. The EAB advises the director by serving as a bridge between HSON and the international nursing community.

The inaugural meeting of the EAB took place on Monday, September 15, 2014, during which Dr. Martha Hill was elected as chair. Current and future developments at HSON as well as information on current and future academic programs were discussed. The Terms of Reference were revised and future plans for meetings approved.

Purpose of the EAB:

- To provide strategic advice relevant to current and proposed initiatives of HSON and provide feedback on the progress of the school against its strategic goals.
- To assist HSON in realizing its mission by promoting it to organizations and individuals with the potential to contribute to student scholarships, research, and faculty development.
- To encourage HSON in its developments of nursing education and nursing research especially as they relate to CCNE accreditation, international benchmarking, and opportunities for collaborative funded research, doctoral studies, and student and faculty exchanges.
- To promote the continued dialogue between HSON and the professional community with the goal of improving academic program quality and societal relevance.
- To advise on marketing and public relations opportunities to improve the status of the profession and student recruitment.

Members

- Dr. Martha N. Hill; Dean Emerita. Professor of Nursing, Medicine and Public Health, Johns Hopkins University, School of Nursing (Chair)
- Dr. Walid Ammar, Director General, MOH
- Dr. David Benton, CEO, International Council of Nurses (ICN)
- Dr. Louise Fitzpatrick, Connelly Endowed Dean and Professor, College of Nursing, Villanova University
- Former First Lady Mrs. Mona Hrawi
- Dr. Hester C. Klopper, President Sigma Theta Tau International Honor Society of Nursing
- Dr. Rowaida Al-Maaitah Advisor to HRH princess Muna Al Hussein for Health and Community Development, Former Minister of Higher Education and Scientific Research, Professor at Jordan University of Science and Technology.
- Mrs. Helen Samaha Nuwayhid, President of the Lebanese Order of Nurses

XIII. HSON NEWSLETTER

- HSON is in the process of publishing the fifth issue of its newsletter.
- The newsletter includes interviews with new faculty, highlights of current faculty, and interviews with graduating undergraduate and graduate students, as well as results of research projects. A special section is devoted to student activities. Reports on the following are included: the welcome reception for new students, NSS projects, Research Day, award ceremonies, and graduation celebrations. Links to various reports are included as well as personal news about faculty and staff.

XIV. ACHIEVING FACULTY STATUS FOR HSON

HSON currently functions semi-autonomously:

- Huda Abu-Saad Huijer is an ex-officio member of the AUB Board of Deans.
- HSON processes all HSON appointments, reappointments, and promotions.
- HSON manages its own budget and continues to use surplus monies for HSON scholarships.
- HSON has a new organizational structure with two divisions.
- HSON currently has representatives on a number of task forces and AUB committees including the AUB Board of Graduate Studies Senate Committee.
- The proposal to transition HSON faculty members to 9-month contracts was approved effective October 2013.
- Achieving full faculty status remains an important strategic goal for HSON.

XV. LOOKING AHEAD

HSON plans to launch a number of new academic programs:

- Accelerated BA/BS-BSN (second degree) program. A promotional campaign using the American Association of Colleges of Nursing Centralized Application Service for Nursing Schools (AACN NURSING CAS) along with national campaigns will continue to be used to recruit students for the program.
- Postgraduate certificates in community nursing, critical care nursing, leadership and management, and nursing informatics are currently being launched by REP. Plans to move all certificate programs to HSON are underway.
- A PhD program is currently being developed and will be launched in close collaboration with the Faculty of Health Sciences, the Faculty of Medicine, the Johns Hopkins University School of Nursing, and the University of Michigan School of Nursing.
- HSON is currently exploring the possibility of offering a nurse executive track.
- Summer and Winter Nursing Institutes: HSON will continue to collaborate with partners in the United States and with experts in the region and in Lebanon to offer high-quality courses on special topics. These courses are open to MSN and other AUB students and to participants from Lebanon and the region.
- Student recruitment will continue to be a priority. HSON awarded 25 merit scholarships this year and will continue to work on securing bursaries for BSN students.
- More emphasis will be placed on graduate recruitment at the national, regional, and international levels in close collaboration with AUB's Graduate Council.
- The recruitment of an endowed chair to direct HSON's Center for Nursing Research will continue to be a priority.
- Collaboration with AUBMC/Nursing Services continues to be an important priority for HSON. A number of joint appointments have already been approved.
- HSON is preparing to celebrate the 110th anniversary of the school in 2015. Public lectures, academic projects, and an international interdisciplinary conference are some of the activities being planned.

Standard II: Program Quality: Institutional Commitment and Resources

Exhibit II.01. HSON budget

Account	YTD Aug 2020	Account Description	C/U	2017/18	2018/19	2019/20	Budget 2020/21
SCHOOL OF NURSING #116010							
41110	184,920	Regular: Undergraduate		2,967,088	3,210,227	3,736,484	3,130,101
41120	5,461	Regular: Graduate		353,666	418,468	460,963	457,000
41136		Tuition Fee PHD		0	35,065	59,340	92,000
41562	101	Certificates Fees		0	119	446	0
45710		Scholarship Need Basis		16,751	222,197	207,758	0
49210		Facilities and Administrative Offset		1,059	5	0	0
	190,479	**Total Revenues**		**3,338,565**	**3,886,081**	**4,464,991**	**3,679,101**
51110	59,722	Academic Full Time Regular with Benefits	C	1,384,319	1,427,454	1,472,979	1,908,709
51111	1,368	Academic Full Time Less than 12, Part Time Regular with no Benefits	C	62,209	43,772	20,928	69,707
51113		Academic Part Time Grants with No Benefits	C	3,067	0		0
51120	16,697	Salary Management	C	105,594	101,096	99,490	166,218
51120		Management Employees - Stipend for HCL	C	0	0	0	
51192		Delayed Engagement Management	C	0	0	0	53,000-
51130	14,350	Salary Non-Academic	C	75,612	79,632	86,035	88,995
51431		Non-Academic Employees - Stipend for HCL	C	0	0	0	0
51160		Casual	C	0	2,500	0	0
51170		Overtime	C	721	1,138	2,790	1,000
51172		Straight Hours	C	0	774	261	0
51191		Delayed AC Engagements	C	0	0	0	576,512-
	92,138	**Total Salaries & Wages**		**1,631,521**	**1,656,366**	**1,682,483**	**1,605,117**
51212	17,853	Benefits Academic	U	390,260	407,618	422,050	334,443
51214	6,512	Benefits Management	U	37,385	36,001	32,589	36,173
51216	6,171	Benefits Non Academic	U	31,962	35,511	32,746	34,730
51218		Casual Benefits	C	0	388	0	0
	30,535	**Total Benefits**		**459,607**	**479,518**	**487,385**	**405,347**
51431	5,563	Special Allowance	C	64,866	67,450	39,134	75,000
51436	1,326	Consultation with No Benefits	C	0	31,677	44,871	24,000
	6,890	**Total Allowances**		**64,866**	**99,127**	**84,005**	**99,000**

55402		Graduate Assistantships	C	11,345	28,887	36,120	59,410
55404		Student Work Scholarship	C	378	0		0
55405		Student Work Scholarship - GA	C	640	4,000	1,101	0
55407	12,000	PhD Stipends	C	0	43,200	60,000	110,000
55408		PhD Tuition Exemption	C	0	35,065	59,340	92,000
	12,000	**Total Financial Aid**		**12,363**	**111,152**	**156,561**	**261,410**
	141,563	**Salaries & Benefits**		**2,168,356**	**2,346,163**	**2,410,434**	**2,370,874**
52110	5	Stationery	C	336	1,146	262	1,500
52111		Standard Form & Labels	C	387	767	650	1,000
52115		Printing Outside AUB	C	550	0	1,503	500
52116		Papers Letterheads & Envelopes	C	858	1,126	783	1,000
52118		Storage Media	C	13	4	8	50
52117		Ink Cartridges & Toners	C	2,742	3,036	724	3,000
52121		Books	C	500	1,798	938	500
52151	9	General Kitchen Wear	C	91	208	116	100
52152	472	Electronic & Electric Devices	C	23	194	146	50
52195	15	Recovery of Cost - Printing Forms	C	453	1,229	1,131	500
52211		Cleaning Supplies	C	78	82	86	100
52214		Personal Hygiene Products	C	5	4	6	0
52215	3	Tissues and Papers	C	119	110	96	150
52219		Recovery of Cost - House Keeping	C	9,847	19,856	14,869	20,000
52221		Bags and Containers	C	23	66	3	50
52236		Uniforms Lab Coats & Shoes	C	0	0	186	0
52239		Recovery of Cost - Laundry	C	0	2	0	50
52241		Media Advertisement	C	3,194	2,895	0	3,000
52312		Spare Parts - Medical Equipment	C	579	80	66	0
52315	50	Maintenance Repair Supplies - Building Ground and Fixtures	C	2,065	4,833	5,704	2,500
52317		Maintenance Repair Supplies - Plant Equipment	C	0	46	10	0
52318		Maintenance Repair Supplies - IT Minor Supplies	C	4,335	162	0	0
52320		Maintenance Repair Supplies - Office Equipment	C	0	50	348	400
52409		Reagents	C	8	8	0	0
52412		Kits & Controls	C	0	12	0	0
52413		Disposable Laboratory Containers & Utensils	C	8	0	0	0
52511	210	Beverages	C	121	266	154	150
52512	71	Coffee Tea Sugar & Sweets	C	362	401	245	300
52515		Milk, Dairy Products & Eggs	C	33	40	40	50

52597		Recovery of cost - Dietary Catering Services	C	49	0	0	250
52652		Infusions & Bags	C	222	533	132	250
52653		Medical Solutions	C	120	344	127	150
52657		Nutrition & Additives	C	4	0		0
52710	74	Antiseptics & Disinfectants	C	310	321	175	250
52714		Creams, gels & pastes	C	29	24	1	50
52717		Drainage, Containers, Tubing and Catheters	C	56	53	114	50
52718	5	Dressings, Adhesives and Tapes	C	212	178	149	200
52719		Electrophysiology Supplies	C	18	0	2	0
52721		ENT Prostheses & Supplies	C	42	40	0	50
52722		Enternal Therapy	C	22	0	0	0
52723	7-	Gauze, Bandages, Casts & Cotton	C	60	83	40	50
52726		Incontinence and Bathroom supplies	C	6	4	0	50
52728		Intravenous Access & Infusion Therapy	C	381	453	179	250
52729		Medical Recording Paper	C	4	0	0	0
52730		Needles & Syringes	C	173	177	131	100
52737		Oxygen Therapy Supplies	C	29	0	0	0
52739		Proactive Wear	C	274	795	197	250
52742		Sensors for Vital Monitoring	C	4	22	34	0
52791		Recovery of cost - Research Education Unit	C	0	250	0	500
52795	33	Recovery of cost - CSSD	C	133	235	134	100
52797		Recovery of cost - Medical Photography	C	0	0	100	0
	939	**Total Supplies**		**28,873**	**41,934**	**29,588**	**37,500**
53120		Equipment Maintenance	C	400	0	80	150
53135		Service Contracts	C	586	0	113	0
53136		Service Labor Contracts	C	200	417	95	500
53142		Maintenance Information Technology Software	C	1,899	12,529	2,219	2,000
	0	**Total Repair & Maintenance**		**3,085**	**12,946**	**2,507**	**2,650**
53192	**6,333**	**Allocation from AUBMC**		**38,000**	**38,000**	**38,000**	**38,000**
53410	13,353	Building & Ground Renewal	U	79,233	79,380	80,119	64,002
53420	176	Equipment Renewal	U	58,335	58,335	15,375	13,322
53440	4	Renewal & Replacement Improvement	U	22	22	22	18
53450	513	Depreciation Computers	U	1,090	1,090	2,745	2,169
	14,045	**Total Capital-Related**		**138,679**	**138,827**	**98,261**	**79,511**

54120		Local Travel	C	5,708	5,596	3,014	5,500
54130		Local Lodging Fees	C	0	139	0	150
54135		Local Course & Conference Fees	C	80	391	0	350
54139		Recovery of cost course fees	C	736	0	0	0
54195		Recovery of Cost - Motor Pool	C	1,062	2,256	58	2,000
54308		Ticket Business Class Academic	C	10,348	12,773	3,853	5,000
54312		Ticket Economy Class Academic	C	7,675	15,747	6,663	4,500
54313		Ticket Economy Class Management	C	0	0	365	
54315		Ticket Economy Class Non Resident	C	0	330	0	500
54316		Ticket Self Purchased Academic	C	2,312	1,270	203	1,000
54318		Ticket Self Purchased Non Academic	C	0	0	1,000	0
54320		Foreign Lodging Fees Academic	C	9,792	17,883	4,346	5,500
54320		Foreign Lodging Fees Academic	C	0	0	2,267	0
54327		Foreign Transportation Fees Academic	C	1,646	1,268	351	1,000
54328		Foreign Transportation Fees Management	C	0	173	0	0
54331		Foreign Meals Fees Academic	C	3,132	2,402	445	5,000
54340		Foreign Course & Conference Fees Academic	C	14,605	19,471	14,322	9,500
54341		Foreign Course & Conference Fees Managenent	C	0	540	0	0
54347		Travel, Visa Fees	C	25	0	0	0
	0	**Total Travel**		**57,121**	**80,240**	**36,888**	**40,000**
55120	169	Telephone Services	C	1,854	1,596	1,217	1,750
55122		Cables Charges	C	0	0	167	0
55197		Recovery of Cost - Post Office & General Services (Postage S	C	216	7	52	50
55199	15,664	Recovery of Cost - Electricity	U	114,619	123,080	106,345	110,295
	15,832	**Total Utilities**		**116,688**	**124,683**	**107,781**	**112,095**
55201		Consultation Fees	C	3,000	0	0	0
55202		Design Fees	C	150	0	0	0
55213		Entertainment Fees	C	0	0	1,885	0
55218		Photography Services	C	500	400	100	300
55301		Accrued Vacation	C	899	402	1,576	0
55310		Licenses & Permits	C	0	2,238	0	0
55311		Representation	C	6,368	4,858	278	1,000
55320		Rental & Lease of Premises	C	2,000	0	0	0
55321	33	Rental of Equipment	C	395	508	826	500

55324		Recovery of Cost Cap & Gown Charges	C	99	99	100	150
55330	8,889	Memberships	C	11,488	8,053	8,889	10,000
50050		Commencement charges	C	0	5,865	0	0
55338		Insurance Fees	C	20	20	20	50
55352		Catering Services	C	190	52	1,081	1,000
55395		Recovery of cost - ID	C	0	0	13	0
55396		CME Service Requests	C	250	300	0	500
55397		Recovery of cost - Information Technology Staff Training Fees	C	0	475-	0	0
55398		Recovery of Cost - Rental of Premises	C	0	0	33,922	0
	8,922	**Total Administrative**		**25,360**	**22,321**	**48,689**	**13,500**
55520	7,788	NSSF Loss	U	39,040	34,096	37,480	37,908
55521	7,984	HIP Loss	U	57,187	59,141	57,209	60,915
	15,773	**Total Subsidies**		**96,227**	**93,237**	**94,690**	**98,823**
57210		Computer Software	C	0	0	386	0
57310		Printers Photocopiers Scanners & Faxes	C	445	1,155	0	1,500
57313		Computers	C	10,601	5,670	1,103	3,000
57315		Data Network Devices for Information Technology	C	1,530	0		0
57318		Audio & Video Devices for Information Technology	C	0	0	150	0
57350		Electric & Electronic Appliances	C	0	1,080	0	1,500
57370		Office Furniture	C	0	0	200	0
57377		Class Room Furniture	C	0	0	0	500
	0	**Total Equipment & Furniture**		**12,576**	**7,905**	**1,839**	**6,500**
58114	306	Academic Staff Dependant Scholarship	U	92,806	118,327	91,775	114,804
	306	**Total Staff Dependant Scholarships**		**92,806**	**118,327**	**91,775**	**114,804**
59115		**Support By Endowed Income**		**7,897-**	**8,082-**	**8,079-**	**0**
	203,713	**Total Expenses**		**2,769,873**	**3,016,499**	**2,952,375**	**2,914,257**
	13,234-	**SCHOOL OF NURSING #116010**		**568,692**	**869,582**	**1,512,616**	**764,844**

Exhibit II.02: CV of Dean Farhood

CURRICULUM VITAE
LAILA FARIS FARHOOD
Interim Dean and Professor
Hariri School of Nursing
American University of Beirut

Biography
I am a Professor of Psychiatry Mental Health, School of Nursing & Clinical Associate at the Department of Psychiatry. I am an experienced researcher with an impressive list of publications. My Research agenda focuses on complex issues contributing to the physical and psychological wellbeing of those at-risk stressors. I studied PTSD (Post Traumatic Stress Disorder), depression, coping and social support in Beirut and the South of Lebanon & in vulnerable populations. My present research focuses on promoting psychosocial and mental health care through community-based educational workshops for teachers and parents. I have also been an invited speaker at local and international conferences focusing on the above issues.

I have published my research in international refereed journals and have presented scientific papers in National, regional & international academic conferences.

Due to my research focus on the above issues, I was appointed as mental Health coordinator by the World Health Organizations (WHO) to coordinate mental health activities in Lebanon during and after the Israeli war on summer 2006.The main objective for this Mental Health National Plan was to help the traumatized Lebanese cope with war atrocities. I developed a program for training primary health care personnel (Physicians, nurses, psychologists and social workers) so that in turn they help those under their care. Also, I developed training manuals for their use in both languages' Arabic and English. Additionally, I proposed a national mental health plan for sustainability of such program in Lebanon, which was adopted by WHO, and Lebanese Ministry of Health (MOH) long term. Additionally, as a clinician, I practice psychotherapy, family & couple therapy at the psychiatry Department, AUBMC. My expertise falls under a wide variety of concerns such as Anxiety, Depression and Eating and PTSD in addition to more serious mental health issues.

I am the coordinator of MSN psychiatry-mental Health track (CNS) teaching all its graduate courses in addition to PhD courses and supervision of theses and projects.

I. Educational Background

- PhD, May 1993, Psychiatry Mental Health University of Maryland, Nursing Science.
- MSN, CNS, May 1975, Indiana University Perdue University at Indianapolis, Nursing, Psychiatry Mental Health Nursing, Clinical Specialist-Family and Marital Therapy, Individual therapy.
- Bachelor of Science, June 1971, American University of Beirut, School of Nursing, Nursing

II. Employment History

Academic

- Professor, July 1995-present, Hariri School of Nursing (HSON), American University of Beirut (AUB)
- Clinical Associate/Medical Staff (Psychotherapist: individual, couple and family therapy), July 1999-present, Psychiatry Department, American University of Beirut Medical Center
- Associate Professor, Chairperson, Psychiatry-Mental Health Nursing, July 1986-1995, HSON, AUB
- Mental Health Consultant, Family Medicine, American University of Beirut Medical Centre, 2000-2005
- Assistant Professor, Chairperson, Psychiatry-Mental Health Nursing, July 1978-1986, HSON, AUB
- Instructor, Psychiatry Mental Health Nursing July 1975-June 1978, HSON, AUB
- Assistant Instructor, Feb 1972-June 1973 HSON, AUB
- PS, LOA graduate Studies, Indiana University 1973-1975
- LOA PhD Studies, University of Maryland 1990-1993
- Distinguished Dean Colvard Visiting Professor, University of North Carolina, Charlotte, NC, USA February - August 1998

Administrative

- Interim Dean, September 2019-present, Hariri School of Nursing (HSON)
- Associate Dean for Academic Affairs, September 2018-2019, HSON
- Graduate Program Convener, 2011-2018, HSON
- Graduate Program Coordinator, 2003-2011, HSON

III. Awards/Honors

Distinguished Nursing Research Award by the Scientific Society of Arab Nursing Faculties **(October 2017)**

President Faldo Khuri award for dedication of professional life to AUB, (**September 2017)**

Honoring Ceremony Faculty of Medicine (F.M Dean) (also speaker on behalf of honored faculty), (**December 22, 2011)**

Suad Sabbah Award for distinguished research, AUB Alumni Association, (**April 19, 2007)**

Alumni Award, AUB Nurses Chapter, (**2004)**

Distinguished Service Award, Order of Nurses in Lebanon, (**2003)**

WHO's WHO among Students in American Universities and Colleges, (**1993)**

The National Honor's Deans List, USA (**1993)**

Distinguished Graduate Ph.D. Award, Hariri Foundation, (**November 1993)**

Sigma Theta Tau International (Pi Chapter) - Graduate Student
Outstanding Research Award, University of Maryland, (**May 1993)**

IV. RESEARCH

I. Published Books, Books Chapters

Farhood, L. (2012). External peer reviewer: Chapter on "Mental Disorders in the Arab World" in *"Public Health in the Arab World"*. Published by Cambridge University Press
Farhood, L. (2010). Mental Health and Psychosocial Care for Citizens Affected by War in Lebanon: Training Projects for Healthcare Professionals. In B. K. Wiederhold (Ed.), NATO Science of Peace and Security Series: Human and Societal Dynamics, *Vol. 18. Coping with Posttraumatic Stress Disorder in Returning Troops: Wounds of War II* (pp. 263-276). IOS Press.
Farhood, L. (2005). *Depression Research in Nursing: Global perspectives*. "The Impact of War Stress on the Health of Lebanese Families", R. A. Williams, B. Hagerty & S. Ketefian (eds.). (pp. 71- 86) Springer Pub. Co.
Zurayk, H., **Farhood, L.**, Khoury, B., Baydoun,A. (2004) *"Mental Health: A Guide to Arab Women"* Ed. A. Saif El-Dawla et al. Published by NOUR.
Farhood, L. (1999). *L. Women & War in Lebanon*, War Trauma and Women: predisposition and vulnerability to physical and psychological health outcomes. In Shehadeh (eds.), University Press of Florida.
Farhood, L. (1999). [Review of the book *Coping with Chronic Stress*] *Vol* I-IV, *Journal of Social Science & Medicine*, *48*, 857-858.
Farhood, L. (1999). [Review of the book *Handbook of Health Behavior Research*] *Social Science & Medicine*, *48*, 421-424.
Farhood, L. (1995). [Review of the book *Healing through communication*] *Social Science and Medicine. 40*(5), 723-726.
Farhood, L. (1993). *Family Psychiatric Nursing.* The Impact of War on Family Functioning. In Fawcett S.C. (eds.). Mosby, St. Louis. pp. 381-390.
Farhood, L. (1983). *Nursing Education in the Middle East: Community Health Needs and Curriculum Development.* The Role of the Nurse as a Change Agent. In Mathia, M. & Yammine, L. (eds.), Published by the American University of Beirut, pp. 70-80.
Farhood, L. (1980). *Perspectives in Psychiatric Care*, Choosing a Partner for Co-therapy. Appeared in a book of readings, by David Rosanthal.

II. Refereed Journal Publications

1. **Farhood L.**, Souha Fares, Carmen Hamady (2018): PTSD and gender: could gender differences in war trauma types, symptom clusters and risk factors predict gender differences in PTSD prevalence?
Archives of Women's Mental Health, Vol. *21*(6), pp 735–743.

DOI 10.1007/s00737-018-0849-7

2. **Farhood, L**., Doumit, M & Maalouf, F. (2018). Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessment in civilians exposed to traumatic war events in the South of Lebanon. Funding: MPP & URB. *Mental Health and Family Medicine*, (*13),* 772-781.
3. **Farhood, L.,** Fares, S., & Hamady, C. (2018). An Investigation of War Trauma Experiences and Post-Traumatic Stress Reactions in a South Lebanese Civilian Sample: How Does Gender Fit in the Equation? Archives of Women's Mental Health.
4. Talih F, Ajaltouni J & **Farhood, L** (2018). Depression and Burnout Among Nurses in a Lebanese Academic Medical Center, *Lebanese Medical Journal*, vol.*66*(2)
5. Semaan, V., Noureddine, S., **Farhood, L**. (2018). Prevalence of Depression and Anxiety in End-Stage Renal Disease: A Survey of Patients Undergoing Hemodialysis. *Applied Nursing Research, 43,* 80-85
6. Doumit, M., **Farhood, L.**, & Hamady, C. (2017). Identifying Mental Health Concerns of Teachers and Parents of Students in a South Lebanese Sample: A Pressing Need. *Journal of Transcultural Nursing, 29,* DOI: 10.1177
7. **Farhood, L.**, Fares, S., Sabbagh, R., & Hamady, C. (2016). PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample, *European Journal of Psychotraumatology, 7.31509* doi.org/10.
8. **Farhood, L.**, Dimassi, H. (2015). Validation of an Arabic version of the GHQ-28 against the Beck Depression Inventory for Screening for depression in war-exposed civilians, *Psychological Reports: Measures & Statistics, 116*(2), 1-1.
9. **Farhood. L.** (2014). Patterns of Psychiatric Morbidity before and After a War in Lebanon at Twelve Months Following Cessation of Hostilities. *The Open Psychiatry Journal, 8,* 1-9.
10. **Farhood, L.**, Richa, H., Masalkhi, H. (2014). Group Mental Health Interventions in Civilian Populations in War-Conflict Areas: A Lebanese Pilot Study. *Journal of Transcultural Nursing, 25(2):* 176-182.
11. Bayrakdar A., Noureddine S., Nasrallah N., **Farhood L.**, (2014). Comparison of quality of life in Lebanese Subjects with Type I Diabetes on Insulin Pump and these on multiple daily injections". *Lebanese medical Journal 62*(1), 23.
12. **Farhood, L.**, Dimassi.H & Strauss.N. (2013). Understanding post-conflict mental health: Assessment of PTSD, depression, general health and life events in civilian population one year after the 2006 War in South Lebanon. *Journal of Traumatic Stress Disorders & Treatmen*t, *2*(2), 1-8.
13. **Farhood, L.**, Predictors of child's health in war conditions: the Lebanese experience (2013). *The Arab Journal of Psychiatry*, *24*(1), 16-26.
14. **Farhood, L.**, & Dimassi, H. (2012). Prevalence and predictors for post-traumatic stress disorder, depression and general health in a population from six villages in South Lebanon. *Social Psychiatry and Psychiatric Epidemiology*, *47*(4), 639-649.
15. **Farhood, L.**, Chaaya, M., & Saab, B.R. (2010). Detainment and Health: The case of the Lebanese hostages of war. *International Journal of Mental Health Nursing*, *19*(2), 83-91.
16. **Farhood, L.**, Dimassi, H., Lehtinen, T. (2006). Exposure to war related traumatic events, prevalence of PTSD and general psychiatric morbidity in a civilian population from southern Lebanon. *Journal of Transcultural Nursing*, *17*(4), 333-340.
17. **Farhood, L.** (2005). The impact of war stress on the health of Lebanese Families. *Depression Research in Nursing*, *22*, 71-86.

18. **Farhood, L.** (2004). The impact of high and low stress on the health of Lebanese families. *Research and Theory in Nursing Practice*, *18*(2, 3), 197-212.
19. Saab, B. Chaaya, M., Doumit, M & **Farhood, L.** (2003). Predictors of Psychological Distress in Lebanese Prisoners of War. *Social Science and Medicine*. *57*(7), 1249-1257.
20. **Farhood, L.** & Noureddine, S. (2003). PTSD, Depression, and Health Status in Lebanese Civilians exposed to a Church Explosion. *International Journal of Psychiatry in Medicine*, *33*(1), 39-53.
21. **Farhood, L.** (1999). Testing a Model of Family Stress and Coping Based on War and Non-War Stressors, Family Resources and Coping Among Lebanese Families. *Archives of Psychiatric Nursing*. *8*(4), 1-14.
22. **Farhood, L.**, Chaaya, M. & Madi-Skaff, J. (1997). Patterns of Mental Illness from Psychiatrists' caseload as they relate to a stressful war situation. *Arab Journal of Psychiatry*. *8*(2), 87-98.
23. **Farhood, L.**, Zurayk, H., Chaya M., Saadeh F., Meshefedjian G, Sidani, T. (1993). The impact of war on the physical and mental health of the family: the Lebanese experience. *Journal of Social Science & Medicine*, *36*(12), 1555-1567.
24. **Farhood. L.** (1993). War and Non-war Stressors, Family Resources, Coping and Family Adaptation among Lebanese Families. (Doctoral dissertation at the University of Maryland) Baltimore.
25. **Farhood, L.,** Day, R. (1986). Nursing Interventions in War Time. *Journal of Psychosocial Nursing and Mental Health Services. 24*(7), 25-30.
26. Day, R., Malarkey, J., **Farhood, L.**, Abednnur A. (1985). Toward conflict management in a civil war setting: A communication workshop for students at the American University of Beirut. *Journal of Counseling and Development, 63*(5), 306-307.
27. **Farhood, L.** (1981). Reflections on Family Therapy and Marriage Counseling in Lebanon, *Mediterranean Journal of Social Psychiatry*, *2*(2).
28. **Farhood, L.** (1980). Group Therapy: A mode of Counseling University Students. *Mediterranean Journal of Social Psychiatry*, *1* (1), 17-21.
29. **Farhood, L.** (1975). Choosing a Partner for Co-therapy. *Perspectives in Psychiatric Care*, *8*(4), 177-180. (Also appeared in a book of readings 1980, by David Rosanthal).

III. Refereed Abstracts and Posters

Farhood, L. PTSD and Gender: Could Gender Differences in War Trauma Types, Symptom Clusters and Risk Factors Predict Gender Differences in PTSD Prevalence? **Presented** at 18th World Congress of Psychiatry WPA September 27-30 2018, Mexico

Farhood, L. (Attended) International Society for Traumatic Stress Studies (ISTSS) 34th Annual Meeting: promoting Societal Change: Integrating Traumatic Stress Research, Practice and Policy for Vulnerable Populations, November 7-10 2018, Washington DC

Farhood, L. "Understanding post-conflict mental health in South Lebanon: Assessment of posttraumatic stress disorder, depression, and general health status and life events in a civilian

population one year after the 2006 war". **Presented** at World Psychiatric Association (WPA), October 16, 2012, Prague, Check republic

Farhood, L. "Symptom prevalence of PTSD, anxiety and depression: Effects of exposure to traumatic events and mediating factors in South Lebanon," **presented** at the World Psychiatric Association International Congress 2010, September 1-5, 2010, Beijing, China.

Farhood, L. "Assessment of psychiatric morbidity and general health in a civilian population before and after the July 2006 War in Lebanon," poster **presentation** at the American Psychiatric Nurses Association 25th Annual Conference in Louisville, Kentucky, USA, October 13-16 2010

Farhood, L. & Dimassi, H. "Symptom prevalence of PTSD, Depression, level of exposure & mediating factors on a population from South Lebanon: Women's mental health" **Presented** at the 3rd International Congress on Women's Mental Health, March 17-20, 2008, Melbourne, Australia.

Farhood, L. "Symptom prevalence of PTSD, Depression & effect of exposure to traumatic events & mediating factors in South Lebanon" **Presented** at the 19th World Congress on Psychosomatic Medicine, August 26-31, 2007, Quebec, Canada

Farhood, L. Exposure to War Traumatic Events & Prevalence of PTSD and Depression in Civilian Population in South Lebanon. **Presented** at 2nd International Mental Health Conference, August 29-Sept. 2, 2005, King's College London, England

Farhood, L. "Impact of Stressors on Health: Studies from Lebanon" **presented** at 17th World Congress of Psychosomatic Medicine, August 23-28, 2003, Hawaii, USA.

Farhood, L. Saab, B., Chaaya, M., and Doumit, M.. Psychological Distress in Lebanese Prisoner of War. Proceeding of XII World Congress of Psychiatry, August 24-29, 2002, Yokohama, Japan (Abstracts Vol. 2 p. 209).

Saab, B., Chaaya, M., Dumit, M., & Farhood, L**.** Psychological distress in Lebanese prisoners of war. Proceedings of sixth world conference on injury prevention, May 12-15, 2002, Montreal, Canada.

Saab, B., Chaaya, M., Dumit, M., **Farhood, L.**, & F. Allodi, Violence and mental health: The Lebanese prisoners of war (plenary session). Proceedings of World Psychiatric Association meeting, Sept. 30 – Oct. 6, 2001, Madrid, Spain.

Attended International Council of Nurses 22nd Quadrennial Congress. Re**presented** Lebanon on the CNR (Council of National Representatives), June 9-15, 2001, Copenhagen, Denmark. Submitted a resolution on nurses & War. (The resolution was submitted by AUB Alumni, Nurses chapter, during my tenure as president)

Farhood, L. Skaff, JM, Chaaya, Eating Disorders in Psychiatric Practice in Lebanon. Proceedings: 9th International Conference, **presented at** Academy for Eating Disorders, May 4-7, 2000, New York.

Farhood, L. "War and Non-War Stressors, Family Resources, Coping and Family Adaptation Among Lebanese Families." Proceedings of 14th Annual National Conference – Society for Education and Research in Psychiatric – Mental Health Nursing (SERPN). November 6-8, 1997, Washington, D.C.

Farhood, L. "War and non-war stressors, family resources, coping and family adaptation among Lebanese families" **presented** at research careers and nursing science, September 23-24, 1994, Baltimore, Maryland, Also **presented** at MEMA May 7, 1995 (Middle East Medical Assembly)

Farhood, L. "Description of Patterns of Mental Illness from Psychiatrists caseload as they relate to a stressful war situation" **presented** at The International Society for Traumatic Stress Studies. October 24-27, 1991, Washington DC.

Farhood, L. "Life - Events and War: - Effect on the Physical and Mental Health of the Family". **Presented** at VIII World Congress of Psychiatry, October 12-19, 1989, Athens, Greece.

Farhood, L. "War-Effects on the Physical and Mental Health of the Family as Reported by the Beirut Population" a research study **presented** at the First European Conference on Traumatic Stress Studies. August 30-September 2, l988, Lincoln, England.

Farhood, L. "Impact of War-Stress on Family Mental Health in Lebanon" **presented** at VIIIth Congress of the European Society of Child and Adolescent Psychiatry, September 22-27, 1987, Varna, Bulgaria.

Farhood, L. "Family and Marital Issues: A Lebanese Perspective" **presented** at the 7th International Congress of Cross Cultural Psychology, August 28-September 1, 1984, Acapulco, Mexico.

Farhood, L. "Reflection on Family Therapy and Marriage Counseling in Lebanon" 1st. Mediterranean Congress of Social Psychiatry, June 1-4, 1980, Dubrovnik, Yugoslavia.

Farhood, L. Group Therapy: A Mode of Counseling University students. (Research) 1st. Mediterranean Congress of Social Psychiatry, June 1-4, 1980, Dubrovnik, Yugoslavia.

Farhood, L. Group Therapy: An approach in Mental Hygiene of students in Proc. 13 International Symposium on Student Health, Nov. 30, 1978, Helsinki, Finland (Research study).

IV. Invited Presentations

International

Farhood, L. (invited symposium), Risk Factors and Mental Health in Female Populations Exposed to Traumatic Events in South Lebanon. Symposium **Presented** at 7th Int. congress on women's mental Health, March 6-9, 2017, Dublin Ireland.

Farhood, L. (Invited Symposium), an Investigation of Experienced War Trauma Types, Symptom Clusters, and Risk Factors Associated with Post-Traumatic Stress Disorder in a South Lebanese Civilian Sample: How Does Gender Fit in the Equation? Symposium **Presented** at 7th Int. congress on women's mental Health, March 6-9, 2017, Dublin Ireland

Farhood, L. (Invited Speaker), WHO –EMRO**,** "Expert Consultation to Review the Mental Health Nursing Training Package - Focus on Emergency Context" 11-12 July 2016, Amman, Jordan.

Farhood, L. (Invited symposium), "Violence against Women and mental health in zones of conflict". **Presented** at World Federation of Mental Health World Congress XXth meeting, 16-19 October 2015, Cairo, Egypt.

Farhood, L. (Invited Speaker), "Risk factors and mental health in female populations exposed to traumatic events in South Lebanon". **Presented** at Women's Mental Health (WMH) and Violence against Women (VAM) in Conflict Times, 2015, Cairo, Egypt.

Farhood, L. (Invited Speaker), WHO-EMRO, Regional Consultation to Develop a Regional Mental Health & Substance Abuse Strategy and Initiate the Planning Process for MHGAP Implementation. May 2-5, 2011, Cairo, Egypt.

Farhood, L. (Invited Speaker), MEMA May 2012. "Risk factors and mental health in female populations exposed to traumatic events in South Lebanon," **presented** at the 4th World Congress on Women's Mental Health, March 16-19, 2011, Madrid Spain.

Farhood, L. (Invited Speaker),. "PhD 30th Anniversary Celebration" academic program, October 1-2, 2010, University Of Maryland School Of Nursing.

Farhood, L. (Invited Speaker), American Psychiatric Nurses Association (APNA) 23rd Annual Conference, October, 7-10, 2009, Charleston, North Carolina.

Farhood, L., Dimassi, H. **(Invited Speaker)**, "Symptom prevalence of PTSD, anxiety, and depression, level of exposure & mediating factors on a population from Southern Lebanon" **presented** at the NATO Advanced Research Workshop – Wounds of War II: Addressing Posttraumatic Stress Disorder in Peacekeeping and Combat Troops, October 18-21, 2009.

Farhood, L. (Invited Keynote Speaker),"Psychological issues at work for the Female Workforce" Proceedings of 1st. Regional Occupational and Environmental Medicine Conference" ARAMCO, October 14-16, 2002, Saudi Arabia.

Farhood, L. (Invited Keynote Speaker), "Psychological Aspects of Shift Work" Proceedings of 1st. Regional Occupational and Environmental Medicine Conference" ARAMCO, October 14-16, 2002, Saudi Arabia

Farhood, L. (**Invited Keynote speaker)** "Family Stress and Coping: A Model for Practice." **Presented** at Nurses Week Recognition Event Celebration for Advanced Practice Nurses Health System Minnesota, May 26, 1998, USA.

Farhood, L. (Invited Speaker) "Family Stress and Coping: A Model for Practice, the Lebanese Experience." **Presented** at Sigma Theta Tau Chapter and NCNA District 5, May 13, 1998, Charlotte, N.C.

Arab Forum for Social Sciences and Health Conference. September 17-20, 1997, Amman, Jordan. **(Chair of a session).**

Organized and conducted workshop **(Invited)** on: "Counseling and Psychotherapy" September 29 - October 6, 1989, Bahrain.

Organized and conducted workshop **(Invited)** "The Role of the Psychiatric Nurse in Individual and Group Psychotherapy" January 31- February 3, 1988, Kingdom of Bahrain.

Farhood, L. (Invited Speaker). "Family Structure and Socio-Cultural Change in Lebanon - Its effect on Mental Health" **presented** at 8th International Congress of Cross - Cultural Psychology, July 6-10, l986, Istanbul, Turkey, Sponsored by IDRC, International Development Research Center.

Farhood, L. (Invited Speaker) & Nancy, R.WHO Publication. WHO Assignment Report, Workshop on High Institute of Nursing - Assuit University, January 21-23. (1982), Egypt.

National

1st. International Symposium: Impact of War on Mental Health of the Lebanese. A.U.B, March 4-5, 1983, Beirut, Lebanon **(organized and conducted the symposium with colleagues from psychology and sociology departments at AUB).**

PTSD, "Depression & Mediating Factors from Multiple Studies in Lebanon: A Research Trajectory" **presented** at MEMA April 19-22, 2018, AUB, Beirut Lebanon.

Depression, Anxiety & Stress management **presented** as public lecture at MEMA April 19-22, 2018, AUB, Beirut Lebanon.

(Invited Speaker). Lessons from the 2006 war: Developing networks and trauma research. **Presented** at 48th Middle East Medical Assembly, May 11-14, 2017, Beirut, Lebanon.

(Invited Speaker). Mental Health and Psychosocial care for citizens affected by war, **presented** at Mental Health Day 2016-Lebanese Psychiatric Association, October 22, 2016, Beirut, Lebanon.

(Invited Speaker). My Journey through Mental Health Research **presented** at Conference for Development of Evidence-Based Nursing in an Interdisciplinary Era: Achievements and Prospects. October 6-8, 2016, AUB, HSON, Beirut, Lebanon.

(Invited Speaker) PTSD, Depression & Mediating Factors from Multiple Studies in Lebanon: A Research Trajectory. October 8-10, 2016, International Research Conference at the Hariri school of Nursing, American University of Beirut, Lebanon

(Invited Speaker). "Women's mental health". **Presented** at Nutrition Matters in Women's Mental Health: Glowing Inside Out, April 2, 2016, American University of Beirut Medical Center.

"Determinants of co-occurring PTSD and depression among civilian population 1 year post war". **Presented** at the 13th Pan Arab Psychiatric Conference, November 27-29, 2014, Beirut, Lebanon.

(Invited Speaker). "Mental health of Lebanese older adults in South Lebanon following exposure to war traumas: Challenges and recommendations". May 9, 2013, MEMA, AUB.

Mental health of Lebanese older adults in South Lebanon following exposure to war traumas: Challenges and recommendations. Nov 16-17, 2011, **presented** at Lebanese Epidemiological Association (LEA), Annual Scientific conference, Beirut, Lebanon.

"Symptom prevalence of PTSD, Depression, level of exposure & mediating factors on a population from South Lebanon" **Presented** at Lebanese Epidemiological Association, 13th Annual Conference, December 14-15, 2007, Beirut, Lebanon.

(Invited Speaker). "Couple & Divorce Therapy: Intervention, Treatment & Recommendations" **Presented** at the Lebanese Psychiatric Association: Mental Health Day 2007, October 27, 2007, Beirut, Lebanon.

(Invited Speaker). "Psycho-social support for cancer patients" **presented** at 3rd congress organized by the Lebanese Order of Physicians-Tripoli titled Palliative & supportive care for cancer patients, March 31, 2007, Lebanon

(Invited Speaker). "Psychosocial care of cancer patients" **Presented** at the Lebanese Cancer Society, 2007, Tripoli, Lebanon.

(Invited Speaker), "Mental health & psychosocial care of citizens affected by war" **presented** at the Annual epidemiological society meeting, Nov, 2006 and at the Lebanese psychiatric society. December 9, 2006. Beirut, Lebanon

"Symptom prevalence of PTSD, Depression & effect of exposure to traumatic events & mediating factors in South Lebanon" **Presented** at Middle East Medical Assembly (MEMA), May 13, 2006, Beirut, Lebanon.

(Invited Workshop). "Cognitive Therapy: A Tool for mind over mood." **Presented** at Lebanese Society of Family Medicine, 4th annual conference, November 11-13, 2005, Beirut-Lebanon (accredited by the Lebanese Order of Family Physicians and the American Academy of Family Physicians 15 CME credits).

(Invited Speaker). "Anorexia, Bulimia and Obesity." Invited lecture. **Presented** at the annual meeting of the Lebanese Psychiatric Society, Women's Mental Health days, September 24-25, 2005, Beirut-Lebanon (accredited by Lebanese Order of Physicians 10 CME credits).

Chair of Scientific Committee for the Centennial Conference June 30-July 2, 2005, AUB, SON, Beirut-Lebanon.

PTSD, Depression in Civilian Population, South Lebanon: Preliminary findings. **Presented** at School of Nursing Centennial International Scientific Conference, June 30-July 2, 2005, Beirut, Lebanon.

(Invited Speaker). "Depression: Symptoms & Treatment" public lecture. by Democratic Lebanese Women. Sponsored by Solvay Pharmaceuticals, June 15, 2005, Beirut, Lebanon.

(Invited Speaker). "The Impact of War Stress on the Lebanese" Research studies on PTSD, depression and mediating factors **presented** at the Psychology Colloquium, AUB, April 19, 2005, Beirut, Lebanon.

(Invited Speaker). "Promoting Mental Health and Well-being of the Patient and Family" **presented** at Symposium on Palliative and End of Life Care, Balamand University, March 26, 2004, Beirut, Lebanon.

(Invited Speaker). "PTSD, Depression and Health Status in Lebanese Civilians exposed to a Church Explosion" **presented** at:

- FHS Seminar (AUB) November 12, 2003, Beirut, Lebanon
- First International Nursing Conference in Lebanon, June 21-23, 1999, Beirut-Lebanon.
- University of North Carolina - Charlotte, International Research Forum, April 27, 1998, Charlotte N.C.
- 7th International Pan-Arab Congress of Psychiatry, November 12- 15, 1996, Kaslik - Lebanon.

Participated in the Regional Workshop – NOUR: Book on Mental Health: A Guide to Arab Women organized by NOUR (Chair Dr. H. Zurayk), May 23-24, 2002, Beirut-Lebanon.

Moderator of Nursing Forum: Responsiveness of Nursing Curricula in Lebanon to societal changes organized by AUB Alumni Association, Nursing Chapter (part of MEMA) May 13, 2001, Beirut, Lebanon.

(Invited Speaker). "Violence & War: Impact on Mental Health" (results of two research studies). **Presented** at International Nursing Day, May 12, 2001, Beirut-Lebanon (organized by Federation of Lebanese Nursing Associations).

(**Invited Speaker)**, "Recent trends in the Role of the Psychiatric Nurse." **Presented** at World Mental Health Day conference organized by WHO and Lebanese Psychiatric Association. at Cross Psychiatric Hospital, May 7, 2001, Beirut-Lebanon.

(Invited Speaker). "Mental Health of the Family: Recognize Depression and Anxiety." Public lecture sponsored by YWCA, March 23, 2001, Marjeyoun, Lebanon

Participated in Eating Disorders Awareness Day and led a discussion group, February 22, 2001, AUB, Beirut-Lebanon.

Workshop on "Need Assessment" organized by Federation of Nurses Associations in Lebanon, November 18, 2000, Der Bikenaya, Lebanon.

Recent developments in Mental Health and Epidemiology "Round Table" to discuss priority issues in Mental Health research. St. George Hospital, October 16, 2000, Beirut-Lebanon.

Workshop: Consensus about the top 40 main diseases in Lebanon. Sponsored by WHO and FHS, AUB, July 14, 2000, Beirut, Lebanon (4-9 p.m.) Alumni Club AUB. I re**presented** the Federation of Nursing Associations in Lebanon.

Meetings with F. Afara, The ICN Consultant to Lebanon: To Structure the Nursing Profession based on ICN Resolution **presented** by AUB, Alumni Association, and Nursing Chapter (I was President and worked with the Professional Committee on writing resolution proposal). This was a great win to Lebanon. Meeting of the Federation of Nursing Associations in Lebanon with Ms. Afara and with different nursing bodies in Lebanon, July 1-6, 2000, Beirut, Lebanon.

(Invited Speaker). "Stress in Critical Care Units." Critical Nursing course organized by AUBMC Staff Development, May 7, 1999, Beirut, Lebanon.

First International Nursing Conference in Lebanon (Chair of Scientific Committee). June 21-23, 1999. AUB, School of Nursing, Beirut-Lebanon.

(Invited Speaker), "Coping with Stress: Resources and Interventions." **Presented** at the symposium Stress: a multidimensional phenomenon organized by the Nurses' Chapter, Alumni Association, Jan. 27, 1999, Beirut, Lebanon.

(Invited Speaker). "Women and the Nursing Profession: Contemporary Key Issues." **Presented** at International Nurses' Day, organized by the Nurses' Chapter Alumni Association, School of Nursing and Nursing Service at AUB, 1997, Beirut, Lebanon.

(Invited Speaker). "Nursing Ethics" **presented** at 7th International Health and Hospitalization Congress, October 16-19, 1996, Beirut, Lebanon.

(Invited Speaker). "Better Health through Nursing Research" **presented** at Nursing Research: Journey from Novice to Expert, AUB, Alumni Association Nursing Chapter, May 30, 1996, Beirut, Lebanon.

"Description of patterns of psychiatric illness as they relate to a stressful war situation" **presented** at the 2nd Nursing Research Conference. November 24, 1995, AUB, Beirut, Lebanon.

(Invited Speaker). "Counseling families: helping teachers contact the family of a problem child "(workshop). Goethe Institute Mentally Rebuilding Lebanon, November 2-4, 1995, Lebanon

(Invited Speaker). "Impact of war on family functioning" **presented** at symposium: Mentally Rebuilding Lebanon. Organized by the Goethe Institute, November 2-4, l995, Beirut -Lebanon.

(Invited Speaker). "The extended role of the nurse" **presented** at 6th International Health and Hospitalization Congress, October 10-14, 1995, Beirut, Lebanon.

(Invited Speaker). "Support for the Family: Life Styles "**presented** at the Nurses' Chapter Alumni Association - International Nurses Day, May 11, 1994, Beirut, Lebanon.

(Invited Speaker). "Psychosocial factors in Mental Disorders" **presented** to the M.P.H. students, Faculty of Health Sciences. April 14, 1994, Beirut, Lebanon.

(Invited Speaker). "Scientific Inquiry in Nursing: The Interplay between Theory, Practice and Research" **presented** at the 1st. Nursing Research Conference, AUB, School of Nursing, April 9, 1994, Beirut, Lebanon.

(Invited Speaker). "Sexual Counseling" -Seminar at the Family Medicine, AUBMC, April 8, 1994, Beirut, Lebanon

(Invited Speaker). "The impact of War on the Physical and Mental Health of the Family: The Lebanese Experience" **presented** at the Faculty Continuing Education Committee, School of Nursing, AUB, March 18, l994, Beirut, Lebanon.

(Invited Speaker). "The Underachiever Nursing Student: Problems and Interventions" **presented** at the B.T. Nursing Program, AUBMC, January 31, 1994, Beirut, Lebanon.

(**Invited Speaker).** "The impact of the Family Functioning and the Teacher's attitudes on Student's behavior: Coping with Stress." Lecture **presented** to the Faculty and Staff at the American Community School (ACS), December 8, 1993, Beirut, Lebanon.

(Invited Speaker). "Impact of War on the Physical and Mental Health in Lebanon" **presented** at St. George's Hospital - psychiatry and psychology research department, November 29, 1993, Beirut, Lebanon.

(Invited Speaker). "Psychological Aspects of the Critically Ill Patient" **presented** at Nursing Staff Development department, AUBMC, October 11, 1993, Beirut, Lebanon.

(Invited Speaker). "Impact of War on Mental Health of Children" (Arabic) **presented** at The Psychological and Mental Health of Children in Lebanon, The 1st. National conference, May 25-26, 1991, Beirut, Lebanon.

(Invited Speaker). "The Role of Nursing in Cardiac Rehabilitation - A Counseling Model" **presented** at The Cardiac Rehabilitation Program, American University of Beirut, November 5, l988, Beirut, Lebanon.

(Invited Speaker). "Identification of Counseling Skills for Nurses working with war-related and non-war related physical disabilities" Research Study **presented** at the International Nurses Day, May 9, 1987, Beirut - Lebanon.

(Invited Speaker). "Psychological Support for Patients and their Families in the Emergency Room" **presented** to AUBMC, E.R. Nursing Staff, November, 16, l983, Beirut, Lebanon.

"Effect of War on Mental Health of the Lebanese." Public Lecture, YWCA - Marjayoun, Lebanon, September 1983.

"Family and Marital Problems in Lebanon" **presented** at 1st. International Symposium: Impact on War on Mental Health Lebanese, March 1983, Beirut, Lebanon.

(Invited Speaker). "Practical Approaches to Family Therapy" **presented** at family medicine, AUBMC, April 23, 1982, Beirut, Lebanon.

(Invited Speaker). "Principles of Guidance and Counseling **presented** at FMPC", Family Medicine Practice Center, AUBMC, April 2, 1982, Beirut, Lebanon.

(Invited Speaker). "Family Medicine and Mental Health" **presented** to Family Practice Medical Group, AUBMC (2nd year Residents), October 22, 1980, Beirut, Lebanon.

(Invited Speaker). "Problem Areas in Marriage Counseling" **presented** to Beirut Area Counselors (BAC), 1980**,** Beirut, Lebanon.

(**Invited Speaker)**. "The Role of the Nurse as a Change Agent Nursing Education Conference Community Needs and Curriculum Development", AUB, April l980, Beirut, Lebanon (appeared in the book of proceedings).

(Invited Speaker). "Family Therapy and Marriage Counseling: A Guide to referral" **presented** to Family practice Medical Group, (1st. year Residents), AUBMC, December 13, 1979, Beirut, Lebanon.

(Invited Speaker). "The Role of Mental Health in the Family" **presented** at Makassed High School to students and their parents, May 22, 1979, Beirut, Lebanon.

(Invited key note Speaker). "Effect of War on the Development of Children and adolescents", Makassed University, 1979.

(Invited Speaker). "Sex Education in Schools" Panel **presented** at Makassed (published in its continuing education journal), January 22, 1979, Beirut, Lebanon.

(Invited Speaker). "Health Care Delivery: The Team Approach" **presented** at Health Sciences Orientation Day, AUB, Spring 1978, Beirut, Lebanon.

(Invited Speaker). "Coping Difficulties: A Concept for Nursing" **presented** at AUBMC Hospital, In-Service Continuing Education, April 12, 1978, Beirut, Lebanon.

V. GRANTS

1. Empowering Families to cope with adversity: Improving family resilience and individual wellbeing. Submitted proposal in collaboration with IMC (International Medical Corps) and Jones Hopkins University to European R2HC funding (Proposal was not funded March, 2020)

2. Lebanese families' functioning during COVID-19 pandemic: cohesion, stress & abuse submitted June,2020 to Qatar Foundation.

3. MPP/URB funding for the Intervention study "Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessment in civilians exposed to traumatic war events in the South of Lebanon". Renewed 2013-14-present.

4. NIH application January 2012. Nahhas, Z., Amiri, A., Attalla, S., Chayya, M., **Farhood, L.**, Greer, T., Henry, H., Khoury, B., Mousharaffieh, U., Sarhan, W., Trivedi, M., title of proposal: "Investing in Training and Research to Treat Depression and Anxiety" (ITREAT-DA), not funded.

5. WHO fund # 116010-526216 PTSD, Depression & Health status in Civilians from South Lebanon (2007-2009)

6. MPP funding for PTSD/ group intervention in South Lebanon (2008-09).

7. WHO funding for PTSD, Depression study in South Lebanon 2007-2008).

8. PTSD, Depression & Mediating Factors, Effect of Exposure on Population from Southern Lebanon. Funded by USAMRAA, DOD (Department Of Defense) USA, No. W81XWH-05-1-0320, 2005-06 and URB, October 2005. Grant No. DCU 114100 - 48762, URB, 1992 (AUB-URB).

9. Depression and Health Status in Lebanese Prisoners of War. Funded by MPP & URB. Grant No. 116010 48001, 1996-97 (URB-AUB)

10. Short term faculty development – URB spent 14 days at University of Maryland, Baltimore, to finalize research papers and to present a research study at a conference there. Grant No. 55390 - 179960, URB 1993-1994 (AUB). All my research was funded by MPP/URB in addition to WHO and DOD

VI. TEACHING

A. Courses taught

a. PhD

N 601 PhD course (Philosophical and Theoretical Perspectives in Nursing Science), Fall 2018-2021

b. Graduate

Conducted the need assessment project for MSN, 2000.
Initiated the Psychiatry Mental Health Track (Chair), fall 2008-present, teaches all courses in the Psychiatric Mental Health Nursing track
NURS 501 3cr Foundations of Advanced Practice 2003-present (Annually/ fall).

PMHN Track courses:
NURS 517 3 credits Models of treatment-Psychotherapy (annually)
NURS 511K Stress Management: Summer 2007, 2009
NURS 518 3 credits Group & Family Therapy (annually)
NURS 502 (4cr) Advanced Nursing Research Spring 2007-2008
NURS 516 3 credits Psychopathology & Human Behavior (annually)
NURS 512, 2 credits Advanced Psychiatric Mental Health Assessment (annually)
Supervising projects, theses and residency (NURS 519, 528 & 598)
Psychiatry & Psychology course Medicine II, faculty of Medicine, AUB (gave course for more than 10 years – 1979- 2003), Coordinated and taught the course during years of war when psychiatrists were not available at AUB; afterwards gave parts of the course with others professors from the Psychiatry department.
"Theories of Guidance and Counseling". Graduate course in the Education Department which I gave to replace Foreign Professors who left the country due to security situation. Spring 1986
"Psychotherapy", "Family Therapy", spring 1987 – present; and "Marital & Sexual Therapy" Lectures and clinical seminars for Family Medicine Residents, AUB.

Guest lecturer, Lebanese University, Fall 2003-2004. Graduate Program in Nursing, summer 2004 (Mental Health Module); Fall 2005-2006 & 1010-1015.
Seminars **presented** to residents: spring, summer, fall, 1999-2004
at AUB, Family Medicine Department, and each session 3 hours:

- Family Systems Medicine Practicum and Consultation.
- Marital Assessment.
- Primary Care Psychotherapy Clinic.
- Resistance/Compliance.
- Changing Behavior.
- Sexual Abuse.
- Psychotherapy for the Primary Care Physician (Workshop).
- Individual therapy, general systems theory, marital and family therapy.
- Female Sexual Response at Family Medicine
- Cognitive Behavioral Therapy at Family Medicine

c. Undergraduate

N. 402 (3 cr.) Psychiatry - Mental Health Nursing, Theory. Bi- annual
N. 403 (3 cr.) Psychiatry - Mental Health Nursing, Clinical. Bi-annual now 402 is 5 cr. (Th & cl given twice per year) Undergraduate students BSN IV (1975-2017)
These courses are offered Fall and Spring Semesters of every year (1975-2003) concurrently the same courses were offered at OCP Fall l986. After 2003 they were offered annually.
N. 200, 201 Fundamentals of Nursing (team taught) guest lecturer 80's-2002.
N 406 Nursing Research (Introduced the course to the Undergraduate curriculum & taught it for several years (1975-1982)

B. Other teaching positions and guest lectures

Continuing education course: Psychiatry update to 8N Nurses at AUH (10 hours). Fall 1998-99.
Taught the graduate course "Family Health Care: Cultural Issues" at University of North Carolina, Charlotte, Spring-Summer 1998 (During sabbatical leave from AUB).
Psychiatry course at Al-Ain School of Nursing, United Arab Emirates. January 19-February 1, l996.
Guest lecturer at Faculty of Health Sciences, M.P.H. program. Fall & Spring l994, Spring l995.
Psychiatry-Mental Health Nursing course - College of Nursing, Abu-Dhabi. September 16-28, 1989.

C. Master's Thesis Supervision & faculty promotion

Member thesis committee Bayrakdar A., (Noureddine S., Nasrallah N., Farhood L.), Comparison of quality of life in Lebanese Subjects with Type I Diabetes on Insulin Pump and these on multiple daily injections".2009.
Member and chair of Thesis Committee: "The prevalence of Hypertension and Diabetes in Lebanese civilians exposed to occupation" By Rida Gharzeddine, School of Nursing, Faculty of Medicine, AUB, spring 2006.
Chair of Thesis Committee:
"Effects of Separation from Politically Incarcerated Fathers on Lebanese Elementary Students' Anxiety" By Amalia Issa Abla, Education Department, Faculty of Arts & Sciences, AUB, 2002-June 2004.
Member of Thesis Committee:
"Grief: Brief Writing Emotional Expression Task" by Shereen Sultan Diab, Department of Social and Behavioral Sciences, Faculty of Arts & Sciences, AUB, August 2002.
Acting Chair of Thesis Committee:
"Sources & Levels of Stress as Perceived by Junior and Senior Bachelor of Science in Nursing Students at the American University of Beirut" by Dina Mohammad Madi Shehab, Education Department, Faculty of Arts & Sciences, AUB, May 2002.
Also served on several projects and theses in the School of Nursing and first reader on all psychiatry-MH projects and thesis (Hanadi Masalkhi, Hala Richa, Selena Yamout, Saydeh Hamouch, Zeina Jurdi, Myrna Saadeh, Rachel Sabbagh, Dina Muzayyan, Nour jabbour).
Chair of theses/project for the following students: Ammar Zahreddine (Thesis), and all psychiatry track students: Sarah Abou Rihan, Lubna Rajab, Linda Fakhreddine, Elsa Jarawan, Bissan Moussa.
Several interns, residents from different countries joined my research team titled "PSTD, Depression in Traumatized populations", 3 med students joined: one medical student from UK, one psychology graduate student from Denamark, one medical student from USA, several from Lebanon

Chairs all programs and thesis for the Psychiatric Mental Health track at HSON

VII. Professional Practice/ Service

- Word Psychiatric Association (WPA), elected as a board member for International association for Women's Mental Health regional section, Berlin, Germany **(December 2017- present)**
- Chi Iota Chapter of Sigma Theta Tau International Honor Society of Nursing, Hariri School of Nursing, American University of Beirut, (**2014 – present)**
- WHO classification workshop AUB, Jan 2012

Professional Association Membership:

- WPA (World Psychiatric Association- Women's Mental Health section 2012-present.
- International Society for traumatic studies (ISTSS), 2012-present.
- Stress studies (ISTSS) member, 2012-present.

- Sigma Theta Tau (AUB-HSON), 2011-present.
- APNA, American psychiatric N Association, 2009-present.
- Served as member of a committee sponsored by the Federation of Nurses' Associations in Lebanon and WHO, The Committee set standards and criteria for selections "Nurse of the year 2001", it reviewed applications and selected 2 nurses from all over Lebanon. Awards granted at the International Nurses' Day, UNESCO, May 12, 2001, palace, Beirut. (Chair for 3 years)
- Research coordinator for Lebanon: Global Health Survey "Tobacco use Worldwide among Health Professionals" sponsored by WHO with ICN, CDC, World Medical Association and Federation of Nurses Association in Lebanon, April 2000-2001, Beirut, Lebanon.
- Workshop Presenter & Organizer, Sept 2006 (during war on Lebanon). Involved in the meetings of the psychiatry dept. & in organizing the workshops on mental health relief to displaced individuals & families. I **presented** in two workshops. The aim was to help mental health workers (psychologists, medical students, residents and nurses) help IDP train the trainers.
- Mental Health Coordinator, World Health Organization (WHO) July-Oct 2006. Coordinated the mental health relief efforts in Lebanon titled "Mental Health & Psychosocial care of citizens affected by the war". This comprised of:
    1. Writing a mental Health proposal to identify needs.
    2. Chaired a national committee to plan for mental health needs of IDP (Internally displaced persons) including psychiatrists, psychologists etc.…
    3. Developed training mental health manuals (for Drs. & primary health workers) in Arabic and English.
    4. Conducted training workshops for mental health professionals, preparing them to conduct the training sessions.
    5. Onsite project management & coordination of team activities (5 multidisciplinary teams, 5 members per team).
    6. Coordinated meetings for project evaluation by members
    7. Analyzed data by participants' (pre & posttests to evaluate workshop effectiveness).
    8. Finalized & wrote final summative report describing the whole project.
    9. **Presented** findings at several local & international meetings.
    10. **Presented** the above project by **invitation**:
        - Dec 2006 **Presented** project at 3rd Annual Mental Health Day organized by the Lebanese Psychiatric Society.
        - Nov 2006 **presented** the above project at the Annual Epidemiological society meeting, also **presented** the project at several local NGO's.
- Organized with the Professional Welfare Committee of the Alumni Association AUB, Nursing Chapter the symposium: "Stress: a multidimensional phenomenon", Jan. 27, 1999, Beirut-Lebanon.
- Organized with the Executive Committee of the Alumni Association at AUB, Nursing Chapter: The symposium on Lebanese Women: 1) Reflections on the Nursing Profession May 15, 1997; 2) Better Health through Nursing Research May 30, 1996 and a yearly conference throughout my years of presidency (1977- 1990).
- Arab Forum for Social Sciences and Health, Member, 1995-present

- Lebanon's Representative to INR International Nursing Review, 1984.
- WHO: Appointment for 3 years as member of Executive Editorial Board of WHO Journal. The LEARNER. Meeting held 4-5 December l984, University of Jordan, AMMAN, Jordan.
- Organized, Coordinated and Conducted International Symposium (with Dr.'s Day and Abdelnnur) "Impact of War on Mental Health of the Lebanese" March 4-5, 1983, Beirut – Lebanon (under patronage of Minister of Health & President M. Kerr, AUB).
- WHO Consultant on Task-Based Community Oriented Medicine and Health Personnel Education; University of Gezira, Wad-Madani, Sudan, August 5-13, 1984.
- Organized two (1 day) Workshops on "Communication Skills for AUB Students", Spring 1982, Fall 1983, AUB, Beirut – Lebanon.
- WHO Consultant, High Institute of Nursing (Assuit University, Egypt) January 17-28, 1982.
- Steering Committee for Nursing Education Conference April l980 and Chairman of one session, Beirut, Lebanon.
- Conducted 1 1/2-day workshop on Human Sexuality and the College Student, fall 1980. AUB Division on nursing, Beirut, Lebanon.
- Conducted "Group Therapy" at AUB Infirmary (students with psychosocial problems). **Conducted group therapy for 2 semesters.** Fall 1978-1979, Beirut, Lebanon.
- Initiated and chaired "Nurse of the year" Committee. Task Force Member of panel at the Press Conference held by the Lebanese Nurses Association, May 1978, Beirut, Lebanon.
- Lebanese Nurses Order Preparatory Committee, 1979-March 1986(dissolved); 1986-2003 Federation of nurses association in Lebanon (served as 1st VP)
- Chair and member of several committees at HSON, FHS, Department of psychiatry and faculty of Agriculture.
- Sigma Theta Tau (Alpha Chapter), 1975-present.
- Association offices and/or Committee Membership:
    - NOUR – Arab Women Association, 2000-present
    - World Health Organization, member of "WHO Expert Advisory Panel on Nursing" renewed June 2009, Sept 1986-present
    - 1st Vice President, Federation of Nurses Associations in Lebanon (Founding Member), May 1986-1990/1999-present
    - President, Alumni Association-Nursing Chapter, AUB, 1977-1990/1995-2000
    - Alumni Association – Member of Council – Nursing Chapter, AUB, 1977-1990/1995-2000
    - Scientific Committee, Chair, Federation of Nurses' Association in Lebanon, 1999-2000
    - Lebanese National Nursing Order Committee AUB Representative on Nursing Programs to the Government of Lebanon, 1979-1982
    - Visiting Consultant in Psychiatry, Department of Psychiatry Hamad General Hospital Doha, Qatar, and February 28 - March 7, 1982 regarding the establishment of a Psychiatric School of Nursing.
    - President, Alumni Association-Nursing Chapter, AUB, 1977-1990

VIII. Reviewer of Professional Journals

Journal of Transcultural Nursing , Member of editorial board
Dirassat – University of Jordan Scientific Journal
Journal of Transcultural Nursing
Social Science and Medicine
Journal of Clinical Practice and Epidemiology in Mental Health
Journal of Inter-professional Care
University of Iraq & Jordan university, reviews for promotion purposes
Faculty of Health Sciences external reviewer (for promotion & contract renewal)
Journal of Global Health online
Current Psychiatry reviews
Journal of traumatic stress
Journal of social psychiatry & psychiatric epidemiology
Journal of Clinical Practice & Epidemiology in Mental Health
Participation in Major Meetings of Associations

IX. Service to HSON and the University

A. HSON

I have been active on all administrative leadership HSON committees

- Interim Dean September 2019-present
- Associate Dean for Academic Affairs, September 2018- present
  - Council of associate Deans (2018)
  - Member of IT committee
  - Graduate Program Convener, 2001- 2018- April 2018
  - HSON administrative committee, 2003-present
  - Advisory Committee (Member), January 1985 - l986, October 1999 – present.
  - Member of Faculty, 1972-present (LOA for graduate studies-U.S.)
  - AUB HSON Task Force for promotion, tenure committee (Chair), spring 2016-present & rep to university TCTF 2016-present.
  - Member of the Graduate Studies Committee 2007 – present.
  - MSN Program Coordinator, 2003 – 2007.
  - Strategic Planning Committee (AUB), Fall 2004 - 2005, CCNE Committee (SON), 2005
  - Task Force Committee: Revision of School of Nursing Bylaws. Fall 2001 – 2002
  - Member of the committee for Dr. Amy Hecht's visit. Participated in preparing the program, attended the workshops and chaired a session, June 25 - 29, 2001
  - Chair for the visit of URB scholar: Dr. Malasanos. Prepared program and attended all sessions – chaired two open sessions and one closed session (at SON). April 30 - May 4, 2001
  - Chair of Nursing Task Force, Fall 2000 - Spring 2001, Academic Restructuring (AUB School of Nursing) appointed by the Dean and Director of the S.O.N.
  - Member of Curriculum Committee , 1976 - 1990, 1993- present; (LOA l990 - l993)
  - Member of Student Aid, Recruitment , l976 - l979
  - Member of the Planning Committee with the Dean Spring 1978 of Medical, Science for "Health Sciences Day"

- Publicity Committee, 1977-1979 (School Representation).
- Disciplinary Standing Senate Committee 1978-1982
- Research Committee:
  - Member: 1979 - 1985, 1993–1995, 2002-03.
  - Chairperson: 1985-1990, Oct.1995-February 1998, Fall 1999 – October 2001, 2003-2006, 2010-2011.
- Academic Committee (Member), 1979 - 1990, 1993 – 2001- 2003 – 2007.
- Commencement Committee, 1978 - 1986, (FHS and School of Nursing Representative).
- Advisor to Nursing Students Society (NSS) 1978 - 1979
- Ad-Hoc Committee for "Conceptual, Framework," Chairperson, Fall 1979
- Graduate Committee, (FHS, Nursing), Fall 1981
- Evaluation Committee, School of Nursing, Fall 1980 – 1983, (Member) July 25, 1980-l983 Chairperson.
- Advisor's Committee, School of Nursing, 1983 – 1990, Chairperson
- Coordinator of "Task Force- Four Year Plan" July 1993 – 1999, AUB, School of Nursing
- Chairperson - Graduate Studies, July 1993 - 2000, School of Nursing; Submitted proposal for a Masters' of Science in Nursing at AUB.
- Program Evaluation Committee, June 1994 – 2000 School of Nursing, Coordinator. (annually)
- Strategic Planning Committee, HSON, Spring 2004 - present
- Acting Director , HSON, upon the request of the director

B. University

- MEMA 2018, member of organizing committee, chair of public sessions committee and member of scientific committee (reviewer of abstracts)
- Scientific Committee, Chair, Summer 1998 - June 1999
  - 1st. International Nursing Conference in Lebanon.
  - Centennial Conference (2005) & international research conference at HSON, October 8-10 2017
- WHO Expert Advisory Panel on Nursing , June 2009 - 2011
- AUB Senate 2006-2009
- Member of Advisory Board MEDICO. Health journal, which targets all university students in Lebanon - summer 1994-1998. (dissolved)
- University Faculty Association, July 1993 – 1995
- Alumni Scholarship Committee, July 1993 – 1995
- Member of WHO Expert Advisory Panel on nursing, 1986-present.
- Member of "Family Life Education" The Lebanese Family Planning Association, 1985. (dissolved)
- Member of "Beirut Area Counselors." Member of "Counselor's Evaluation Committee." 76-84 (dissolved).
- External advisory for faculty promotion (FHS, FM/Psychiatry, FAFS and chair of contract renewal and promotion committees).
- AUB Alumni association president of nursing chapter, 1979-1990

- MPP, research committee

X. Community Service and/or Consultation

Private practice/psychotherapy/ individual, group and family psychotherapy 1975-present, Beirut, Lebanon (Presently Clinical Associate at AUBMC, Psychiatry Department, F.M since 1999).
Member of the Board of Trustees: Marjaoun National College, 1993- present. (Lebanon).
Mental health coordinator in Lebanon during 2006 war, appointed by WHO, developed programs to help civilians exposed to war.
Featured several TV programs for mental health campaigns, including:

- **Presented** "Somatization Disorders" in launching the Mental Health book (Mental Health of Arab Women) published by Nour group, April 12, 2004 (Future TV).
- **Presented** "Post-Partum Depression" on May 2005 (Future TV).
- **Presented** on work stress and women, part of the Lebanese Psychiatric Association Campaign on Women's Health, Nov. 28, 2005 (HEA, women).
- **Presented** on "Impact of War on Civilians" on Oct, Nov, April 2007(Future TV).
- Featured three shows on Future TV: "Stress, Anxiety, & Depression" April 16, 25 & 26, 2007.
- From 2007-2009 appeared on several TV programs addressing family mental health issues.
- Spring 2010 appeared on four Future & HEA TV programs (divorce, child development etc.…)
- April 2012 appeared on Future TV to speak on family & couple issues/therapy. Also gave a talk on impact of war on the Lebanese (student doing his MS in TV production, UK).
- Appeared in several TV programs: Future TV., MTV, LBC, and Scandinavian TV., to discuss Mental Health- Issues in Lebanon. 1993-present, about 5-8 interviews per year. Last interview LBC March 2017 on couple of relationships.
- Founding member and member of Executive Council of Marjeyoun Association (1994-1998). Presently a member.
- World Health Organization (WHO). Consultation for writing a textbook on psychiatric/mental health nursing. December 11-14, 1995, Alexandria, Egypt.
- Member of Psychiatric Team at AUB Out Patient Department.
- Ten reports and interviews in "Leading Lebanese" journals about mental health issues, marital and sexual issues, child abuse, family therapy, etc.... (ex. Al-Hasna, Al- Hawadeth, Al- Farasha, Al- Nahar, Monday Morning etc....) As Safir, Daily Star, etc..also appeared on all Lebanese TV .

XI. Conferences Attended

International

AACN's Deans Annual Meeting, Inspiring Fortitude: Ushering in the Future of Academic Nursing, March 21-23, 2021, (Virtual)

20th WPA World Congress of Psychiatry, Psychiatry in a Troubled World, March 10-13, 2020, (Virtual)

ISTSS 36th Annual Meeting Bridging Science and Practice to Reach Underserved Communities: Barriers, Opportunities and Innovations November 4–14, 2020. CME 63.5, (Virtual)

World psychiatric Association WPA congress October 8-12, 2017, Berlin, Germany.

ISTSS (International Society for Traumatic Stress annual meeting) Nov 1-3, 2012 Los Angeles, USA

WPA World Congress of Psychiatry, October 16-21, 2012, Prague, Check republic.

15 World Congress of Psychiatry (WPA), August 18-23, 2011, B.A. Argentina.

Workshop "UN day for Rehabilitation of Victims of Violence and Torture" June 26, 2004.

Southern Piedmont Regional Nursing Workforce Conference. May 28-29, 1998, Charlotte, North Carolina

Real Education Active Learning (REAL) System. Workshop on Distance Education/University on line Programs. UNCC, May 20, 1998, Charlotte, NC.

Attended and participated in the "Adult Health Nursing" consultation visit of Dr. Anne Belcher to the University of North Carolina at Charlotte, April 22-24, 1998, College of Nursing and Health professions re: Nurse Practitioner/Clinical Specialist Programs.

Ordering Complexity in Patient Care Nursing: Workforce Issues. April 7, 1998. Greenville, North Carolina.

XV World Congress of Social Psychiatry, September 1-5, 1995, Rome, Italy

Research Careers and Nursing Science, September 23-24, 1994. Baltimore, Maryland.

14th Annual Midwest Nursing Research Society Conference (MNRS). April 22-24, 1990, Indianapolis, Indiana, U.S.A.

Conference on: "The Phenomena of Psychiatric-Mental Health Nursing Defining a Psychiatric nursing self for the year 2000." , Sponsored by 3rd Annual Meeting of the Council of Directors of Graduate Programs in Psch-M.H. Nursing and co-sponsored by National Institute of Mental Health (NIMH), October 12-15, 1986, Maryland, U.S.A.

7th International Delphic Symposium on Family Therapy, November 18-22, 1982, Cyprus.

8th International Congress of Social Psychiatry, August 12-15, 1981, Zegrib Yugoslavia.

2nd Mediterranean Congress of Social Psychiatry. August 28-30, 1981, Udine, Italy.

10-day Workshop as guest in Anthropos Institute-Social Psychiatric Association, 1981, Athens Greece.

Gestalt Workshop, 1 day, fall 1974, Indianapolis Indiana, USA.

Group Therapy - 2 weeks, fall 1974, Indianapolis Indiana, USA.

Aggression and Intimacy Workshop, 2 days, fall 1974, Indianapolis Indiana, USA.

Bion-approach Group Workshop, 2 days, fall 1974, Indianapolis Indiana, USA.

American Nurses Association (ANA) Conference, June 1974, San Francisco.Tri-State Workshop, Indianapolis Indiana, USA.

National

School Mental and Behavioral Health: ADHD, Learning Disorders, and Comorbidities, February 12, 2016, AUB, Beirut-Lebanon.

Psych- pharmacotherapy, Le Cenacle, December 5, 2015, Lebanese Psychiatric Society (LPS), Beirut-Lebanon.

The Cannabis Debate, workshop organized by the Lebanese psychiatric Association Bait Al-Tabib, July 6, 2013, Beirut-Lebanon.
Gender Medicine & Psychiatry, Workshop organized by the Lebanese psychiatric Association, March 2, 2013, Beirut-Lebanon.

LAU, School of Nursing: Crucial conversations in Nursing (Spirituality, Community Outreach in Education and Practice, IPE), April 20, 2012, Beirut-Lebanon.

Lancet Palestine Health Alliance Conference -3 (LPHA) in collaboration with AUB-FHS-and Birzeit University, March 5-6, 2012, Beirut-Lebanon.

ICD-11 Workshop revision proposal for Mental & Behavioral Disorders, Fall 2011 (2 days) WHO/AUB, Beirut-Lebanon.

Web CT_1 Workshop, April 30, 2004, AUB, Beirut-Lebanon.

Teaching Portfolio workshop, November 8, 2003, AUB, Beirut-Lebanon.

Developing Program & Course Learning Outcomes seminar April 12, 2003, AUB, Beirut-Lebanon.

Arab Forum for Social Sciences and Health Conference: Life Patterns and Health in the Arab World, November 7-9, 2001, Zahle, Lebanon.

Web page workshop. February 22, 2001 (2-6 p.m.), AUB, Beirut-Lebanon.

Online Learning Workshop, July 24-28, 2000, AUB, Beirut, Lebanon (Asymetrix Assistant, Photoshop, Librarian).

Attended one-day workshop on "Teaching Effectiveness", **presented** by Dr. Yezdi Bhada (Georgia State University, USA) held at AUB, June 7, 2000, Beirut, Lebanon.

Workshop on Graduate & Undergraduate Nursing Education by Dr. Patricia Kissell. (Kansas Wesleyan University), AUB School of Nursing, March 20-24, 2000 Beirut, Lebanon.

Conference on Science, Technology & Society, Part I – Post War Reconstruction. American University of Beirut, Nov. 26-28, 1999, Beirut-Lebanon.

Workshops on "Reproductive Health Working Group" (RHWG) organized by FHS-AUB and Regional Reproductive Health Working Group.

Public Health Education: The challenge of being relevant. July 20, 1999. Chtaura Park Hotel, Lebanon.

Reproductive Health issue: Policy Implications for Lebanon. July 19, 1999. Riviera Hotel, Beirut, Lebanon.

7th International Pan-Arab Congress of Psychiatry, November 12-15, 1996 Kaslik, Lebanon.

Arab Forum for Social Sciences and Health, June 27-29, 1996 Broumana, Lebanon.

Curriculum Development Workshop, Spring 1980. AUB, Beirut, Lebanon.

Community Needs and Curriculum Development, 2 weeks workshop, April 1980. AUB, Beirut, Lebanon.

Regional Nursing Conference, 1979 & 1980. Beirut, Lebanon.

Alcoholism, Psychology Department, Spring 1979.AUB, Beirut, Lebanon.

January 17, 2022

Exhibit II.03: Student Enrollment Data

Student Enrollment Data

	BSN - Evaluation Per Cohort													
BSN	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Applied	224	203	148	187	146	199	204	232	287	285	349	341	356	490
Accepted	136	120	97	132	95	122	115	146	151	141	179	186	182	165
Confirmed	42	45	49	46	32	53	55	68	72	64	72	55	64	61
Yield	31%	38%	51%	35%	34%	43%	48%	47%	48%	45%	40%	30%	35%	37%
Registered	42	38	49	46	32	53	52	66	72	64	70	55	64	58
Yield	31%	32%	51%	35%	34%	43%	45%	45%	48%	45%	39%	30%	35%	33%
Special Students	2	0	1	0	0	0	0	0	0	0	0	0	0	0
Total Transferred out from HSON	7	8	12	18	7	12	16	17	21	19	21	15	10	8
%Transferred out from HSON	17%	21%	24%	39%	22%	23%	31%	26%	29%	30%	23%	27%	16%	14%
Committed to Nursing	33	30	36	28	25	41	36	49	51	45	49	40	55	50
% Committed to Nursing	79%	79%	73%	61%	78%	77%	69%	74%	71%	70%	77%	71%	86%	86%
Total Dropped	6	5	8	6	4	6	5	7	6	2	6	4	3	3
% Dropped	18%	17%	22%	21%	16%	15%	14%	14%	12%	4%	12%	10%	5%	6%
Total Withdrawal	3	5	2	0	2	8	4	7	4	4	3	4	5	9
% Withdrawal	9%	17%	6%	0%	8%	20%	11%	14%	8%	9%	6%	10%	9%	18%
Continuing	0	0	0	0	0	0	0	0	0	0	0	0	1	0
% Continuing	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%
Total Graduated	24	20	26	22	19	27	27	35	41	39	40	32	45	38
% Graduated	73%	67%	72%	79%	76%	66%	75%	71%	80%	87%	82%	80%	82%	76%
Total Enrollment	149	138	128	124	102	119	136	157	168	167	185	172	163	160
Female	76%	76%	75%	76%	75%	73%	78%	80%	80%	81%	77%	72%	68%	66%
Male	24%	24%	25%	24%	25%	27%	22%	20%	20%	19%	23%	28%	32%	37%
Lebanese	90%	90%	85%	85%	89%	90%	93%	92%	90%	84%	81%	81%	79%	80%
International	10%	10%	15%	15%	11%	10%	7%	8%	10%	14%	19%	19%	21%	23%

	MSN Evaluation Per Cohort													
MSN	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Applied	38	35	20	41	54	55	57	46	40	38	47	31	38	32
Accepted	33	31	19	39	51	45	41	40	38	33	42	28	35	26
Committed	11	17	9	20	23	19	23	19	16	26	23	13	20	10
Yield	33%	55%	47%	51%	45%	42%	56%	48%	42%	79%	55%	43%	57%	38%
Registered	11	15	9	20	24	16	22	18	16	26	24	13	18	10
Yield	33%	48%	47%	51%	47%	36%	54%	45%	42%	79%	52%	43%	54%	100%
Total Transferred	0	1	0	0	0	0	0	0	0	0	0	0	0	0
%Transferred	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Actually Enrolled	11	14	9	20	24	16	22	18	16	26	24	13	18	10
% Actually Enrolled	100%	93%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Adult Care	5	5	4	4	9	4	8	9	7	7	8	2	7	5
Nursing Admin	5	6	4	11	11	9	8	8	6	10	10	4	5	0
Psychiatry & Mental Health	0	0	0	2	2	2	2	0	1	5	2	3	4	1
Community and Public Health	0	0	0	3	1	1	1	0	1	2	2	4	2	2
Undecided	1	3	1	0	1	0	3	1	1	2	2	0	0	2
Total Dropped	0	0	0	0	0	0	0	0	0	0	0	0	0	0
% Dropped	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total Withdrawal	1	3	1	0	1	1	3	1	4	8	3	2	1	0
% Withdrawal	9%	21%	11%	0%	4%	6%	14%	6%	25%	31%	9%	15%	6%	0%
Continuing	0	0	0	0	0	0	0	0	0	0	1	0	4	7
% Continuing	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	22%	70%
Total Graduated	10	11	8	20	23	15	19	17	12	18	20	11	13	3
% Graduated	91%	79%	89%	100%	96%	94%	86%	94%	75%	69%	83%	85%	72%	30%
Adult Care	5	5	4	4	9	4	8	9	5	5	7	2	4	1
Nursing Admin	5	6	4	11	11	8	8	8	5	8	9	4	5	0
Psychiatry & Mental Health	0	0	0	2	2	2	2	0	1	3	2	2	2	1
Community and Public Health	0	0	0	3	1	1	1	0	1	2	2	3	2	1
Total Enrollment	23	36	41	40	51	57	57	55	52	60	54	55	51	44
Female	83%	94%	86%	88%	84%	79%	72%	76%	77%	77%	78%	85%	88%	86%
Male	17%	6%	14%	13%	12%	21%	28%	24%	23%	23%	22%	15%	12%	14%
Lebanese	91%	94%	97%	78%	84%	86%	97%	87%	92%	93%	94%	93%	90%	89%
International	9%	6%	3%	22%	12%	14%	3%	13%	8%	7%	6%	7%	10%	11%

Exhibit II.04: Adjunct Faculty and Preceptors 2018-2020

ADJUNCT FACULTY AND PRECEPTORS 2018-2020

ADJUNCT FACULTY 2018

Abbott Patricia, PHD, RN, FAAN, FACMI, Associate Professor, Director of Hillman Scholars in Nursing Innovation, Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA

Barton Debra L., PHD, FAAN, RN, Professor, Associate Dean for Research and Rackham Graduate School, Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA

Brush Barbara L., PHD, ANP-BC, FAAN, Professor, Carol J. and F. Edward Lake Term Clinical Professor, Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA

Campbell Jacquelyn, PHD, RN, FAAN, Professor, Anna D. Wolf Chair, National Program Director, Robert Wood Johnson Foundation Nurse Faculty Scholars, Johns Hopkins University School of Nursing, USA

Davidson Patricia M., PHD, MED, RN, FAAN, Professor and Dean, Johns Hopkins University School of Nursing, USA

Dennison Himmelfarb Cheryl R., PHD, RN, ANP, FAAN, FAHA, FPCNA, Professor, Associate Dean of Research, Office of Science and Innovation, Sarah E. Allison Professor for Research and Self-Care, Johns Hopkins University School of Nursing, USA

Dinov Ivo D., PHD, Professor, Computational Medicine and Bioinformatics, Medical School, Associate Director for Education and Training, Michigan Institute for Data Science, Department of Health Behavior and Biological Sciences; Vice Chair, Department of Health Behavior and Biological Sciences, University of Michigan School of Nursing, USA

Farley Jason E., PHD, MPH, ANP-BC, AACRN, FAAN, Associate Professor, Director, PHD Program/REACH Initiative, Co-Director Clinical Core, Hopkins Center for AIDS Research, President, Association of Nurses in AIDS Care (ANAC), Johns Hopkins University, USA

Friese Christopher R., PHD, RN, AOCN®, FAAN, Professor, Elizabeth Tone Hosmer Professor of Nursing, Professor, Health Management and Policy School of Public Health, Director, Center for Improving Patient and Population Health (CIPPH), Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA

Glass Nancy E., PHD, MPH, RN, FAAN, Professor, Associate Director for Research, Associate Director, Johns Hopkins Center for Global Health, Independence Chair in Nursing Education, Johns Hopkins University School of Nursing, USA

Hill Martha N., PHD, RN, FAAN, Professor & Dean Emerita, Johns Hopkins University School of Nursing, USA

Holden Janean E., PhD, RN, FAAN, Professor, Barbara A. Therrien Collegiate Professor of Nursing, Department of Health Behavior and Biological Sciences, Associate Dean for Research and Rackham Graduate School, University of Michigan School of Nursing, USA

Ketefian Shaké, EdD, RN, FAAN, Professor Emeritus, University of Michigan, USA

Lambton Judith, EdD, MSN, RN, Professor Emerita, University of San Francisco, California, USA

Lavoie Smith Ellen, PhD, APRN, AOCN®, FAAN, Associate Professor, Director of PhD Program, Department of Health Behavior and Biological Sciences, University of Michigan School of Nursing, USA

Lori Jody R. PHD, CNM, FACNM, FAAN, Professor, Associate Dean for Global Affairs, Department of Health Behavior and Biological Sciences, University of Michigan School of Nursing, USA

Sharps Phyllis, PHD, RN, FAAN, Professor, Associate Dean for Community Programs and Initiatives, Elsie M. Lawler Chair, Johns Hopkins University School of Nursing, USA

Shaya Fadia, PHD, MPH, Professor of Pharmaceutical Health Services Research and Vice-Chair for Academic Affairs, University of Maryland School of Pharmacy, USA

Szanton Sarah L., PHD, ANP, FAAN, Professor, Endowed Chair for Health and Social Justice, Director, Center for Innovative Care in Aging, Johns Hopkins University School of Nursing, USA

Tanner Elizabeth K., PHD, RN, FAAN, Professor, Johns Hopkins University School of Nursing and Division of Geriatric Medicine & Gerontology, USA

ADJUNCT FACULTY 2019

Abbott Patricia, PHD, RN, FAAN, FACMI, Associate Professor, Director of Hillman Scholars in Nursing Innovation, Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA till August 31, 2019

Barton Debra L., PHD, FAAN, RN, Professor, Associate Dean for Research and Rackham Graduate School, Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA till August 31, 2019

Brush Barbara L., PHD, ANP-BC, FAAN, Professor, Carol J. and F. Edward Lake Term Clinical Professor, Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA till August 31, 2019

Campbell Jacquelyn, PHD, RN, FAAN, Professor, Anna D. Wolf Chair, National Program Director, Robert Wood Johnson Foundation Nurse Faculty Scholars, Johns Hopkins University School of Nursing, USA till August 31, 2019

Davidson Patricia M., PHD, MED, RN, FAAN, Professor and Dean, Johns Hopkins University School of Nursing, USA till August 31, 2019

Dennison Himmelfarb Cheryl R., PHD, RN, ANP, FAAN, FAHA, FPCNA, Professor, Associate Dean of Research, Office of Science and Innovation, Sarah E. Allison Professor for Research and Self-Care, Johns Hopkins University School of Nursing, USA till August 31, 2019

Dinov Ivo D., PHD, Professor, Computational Medicine and Bioinformatics, Medical School, Associate Director for Education and Training, Michigan Institute for Data Science, Department of Health Behavior and Biological Sciences; Vice Chair, Department of Health Behavior and Biological Sciences, University of Michigan School of Nursing, USA till August 31, 2019

Farley Jason E., PHD, MPH, ANP-BC, AACRN, FAAN, Associate Professor, Director, PHD Program/REACH Initiative, Co-Director Clinical Core, Hopkins Center for AIDS Research, President, Association of Nurses in AIDS Care (ANAC), Johns Hopkins University, USA till August 31, 2019

Friese Christopher R., PHD, RN, AOCN®, FAAN, Professor, Elizabeth Tone Hosmer Professor of Nursing, Professor, Health Management and Policy School of Public Health, Director, Center for Improving Patient and Population Health (CIPPH), Department of Systems, Populations and Leadership, University of Michigan School of Nursing, USA till August 31, 2019

Glass Nancy E., PHD, MPH, RN, FAAN, Professor, Associate Director for Research, Associate Director, Johns Hopkins Center for Global Health, Independence Chair in Nursing Education, Johns Hopkins University School of Nursing, USA till August 31, 2019

Hill Martha N., PHD, RN, FAAN, Professor & Dean Emerita, Johns Hopkins University School of Nursing, USA till August 31, 2019

Holden Janean E., PhD, RN, FAAN, Professor, Barbara A. Therrien Collegiate Professor of Nursing, Department of Health Behavior and Biological Sciences, Associate Dean for Research and Rackham Graduate School, University of Michigan School of Nursing, USA till August 31, 2019

Ketefian Shaké, EdD, RN, FAAN, Professor Emeritus, University of Michigan, USA till August 31, 2019

Lambton Judith, EdD, MSN, RN, Professor Emerita, University of San Francisco, California, USA till August 31, 2019

Lavoie Smith Ellen, PhD, APRN, AOCN®, FAAN, Associate Professor, Director of PhD Program, Department of Health Behavior and Biological Sciences, University of Michigan School of Nursing, USA till August 31, 2019

Lori Jody R. PHD, CNM, FACNM, FAAN, Professor, Associate Dean for Global Affairs, Department of Health Behavior and Biological Sciences, University of Michigan School of Nursing, USA till August 31, 2019

Sharps Phyllis, PHD, RN, FAAN, Professor, Associate Dean for Community Programs and Initiatives, Elsie M. Lawler Chair, Johns Hopkins University School of Nursing, USA till August 31, 2019

Shaya Fadia, PHD, MPH, Professor of Pharmaceutical Health Services Research and Vice-Chair for Academic Affairs, University of Maryland School of Pharmacy, USA till August 31, 2019

Szanton Sarah L., PHD, ANP, FAAN, Professor, Endowed Chair for Health and Social Justice, Director, Center for Innovative Care in Aging, Johns Hopkins University School of Nursing, USA till August 31, 2019

Tanner Elizabeth K., PHD, RN, FAAN, Professor, Johns Hopkins University School of Nursing and Division of Geriatric Medicine & Gerontology, USA till August 31, 2019

Number of preceptors per each academic year

- **<u>Clinical Preceptors Fall 2018-19</u>**

Number of Preceptors working in N300 section 1: **4**
Number of Preceptors working in N300 section 2: **4**
Number of Preceptors working in N304 section 1: **2**
Number of Preceptors working in N 304 section 2: **1**
Number of Preceptors working in N400: **5**

Total number of clinical preceptor for the fall 2018-19: 16

- **Clinical Preceptors Spring 2018-19**

Number of Preceptors working in N306 section 1: **3**
Number of Preceptors working in N306 section 2: **4**
Number of Preceptors working in N202: **4**
Number of Preceptors working in N201: **5**
Number of Preceptors working in N 302 section 1: **2**
Number of Preceptors working in N 302 section 2: **4**

Total number of clinical preceptor for the spring 2018-19: 22

- **Clinical Preceptors Fall 2019-20**

Number of Preceptors working in N300 section 1: **4**
Number of Preceptors working in N300 section 2: **3**
Number of Preceptors working in N304: **1**
Number of Preceptors working in N400: **8**

Total number of clinical preceptor for the fall 2019-20: 16

- **Clinical Preceptors Spring 2019-20**

No preceptors were appointed

- **Clinical Preceptors Fall 2020-21**

Number of Preceptors working in N300: **2**
Number of Preceptors working in N400: **2**

Total number of clinical preceptor for the fall 2020-21: 4

- **Clinical Preceptors Spring 2020-21**

Number of Preceptors working in N202: **1**
Number of Preceptors working in N402: **1**
Number of Preceptors working in N411: **1**

Total number of clinical preceptor for the spring 2020-21: 3

Exhibit II.05: Preceptor Contract

PRECEPTOR CONTRACT

TO: Mr. Ali Krayani

FROM: Huda Huijer, RN, PhD, FEANS, FAAN
Founding Dean, Rafic Hariri School of Nursing

DATE: September 01, 2018

SUBJECT: Preceptor agreement

This letter is to confirm your agreement with the Hariri School of Nursing to serve as preceptor in accordance with the following details:

Term:	Fall 2018 – 2019
Course:	NURS. 300 – Section 1 & 2
Course coordinator(s):	Dr. Marina Adra & Lina Kantar
Clinical hours:	Clinical days plus preparation, correction, evaluation and meeting time

Payment:

To make payment possible and easy, please fill your preceptor log sheet (provided by HSON) on a regular basis as applicable. The form has to be submitted at the end of each month, signed both by the preceptor and the course coordinator.

Rate per hour: L.L. 25,000 per hour

cc: Dr. Marina Adra, HSON
Dr. Lina Kantar, HSON
HR-AUBMC

Approved

Iman Al Kouatly, RN, MPH

Director of Nursing

Exhibit II.06: Contribution of PhD Students as Preceptors in NURS 307

Contribution of PhD Students as Preceptors in NURS 307

From: Danielle Damianos <dd12@aub.edu.lb>
Sent: Wednesday, June 30, 2021 5:52 PM
To: Melissa Makhoul (Student) <mam118@mail.aub.edu>; Shams Issa (Alumni) <shi04@mail.aub.edu>; Rachele Bejjani (Alumni) <rrb09@mail.aub.edu>; Amani Bayrakdar (Alumni) <aab12@mail.aub.edu>; Roula Shehadeh Joudi (Alumni) <rms55@mail.aub.edu>
Cc: Samar Noureddine <sn00@aub.edu.lb>; Laila Farhoud <lf00@aub.edu.lb>; Nuhad Yazbik-Dumit <ny00@aub.edu.lb>
Subject: Contributing to N307

Dear PhD students

I want to thank you all for your time and contribution to N307 during this summer . Our students appreciated and enjoyed your exceptional dedication and hard work that made this course a success. Due to your close students' follow up and professional support, we witnessed many students improving their knowledge and skills and thus passing the course successfully. It was a pleasure working with each and every one of you and I hope we will collaborate together in further upcoming courses.

Sincerely
Danielle Damianos
Clinical Instructor
HSON

American University of Beirut
Hariri School of Nursing
NURS 501 Professional Foundation of Advanced Practice
Course Syllabus

Course Logistics

Course Title	NURS 501 Professional Foundation of Advanced Practice
Semester	Fall 2020
Credit Load	2 credits; Theory; Blended
Timing	Tuesdays 12 to 2pm; HSON Classroom 218
Zoom	HSON Zoom2 is inviting you to a scheduled Zoom meeting. Topic: NURS 501 Weekly Meeting https://zoom.us/j/91637478767?pwd=S3NrQUROcVVYU09aaTRrc2toTEV4QT09 • Meeting ID: 916 3747 8767 • Passcode: 621036
Course Faculty	**Angela Massouh, PhD, CNS** Assistant Professor | Adult and Critical Care | HSON Nurse Leader | Research, Education and Innovation | AUBMC Cardiology Clinical Nurse Specialist | AUBMC **Office**: HSON Room 411-C | **Work**: +961-1-350000 x 5959 **Office Hours**: By Appointment Only

Course Description

This blended two-credits course is intended to provide the student with knowledge related to the advanced practice roles and highlights the competencies and challenges in today's healthcare environments. Students develop a vision and structure for Advanced Practice Nursing (APN), which includes the Consensus Model for Advanced Practice Registered Nurse (APRN), regulation, credentialing, and emerging professional issues facing APN roles.
The course concentrates on the foundations and philosophy of care in different specialties and health care settings. Legal issues related to APN, and interdisciplinary relationships are highlighted. This two-credits course complements NURS 500: Theories, Concepts and Frameworks for Advanced Nursing practice. It provides theoretical foundations relevant to all the tracks in the Master of Science in Nursing program and serves as a guide to designing relevant intercourse on all the facets of advanced practice.

Course Objectives

Upon the completion of the course, students will be able to:

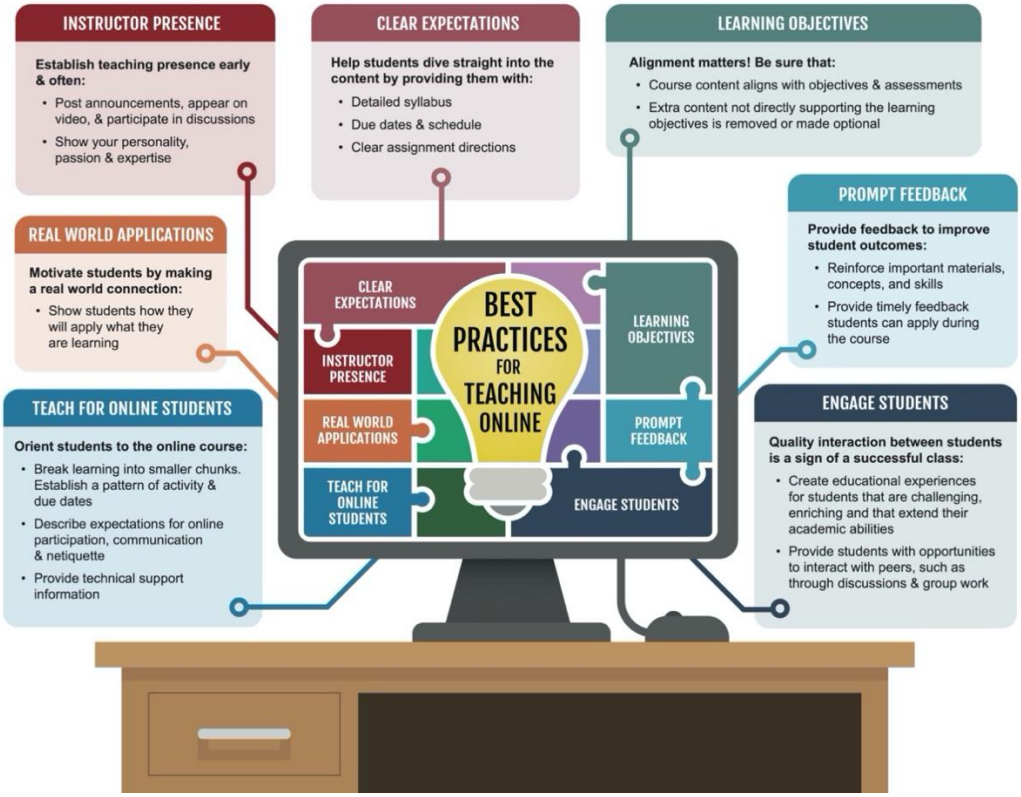
1. Discuss the historical development of Advanced Practice Nursing (APN).
2. Critically evaluate the context in which scientific knowledge develops.
3. Describe the roles and competencies of the APRN including clinical, consulting, research, leadership, collaboration, change agent and ethical decision-maker.
4. Review the philosophy underlying advanced nursing practice.
5. Conceptualize and articulate the distinction between advanced and generalist nursing practice.
6. Analyze the impact of socio-cultural, economic and political issues on nursing practice and health care delivery.

7. Examine the relationship of health care to social and health policy development and implementation.
8. Detail the principles underlying comprehensive professional regulation and standardization.
9. Evaluate research findings on advanced practice roles.

Teaching Methods

1. **Faculty Led:**
   - Face-to-Face lectures and seminars
   - Synchronized and asynchronized online classes
   - Online activities
   - Assignments and Course Papers

2. **Student Led:**
   - Group Projects
   - Independent reading of assigned chapters and materials
   - Active Moodle based participation in class discussions



Textbooks

Required Text

Tracy, M.F & O'Grady E.T. (2019) Hamric & Hanson's Advanced Practice Nursing: An Integrative Approach. (6th Ed.) St. Louis, Missouri: Mosby Elsevier.

Additional References

1. ANA (American Nurses Association (2010). Scope & Standards of Advanced Practice Registered Nursing. Washington DC.
2. The Future of Nursing IOM's Focus on Scope of Practice: On Moodle

3. IOM's Future of Nursing-Leading Change: On Moodle
4. Consensus Model for APRN Regulation: On Moodle
5. Healthy People 2020

Learning Assessment

Your course grade will be divided as follows:

Topic	Grade
Test Your Knowledge	5%
Discussion Boards: due by Sunday 11pm of the assigned week	25%
Paper 1 due October 25 at 11pm	15%
Paper 2 due December 1 at 11pm	30%
Seminar Presentation	25%

Your grade will be posted in letter grade format according to the below scale [as per AUB]:

Course Grade /100	Letter Grade	Course Grade /100	Letter Grade
93-100	A+	69-71	C+
87-92	A	66-68	C
83-86	A-	63-65	C-
79-82	B+	61-62	D+
75-78	B	60	D
72-74	B-	<60	F

Course Assignments

Test your Knowledge

These are multiple choice questions that follow some lectures and will help you make sure you have attained the chapter outcomes and reinforce your learning. Please do this **independently, after you finish the lecture.** You will find these under the chapter pertaining to the Test Your knowledge exercise or embedded throughout the asynchronous interactive lectures.

Paper 1: Collaboration and Role Clarity or International Development

You get to choose between one of the below options:

1. **Collaboration and Role Clarity**

You are asked to submit a one-page paper commenting on the below statement talking about healthcare collaboration from your own experiences: "Physicians are the white people of healthcare professions. We do not always have an appreciation or interest for the roles/experiences of other professionals on our care teams. We are worried that others (Nurse Practitioners or Physician Assistants) will take away our privilege. We need to lateralize the hierarchy." Uche Blackstock, MD.

2. **International Development for Advanced Practice Nursing**

When looking at the different APN roles from an international perspective, it is apparent that each of the roles is evolving with country- or region-specific differences. You are asked to submit a one-page paper reflecting on one difficulty you expect to face APNs working in Lebanon.

Paper 2: Role Development

Throughout the course, you will be interviewing/e-meeting Advanced Practice Nurses and comparing the role of the Advanced Practice Nurse to the theoretical components of the role as outlined in the literature.

This assignment builds on the learning in class to look more closely at what is required for the successful implementation of a new advanced practice role in a health care setting/specialty of your choice. You will be expected to write a maximum 5-page paper [**strictly** following APA guidelines] discussing the issue of role clarity, implementation, and change management at the local level.

Below is the grade rubric:

Outline	**Grade**
Role Definition and Introduction	**5**
Core competencies of the selected role: • Describe and provide examples • Develop a sample job description and attach this as an appendix.	**10**
Role Implementation • Describe how will you prepare/introduce the role • Identify your key stakeholders	**5**
Change management at the local level. • Describe what needs to change to adapt to the healthcare setting you work in.	**5**
Describe how you will deal with issues of **role clarity** and overlap between Advanced Practice Nurses and Physicians.	**5**
	Over 30

Seminar Presentation

In groups of 3, you are expected to present about an advanced role in a specialty of your choice. Evaluation is based on the content, clarity, organization, relevance and creativity.

Your presentations should include the below elements:

- Definitions of terms
- History and overview of the role
- Educational preparation and Comparison of APN Curricula
- Spheres of influence
- Scope of Practice
- Core Competencies
- The Lebanese Situation
- Research and Challenges
- Conclusions
- References

You can invite a guest speaker from AUBMC and outside [names need to be approved by course coordinator]. Possible Guest Speakers include:

- **Adult Care: Clinical Nurse Specialists:**
    1. Dr. Angela Massouh: Cardiology and Heart Failure | AUBMC Lebanon
    2. Mrs. Janane Hanna: Pain and Palliative Care | AUBMC Lebanon
    3. Mrs. Rebecca ElAsmar: Adult Oncology | AUBMC Lebanon
    4. Mrs. Sabat Jamous: Critical Care | AUBMC Lebanon
    5. Mr. Mohammad Issa: Adult Health | AUBMC Lebanon

- **Adult Care: Nurse Practitioners**

1. Dr. Hala Darwish: Neurology and Cognitive Rehab | AUBMC Lebanon
2. Mr. Anthony Shamoun: Neurology | United States
3. Dr. Imtithal Keserwan: Emergency | United States

- **Pediatrics Clinical Nurse Specialists:**
  1. Mrs. Rima Saad: Pediatric Oncology | AUBMC Lebanon

- **Pediatrics Nurse Practitioners:**
  1. Dr. Lina Badr: Pediatrics | United States

- **Psychiatry Clinical Nurse Specialists:**
  1. Dr. Laila Farhood | AUBMC Lebanon
  2. Mrs. Selina Yammout | Lebanon
  3. Ms. Sara Abu Rihan | Dubai

- **Certified Nurse Midwife**:
  1. Dr. Alexandra Michel | United States
  2. Dr. Christine Weir Abbyad | United States

- **Community**:
  1. Dr. Gladys Honein | Lebanon
  2. Ms. Taline Gulgulian | Lebanon

- **Administration**:
  1. Dr. Dany Badreddine: Administrator | SSMC Abu Dhabi
  2. Ms. Grace Kurkjian: Case Manager | AUBMC Lebanon
  3. Dr. Rachel Hamdan: Case Manager | AUBMC Lebanon
  4. Mrs. Nada Nassar: Nursing Quality officer | AUBMC Lebanon

Below is the grade rubric:

Outline	**Grade**
History and overview of the selected APN role	**2**
Educational Preparation ▪ Educational preparation of APNs assuming this role ▪ Comparison of APN Curricula in Europe, US, and Lebanon	**4**
Spheres of **influence**	**3**
Scope of **Practice**	**2**
Core **competencies**	**4**
Example from **Lebanon**	**2**
Research and **Challenges**	**5**
Presentation Style ▪ Flow and Pace ▪ Content ▪ Clarity and Organization ▪ Relevance ▪ Creativity	**3**
	Over 25

Discussion Boards

This course includes 5 discussion boards that you will need to provide input on throughout the semester. Please make sure you respond to these discussions before the assigned deadline.
Topics include:

1. **History of Advanced Practice Nursing in Lebanon**

Two students will lead this activity. Students will interview [using Q&A or a 5-minute Video] Mrs. **Hera Tashjian** or **Ms. Gladys Mouro** or **Dr. Angela Massouh** on the History of Advanced Practice Nursing at the American University of Beirut Medical Center/Lebanon. The interview should focus on knowing how the role started, how it evolved, and major challenges and contributions.
The class is expected to comment on the development of the role in comparison with the evolution of this role in the international literature.

2. **CNSs and Direct Care**

Direct patient care is the heart of the Clinical Nurse Specialist (CNS) role, yet it is easy for the direct care component of the role to be overemphasized or underemphasized because of institutional priorities and competition for CNS expertise.
Two students will explore evidence of these issues with 2 CNSs in a practice setting [Suggestions: Mrs. **Janane Hanna**, Mrs. **Rebecca ElAsmar**, or Dr. **Angela Massouh**]. Specifically, these students will explore the 3 spheres of influence and advanced practice nursing competencies with the CNS as it relates to her/his roles in practice. The students are then asked to lead a discussion group that allows other students to share their points of view.

3. **Outcomes of APNs versus Physicians**

Each student will analyze one research study comparing outcomes of Advanced Practice Nurses and physicians in their area of specialty. Address: Study aim, type, methods, outcome measured, and results.

4. **Career Journey Interviews**

Four students [using Q&A or a 5-minute Video] will interview faculty members and Advanced Practice Nurses on their career journeys.

a. Dr. **Hala Darwish:** address her journey from being an Emergency Department registered Nurse, a Neurology Nurse Practitioner, an academic associate in Cognitive Rehabilitation, and a researcher in Acquired Brain Disease.
b. Dr. **Laila Farhood:** address her journey as Psychiatry and Mental Health Clinical Nurse Specialist, first holder of a PhD in Nursing in Lebanon, an academic associate in the department of Psychiatry, and a researcher in Post-Traumatic Stress Disorder.
c. Dr. **Lina Younan**: address her journey from a bedside nurse to a director of nursing. Discuss her MSN and DNP journeys as well as the move into academia and research. Address the impact of her academic work on nurses in Lebanon.
d. Dr. **Dany Badreddine:** address his journey from a bedside ED registered nurse to an MSN graduate [administration track] to a DNP holder and hospital executive administrator.
e. Mrs. **Rebecca ElAsmar** (Adult Oncology Clinical Nurse Specialist): address her journey from oncology registered nurse to Adult Oncology Clinical Nurse Specialist, her certification, and her involvement in Balsam.

5. **Doctorate in Nursing Practice**

At present, Adult Gerontology Acute Care Nurse Practitioners (AG-ACNPs) are registered nurses who are prepared at the master's level of graduate nursing education. Doctorate in Nursing Practice (DNP) programs are emerging throughout the country and prepare AG-ACNPs with additional knowledge and skills in a clinical practice.

One student will explore the literature to find a sample curriculum for AG-ACNPs at the master's level and another at the DNP level. The group is expected to do an analysis of the curriculum courses to identify the differences and overlap between the levels of preparation of AG-ACNPs.

Post and Response Evaluation Rubric	
Initial Post	**Peer Response**
1. Relevance to the Topic of Discussion: Does the posting address the question? ▪ The posting directly addresses key issues, questions, or problems related to the topic of discussion. ▪ The posting applies course concepts with examples showing applied knowledge and understanding of topic with appropriate use of at least two citations/references. ▪ Post has been submitted by the due date. **2. Insight and Application of Course Concepts:** Does the posting attempt to take ideas from the text and put them into play? Does the posting offer something worthwhile to think about? ▪ The posting offers original and thoughtful insight, synthesis or observation that demonstrates a strong understanding of the concepts and ideas pertaining to the discussion topic (use of examples). ▪ Use of at least two appropriate citations/references to support all claims and facts.	1. **Number** ▪ Two peer responses are provided with at least one peer response that has a citation/reference; each posted on a different day from each other and from the initial post. 2. **Quality** ▪ The response is a substantive interaction that builds on the discussion question and ideas of others while using course content with appropriate citation/references. ▪ Post is made by the due date.

Class Schedule

Date	Time	Topic	Speaker	Student Expectations
August **31**	12 to 1pm	Course Introduction Advanced Practice Nursing (APN) Global and Lebanon	Dr. Angela Massouh	Read Syllabus After Class Plan Your Course Agenda
	1 to 2pm	Conceptualizations and Definition	Dr. Angela Massouh	Tracy and O'Grady Ch. 2 +3
Module 1: Historical and Developmental Aspects of Advanced Practice Nursing				
September **7**	Independent	Evolving and Innovative Opportunities	Dr. Angela Massouh	Tracy and O'Grady Ch. 5
	Independent	International Development for Advanced Practice Nursing	Dr. Angela Massouh	Tracy and O'Grady Ch. 6
September **14**	12 to 1pm	Role Development of Advanced Practice Nursing	Dr. Angela Massouh	Tracy and O'Grady Ch. 4
	1 to 2pm	Clinical Nurse Specialist Example from Lebanon	Mrs. Janane Hanna	None
September **21**	12 to 1pm	Understanding Regulatory and Credentialing Requirements	Dr. S. Noureddine	None
	1 to 2pm	Understanding Regulatory Requirements in Lebanon	Dr. Nuhad Dumit	None
Week of September 20	**Moodle Discussion Board 1: History of APN in Lebanon**		Student Led	Moodle Discussion
Module 2: Competencies of Advanced Practice Nursing				
Week of September 27	**Moodle Discussion Board 2: CNSs and Direct Care**		Student Led	Moodle Discussion
September **28**	1 to 2pm	Direct Clinical Practice	Dr. Angela Massouh	Tracy and O'Grady Ch. 7
	Independent	Evidence Based Practice	Student Led	Tracy and O'Grady Ch. 10
October **5**	12 to 1pm	Guidance and Coaching	Dr. Angela Massouh	Tracy and O'Grady Ch. 8
	1 to 2pm	Consultation	Dr. Angela Massouh	Tracy and O'Grady Ch. 9
October **12**	Independent	Leadership	Student Led	Tracy and O'Grady Ch. 11
	12 to 12:30pm	Examples from Lebanon: Pain and Palliative Care	Mrs. Janane Hanna	None
	12:30 to 1pm	Examples from Lebanon: Adult Oncology	Mrs. Rebecca Asmar	
	1 to 2pm	Collaboration	Dr. Angela Massouh	Tracy and O'Grady Ch. 12
Week of October 11	**Moodle Discussion Board 3: Outcomes of APNs versus Physicians**		Student Led	Moodle Discussion

Date	Time	Topic	Speaker	Student Expectations
October **26**	12 to 2pm	The Clinical Nurse Specialist	Dr. Angela Massouh	Tracy and O'Grady Ch. 14
November **2**	Independent	The Primary Care Nurse Practitioner	Dr. Angela Massouh	Tracy and O'Grady Ch. 15
	Independent	The Adult Gerontology Acute Care Nurse Practitioner	Dr. Angela Massouh	Tracy and O'Grady Ch. 16
	1 to 2pm	Quick Review of Common Concepts	Dr. Angela Massouh	None
Week of November **1**	**Moodle Discussion Board 4: Career Journey Interviews**		Student Led	Moodle Discussion
Module 4: Critical Elements in Managing Advanced Practice Nursing Environments				
Week of November **8**	**Moodle Discussion Board 5: Doctorate in Nursing Practice**		Student Led	Moodle Discussion
November **9**	Independent	Marketing and Negotiations	Student Led	Tracy and O'Grady Ch. 20
	Independent	Integrative Review of APRN Outcomes	Student Led	Tracy and O'Grady Ch. 23
	Meetings	Schedule **online** group consults for student seminars	Dr. Angela Massouh	None
November **16**	12 to 2pm	**Student Seminar Presentations**	Student Led	None
November **23**	12 to 2pm	**Student Seminar Presentations**	Student Led	None
November **30**	12 to 2pm	**Student Seminar Presentations**	Student Led	None

AUB Policies

Attendance and Grading

Students will adhere to the AUB class attendance policy as stated in the AUB Catalogue and to the code of conduct as stipulated on AUB website.

The grading system outlined in AUB Catalogue for graduate students will be followed in this class and is highlighted under learning assessment above.

Student Conduct

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism.

These kinds of dishonesty include (but are not limited to) the following:

1. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
2. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
3. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University.

Safe Learning Environment

Diverse opinions are encouraged within this course, as that helps to broaden everyone's thinking, and hopefully enrich their knowledge and learning. Everyone has a right to their own opinion, and no one is required to agree with another opinion. However, as communication in this course is being conducted on-line, it can be challenging to ensure the responses are worded in a manner that does not appear disrespectful. I would encourage everyone to assume 'good intent' from all posts, while at the same time being diligent in ensuring an environment of respectful discourse.

Non-Discrimination Policy

AUB encourages a diverse student body and workforce and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. In addition, in compliance with Title IX of the US Education Amendments

of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at titleix@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at:

https://www.aub.edu.lb/President/TitleIX/Pages/default.aspx

AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Students with Disabilities Policy

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb or 961-1-350000 x 3246 or West Hall 314.

Initially Prepared by: Dr. Laila Farhood
Edited by: Dr. Angela Massouh | Fall 2021

AMERICAN UNIVERSITY OF BEIRUT

Exhibit III-01. Examples of MSN Course Syllabi

HARIRI SCHOOL OF NURSING

NURS 507 Essentials of Nursing Administration & Management
Course Syllabus

2019-2020

Faculty: Dr. Lina Younan, Clinical Assistant Professor in Nursing Science
Extension: 5981; Room 522 Rafic Hariri School of Nursing. Email: ly11@aub.edu.lb

Timetable: Monday 1-3pm

Course Description: This **two-credit** course is offered at the beginning of the **administration track** to introduce management concepts and management techniques (often called management tools). It focuses on three core topics: roles and responsibilities of managers; leading organizational effectiveness; and strategic planning. A general management perspective is adopted throughout the course. The course examines conceptual models for management and leadership and applies them to challenges in nursing administration. Participants are encouraged to critically apply the course content to real world challenges with the aim of making the course directly relevant to the workplace. The focus is on using management models and concepts to work towards improved organizational effectiveness. Case studies of organizational problems provide the basis for group practical work. Group projects are intended to improve the functioning of organizational units and clinical departments by strengthening the nursing role in management and administration.

PREREQUISITES: None

REQUIRED TEXTBOOK:

Russell, L.A., Thomas, P.L., Harris, J.L. (2020). Management and Leadership for Nurse Administrators (8th ed.). Burlington: Jones & Bartlett Learning.

American Psychological Association. (latest edition date). Publication manual (APA Manual) (6th ed.).Washington, DC: American Psychological Association

Recommended Textbook:

Marquis, B.L. and Huston, C.J. (2017). Leadership roles and management functions in nursing (9th ed.). Philadelphia: Lippincott Williams & Wilkins.

LEARNING OUTCOMES, INSTRUCTIONAL & ASSESSMENT STRATEGIES:

Learning Outcomes	**Chapters**	**Instructional Strategies**	**Learning Assessment Strategies**
Describe management roles and responsibilities in nursing services	• Conceptualizing Professional Practice	• Assigned reading • Power Point Presentation	In class activity: Case study presentation 6-4 page 131

based on standards of nursing administration practice by ANA 2009		• In class activity: Case study discussion 6-4 page 131	
Examine techniques for improving organizational effectiveness	• Organizational Structure & Analysis • Recruitment, Selection and Retention • Risk Management • Organizational communication and patient safety	• Assigned reading • Power Point Presentation • Discussion Forum • Analysis of selected published research	Group assignment: Root Cause Analysis & Executive summary report
Analyze nursing units and services addressing organizational structure, recruitment and staffing issues	• Organizational Structure & Analysis • Recruitment, Selection and Retention* • Creating a Motivating Climate	• Assigned reading • Power Point Presentation • Analysis of selected published research	Individual assignment: SWOT analysis
Conduct a situation analysis addressing common administrative nursing problem	• Tools for Evaluating Operations and Care Delivery Systems • Systems thinking, polarity thinking, concept mapping	• Assigned reading • Power Point Presentation • Analysis of selected published research	Group assignment: RCA & Executive summary report
Write strategic goals	• Strategic & operational planning • Systems thinking, polarity thinking, concept mapping	• Assigned reading • Power Point Presentation • In class activity: writing SMART objectives	Individual assignment: SWOT analysis & related strategic objectives
Present ideas of how to proactively involve staff in managing change	• Change Management • Healthy work environment • Creating a Motivating Climate	• Assigned reading • Discussion Forum • In class activity: Case study 10-2 p. 244-5	In class activity: Case study presentation 10-2 p. 244-5

Model supportive communication behaviors	• Collaborative Decision Making and Communication • Performance Appraisal • Organizational communication and patient safety • Managing a Culturally Diverse Workforce	• Assigned reading • Power Point Presentation • In class activity: Case study 10-1 p. 243-4	In class activity: Case study presentation 10-1 p. 243-4

GRADING DISTRIBUTION:

- Class participation (case studies) 20 %
- Application of management technique (SWOT) 25%
- Executive summary (RCA group project) 40%
- Group presentations 15%

LEARNING ASSESSMENT DESCRIPTIONS & RUBRICS

Class Participation (20% of Course Grade)

Three in class activities (case sties discussion) and two online discussion forums that will be announced during the course. The focus will be based on the learning model described in Session 1 and the exercises in the set textbook. The assignments will be posted one week before the end of each course module. (20%)

Group Written Assignment (40% of Course Grade)

Purpose of the assignment:

To provide an opportunity for you to demonstrate competence in applying a management tool to a topic of your choice. The topic may be one that you want to work on because it is relevant to something you want to change in the workplace. Work in groups of 2-3 students to prepare an executive summary of the application of concepts covered in the course

Instructions:

This assignment will be written as an executive summary format. You will be given information on how to write an executive summary. For clinical leaders, learning how to write executive summary for administrators and executives is as important as completing the quality improvement project

Rubric:

Title Page and paper format	APA Style (5 points)
Introduction	Very brief overview of what will be covered (5 points)
Identify the key aspects of the issue	very brief- including how you discovered the issue, e.g., from staff members, nurse manager, etc. (15 points)
Describe the root causes	Briefly and how you found the root causes (15 points)
Summary of aggregate data you looked at in evaluating the issue	Brief and how you got data, e.g., from risk management, finance, NDNQI, etc. (15 points)
Barriers & facilitators	List of several barriers & facilitators within unit/organization (15 points)
Recommendations	Brief list or description of potential actions to resolve the issue using concepts in the course. Justify your actions with reference to published research (15 points)

Conclusion	Very brief (5 points)
References	At least 3

Be sure to indicate what each group member has contributed to completion of the exercise and preparation of the group report. Specifically, explain any agreement about authorship of the sections and any other contributions individual group members made to the exercise.

Individual Written Assignment (25% of Course Grade)

Purpose of the assignment:

One of the most important, although sometimes time-consuming, activities that are frequently completed in strategic planning sessions is the Strengths/Weaknesses/Opportunities/Threats (SWOT) analysis. This analysis can be useful in many problem-solving situations that you may face. The SWOT exercise may seem very time-consuming; however, this planning will again help direct where resources are needed and to what extend the resources should be allocated.

Instructions:

- You are asked as part of a working group in your nursing department to do a SWOT analysis of your working unit.
- Identify 2-3 strengths for your unit by asking yourself: “what would patients say that we are best at providing?” (5 points). Similarly, identify weaknesses by asking the question: "What currently causes us trouble in providing the exceptional patient experience that we strive to provide?” (5 points.) Opportunities will be more easily seen after assessing the strengths and weaknesses. The opportunities of the organization will focus on how to optimize the strengths and decrease the weaknesses of the organization (5 points). Last but not least is the assessment of the threats that exist for the organization. These threats can and should include both internal and external threats. Threats are things that might happen and are likely to happen if intervention is not taken to stop them or certainly decrease the chances of them happening (5 points).
- Remember, responses to each strength, weakness, opportunity, and threat include major considerations of human capital, customer bases, quality measures, and financial strengths, just to name a few.
- Accordingly suggest 2-3 strategic objectives for your unit. Objectives should be SMART and are written to target specific measurable outcomes (5 points).

Group presentations (15% of Course Grade)

Purpose of the assignment

To assess your overall synthesis of the three core topics discussed in this course.

Instructions:

You will be divided into 3 groups, each group will present a summary of the important concepts discussed in one of the course sections: foundational thinking skills, strategic management, or human resource management.

Rubric:

- Clarity and organization of ideas (5%)
- Assimilation and understanding of course concepts (5%)
- Delivery and communication skills (5%)

COURSE POLICIES:

1. All course requirements must be completed by student before grades are submitted for credit.
2. Students who miss over one fifth of lecture hours will be asked to drop the course.
3. The passing grade for this course is "70".
4. Students are expected to abide by AUB's policy on student code of conduct.

STUDENT CONDUCT

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

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a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit:
http://pnp.aub.edu.lb/general/conductcode/index.html

STUDENT SUPPORT

Technical Support

For Moodle support, contact the IT Academic Services at extension: 3589 or e-mail moodle@aub.edu.lb

Special Needs Support

'AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314'.

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination

policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via Ethics Point atwww.aub.ethicspoint.com.

Exhibit III-01. Examples of MSN Course Syllabi

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

NURS 520 Managing Quality With Teams

Nuhad Dumit, Course Coordinator, Extension: 5955
Email: ny00@aub.edu.lb

Spring 2019

Course Description:

This 3-credit course is designed to prepare nurses to meet the challenge of effectively managing patient care units and health services while focusing on use of the quality team approach to improve work processes and effectiveness. Emphasis is placed on total quality management and continuous improvement concepts, approaches, and tools; designing effective project teams; and decision making tools to achieve quality results. Accreditation, risk management and nurse-sensitive outcomes measures are addressed as measures to assure quality care and achieve patient safety goals.

Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Relate the process excellence approach to management.
2. Compare organizational quality initiatives based on Deming, TQM, Lean, and SixSigma
3. Examine the elements of doing work effectively through teams.
4. Justify the match of team tools to team purpose.
5. Conduct process improvement activity based on process mapping.
6. Become familiar with local and external accrediting bodies.
7. Analyze different approaches to risk management to achieve patient safety goals.

Content Outline:

I. Introduction and Overview
   - A. Managing Quality Totally
   - B. The process excellence approach to management

II. Quality management
   - A. Creating a Common Understanding of Quality Methods
   - B. Three Principles of Total Quality
   - C. Quality Continuum for Organizations

III. Using teams to meet today's challenges
IV. Team Roles and responsibilities
V. Doing work in teams
VI. Using tools to solve problems
VII. Building an improvement plan
VIII. Learning to work together
IX. Dealing with conflict
X. Advanced tools and techniques for team work
XI. Accreditation of Healthcare Organizations

XII. Risk Management
XIII. Nurse-Sensitive Outcomes Measurement

Teaching Methods: Lecture/seminar/team exercises/observations with reports

Evaluation

Active Class Participation	20%
Team observation feedback report	15%
Process Mapping and Improvement Plan	65%

Assignments:

1. **Class Participation (20%)**. Students are expected to come prepared and participate in classroom, project, and group activities. Grading will be based on informed participation in class discussions. **Grade will depend also on evidence of having read the assigned materials and use of the information in class discussion and activities.** Participation in discussions will be evaluated as follows:

Evaluation	Grade point	Performance description
Excellent	16-20	Participates consistently in class discussions based on readings and thoughtful reflections on read material and class discussions.
Good	11-15	Participates most of the time in class discussions based on readings and thoughtful reflections on read material and class discussions.
Fair	6-10	Participates in class discussions but comment reflects limited knowledge and understanding of reading materials.
Fail	0-5	Infrequent contributions to class discussions or makes comments that are tangential to discussion.

2. **Team Observation Feedback Report (15%).** Choose a team/committee meeting to observe in your department/institution.
    - **a.** Analyze the elements of the team effort: team member selection; use of team dynamics; use of team building activities; use of approaches for successful team function; effectiveness of handling 'ten common team problems'; use of team tools/process maps.
    - **b.** Fill the "Meeting Observation Checklist". Please write the roles of participants instead of their names (e.g. Team Leader, Team Member, etc.).
    - **c.** Write a summary of the analysis.
    - **d.** Submit your meeting observation checklist and the summary report using the templates posted on Moodle

	Grade point	Performance description
Team Observation Feedback report	13-15	Accurate analysis of the team efforts; accurate filling of the team observation checklist, and precise summary of analysis
	9-12	Accurate analysis of most of the team efforts elements; accurate filling of most of the team observation checklist, and precise summary of analysis

	5-8	General analysis of the team efforts elements; filling of most of the team observation checklist, and general summary of analysis
	1-4	General analysis of some of the team efforts elements; filling of some of the team observation checklist, and general or unrelated summary of analysis

3. **Process Mapping and Improvement Plan [65%]:**
   a. **Mapping a Process (30%):** Select an organizational process to map. Create a map (flow chart) of the process under observation using Visio or similar programs. Propose alternative process to make it more efficient/effective.

Critical element/content	**Grade point**	**Description of performance**	**N of pages**
Introduction highlighting need for and purpose of process improvement	5/5	Specific and accurate description of significance of the process, rationale for the process (risk management, accreditation requirement, others), and policy governing the process.	2 paragraphs
	3-4/5	General description of significance, rationale and policy	
	1-2/5	General description of one or two of the components of the introduction	
	0	Unrelated description	
Method	5/5	Specific description of the process mapping method: approach to observation, the tools used in observation, preparation for mapping including permission from administration	1 page
	3-4/5	General description of each method component or inconsistent description of each	
	1-2/5	General description of one or two of the method components	
	0/5	Unrelated description	
Result Process-As-Is	9-10/10	Accurate description and mapping of the process including each and every action, time each step takes, persons involved and resources needed with proper use of the symbols, and loopholes	1 page process description + Process map as much as it takes
	6-8/10	Accurate description and mapping of most of the elements of the process and its gaps	
	4-5/10	Inconsistent precision in describing and mapping the process; or general description of the process	
	0-3	General description of few of the process elements and general mapping of the process Or unrelated process description and mapping	
Proposition Process-To-Be	9-10/10	Accurate description and mapping of the process-to-be including each and every action, time each step takes, persons involved and resources needed with proper use of the symbols, and **corrective steps based on evidence from literature**	1-2 pages process description + Process map as
	6-8/10	Accurate description and mapping of most of the elements of the process and its **corrective interventions based on literature**	

	4-5/10	Inconsistent precision in describing and mapping the process; or general description of the process	much as it takes
	0-3/10	General description of few of the process elements and general mapping of the process Or unrelated process description and mapping	

b. Develop an improvement plan incorporating (35%):

1. Two Core Improvement Strategies
2. Team Growth and Team Best Practices:
   Identify members needed for the process improvement team and team development strategies; address conflict resolution approaches and effective communication as essentials for team work
3. Risk Management
4. Time Management
5. Indicate quality outcomes that need to be measured and methods of measuring them

Critical element/content	**Grade point**	**Description of performance**	**# pages**
Two Core Improvement Strategies	5/5	Specific and accurate description of the 2 core strategies.	2 paragraphs
	3-4/5	General description of the 2 core strategies.	
	1-2/5	General description of one of the 2 core strategies.	
	0	Unrelated description	
Team Growth	5/5	Specific description of team growth identifying members needed for the process improvement team and team development strategies	1 page
	3-4/5	General or inconsistent description of team growth, members, and development strategies.	
	1-2/5	General description of team growth without addressing development strategies	
	0/5	Unrelated description	
Team Best Practices	5/5	Accurate description of best 10 practices addressing effective communication and conflict resolution	2 pages
	3-4/5	Accurate description of best 6-8 practices	
	1-2/5	Inconsistent description of team practices	
	0/5	Unrelated description	
Risk Management	5/5	Accurate description of risk management approach/s based on literature	1-2 pages
	3-4/5	Accurate description of some elements of the selected risk management approach/s	
	1-2/5	Imprecise or general description of the selected risk management approach/s	
	0/5	Unrelated description	
Time Management	5/5	Describing accurately how the team will meet its obligations in due time and creating precise and reasonable timetable aligned with team tasks to achieve improvement plan development	1 page
	3-4/5	Creating reasonable timetable aligned with team tasks without description of how to meet charter duly and promptly.	

	1-2/5	Imprecise description and general timetable	
	0/5	Unrelated description	
Quality Outcomes	5/5	Accurately indicating quality outcomes relevant to the process addressed with specific methods of measurement	1-2 pages
	3-4/5	Indicating quality outcomes relevant to the process addressed with general methods of measurement	
	1-2/5	Indicating quality outcomes that are indirectly related to the process addressed with general methods of measurement	
	0/5	Quality outcomes and measurement methods unrelated to the process addressed	
Conclusion	5/5	Accurately summarizes all the main points/issues discussed in the paper	1 or 2 paragraphs
	3-4/5	Accurately summarizes most of the points/issues discussed in the paper	
	1-2/5	Generally summarizes the points/issues discussed in the paper	
	0/5	Unrelated summary	

Required Text:

Scholtes, P., Joiner, B., & Streibel, B. (2003). *The team handbook* (3rd. ed.). Madison, WI: Oriel Incorporated. Textbook found at:

http://www.teamhandbook.com/forms.download.cfm
http://books.google.com.lb/books?id=ZCW8b3uai04C&lpg=PP1&pg=PP1#v=onepage&q&f=true

https://books.google.com.lb/books?id=ZCW8b3uai04C&printsec=frontcover#v=onepage&q&f=false

Recommended readings:

Roussel, L.A. (2013). *Management and Leadership for Nurse Administrators* (6th ed.). Burlington: Jones & Bartlett Learning. [Chapter 17]
Kelly, Diane. (2014). *Applying Quality Management in Healthcare: A Systems Approach* (3rd Ed.). Chicago: Health Administration Press.

Recommended Journals:

Business Process Management Journal
Change
Nursing Management
Journal of Nursing Administration
Nursing Economics
Nursing Administration Quarterly
Harvard Business Review
Quality Progress

Organizations and their publications, some with web sites:

American Society for Quality (ASQ)
American Council of Healthcare Executives
Organization of Nurse Executives
Business Week also provide online sites
National institute of health: http://www.ncbi.nlm.nih.gov/books/NBK2651/
Institute for healthcare improvement: http://www.ihi.org/Pages/default.aspx

Agency for healthcare research and quality: http://www.ahrq.gov/
And many, many other (Search business databases)

Attendance, Grading, and Conduct:
Students will adhere to the AUB class attendance policy as stated in the AUB Catalog.
The grading system as outlined in the AUB Catalog for graduate students will be adhered to.
Students are expected to read, understand, and abide by the policy on student code of conduct which is displayed on the following website:
http://pnp.aub.edu.lb/general/conductcode/index.html
Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

Students with Special Needs

"If you have documented special needs and anticipate difficulties with the content or format of the course due to a physical or learning disability, please contact me and/or your academic advisor, as well as the Counseling Center in the Office of Student Affairs (Ext. 3196), as soon as possible to discuss options for accommodations. Those seeking accommodations must submit the Special Needs Support Request Form along with the required documentation."

Non-Discrimination Policy
AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. In addition, in compliance with Title IX of the US

Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Accessibility

'AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314'.

'AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314'.

NURS 520 Managing Quality with Teams SCHEDULE
Spring 2019
Tuesdays 10 am -1 pm

DATE	TOPIC	Reading ASSIGNMENT	Remarks
January 22	▪ Course Introduction & Overview ▪ The process excellence approach to management	Textbook introduction	
January 29	▪ Quality management o Creating a Common Understanding of Quality Methods o Three Principles of Total Quality o Quality Continuum for Organizations	Readings given in class	
February 5	▪ Quality management Cont'd	Readings given in class	
February 12	▪ Using teams to meet today's challenges ▪ Team Roles and responsibilities	Chapters 1 & 2	

Exhibit III-01. Examples of MSN Course Syllabi

DATE	TOPIC	Reading ASSIGNMENT	Remarks
February 19	▪ Doing work in teams o Section A: Team Technique o Section B: Team Leaders	Chapter 3	
February 26	▪ Using tools to solve problems o Processes & Systems o Scientific approach o Tools for collecting data o Tools for mapping processes o Tools for looking at data relationships o The 7-step method	Chapter 4	
March 5 10-1	o Mapping processes o Team work exercise	Experiment with Visio Process Improvement Team observation & practice; Providing Actionable feedback.	
March 12	▪ Building an improvement plan o The 5-step plan for managing & improving daily work o The 7-step method for problem solving: DMAIC, the Six Sigma Improvement approach o The 16 improvement strategies	Chapter 5	
March 19	▪ Learning to work together	Chapter 6	
March 26	▪ Dealing with conflict	Chapter 7	
April 2	▪ Advanced tools and techniques	Chapter 8	
April 9	▪ Accreditation	Readings will be provided	Dr. Younan
April 16	▪ Risk management	Readings will be provided	
April 23	▪ Outcomes measurement	Readings will be provided	
April 30	☆ Project presentations	**In-class project presentations**	
May 7	**Final papers due**		

Exhibit III-01. Examples of MSN Course Syllabi

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

NURS 525 Leadership Theories and Behaviors for Nurse Managers

Course Coordinator: Nuhad Yazbik Dumit
Email: ny00@aub.edu.lb; Ext.: 5955

Spring 2019

NURS 525 is a **3-credit course** offered to Master of Nursing Science Students**.** The aim of this course is to promote critical thinking about, and applications of evidence-based theories of leadership in nursing settings. The course encourages a reflective and analytical approach to cultivating effective personal leadership behaviors. A related theme is how best to facilitate leadership development in others: less experienced colleagues, nursing peers, more experienced leaders and managers. The course introduces the full spectrum leadership model, examines its transformational leadership components in depth, and explores similarities and differences between transformational leadership and selected leadership theories such as strategic leadership, quantum leadership, innovative leadership, authentic leadership, value-based leadership and leadership behaviors based on chaos theory. Participants will assess leadership behaviors, develop strategies to build on leadership strengths, and evaluate progress during the course. The course requires a strong commitment to analyzing set readings, observing leadership behaviors, reflecting on personal behaviors, goal setting and evaluation.

Learning Outcomes [LO]

At the completion of the course, participants will be able to:

1. Classify leadership behaviors observed in others using approaches presented in the literature, assessed in Class activity.
2. Evaluate the evidence made for claims of leadership effectiveness, assessed in Article critique assignment.
3. Differentiate the defining characteristics of various leadership theories, assessed in Class discussion.
4. Explain how the "new theories of leadership" complement the full-spectrum leadership model, assessed in Class discussion.
5. Design leadership interventions to overcome challenges presented in case studies of healthcare organizations, assessed in Class activity.
6. Examine strategies used to apply leadership behaviors effectively in the work setting, assessed in Class discussion.
7. Set short-term, medium-term and long-term leadership goals, assessed in Assignment.
8. Present personal and peer leadership strengths and developmental needs giving constructive feedback to colleagues and demonstrating acceptance of peer feedback, assessed in Assignment.

Pre-requisite: Satisfactory completion of one or more administration courses in the Master of Science Nursing Program, experience in a leadership role; or consent of instructor

Learning Methods: Self-assessment, observation of leadership behaviors, multimedia resources, participation in online activities, analysis of case studies, presentations, weekly reflection and goal planning, and preparation of a personal leadership development plan.

Course Outline

Part I: Leading in times of complexity and rapid change

1. Factors influencing nursing leadership; chapter 1
    a. Future of nursing
    b. Organizational system: context for trends and change
    c. Principles to create future models
    d. Nursing-sensitive and quality indicators, and safety standards

2. Leadership theories and application for nurse leaders; chapter 2 and other readings
    a. What do leaders do?
    b. Leadership versus headship
    c. Leadership theories
        a) Transformational leadership,
        b) Leader-member exchange theory,
        c) Authentic leadership,
        d) Self-leadership,
        e) Shared and distributed leadership,
        f) Strategic leadership,
        g) Quantum leadership,
        h) Innovative leadership
        i) Value-based leadership
        j) Path-goal theory
        k) The Full-Spectrum Leadership Model
    d. Leadership and just culture
    e. Nursing and leadership healthcare policy

3. Executive coaching for leadership professional development; chapter 4
    a. Expectations for nurse leader professional development
    b. Systems thinking as a framework
    c. Qualities and characteristics of effective leaders
    d. Emotional intelligence, burnout and resilience
    e. Leadership coaching

4. Developing leaders of the future; chapter 5
    a. Positioning nurse leaders for success
    b. AONE/L nurse leaders competencies

Part II: Leading the business of healthcare: processes and principles

5. Organizational structure and accountability in healthcare systems; chapter 6
    a. Organizational structures as complex adaptive systems
    b. Decision making and systems thinking
    c. Nurse administrator as leader of nursing systems
    d. Contributing to corporate leadership

e. Ensuring a sustainable nursing workforce

6. Maximizing human capital; chapter 9
    a. Leadership approaches
        a) Contingency theories
        b) Servant leadership
        c) Autocratic, democratic
        d) Transactional, transformational
    b. Leadership accountability chain
    c. Modern leadership competencies
    d. Recruiting and empowering nurses

Part III: Leading for sustainable improvements and outcomes

7. Strategies for leading teams for sustained improvement
8. Leadership qualities for achieving sustainable outcomes
9. Leading and managing population health

Part IV: Under the Hood

10. The Psychodynamics of Leadership
11. Emotional Intelligence

Part V: Emancipatory Perspectives

12. Women and Leadership
13. Culture and Leadership
14. Ethical implication of leadership

Course Assignments and Learning Assessment

I. Participation in class Discussions and Learning Activities (25%), covers all LOs

The following is the criteria for class participation:

a. In-class contribution: 10%
    i. Contribution to classroom discussion based on completion of weekly readings
    ii. Engagement with classroom exercises
b. Online contribution 15%
    i. Initiating discussion themes in the on-line leadership forum; responding to posts on the on-line forum, posting videos, articles, links or other learning resources on the on-line forum. Posting summaries of recent articles (articles published in the past three years) with comments linking them to the content of the course will be highly regarded. Posts should be designed to assist problem solving and leadership development
    ii. Writing weekly reflections on how your reading and our discussions in class relate to your development as a leader

II. Presentation of Article Critique (25%) CL2

Please prepare a presentation on an article selected from the reading list for this semester. Choose an article that interests you and which you think has clear recommendations for effective leadership behaviors. Prepare a presentation of around 20 minutes to be followed by 20 minutes discussion. Presentations will be scheduled for specific sessions agreed on in class. When you have chosen an article to present, please post a message to the Leadership Café to

let everyone know and attach a copy of the key article. When making presentation please focus on the following questions:

- What does the article tell us about leadership?
  - How did the authors define the main concept?
  - What leadership behaviors should we use and why?
- If the article is about transformational leadership, which part of the full-spectrum model of leadership does it focus on? Include a diagram to clarify.
  - If the article is not about transformational leadership, how does the leadership model focused on differ from transformational leadership? Include a table to explain.
- How does the article contribute to your Leadership Development Plan? (One objective from each member of the group)

Steps to completion:

1. Form groups of two members
2. Each group selects by consensus an article to work on from the reading list
3. A member of each group posts a message on the leadership forum announcing the members of the group and the article selected for the presentation.

***Grading Criteria*:**

The following is the criteria used to evaluate your presentation:

1. Accuracy of your summary of the paper 5%
2. Explanation of the relationship between the leadership approach/theory used in the article and the full-spectrum leadership model, or contrasting the model of leadership used in the article with transformational leadership. 15%
3. Specific leadership skills/behaviors stated or implied in the article that you aim to develop yourself in. (One short, medium or long term goal from each group member presented in SMART goals format. 5%

III. Personal Leadership Development Plan: (50%) CL 7 & 8 based on meeting all CLOs

Using the template posted on Moodle, fill the 'Development Goal' section preparing at least one short-term, one medium term, and one long-term SMART goal for your Leadership Development Plan in addition to the desired outcomes, self-understanding and work context. Submit the assignment by November 7. (25%)

Continue using the same template and fill the 'Development Actions' and 'Development Success Factors' you will take for each of the short-term, medium-term and long-term goals. Development actions are guided by the 3As [Awaken Align Accelerate]. Submit the assignment by November 28. (25%)

Template reference: Awaken, Align, Accelerate: A Guide to Great Leadership, ©2017 MDA Leadership Consulting, file:///C:/Users/ny00/Desktop/1-Create-a-Leadership-Development-Plan.pdf

Summary of Course Competency Evaluation	Grade Allocation	Due Date
Course Participation (Classroom and online)	25 %	Every class session
Group Presentation of Article Critique	25 %	To be arranged
Personal Leadership Development Plan	50 %	As scheduled on MOODLE
Total	100 %	

TEXT BOOK:

(1) Roussel, L., Thomas, P.L., & Harris, J.L. (2020). *Management and leadership for nurse administrators* (8th Ed.). Boston: Jones and Bartlett Publishers.

READING:

Further readings will be recommended on a weekly basis from recently published research articles in international refereed.

Participants are strongly encouraged to undertake literature searches to find articles directly relevant to their main leadership interests and to share information about evidence-based leadership practices in nursing or healthcare via the on-line leadership forum.

Attendance, Grading, and Conduct:

Students will adhere to the AUB class attendance policy as stated in the AUB Catalog and to the code of conduct as stipulated on AUB website: http://pnp.aub.edu.lb/general/conductcode/index.html.
The grading system as outlined in the AUB Catalog for graduate students will be adhered to.

Accessible Learning Experiences

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

Class schedule: Academic Year 2019-2020

Date/Content	Session	Assigned readings
Part I **August 29**	Introduction to the course	
September 5	**Part I:** Leading in times of complexity and rapid change 1. Factors influencing nursing leadership 2. Leadership theories and application for nurse leaders	Textbook Chapter 1 Chapter 2 and other readings
September 12	**Part I:** Leading in times of complexity and rapid change **Cont'd 2.** Leadership theories and application for nurse leaders	Readings will be provided
September 19	**Part I:** Leading in times of complexity and rapid change 3. Executive coaching for leadership professional development 4. Developing leaders of the future	 Chapter 4 Chapter 5
September 26	**Part II:** Leading the business of healthcare: processes 5. Organizational structure and accountability in healthcare systems	 Chapter 6
October 3	**Part II:** Leading the business of healthcare: processes & principles 6. Maximizing human capital	 Chapter 9
October 10	**Part III:** Leading for sustainable improvements and outcomes 7. Strategies for leading teams for sustained improvement 8. Leadership qualities for achieving sustainable outcomes	 Chapter 14 &16
October 17	**Part III:** Leading for sustainable improvements and outcomes 9. Leading and managing population health	 Chapter 18
October 24	**Part IV:** Under the Hood 10. The Psychodynamics of Leadership	Readings will be provided
October 31	**Part IV:** Under the Hood 11. Emotional Intelligence	Readings will be provided
November 7	**Workshop**	
November 14	**Part V:** Emancipatory Perspectives 12. Women and Leadership	Readings will be provided
November 21	**Part V:** Emancipatory Perspectives 13. Ethical and cultural implications of leadership	Readings will be provided
November 28	**Workshop**	

Exhibit III.02: Academic and Curriculum Committee meeting minutes of 16.12.2019.

AMERICAN UNIVERSITY OF BEIRUT

Rafic Hariri School of Nursing

Academic & Curriculum Committee
Minutes of Meeting

December 16, 2019

Time and Place: The meeting came to order at 2:30 pm in the Simulation Lab, Hariri School of Nursing.

Presiding Chairperson: Dr. Lina Abu Fakhr

Members Present: Dr Nour Alayan, Mrs Mary Arevian, Dr Ghada Assaf, Mrs Lynn Berbari (invited), Dr Hala Darwish (invited, HSON representative on the Senate's Academic Development Committee), Dr Suzanne Dhaini, Dr. Nuhad Dumit (convener, ex-officio), Dr Dina Madi, Dr Angela Massouh, Mrs. Hera Tashjian.

Agenda: Key Discussion Points	Outcomes (Decisions, Action items)	Responsibility	Timeline
1. Approval of agenda: the agenda was approved without changes/additions.	None	None	None
2. Approval of previous minutes: Minutes of February 25, 2019 were approved without changes.	None	None	None
3. Follow up on items from meeting February 25, 2019:			
a. Student Portfolio and Skills Competency Checklist: Ms Berbari reported that AUB is working on the student eportfolio; nursing will be incorporated in it including the clinical component.	The sub-committee of the ACC will coordinate this initiative with Mrs Berbari and IT team.	Dr Alayan, Dr Kantar, Dr Massouh, and Mrs Berbari	January 2020
b. Those students who did not pass the N307 course are offered remedial clinical rotations in the spring semester, 2 days per week for four weeks. Students will be paying to the preceptors. Mrs Damianos will be following up on the students.	None. No follow up needed by the ACC committee.	None	None

4. NURS 304 course syllabus: Dr Madi briefed the group that faculty involved in the course met and revised the objectives of the course. Edits were made and the community experience was removed from the course since the related objectives were deemed covered in the community course.	The new objectives were approved. Dr Dumit advised that since the changes in the course objectives are not substantial, they do not need to be reviewed by ADC and reported for CCNE accreditation. Dr Dumit will edit objectives before final listing in the course syllabus.	Dr Madi and Dr Dumit	January 2020
5. NURS 306 course syllabus: Dr Dhaini briefed the group on the following changes to the objectives of the course: - The objectives were divided to theory and clinical, and some of them were concised. The word "pediatric" was replaced with "child". - The course objectives were matched with the clinical experience. Based on student feedback, and information from the hospital that on average 3-4 of our students get hired in the pediatric department after graduation, mainly at CCCL inpatient, it was decided to reconsider the clinical rotations of the students in this course and focus on general pediatric training. Thus, it was decided to a) remove the ED experience from this course and integrate in the critical care course; b) discuss the PICU rotation to be integrated in the critical care course as well; c) remove CCCL outpatient rotation and address the relevant objectives in the CCCL inpatient rotation.	Same as in NURS 304 (above)	Dr Dhaini and Dr Dumit	January 2020

6. Online petitions: Mrs Berbari reported that in November and December 2019, 46 petitions were received, mainly related to course withdrawals. There was a directive from the registrar that those students who are underload and those who withdraw after the deadline of drop-and-add, should have a valid reason for withdrawal. It was discussed to offer the students the Psych 201 course in their first semester; advise the students (especially those who take ENG 102) to take the course in the summer; consider accepting course withdrawals below 12 credits in the first semester.	Mrs Berbari will follow up on the suggestions.	Mrs Berbari	January 2020
7. Lippincott curriculum: Dr. Alayan reported that the lists of skills of all courses were revised and aligned. Each course will identify the priority skills. Lippincott can be used to test students online and then utilize it in the simulation and clinical setting. An instructor can sign off a student for a specific skill in the course. Dr Alayan however noted that Mosby, which is accessible to us from our library, has similar features as Lippincott except for the interactive component.	After deliberation, it was decided to suggest to administration to stop subscription to Lippincott for cost-effectiveness; to utilize Mosby for clinical skill teaching and evaluation; to finalize the list of skills for each course (20 per course).	Dr Alayan and taskforce.	February 2020
8. Other items: a. Nominations for student awards: it was suggested to automate the process and that faculty be able to nominate students rather than only students nominating themselves. b. Dr Dumit advised that the TS-BSN bridging program be followed up by this committee.	Mrs Berbari will prepare a proposal and present to faculty. Mrs Tashjian will follow up on the ACC proposal.	Mrs Berbari Mrs Tashjian	February 2020 January 2020

The meeting was adjourned at 3:50 pm.

Recorded by Hera Tashjian

Exhibit III.03: Academic and Curriculum Committee Meeting Minutes of 25.02.2019

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

Rafic Hariri School of Nursing

Minutes of Academic & Curriculum Committee
Minutes of Meeting

February 25th, 2019

Time and Place: The meeting came to order at 1 pm in the conference, room 6th floor, Hariri School of Nursing.

Presiding Chairperson: Dr. Dina Madi

Members Present: Professor Mary Arevian, Drs. Nuhad Dumit (convener, ex-officio), Nour Alayan, Ghada Assaf, Suzanne Dhaini, Lina Kantar, and Angela Massouh, Mrs. Danielle Damianos (invited), and Mrs. Talin Gulgulian (invited).

Order of Business:

1. **Added Members to the ACC**
   Dr. Dumit highlighted that Dr. Hala Darwish should be invited to all ACC meetings as the HSON representative on the Senate's Academic Development Committee. Dr. Dina Madi confirmed that Dr. Darwish was invited to the meeting.
   The SRC representative will be also invited to represent nursing students.

2. **NURS 307 – Update of Syllabus**
   a. Mrs. Gulgulian reported to committee members the changes made to the NURS307 syllabus as well as feedback from clinical faculty members who teach this course. She reported that Clinical Instructors are concerned that:
      i. We do not have a standardized remedial plan for weak students who pass previous nursing courses but fail NURS307.
      ii. Students who fail NURS307 will be distanced from all types of clinical and nursing-related learning for 1 year which adds to their weakness.
      iii. The problem starts before NURS307 with weak students who pass previous nursing courses despite their weak knowledge base and poor clinical performance.
   b. Mrs. Gulgulian and Damianos reported suggestions from Clinical Instructors teaching NURS307:
      i. Assigning a credit load to NURS307 and a grade instead of the Pass/Fail policy.
      ii. Conducting stricter course evaluation in NURS302 and 306 to avoid passing students with a weak knowledge base.
      iii. Having a standard plan in place for students who fail NURS307.

c. Dr. Dumit clarified that credit allocation does not imply added value to the course and the BSN curriculum at HSON is already overloaded with credits greater than what is required in Lebanon and by AACN. NURS307 is mandatory to all junior students and it is the venue to transition to senior standing. If a student fails NURS307, he or she fails to move to senior year and is required to repeat it in order to proceed.
d. Dr. Massouh suggested creating a standardized remedial plan for the year following failure from NURS307 to avoid distancing students from clinical learning.
e. Dr. Dumit advised that this issue applies to all nursing courses that are offered once per year and that faculty members need to decide on a standardized remedial plan for all such courses including NURS307. Once a remedial plan is decided, it needs to be added to the Catalogue as a school policy.
f. Dr. Madi will propose this discussion item of "Standardized Remedial Plan for students who fail nursing courses offered once per year" to the Agenda of the next Extended Curriculum Committee meeting where all Undergraduate faculty members will join.
g. Corrections to the updated NURS307 syllabus were made by various committee members and shared with Mrs. Gulgulian and Damianos.

3. Student Portfolio and Skills Competency Checklist

a. Dr. Madi raised the issue of re-instating the student portfolio for discussion.
b. Dr. Dumit listed 3 options that may be used: the E-portfolio, Lippincott Procedures, or Moodle.
c. A sub-committee of the ACC, comprised of Drs. Nour Alayan, Lina Kantar, and Angela Massouh, will revisit a previous proposal on BSN e-portfolio.
d. Mrs. Lynn Berbary will orient the faculty on new ORACLE operations instituted by AUB.

4. Mechanism of Analyzing Exit Surveys

Exit survey analysis will be deferred to the Assessment Committee.

5. Others

a. Dr. Dumit announced that Track Coordinators will start assuming their roles beginning in March, 2019.
b. Mrs Khoury and Dr. Dhaini will discuss the revised N.306 learning outcomes (LO) as proposed by Dr. Dhaini. Then, the revised LO will be discussed with Dr. Madi as Track Coordinator. Later, Dr. Madi will discuss them with the Convener before they are presented to the ACC for final approval.

6. Adjournment: The meeting was adjourned at 2:30 pm.

Recorded by Dr. Nour Alayan

Exhibit III.04: Academic and Curriculum Committee Meeting Minutes of 17.02.2020

AMERICAN UNIVERSITY OF BEIRUT

RAFIC HARIRI SCHOOL OF NURSING

MINUTES OF ACADEMIC AND CURRICULUM COMMITTEE MEETING

February 17, 2020

Time and Place: The meeting came to order at 2:00pm in the conference room, 6th floor, Hariri School of Nursing.

Chairperson: Dr. Lina Kantar

Members Present: Dr. Laila Farhood (Interim Dean), Dr. Nuhad Dumit (ex-officio), Drs. Ghada Assaf, Suzanne Dhaini, Dina Madi, Angela Massouh, Mrs. Mary Arevian, Mrs. Hera Tashjian.

Members Absent: Dr. Nour Alayan (excused), Dr. Hala Darwish (Representative on the University Academic Development Committee) (excused).

1. **Approval of Agenda:**

   The agenda was approved after the following additions under "Others" item:

   - Nursing 408.
   - Make up exams regulation across nursing courses.

2. **Approval of Minutes:**

   Minutes of December 16, 2019 were approved as circulated.

3. **Review and approval of the OSCE Policy – Dr. Kantar:**

   Drs. Kantar, Alayan, & Massouh met as a task force and set the criteria for the policy. The policy includes terms and conditions that secure the success of the OSCE, such as: (1) station development, (2) OSCE blue print, (3) setting grade mark for each station, and (4) setting the passing grade. The policy criteria are developed based on the level of the courses in the program.

   Pursuing from the deliberations regarding application criteria, a couple of modifications on OSCE re-do will be changed; once incorporated in the policy, it will be re-distributed for further evaluation by the members, to secure a final approval in the upcoming meeting.

   Members recommended the development of a similar policy targeting the **Clinical Evaluation of students.** Drs. Massouh, Madi, and Assaf will work on developing one.

4. **E-Portfolio proposal – Dr. Massouh:**

   Dr. Massouh introduced a proposal on the E-portfolio, previously developed by a taskforce.
   The intention behind integrating the portfolio in the curriculum, its benefits, and different elements were introduced. The elements include:

- Student Information: name, contact information, major, graduation date, etc.
- Student Goals
- Curricular standards and/or criteria: used to align the contents of the portfolio to institutional, departmental or course curriculum (often accomplished by rubrics)
- Guidelines: used to select appropriate artifacts to keep the collection from growing haphazardly
- Artifacts: examples of student work including documents, images, video, audio, etc. (can be chosen by student, instructor or both)
- Instructor feedback
- Self-reflection pieces: a portfolio without reflections is just a multimedia presentation or an electronic resume

The electronic development of the portfolio by AUB is in progress, especially the incorporation of the clinical appraisal tools in the portfolio.

5. Updates on Mosby's clinical skill list

Dr. Farhood voiced her concern regarding the cost and limited use of the Lippincott Clinical Skill educational program since its purchase; thus justifying the reasons for halting the renewal process with Lippincott. Encouraged instead is the utilization of Mosby package available by SML.

Dr. Dumit will inquire from Dr. Ola Zein (Head of SML) about the possibility of either participating with AUBMC's nursing service to partake in the purchase of Lippincott, or keeping Mosby for utilization by HSON's students.
Updates will be shared in the next ACC meeting.

6. NURS 408 credit redistribution

Mrs. Arevian advised that NURS 408 is a-5-credit course, yet recommended the exchange in credit load between theory and clinical. Theory becomes 3 credits instead of 2 and clinical becomes 2 credits instead of 3.

The modified syllabus will include the changes in credit load, the inclusion of seminar sessions with the theory aspect of the course, and the change of simulation from 1 to ½ credit. The syllabus will be forwarded to the curriculum committee for approval. The modifications must take place in the upcoming catalogue.

7. Online-learning at AUB

Dr. Farhood announced AUB's inclination to adopt the online learning format. Future courses and programs will be transformed with this direction, thus requiring from the faculty to be prepared for this instructional format.

8. Make up exams – standardizing its use

Topic is postponed for deliberation in the next ACC's meeting.

Meeting adjourned at 4 pm.

Jeanette Zeinati
Recorder

American University of Beirut Hariri School of Nursing
NURS 503 Advanced Health Assessment
Course Syllabus

Semester	Spring 2020
Course Number and Title	NURS 503: Advanced Health Assessment
Number of Credits	3 credits: 2 theory and 1 clinical (3 hours per week)
Days	Lectures: Wednesday 11am to 1pm Clinical Days: Monday through Friday HSON; Classroom 102
Course Coordinator	**Angela Massouh, PhD, MScN, CNS** Assistant Professor Cardiology Clinical Nurse Specialist American University of Beirut Extension: 5959 Mobile: 9613-796199 Email: am50@aub.edu.lb Office Hours: By appointment

Course Description

This course focuses on the comprehensive health assessment of clients using a biopsychosocial approach. Nursing phenomena commonly encountered in diverse client populations will form the basic structure of the course.

Students will build on their knowledge and skills in clinical interviewing, focused history taking, physical assessment and critical analysis of client data to identify actual and potential health problems. Using a case based, problem focused learning framework that integrates theoretical, empirical, and experience-based practice knowledge, students acquire the advanced assessment knowledge and skills that form the basis for clinical reasoning and decision-making.

The course includes classroom discussions and a clinical practicum.

Course Learning Outcomes

Upon completion of the course, the student will be able to:

1. Integrate biopsychosocial theoretical perspectives, empirical and experience-based knowledge into in-depth comprehensive health assessments of clients.
2. Distinguish between a comprehensive health assessment and a symptom-focused assessment.
3. Analyze a presenting symptom or complaint for the development of differential diagnoses.
4. Demonstrate advanced communication skills.
5. Demonstrate advanced physical assessment skills.
6. Demonstrate critical thinking and diagnostic reasoning skills in documentation of assessment findings.
7. Utilize an individualized approach in the assessment that reflects contextual, cultural and developmental variations.

Teaching Methods

- Classroom Discussions
- Case Presentations
- Use of audiovisual resources: Videotapes and CD-ROM for self-study.
- Practicum in health assessment in Simulation Lab, Specialty Clinics, and Primary Care Settings.

Required Textbooks

- Dains, J.E., Ciofu-Baumann, L., & Scheibel, P. (2019). *Advanced health assessment and clinical diagnosis in primary care*. (6th ed.). St. Louis, Missouri: Mosby Elsevier.
- Bickley, L.S. (2019). Pocket Guide to Bate's Guide to physical examination and history taking. (8th ed.). Philadelphia: Wolters Kluwer Health Lippincott Williams & Wilkins.

Recommended Textbook

- Bickley, L. S. (2017). *Bate's Guide to physical examination and history taking.* (12th ed). Philadelphia: Wolters Kluwer Health Lippincott Williams & Wilkins. [Available in Saab Medical Library and Dr. Noureddine's Office]
- *Course pack*: Includes select readings assigned per unit.

Learning Assessment

Your course grade will be divided as follows:

Topic	Grade
Class Participation/ Moodle Case Presentation	10%
One Comprehensive Case Study	20%
One Symptom-Focused Health Appraisal	10%
Final Exam	40%
Clinical Evaluation | OSCE	20%
Final Grade	**/100**

Your grade will be posted in letter grade format according to the below scale [as per AUB]:

Course Grade /100	Letter Grade	Course Grade /100	Letter Grade
93-100	A+	69-71	C+
87-92	A	66-68	C
83-86	A-	63-65	C-
79-82	B+	61-62	D+
75-78	B	60	D
72-74	B-	<60	F

Unit Learning Outcomes and Additional Resources

Clinical Reasoning, Evidence-Based Practice, and Symptom Analysis	
Objectives	• Identify goals of diagnostic reasoning • Describe the diagnostic process: context, symptom analysis, physical exam, and formulating a working hypothesis. • Identify strategies to develop clinical reasoning • Identify characteristics of Evidence-Based Practice
Tasks	• Review the PowerPoint presentation • Read and participate in Class/Moodle Discussions • Read Dains et al. Chapter 1 • Attend to Moodle Reading
Cardiovascular Assessment	
Objectives	• Obtain a relevant history for cardiovascular symptoms. • Perform a systematic cardiovascular assessment. • Identify differentials of common cardiovascular symptoms. • Identify ECG changes associated with Myocardial Ischemia, Injury and Infarction. • Identify Sinus, Atrial, and Ventricular dysrhythmias and AV blocks. • Perform a systematic cardiovascular assessment.
Tasks	• Review the PowerPoint presentations • Read and participate in Class/Moodle Discussions • Read Dains et al. Chapter 8 and 26 • Practice ECG strips • Review/ Watch Moodle Videos and Resources • Attend Simulation Lab Practice
Respiratory Assessment	
Objectives	• Obtain a focused history for respiratory symptoms. • Synthesize subjective (history) and objective (blood gases, pulmonary function tests) findings in the differential diagnosis of respiratory problems. • Describe the main landmarks and variations in densities observed on chest films. • Perform a systematic respiratory assessment. • Identify differentials of common respiratory symptoms.
Tasks	• Review the PowerPoint presentations • Read and participate in Class/Moodle Discussions • Read Dains et al. Chapters 11, 14, and 41 • Attend Simulation Lab Practice
Neurologic Assessment	
Objectives	• Obtain a focused history for neurological symptoms. • Describe assessment of various cognitive, motor, and sensory functions. • Perform a systematic neurological examination.

	• Identify differentials of common neurological symptoms.
Tasks	• Review the PowerPoint presentations • Read and participate in Class/Moodle Discussions • Read Dains et al. Chapters 9, 13, 19, and 33 • Attend Simulation Lab Practice
Mental Health Assessment	
Objectives	• Discuss the components of a comprehensive mental health assessment. • Identify general and specific tests used to diagnose mental health problems.
Tasks	• Review PowerPoint presentation • Read and participate in Class/Moodle Discussions
Gastrointestinal Assessment	
Objectives	• Obtain a focused history for gastrointestinal symptoms. • Identify differentials of abdominal pain. • Perform a systematic abdominal assessment.
Tasks	• Review the PowerPoint presentations • Read and participate in Class/Moodle Discussions • Read Dains et al. Chapters 3, 10, and 20 • Review/ Watch Moodle Videos and Resources • Attend Simulation Lab Practice
Assessment of Women's Health	
Objectives	• Outline factors important to a reproductive and perinatal history. • Identify differentials of Amenorrhea, Vaginal Bleeding, Discharge, and Itching. • Describe the techniques of gynecologic examination.
Tasks	• Review the PowerPoint presentations • Read and participate in Class/Moodle Discussions • Read Dains et al. Chapters 5, 36, and 37
Eye, Ear, Nose and Throat Assessment	
Objectives	• Identify changes that occur with age. • Obtain a relevant history for complaints relating to these structures. • Demonstrate systematic physical assessment of these structures.
Tasks	• Review the PowerPoint presentations • Read Dains et al. Chapters 15, 25, 30, and 32
Assessment of the Older Adult	
Objectives	• Identify potential barriers to reliable history taking in the elderly population and techniques to overcome them. • Discuss special considerations in the physical examination of older adults. • Identify key aspects for assessment of the elderly: cognitive function, functional status…
Tasks	• Review the PowerPoint presentations

	• Read and participate in Class/Moodle Discussions • Read Dains et al. Chapters 9
Musculoskeletal Assessment	
Objectives	• Identify changes that occur with age. • Obtain a focused history for relevant complaints. • Perform a systematic musculoskeletal assessment.
Tasks	• Review the PowerPoint presentations • Read and participate in Class/Moodle Discussions • Read Dains et al. Chapters 22 and 24
Assessment of children from infancy through adolescence	
Objectives	• Outline health history questions that are relevant to the pediatric client • Describe physical assessment methods and findings pertaining to developmental milestones • Discuss assessment of developmental stages of children
Tasks	• Review the PowerPoint presentation

Clinical Practicum

Students spend an average of 3 hours per week for training in history taking and physical exam. Some sessions are done in the simulation laboratory under the supervision of faculty members from the School of Nursing particularly Drs. Angela Massouh and Hala Darwish.

Other sessions occur in a primary care setting, AUBMC's OutPatient Department, practicing history taking and physical assessment, and the formulation of differential diagnoses on a load of clients. Those experiences are under the supervision of attending physicians. In addition, students will do assessment on patients in the specialty clinics:

- Heart Failure Clinic under the supervision of Dr. Angela Massouh
- Multiple Sclerosis Clinic under the supervision of Dr. Hala Darwish
- Family Medicine Clinics under the supervision of Dr. Maya Romani

Students are expected to watch the physical assessment videos that cover the physical examination of various body systems early in the semester to supplement their hands-on training. As part of the clinical practicum, students submit logs on cases they have seen in their clinical rotation electronically to the course coordinator.

Students submit one focused health assessment report and one comprehensive assessment case report. At the end of the semester, students sit for a hands-on exam where they perform a graded history taking and physical examination on a client in the presence of the course coordinator.

Available Clinical Slots

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Slots	**OPD** 8am to 11am	**OPD** 8am to 11am	**OPD** 8am to 11am	**OPD** 8am to 11am	**OPD** 8am to 11am
			MSC 9am to 11am	**MSC** 10am to 12pm	**FM** 8am to 12pm
PM Slots	**MSC** 1pm to 3pm	**MSC** 2pm to 5pm	**MSC** 2pm to 5pm	**MSC** 2pm to 5pm	**MSC** 11am to 2pm
	OPD 1pm to 5pm	**OPD** 1pm to 5pm	**OPD** 1pm to 5pm	**OPD** 1pm to 5pm	**OPD** 12pm to 4pm
			FM 2pm to 5pm	**HFC** 1pm to 5pm	

Class Schedule

Date	Time	Topic	Speakers
January **22**	11am to 12pm	Course Introduction	Dr. Angela Massouh
	12 to 1pm	Clinical Reasoning, Differential Diagnosis, EBP, and Symptom Analysis	
		Anatomy of the Interview	
January 29 **SimLab:** History Taking in Classroom 103 from 8 to 10am			
29	11am to 1pm	**Cardiovascular Assessment and Diagnostic Tests** Chest Pain Assessment and Differentials	Dr. Angela Massouh
Week of February 3 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			
February **5**	11am to 1pm	EKG Interpretation	Dr. Angela Massouh
Week of February 10 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			
12	11am to 1pm	EKG Interpretation	Dr. Angela Massouh
Week of February 17 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			
19	11am to 1pm	**Respiratory Assessment and Diagnostic Tests** ABGs Interpretation	Dr. Angela Massouh
Week of February 24 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			
26	11am to 1pm	Dyspnea Assessment and Differentials	Dr. Angela Massouh
March 4 **SimLab:** Cardiovascular and Pulmonary Assessment (9 to 11am: Classroom 102 or SimLab)			
March **4**	11am to 1pm	**Neurologic Assessment**	Dr. Hala Darwish
March 9 **SimLab:** Neurologic Assessment (1 to 3pm in SimLab)			
11	11am to 1pm	Delirium Assessment and Differentials	Dr. Angela Massouh

Week of March 16 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			
18	11am to 12pm	Dizziness and Syncope Assessment and Differentials	Dr. Angela Massouh
	12 to 1pm	Headache Assessment and Differentials	Dr. Ashraf Makki
Week of March 23 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			
March 25 at 11pm **Symptom-Focused Health Appraisal Assignment Due**			
Week of March 30 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			
April **1**	11am to 1pm	**Mental Health Assessment**	Dr. Laila Farhood
Week of April 6 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			
8	11am to 1pm	**Gastrointestinal Assessment** Abdominal Pain Assessment and Differentials	Dr. Angela Massouh
Week of April 13 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			
15	11am to 1pm	**Assessment of Women's Health** Amenorrhea, Vaginal Bleeding, Discharge, and Itching	Dr. Umaya Musharrafieh
	1 to 2pm	**Ear, Nose and Throat Assessment** Earache, Sinus Congestion, and Sore Throat	Dr. Randa AlBarazi
Week of April 20 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			
22	11am to 12pm	**Assessment of the Child and Adolescent**	Dr. Rana Sharara-Chami
	12 to 1pm	**Ophthalmologic Assessment** and the Red eye	Dr. Bahaa Noureddine
April 22 at 11pm **Comprehensive Case Study Assignment Due**			
Week of April 27 **Clinical Options** [OutPatient Department: OPD; Multiple Sclerosis: MS; Family Medicine: FM; and Heart Failure Clinic: HFC]			

29	11am to 12pm	**Musculoskeletal Assessment** Limb Pain and Low Back Pain	Dr. Imad Uthman
	12 to 1pm	**Assessment of the Older Adult**	Dr. Angela Massouh
May **4, 5, 6, 8, 12, 13,** and **14** **Final Exam OSCE**			
May **11** from **9am to 11am** **Final Exam**			

Student Conduct

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism.

These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

Non-Discrimination Policy

AUB encourages a diverse student body and workforce and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. In addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non- Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will

provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Students with Disabilities Policy

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

Initially Prepared by: **Dr. Samar Noureddine**
Edited by: **Dr. Angela Massouh**

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

SCHOOL OF NURSING

N505A Course syllabus

***Required COVID-19 Code of Conduct:**

Social Distancing, Face Mask, Sanitizer for any in-class session*

Fall 2020-21

Course number and title: N505A: Advanced Practice in Adult-Gerontology Care I.

Number of credits: 4 credits. Lecture and discussion: 2 hours; clinical practice: 6 hours.

Prerequisite: N503 Advanced Health Assessment.

Co-requisite: N504: Advanced Pathophysiology

Day and Time: Thursdays 9:00 – 11:00 am

Catalogue Course description: This course builds on N504 & N503 and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of clients with a spectrum of health problems.

Detailed course description: The theory component of this course focuses on health promotion, disease prevention and management of chronic health problems in adults and older adults. The emphasis is on management of health problems, based on pathophysiological and psychosocial theory, and including pharmacological, invasive and alternative interventions. The nursing process is the organizing framework used. Topics include general risk assessment and risk reduction strategies for screening and health behaviors; diabetes; hypertension; cardiometabolic syndrome; chronic obstructive pulmonary disease and asthma; heart failure; chronic renal failure; cerebrovascular disease; chronic neurologic disorders; and health problems of older adults.

In the clinical component, students begin to explore and practice aspects of the clinical nurse specialist role in their area of interest, focusing on the clinician role. Emphasis is placed on the application and utilization of research evidence and theory relevant to nursing intervention in the care of adults and older adults. Attention is given to the bio-psycho-social, genetic and cultural variables influencing the patient position on the health-illness continuum. Clinical

rounds are incorporated where students analyze and synthesize pathophysiology, assessment and psychosocial data, and practice clinical decision making. Patient/family education and counseling are emphasized.

Faculty: Hala Darwish, PhD, RN ; email: hd30@aub.edu.lb , phone 5938

Samar Noureddine, PhD, RN, FAHA, FAAN; email: sn00@aub.edu.lb. Phone: 5966.

Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Discuss epidemiologic trends on the health-illness continuum in adults and older adults.
2. Analyze current biobehavioral research related to the prevention and management of adults and older adults with chronic conditions.
3. Compare and contrast descriptive indices and assessment parameters of health risks and common chronic health problems in adults and older adults.
4. Develop nursing and collaborative diagnoses based on appropriate selection of health assessment data.
5. Select evidence-based advanced nursing interventions relevant to selected diagnoses and adapted to patient and family needs.
6. Evaluate the effectiveness of the plan of care through identified patient outcomes.
7. Participate in the coordination and management of care of adults and older adults in various health settings with the multidisciplinary health care team.
8. Demonstrate competence in educating and counseling adults and older adults regarding healthy lifestyles and self-care.
9. Discuss ethical issues surrounding the care of adults and older adults with chronic illness, and end of life care.

Textbooks:

1. Required:

Foster, J. W., & Prevost, S. S. (2012). *Advanced Practice Nursing of Adults in Acute Care.* (2nd ed). Philadelphia: F. A. Davis.

Bhat, P., Dretler, A., Gdowski, M., Ramgopal, R., & Williams, D. (2016). *Washington Manual of Medical Therapeutics,* (35th ed). Philadelphia: Wolters Kluwer..

Noureddine, S. *Course Reader (extra readings are posted on Moodle).*

2. Recommended (all are available at the Saab Medical Library/Dr. Noureddine's Office):

NANDA International (2014). Nursing Diagnoses: Definitions and Classification (2015-2017)

Philadelphia: Wiley Blackwell. This is an eBook.

Moorhead, S., Johnson, M., & Maas, M. (Eds). (2004). *Iowa outcomes project: Nursing outcomes classification (NOC)*. (3rd ed.) St. Louis, MO: Mosby.

Johnson, M., Bulecheck, G., McCloskey Dochtermann, J., Maas, M., & Moorhead, S. (2001). *Nursing diagnoses, outcomes & interventions: NANDA, NOC and NIC linkages*. (2nd ed). St. Louis: MO: Mosby.

McClockey Cochterman, J. C., & Bulechek, G. (2004). *Iowa outcomes project: Nursing interventions classification (NIC).* (4th ed). St. Louis, MO: Mosby.

Teaching methods:

Classroom or Virtual synchronous discussions of assigned readings.

Precepted clinical practice.

The WebEx link for this course :

Nursing 505A

Hosted by Hala Darwish

Thursday, Sep 10, 2020 9:00 am | 2 hours 15 minutes | (UTC+03:00)

Occurs every Thursday effective 9/10/2020 until 12/3/2020 from 9:00 AM to 11:15 AM, (UTC+03:00) Amman

Meeting number: 137 949 7716

Password: AdultCare (23858227 from video systems)

https://aub.webex.com/aub/j.php?MTID=ma9b12c213461089cdbfb51536fe02040

COVID-19 CODE OF CONDUCT

During the deadly pandemic of COVID-19, it is important to keep in mind that we are all responsible for our own health and those of others. Hence, the following precautionary measures always need to be observed, whether at school or in the community.

a. Stay at home if you have symptoms such as fever, cough, body aches, etc. Call youth clinic at 01-350 000 x 3000 for advice before visiting the clinic.
b. Always keep a social distance of at least 2 meters and everywhere.
c. Avoid crowdedness anywhere.
d. Wear mask when you go around the school, campus, or community.
e. Wear mask if you are in a classroom when students are less than 2 meters apart.
f. When you touch doorknobs, benches, lockers, stair railings, clean your hand with sanitizers or wash them with soap and water immediately after.

g. Avoid touching your eye, nose and mouth.
h. The lobby, student lounge, lockers, and NSS room will be closed until further notice.
i. Follow the simulation lab/ classroom instructions posted on the door.
j. In classrooms:
    a. Clean your desks and chairs with sanitizers before and after using.
    b. Clean your hands with sanitizers or washing with soap and water for 20 seconds before and after you leave the class.
    c. Do not share papers, pens and pencils.
    d. Ventilate the room when possible.
    e. Cough and sneeze using your elbow.
k. For office visit:
    a. If you can meet virtually, do it
    b. Make sure you keep a distance of 2 meters.
    c. Wear masks.
    d. Ask to open the window
    e. Do not go inside the office if more than two individuals are there.

Do It For Yourself And For Others

Content outline

Date	Topic	Speaker	Readings
September 10	Introduction to the course. Overview of the roles & competencies of the CNS Health risk appraisal and healthy lifestyle recommendations	H. Darwish	Foster & Prevost: Chapter 1 Course reader: AACN standards of advanced practice NACNS competencies
September 17	Health problems in older adults.	Hala Darwish	Foster & Prevost: Chapter 5
September 24	Management of cognitive impairment in older adults: Dementia and delirium	H. Darwish	Foster & Prevost: Chapter 2 Bhat et al: Chapter 27
October 1	Management of clients with Chronic Obstructive Pulmonary Disease and Asthma. Dyspnea management	S. Noureddine	Foster & Prevost: Chapter 10 Bhat et al: Chapter 9 Course reader: COPD & asthma Management guidelines
October 8	Management of clients with hypertension & Cardiometabolic syndrome.	S. Noureddine	Foster & Prevost: Chap 2, 9, 13 Bhat et al: Chapter 3 Course reader: Hypertension management guidelines
October 15	9:00 AM: Management of clients with irritable bowel syndrome and peptic ulcer disease. 10:00 AM: Palliative Care	S. Noureddine R. Yamout	Foster & Prevost: Chapter 12 Bhat et al: Chapter 18

October 22	Management of clients with chronic kidney disease ***First patient write up due***	S. Noureddine	Foster & Prevost: Chapter 13 Bhat et al: Chapter 13
October 29	Management of Patients with Coronary Heart Disease and Stable Angina	S. Noureddine	Foster & Prevost: Chapter 9 Bhat et al: Chapter 4 Course Reader: Guidelines for Management of Ischemic Heart Disease
November 5	Management of clients with heart failure	A. Massouh	Foster & Prevost: Chapter 9 Bhat et al: Chapter 5 Course reader: Heart Failure Management guidelines
November 12	Management of clients with cerebrovascular accidents	H. Darwish	Foster & Prevost: Chapter 8 Bhat et al: Chapter 27
November 19	Management of clients with degenerative neurologic disorders: multiple sclerosis, Parkinson's disease Anxiety, sleep problems, and depression in chronic illness ***Second patient write up due***	H. Darwish	Foster & Prevost: Chapter 8 Bhat et al: Chapter 27 Foster & Prevost: Chaps 2, 3, 6 Bhat et al: Chapter 10
November 26 4-6 pm	Management of clients with diabetes and its complications	M. Nasrallah	Foster & Prevost: Chapter 11 Bhat et al: Chapter 23 Course reader: Diabetes Management guidelines
December 3-7	Reading Period		
December 10	**Final exam**	**H.Darwish**	

Learning Assessment:

Class participation & student presentations:	20%
Exam	30%
Clinical evaluation, including weekly logs and mini project	35%
Patient write ups	15%

Student participation:

Classes will be interactive in this course. Case studies will be used as the basis for discussing clinical topics throughout the semester. Evidence based guidelines for health risk assessment and management of specific patient populations will be compared and discussed. Research articles related to the clinical topics covered will be assigned for discussion in class. Each student is expected to give a presentation in one of the above areas.

Exam:

Students will sit for an exam that covers material addressed in the course using objective and subjective questions and based on case studies.

Clinical Component:

Students are expected to choose a clinical area in which they wish to develop expertise. Students write behavioral objectives that reflect course objectives and their individual needs and interests. Each week, the student shall indicate objectives to be completed, strategies to achieve them, self-evaluate the outcome, and discuss that in written clinical logs with the faculty.

Students will be assigned one or more preceptors who will guide their practice and participate in their evaluation. The focus in this practicum is on the development of the advanced clinical practice role of the clinical nurse specialist role, using the nursing process in the management of patients. Eight hours of clinical practice are required per week. Students are expected to participate in multidisciplinary clinical rounds where cases are discussed as applicable to their area of interest. Clinical placement shall be in outpatient and inpatient settings.

The evaluation of the clinical will be based on student progress towards their set behavioral objectives, feedback from the assigned preceptor and student, as well as one mini project/product to be prepared by the end of the semester. This project may be a clinical pathway, clinical assessment tool, or a patients/staff teaching session.

Weekly reports of the clinical experience must include:

1. Brief overview of the objectives achieved and activities in which the student was engaged
2. Self-evaluation of/reflection on the experience during that week
3. Description of cases seen using the SOAP format with elaboration on patient management.

Patient write ups:

Students are required to submit 2 patient write ups from the cases encountered in the clinical setting, based on the nursing process. The write ups shall include the following:

- Assessment data base (subjective and objective), including relevant medical and surgical history.
- Nursing/collaborative diagnosis(es)
- Outcome criteria
- An intervention plan within the scope of advanced practice with specific evidence based advanced practice interventions
- The care plan must be organized around the identified diagnoses and related olutcomes.

Students may use an expanded version of the SOAP format if they wish. However the planning/intervention part ought to be elaborated with actions specific to the case. Do not include general actions plans; only specific interventions. Address the patient holistically,

including a biopsychosocial approach and evidence based interventions. Include references at the end of the write up. Note the rubric on Moodle that will be used to grade the write up.

Student conduct

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http://pnp.aub.edu.lb/general/conductcode/index.html

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty

and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

HD, SN 2020.

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

SCHOOL OF NURSING

N505B Course syllabus Spring semester 2019-2020

Course number and title: N505B: Advanced Practice in Adult-Gerontology II.

Number of credits: 4 credits. Lecture and discussion: 2 hours; clinical practice: 8 hours.

Prerequisites: N504: Advanced Pathophysiology

Catalogue Course description: This course addresses advanced nursing practice in adult care and includes a theory and a clinical component. Emphasis is on further refinement and extension of pathophysiological concepts and assessment skills in the management of adults and older adults with acute and critical care conditions.

Detailed course description: The theory component of this course covers the early detection and management of acute and critical care health problems in adults and older adults. The emphasis is on holistic management of health problems, based on pathophysiological and psychosocial theory, and including pharmacological, invasive and alternative interventions. The nursing process is used as the organizing framework for the course. Topics include acute coronary syndrome, respiratory failure, acute renal failure, liver failure, shock, sepsis, skin and wound management, traumatic brain injury, spinal cord injury, hematologic malignancies, solid tumors, thyroid and parathyroid problems.

In the clinical component of the course, students train on developing clinical expertise in managing adults and older adults with acute and critical illness. Emphasis is placed on clinical decision making using relevant research evidence and theory, taking into consideration the patient and family preferences for care. Within the clinical setting, attention is given to the bio-psycho-social, genetic and cultural variables influencing the patient and his/her family. Clinical rounds are incorporated where students analyze and synthesize knowledge of pathophysiology, assessment and psychosocial concepts and practice clinical decision making. Patient/family education and counseling are emphasized.

Faculty: Samar Noureddine, PhD, RN, FAHA, FAAN; email: sn00@aub.edu.lb. Office extension: 5966.

Hala Darwish, PhD, RN, FAAN; email: hd30@aub.edu.lb; office extension: 5938

Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Discuss ethical issues surrounding the care of adults and older adults with critical illness, and the role of technologic advances in this regard.

2. Analyze current bio-behavioral research related to the prevention and management of acute and critical care conditions in adults and older adults.

3. Analyze and interpret assessment findings of adults and older adults with acute and critical illness.

4. Develop nursing and collaborative diagnoses based on health assessment data.

5. Select evidence-based interventions relevant to selected diagnoses and adapted to patient and family needs.

6. Evaluate the effectiveness of the plan of care through identified patient outcomes, including patient and family preferences.

7. Participate in the coordination and management of care of adults and older adults in acute care settings with the multidisciplinary health care team.

8. Demonstrate competence in education and counseling of patients/families in the setting of acute and critical illness.

Textbooks:

1. Required:

Crees, Z., Fritz, C., Heudebert, A., No, J., Rengarajan, A., & Wang, X. (2020). *Washington Manual of Medical Therapeutic.,* (36th ed). Philadelphia: Wolters Kluwer.

Noureddine, S. *Course Reader (extra readings are posted on Moodle).*

2. **Recommended (all are available at the Saab Medical Library):**

NANDA International (2014). Nursing Diagnoses: Definitions and Classification (2015-2017)

Philadelphia: Wiley Blackwell. This is an eBook.

Moorhead, S., Johnson, M., Maas, M., & Swanson E. (Eds). (2012). *Nursing outcomes classification (NOC).* (5th ed.) St. Louis, MO: Mosby.

Bulechek, G., Butcher, H. K., Dochterman, J. M, & Wagner, C. (2012). *Nursing interventions classification (NIC).* (6th ed). St. Louis, MO: Mosby.

Johnson, M., Moorhead, S., Bulecheck, G.,Butcher, H., Maas, M., & Swanson, E.

(2011). *NOC and NIC linkages to NANDA- I and Clinical Conditions*. (3r[d] ed). St. Louis: MO: Mosby.

Teaching methods:

Classroom discussions of assigned readings.

Student presentations.

Precepted clinical practice.

Content outline

Date	Topic	Speaker	Readings
January 23 9-11 am	Introduction to the course. The synergy model of patient care	S. Noureddine	Article on Moodle
January 30 9-11 am	Prevention and Management of clients with acute coronary syndrome.	S. Noureddine	Crees et al: Chapter 4 Reading on Moodle
February 6 9-11 am	Management of clients with traumatic brain injury	H. Darwish	Crees et al: Chapter 27 Reading on Moodle
February 13 9-11 am	Management of clients with respiratory failure and ARDS.	S. Noureddine	Crees et al: Chapter 8, p. 238-254
February 20 9-11 am	Management of patients with hematologic malignancies	R. Saad	Crees et al: Chapter 22, p. 770-789. Readings on Moodle
February 27 9-11 am	Management of clients with sepsis. ***First patient write up due***	S. Noureddine	Crees et al: Chapter 8, p. 256-257
March 5 9-11 am	Management of patients with spinal cord injury	I. Omeis	Crees et al: Chapter 27, p. 925-928 Reading on Moodle
March 12 9-11 am	Management of patients with solid tumors	R. El Asmar	Crees et al: Chapter 22 Readings on Moodle
March 19 9-11 am	Pain Management in Acute Illness (9-10 am) Nutrition support in acute illness	H. Darwish J. Jabbour	Crees et al., Chapters 1 (p. 5-8 & 2
March 26 9-11 am	Management of clients with acute renal failure.	S. Noureddine	Crees et al: Chapter 13, p. 418-426, 441-443 Readings on Moodle
April 2 9-11 am	Management of clients with liver failure	S. Noureddine	Crees et al: Chapter 19, p. 658-663 Readings on Moodle
April 9 9-11 am	Prevention and management of common infections: Pneumonia and UTI Skin and wound management.	S. Noureddine	Crees et al: Chaps 14 and 15 Readings on Moodle
April 16 9-11 am	Management of clients with thyroid and parathyroid problems	M. Chakhtoura	Crees et al: Chapter 24

April 23 9- 11 am	Management of clients with shock	S. Noureddine	Crees et al: Chapter 8 pp. 254-263
April 30 9- 11 am	Students' presentations		
May 7	***Paper assignment due***		

Learning Assessment:

Class participation & student presentations:	20%
Paper	30%
Clinical evaluation, including weekly logs and mini project	35%
Patient write ups	15%

Student participation:

Classes will be interactive in this course. Case studies will be used as the basis for discussing clinical topics throughout the semester. Evidence based guidelines for management of specific patient populations will be compared and discussed. Research articles related to the clinical topics covered will be assigned for discussion in class. Each student is expected to give a presentation in one of the above areas. In the last class, students will share their main achievements in the clinical rotation.

Paper guidelines:

Each student will select a clinical topic, using a case study or clinical problem, based on his/her clinical area of interest to develop the paper requirement for this course. This theoretical paper should review and synthesize the state of bio-behavioral knowledge on the problem chosen, with consideration of demographic, genetic and environmental influencing factors. Background data and research evidence will be used to support discussion of the nursing management of the chosen problem within an advanced practice perspective. The paper should not exceed 10-15 pages of double spaced text. You must use APA style. Grading criteria include:

1. Problem definition and incidence/prevalence overview	10%
2. Bio-behavioral knowledge review (pathophysiology, manifestations)	25%
3. Synthesis of related factors (risk factors, co-morbidities)	10%
4. Evidence based advanced practice nursing management	40%
5. APA style, organization, grammar	15%

Papers must be submitted via Moodle. Students are urged to prepare this paper for publication and will be mentored into choosing an appropriate journal and submit it as manuscript.

Clinical Component:

Students are expected to choose a clinical area where they wish to develop expertise. Students shall write behavioral objectives that reflect the course objectives and their individual needs and interests. Each week, the student shall indicate objectives to be completed, strategies to achieve them, self-evaluate the outcome, and discuss that in written clinical logs with the faculty.

Students will be assigned one or more preceptors who will guide their practice and participate in their evaluation. The focus in this practicum is on developing the advanced clinical practice and education roles of the clinical nurse specialist. Emphasis is placed on the utilization of the nursing process in the management of patients. Eight hours of clinical practice are required per week. Students are expected to participate in multidisciplinary clinical rounds where cases are discussed as applicable. Clinical placement shall be in acute care settings.

The evaluation of the clinical will be based on student progress towards their set behavioral objectives, feedback from preceptor and student, and one mini project to be prepared by the end of the semester. The project may be a clinical pathway, clinical assessment tool, or a patients/staff teaching session.

Weekly reports of the clinical experience must include:

9. Brief overview of the objectives achieved and activities in which the student was engaged
10. Self-evaluation of/reflection on the experience during that week
11. Description of cases seen using the SOAP format with elaboration on patient management.

The reporting of clinical experiences will be planned in writing and orally during the semester.

Patient write ups:

Students are required to submit 2 patient write ups from the cases encountered in the clinical setting, based on the nursing process. Students need to have several encounters with the patient and follow them up till discharge from the hospital. The write ups shall include the following:

- Assessment data base (subjective and objective), including relevant medical and surgical history.
- Nursing and collaborative diagnosis(es)
- Outcome criteria
- An intervention plan within the scope of advanced practice with specific evidence based advanced practice interventions
- Organize the care plan around the identified diagnoses and their related outcomes.

Students may use an expanded version of the SOAP format. However, the planning/intervention part ought to be elaborated with actions specific to the case. Do not include general actions plans. Address the patient holistically, including a biopsychosocial approach and use evidence based interventions. Reflect on the management provided versus what you found in the literature. Include references at the end of the write up. Note the grading rubric on Moodle.

Student conduct

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism. Students' papers shall be submitted on Moodle and will be subjected to a plagiarism check by Turnitin software.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
c. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit:
http://pnp.aub.edu.lb/general/conductcode/index.html

Non-Discrimination Policy

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. In addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and

interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

Students with Disabilities Policy

'AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314'.

SN, HD 2020.

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

Course syllabus for N506: Advanced Practice in Adult Gerontology III

Academic year 2018-2019

Course number and title: N506: Advanced Practice in Adult Gerontology III.

Number of credits: Four credits; 16 hours per week.

Prerequisite: N505B: Advanced Practice in Adult Gerontology II.

Catalogue course description: This is a practicum in which students apply content learned in N504, N505A and N505B, and use concepts covered in the role development courses in the advanced management of adult and older adult clients with a variety of illnesses. Interdisciplinary collaboration and case management are emphasized. *Prerequisite: N505B.*

Detailed course description: This course is a clinical residency. Students apply scientific and theoretical knowledge in practice to develop the skills needed for the advanced practice nurse roles of practitioner, educator, consultant and researcher. Students select a specialty area and focus on a patient population of their choosing in developing their clinical expertise and the particular roles they want to emphasize. Students examine the various sociocultural, physiological and organizational factors that influence client care and how they relate to the Advanced practice nurse/clinical specialist roles. Students will be assigned to and supervised by a preceptor in the clinical setting and their experiences will be coordinated with the course coordinator at the Hariri School of Nursing. Weekly or bi-monthly scheduled meetings with the preceptor and on line communication with faculty are required for evaluation of progress.

Course placement: This is the last course in a series designed to prepare clinical specialists in adult gerontology with the subspecialty of the student's choice.

Course coordinator: Samar Noureddine, PhD, RN, FAHA, FAAN.

Course objectives: Upon completion of the course, the student will be able to:

1. Plan, implement and evaluate individual and/or group interventions based on integration of theory and clinical knowledge to meet the educational and health care needs of clients and their families.
2. Critically evaluate the needs of the organization and individual health care providers in coordinating multidisciplinary care for specific client populations.
3. Demonstrate initial competence in the selected clinical nurse specialist roles.
4. Demonstrate plan generation and evaluation in clinical problem solving based on theory, research, and clinical knowledge.
5. Utilize effective communication techniques that are culturally sensitive with clients, families and health care providers.

6. Demonstrate professional integrity, accountability, initiative and autonomy.

Role-specific behavioral objectives

Clinical practice: The clinical nurse specialist (CNS) student will:

1. Write individual behavioral objectives approved by the faculty and preceptor that are consistent with the course objectives.
2. Demonstrate critical thinking and diagnostic reasoning in assessment and decision making.
3. Design, implement and evaluate therapeutic nursing interventions to meet the needs of clients in collaboration with the nursing staff.
4. Coordinate the care of a load of patients with the multidisciplinary team.

Educator: The CNS student will:

1. Identify the clinical specialist role for staff, clients and their families.
2. Implement staff/patient/family teaching based on a plan including objectives, outline and evaluation.

Researcher: The CNS student will:

1. Identify an area of practice and review related research findings and their utilization potential.
2. Develop a research utilization proposal including critical appraisal of the literature, analysis of feasibility of application and implementation plan.

Consultant: The CNS student will:

1. Identify problem areas in clinical practice and suggest evidence based solutions.

Teaching methods:

Precepted clinical experience: A minimum of 240 hours of clinical experience are required for this residency. Students develop their clinical objectives early in the semester and propose a plan to meet them. The clinical experience is planned in coordination with the faculty and under the supervision of the clinical preceptor. The student meets with the preceptor/faculty every week or 2 weeks to discuss progress. Students are encouraged to gain experience in each of the clinical specialist roles. Students are expected to actively participate in multidisciplinary rounds.

Research utilization project: Each student is expected to identify one project that s/he will be involved in. The project may relate to the unit as a whole or to a patient population, and be specified in the student's objectives. The student must submit at the end of the semester a written report (no more than 10 pages) of the project, which may relate to a clinical protocol, case management, or evidence based practice project agreed upon with the preceptor. The written proposal must include:

1. Introduction: Significance of the problem with support from the literature and rationale for the project. Summarize and evaluate the empirical evidence related to the topic.
2. Setting: The place where the project will be conducted and the parties involved. Mention current practice in the setting.
3. Objectives and proposed outcomes of the project.
4. Implementation plan, with discussion of strengths and weaknesses.
5. Evaluation: Proposed evaluation plan of the project.

Case presentations: Students present cases or clinical issues pertinent to the area of specialty to the staff in the clinical setting. The presentation may be done in a multidisciplinary conference or as an in-service session to the staff. Each student is expected to present at least one case. In the event the presentation is about a client-family problem:

- The student chooses a client who needs a CNS intervention for a clinical problem (physical or psychosocial) that may involve the family. Examples include coordination of care by multidisciplinary staff, problem with complex clinical management, or problems related to client coping.
- The student prepares and presents a case analysis, including demographic and clinical data about the client, relevant dimensions of the problem, a proposed plan for evidence-based intervention, and outcomes if available.
- The student must provide an outline and a reference list to the audience and use audio visual aids as feasible.

In case the presentation is about issues related to the clinical nurse specialist practice:

- The student identifies a problem related to CNS practice, such as unit based clinical practice issue, quality improvement, staff development, or problems in nurse-physician collaboration or patient care management, e.g., transfers within the organization.
- The student defines the problem, identifies its dimensions and presents a comprehensive analysis of the situation, including advanced practice interventions and outcomes if available.
- The student must provide the audience with an outline and reference list of the presentation, and use audio visual aids.

Weekly clinical logs: Each student will maintain a written log of the clinical activities for each week to demonstrate progress towards the clinical objectives identified in the beginning of the semester. The logs describe the activities done and how they relate to each of the clinical specialist roles. The logs are communicated to the clinical preceptor and course coordinator. A sample clinical log would briefly described weekly clinical activities under each of the CNS roles using the following format:

Week/role	Practitioner	Educator	Researcher	Consultant	Hours/week
Week 1					

Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

In addition, students need to include the decision making process used in handling dilemmas, what interventions were used and whether they were successful, their thoughts and feelings about the experience, and suggestions for improving the experience.

Independent readings: Students are self-learners who will use library and internet facilities to search the literature needed for their clinical practice and projects. A number of print and electronic resources will be provided for students for reading.

Evaluation: The grade for this course is pass/fail, and is based on the student's achievement of his/her clinical objectives as well as his/her performance. Evidence used for evaluation include:

1. Clinical preceptorship evaluation
2. Clinical logs
3. Research utilization project

SN, August 2018.

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

SCHOOL OF NURSING

NURS 508 ADVANCED PRACTICE IN NURSING ADMINISTRATION
Fall & Spring 2018

Course Number and Title:

NURS 508 Advanced Practice in Nursing Administration

Number of Credits:

4 credits

Placement of Course:

This course is offered in the final semester of the MSN for the Nursing Administration track.

Course Instructors:
Drs. Huda Huijer RN, PhD, FEANS, FAAN;
Michael Clinton, RN (CARNA) RGN RPN (NMBWA) PhD MSc BA(Hons)
Nuhad Yazbik Dumit, RN, MA, PhD
Lina Younan, RN, MSN, DNP

Course Description:

This practicum focuses on developing advanced management and administrative nursing skills in a variety of health care organizations. The purpose of the practicum is to provide a structured field experience in a health care organization to allow the student to apply the theories, principles, and techniques learned in the didactic portion of the graduate program under the guidance of an experienced preceptor and a faculty advisor. The student, the preceptor, and the faculty advisor collaborate to provide experiences that support the student's meeting the course objectives and working with the organization to achieve its goals and mission. *Prerequisite: NURS 507.*

Learning Outcomes:

Objectives specific to each student's practicum will be developed by the student in conjunction with the preceptor and the faculty advisor, and will form the basis for the Learning Contract. General learning outcomes of the practicum follow:

1. Develop a practical understanding of how administrative and clinical factors interrelate in health care organizations, their suppliers, payers, and regulatory bodies.

2. Refine a personal code of ethics and a philosophy based on a dedication to high ideals and standards of performance which are essential for the effective nursing administrator.

3. Maintain a high level of confidentiality both within and outside the setting, with regard to the organization's information.

4. Apply concepts and principles learned in the didactic portion of the program.

5. Strengthen leadership, judgment, problem-solving, and other administrative skills.

6. Analyze the dynamics of an organization or health care system in relation to the quality of client care provided.

7. Evaluate the strengths, inadequacies, and constraints of the health care delivery system and the role of the nursing administrator in maximizing the quality of services and resources available and accessible in the system.

8. Analyze the congruence of personal strengths and individual career goals.

Course Requirements and Evaluation:

Successful completion of the course and student-specific objectives, as specified in the Learning Contract (evaluation per faculty advisor, supported by feedback from student, preceptor). (80%)

Reflective learning reflected in the weekly journal. (20%)

Professional level of performance and attendance at practicum-related activities and events is required.

Attendance and Grading:

Students will adhere to the AUB class attendance policy as stated in the AUB Catalog. However, the professionalism of the role needed for this practicum requires a very high level of attendance.

The grading system as outlined in the AUB Catalog for graduate students will be adhered to.

STUDENT SUPPORT

Technical Support

For Moodle support, contact the IT Academic Services at extension: 3589 or e-mail moodle@aub.edu.lb

Special Needs Support

'AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314'.

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via Ethics Point atwww.aub.ethicspoint.com.

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

Academic Year 2018-2019

NURS 598 Masters Project: Adult Gerontology Clinical Nurse Specialist Track

Course Number and Title:

N.598 Project: Clinical

Number of Credits:

3 credits

Placement of Course:

This project is in partial fulfillment of the MSN program, clinical track. At the discretion of the instructor, this course may be begun after completion of the core courses of the MSN program, most of the clinical courses and the comprehensive exam.

Prerequisites:

N. 502 and permission of the instructor.

Course Instructor:

Samar Noureddine, PhD, RN, FAHA, FAAN

Course Description:

This course for students in the adult gerontology clinical nurse specialist track provides an opportunity for students to apply aspects of the research or educational process to clinical issues within their area of interest, under the direction of a graduate faculty advisor. Emphasis is on the identification of a practice problem and may involve review of related literature and development of a research utilization/evidence based practice project such as a clinical protocol, guideline or assessment tool, hands-on research experience in research with a faculty members with analysis of existing data and write up of a research report, quality improvement project, or development of educational material for patients or staff.

Course Objectives: Upon completion of the course, the student will:

1. Synthesize the literature relevant to a practice area.
2. Propose a plan/Implement the clinical or education or research project according to the topic or scope of the project.
3. Propose an evaluation plan for the project implementation (if practice or educational).
4. Present the project and findings in a presentation open to the public.

The project may be a small research study such as medical record review or secondary data analysis, during which the student will develop a research proposal, get the needed institutional review board approval, conduct the study, analyze the data and write up the results.

Guidelines for the Project

Project types assume comparable levels of student involvement, performance and scholarship. Projects must be over and above papers and projects completed for course requirements. Options for the project include:

1. **Report of Research Findings**: students may use existing data under a faculty member's guidance to prepare a scholarly paper of publishable quality.
2. **Research Experience**: Active participation in a Faculty member's project with hands-on experience in phases of the project, like writing a proposal, design of the study, data collection, data analysis and reporting of results. The product of this experience would include a summary of the student's learning in the experience, a description of the student's contribution to the project, and a paper on a topic relevant to the project.
3. **Innovations in Practice**: These may include:
    a. **Research Utilization**: Development of an action plan for research utilization in targeted areas. This includes development of the associated protocols/practice guidelines and plans for implementation and evaluation.
    b. **Educational Media**: Development of an instructional media project or web-based instruction and demonstration of the appropriateness of the product to a specific audience.
4. **Policy Development or Analysis:** This may include:
    a. **Organizational/ Institutional Studies**.
    b. **Policy Initiatives**: Development of a position paper which is research-based, aimed at changing a specific policy or policies. This must be aimed at a group of policy makers to effectively promote change.
5. **Other Options**: Any other project of interest to students that is related to significant clinical, theoretical, management or policy topics. All projects should demonstrate a research emphasis.

Procedure for Project Completion

First the project advisement team, which includes a faculty advisor and a reader, is approved by the Graduate Studies Committee. The **faculty advisor** is a faculty member with the primary responsibility of overseeing the ongoing work of the project. The **reader** is not necessarily involved in continuous advisement but he/she brings expertise. His/her role may vary in the amount of involvement.
The student discusses the topic with his/her advisor, then together they agree on the reader. Once the reader is invited and accepts to serve on the advisement team, the student submits a brief **prospectus/abstract (background and significance, method, expected results)** outlining the proposed project and gets approval of the Advisement team. The prospectus and advisement team must be approved by the Graduate Studies Committee. Then the work starts. The student meets regularly with the advisor during the project work. A final meeting is then scheduled with the advisement team to ensure successful completion of the project. The project is presented publicly and evaluated by the advisement team.

Guidelines for the paper and presentation

- The paper and presentation shall include a description of the component(s) of the project, and a critique of the component(s) of the process involved in its preparation and implementation.
- The paper shall provide details of the project.
- The faculty advisor will be given a draft of the presentation in advance for review and approval; at least 2 weeks must be allowed for review.
- The presentation shall be conducted in a formal atmosphere with the public invited, by the deadline for defense that is set by the Registrar.
- The paper and presentation grades will be based on scholarly communication, verbal and written; professional demeanor and presence; and the adherence to scientific principles.
- Students are urged to seek the help of the writing center at AUB for assistance in professional writing for the project paper if needed.

Course Evaluation:

Course grade is pass/Fail. The project is developed and implemented in consultation with the advisor. The advisor and a second reader evaluate the project. Criteria for project evaluation are outlined for the clinical project and education project in the attached appendices.

AUB requirements:

Students must use the library template that can be downloaded from the Jafet library website at
http://www.aub.edu.lb/ulibraries/Documents/ThesisManual/thesis-manual.pdf

SN, September 2020.

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N.598 MASTERS PROJECT: Adult Gerontology clinical nurse specialist project Guidelines for Course Grade Pass/Fail

Student name: _____ Date: _____

Paper:

1. Introduction to project development _____
    a. Brief overview of the project area
    b. Rationale for choosing the topic
    c. Relevance to the area of specialty

2. Description of the project components _____
    a. Clear review of empirical support for the project
    b. Comprehensive plan for the project
    c. Organization of process implementation
    d. Measurable outcomes for evaluation

3. Scholarly written communication of the project _____
    a. Appropriate use of APA style
    b. Adequate English and grammar
    c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) _____

Oral presentation:

1. Clarity and organization of project _____

2. Appropriate use of audio-visual aids _____

3. Ability to answer questions effectively _____

4. Professional demeanor _____

Pass/Fail

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

N. 598 MASTERS PROJECT: Education Minor
Guidelines for Course Grade PASS/FAIL

Student Name: _____ Date: _____

Paper:

1. Description of project development ____
   a. Rationale for content
   b. Rationale for structure
   c. Teaching/learning theory basis
   d. Learning needs assessment, if applicable

2. Description of project components ____
   a. Creative
   b. Practical and appropriate content and delivery
   c. Correct information for content
   d. Comprehensive approach to chosen topic

3. Scholarly written communication for write up of project ____
   a. Scholarly writing style
   b. Appropriate APA style citations and references
   c. No evidence of plagiarism

4. Confidentiality/sensitive information (if applicable) ____

Presentation:

1. Description of project components ____

2. Scholarly verbal communication ____

3. Professional demeanor and presence ____

Pass/Fail
Date:_____

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

NURS 512-Advanced Psychiatric & Mental Health Assessment

COURSE DESCRIPTION

Course Number & Title: NURS 512 Advanced Psychiatric and Mental Health Assessment 2 credits. (1; 1)

Course Placement: Spring 2018-2019

Course Description: This course focuses on the advanced comprehensive mental health assessment of individuals. Students are provided with advanced knowledge and skills in clinical interview, focused history taking, mental status examination and diagnostic reasoning. The student performs comprehensive assessment on adult populations for the purpose of diagnosis and therapeutic intervention.

Placement of the course: Spring Semester 2018- 2019
Wed (Theory) Wed 9-10
Clinical Monday 2-5 pm (or W, Th)
Tuesday 2-5 pm

Faculty responsible for the course: Laila F. Farhood, Ph.D., C.S., RN, Professor
HSON & Clinical Associate, Psychiatric Department, F.M
Email: lf00@aub.edu.lb
Ext. 5951, 5975

Learning outcomes:

Upon the completion of the course, students will be able to:

1. Understand the theoretical basis and historical development of psychiatric classification and diagnosis.

2. Identify the categories used to assess the client's mental status.

3. Utilize the nursing process as a tool to psychosocial assessment.

4. Conduct the psychiatric interview in a variety of settings using focused history taking, mental Status Exam, DSM-5, and diagnostic reasoning.

5. Apply advanced comprehensive mental health assessment of individuals using multidimensional approaches.

6. Provide advanced psychological assessment and clinical judgment to populations with different categories of mental illness.

7. Incorporate research findings in the assessment process.

8. Critique the validity of assessment instruments and research on clinical judgment and decision making.

9. Synthesize theoretical constructs from psychological, social, psychiatric, behavioral, biological sciences and research for assessing clients who demonstrate psychological processes and socially dysfunctional patterns.

Teaching Methods:

Lectures/seminars format, case-based approach, observation of clinical interviews and application of advanced comprehensive assessment on adult clients.

Evaluation

1. Seminar and class participation 25 %

2. Clinical 30 %
Students meet faculty on a weekly basis to discuss additional aspects of clinical situations. Each student performs client assessment and observation of a clinical interview on a weekly basis and in a variety of settings: out patient and in-patient settings at AUBMC, psychiatry Department.

3. Case presentation and reports 25 %

4. Final Exam 20 %

The student is evaluated by her/his demonstration of the defined course objectives.

Text & References

Diagnostic and Statistical manual of Mental Disorders Fifth Ed (DSM-5)American Psychiatric Association, 2013

Mackinnon R., Michels R, Buckley P (2016). The psychiatric interview in clinical practice. 2nd Ed. *American psychiatric Publishing Inc*. Washington DC, London, England

Andreason N., Black, D. (2011) Introduction Textbook of Psychiatry. 5th Ed. American Psychiatric Publishing Inc., Washington D.C.

Follette, V. Ruzek, J. (Eds) (2006) Cognitive behavioral therapies for trauma, 2nd Ed. *The Guilford press*, New York.

Hersen M., Turner,S. Beidel, D, Editions (2007). Adult psychopathology and diagnosis , 5th Ed. *Wiley Ic*.

Levenson J. (2007) Essentials of psychosomatic medicine. American Psychiatric *Publishing, Inc.,* Washington DC.

Maddux, J. Winstead, B. (Ed) (2008) Psychopathology: Foundation for a contemporary understanding g 2nd Ed., *Routledge, Taylor & Francis group*, New York.

Simon, R., Hales, R. (2006). Textbook of suicide assessment and management, *the American psychiatric publishing Inc*. Washington, DC.

Videbeck, S. (2002) Psychiatric Mental Health Nursing, Lippincott Philadelphia 4th Ed. *American psychiatric Publishing Inc*., Washington DC.

Wise M, Rundell J. (2005) Clinical manual of psychosomatic medicine, a guide to consultation – liason psychiatry . *APA publishing Inc.,* Washington DC, London , England

Course content:

Unit 1 **Introduction to the course**

- Goals for course and general overview of advanced psychiatric assessment.
- Review of psychopathology principles

Readings - Andreason Ch. 1 – Mackinnon Chs. 1&2.

Unit 2 **General principles of the psychiatric interview**

- The clinical interview
- Self report measures.
- Clinical rating scales
- Behavioral assessment and self monitoring
- Behavioral observation of social interaction

Readings - Hersen Ch. 3 & Andreason Ch.2, Videbeck Ch. 8

Unit3 **Assessment**

- Focused history taking
- Mental status exam
- Diagnostic reasoning
- DSM-5 classification

Readings - Hersen Ch. 1,2; Levenson Ch. 1, APA Guidelines Ch. 1

Unit 4 **General principles of Pscychodynamics**

- Etiological considerations
- Familial and genetic
- Learning and modeling
- Life events
- Gender and racial-ethnic
- Biological and physiological
- Neurological/Neurobiology

Readings - Maddux Chs. 1-6; Andreason Ch. 3

Unit 5 Psychiatric Assessment of specific psychiatric disorders. & major clinical syndromes.

Psychiatric assessment and consultation in psychosomatics

Readings - Levenson Ch. 1, Wise Ch.2

Unit 6 Assessment of suicidal clients and trauma
Readings - Somon Ch. 1, Follette Ch. 2&3

Unit 7 Assessment strategies for children and adolescents
Readings - Cohen Ch.2, Simon Ch.2
- Family Assessment
Readings - Cohen Ch. 2 & Videbeck Ch.

Unit 8 Special clinical situations
The Emergency patient, the hospitalized patient & the patient of different background
Readings Mackinnon Ch 16, 17 & 18

Unit 9 Technical factors affecting the interview
Mackinnon Ch 19 & 20

STUDENT CODE OF CONDUCT

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In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

b. Forming parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit:

http://pnp.aub.edu.lb/general/conductcode/index.html

Students with Special Needs

"If you have documented special needs and anticipate difficulties with the content or format of the course due to a physical or learning disability, please contact me and/or your academic advisor, as well as the Counseling Center in the Office of Student Affairs (Ext. 3196), as soon as possible to discuss options for accommodations. Those seeking accommodations must submit the Special Needs Support Request Form along with the required documentation."

Non-Discrimination Policy

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. In addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

LF
Jan 23, 2019

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

COURSE TITLE: NURS 516 Psychopathology and Human Behavior

COURSE PLACEMENT: Spring 2018-2019

FACULTY: Laila Farhood, PhD, CS, RN
Professor, Psychiatric-Mental Health Nursing
Hariri School of Nursing, AUB
Clinical Associate, Psychiatry Department, F.M.

CONTACT INFORMATION: Phone: Extension, 5975, 5951
E-mail: lf00@aub.edu.lb

COURSE DESCRIPTION

ADVANCED PSYCHOPATHOLOGY AND HUMAN BEHAVIOR (3CR.)

This theory course examines the effects and/or sequels of alterations in selected bio-behavioral processes in the adult human suffering from mental illnesses with critical onset and long term unstable conditions. It focuses on the study of the brain and behavior; the neurological, physiological and biochemical foundations of cognition, mood and affect. Students will be exposed to advanced assessment skills, selected theories & research to identify complex psychiatric disorders and interventions utilizing case studies and patient interviewing.

LEARNING OUTCOMES*:*

At the end of this course students will be able to:

1. Describe the continuum of adaptive and maladaptive neurobiological responses.

2. Identify behaviors associated with maladaptive neurobiological responses

3. Apply the DSM- 5 classification system & Mental Status Exam (MSE) to case scenarios.

4. Understand the role of neurobiological and psychosocial theories in the development of personality, behavior, cognition and learning.

5. Recognize the use of therapies in psychiatric mental health care.

6. Examine the effect and or sequels of alterations in bio-behavioral processes in adults suffering from psychiatric disorders

7. Integrate evidence-based research on the etiology and treatment of psychiatric disorders.

TEACHING METHODS:

This course utilizes several teaching methods such as lectures, class discussions, use of audio visual materials, case presentations and clinical sites.

REQUIRED TEXT:

Diagnostic and Statistical manual of Mental Disorders Fifth Ed (DSM-5)American Psychiatric Association, 2013

Hersen, M., Turner,S. Beidel, D, Editions (2007). Adult Psychopathology and diagnosis, 5th Ed. *Wiley Ic*.

EVALUATION:

1. Class participation 30%
2. Student presentation 30%
3. Final Exam 40%

CLASS SCHEDULE:

Class commences every Wednesday 9am-12n

The following units are covered:

1. Communication & therapeutic relationship
2. Stress, anxiety and coping
3. Neurobiological aspects of behavior
4. Bio-psychosocial components of mental health and illness
5. Social, cultural and environmental context of psychiatric MH care
6. Psychiatric assessment and classification in psychiatry. DSM-5 Model
7. Schizophrenia Spectrum & psychotic disorders (Schizophreniform, schizoaffective, delusional and brief psychotic disorders)
8. Bipolar & related disorders
9. Depressive Disorders
10. Anxiety Disorders
11. Obsessive-Compulsive and related Disorders
12. Trauma- and stressor-Related Disorders
13. Dissociative disorders
14. Somatic symptom and Related Disorders
15. Feeding and Eating Disorders
16. Elimination Disorders

17. Sleep-wake Disorders Sexual disorders
18. Sexual disorders
19. Gender Dysphoria
20. Disruptive, Impulse-Control, and Conduct Disorders
21. Substance- related and Addictive disorders
22. Neurocognitive Disorders
23. Personality disorders
24. Paraphilic Disorders
25. Other Mental disorders
26. Neuro Developmental disorders (childhood and adolescent disorders)
27. Adjustment disorders (crisis & stress models)
28. Medication-Induced Movement disorders and other adverse effects of medications.

The above pathologies will be covered using evidence based practice, assessment, clinical manifestations, diagnosis and management. In addition to lectures, students will present the above disorders.

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LF
Jan 23, 2019

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

NURS 517 MODEL OF TREATMENT-PSYCHOTHERAPY

COURSE DESCRIPTION

Course Number & Title: NURS 517 Models of treatment-psychotherapy (bio-behavioral nursing interventions) 3 cr. (1, 2)

Course Description: In this course, students learn the models of treatment of psychiatric and mental health disorders, and become trained on psychotherapeutic interventions in acute settings. Theories on individual psychotherapy, crisis intervention, group and family therapy are covered. This course has a clinical component where students have to do practicum in a psychiatric care department.

In this course, students learn the application of the acquired knowledge in the field of practice and start to practice their role.

Placement of the course: Fall Semester 2019-20
Tuesday 10-12 noon,
Clinical Tuesday & Wednesday 1- 4 pm

Faculty responsible for the course: Laila F. Farhood, Ph.D., C.S., RN, Professor
Email: lf00@aub.edu.lb
Ext. 5951, 5975

Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Understands the competencies of psychiatric-mental health nursing practice (2007). The scope and standards of practice for APPN.

2. Comprehends basic concepts and models of treatment of psychiatric and mental health disorders.

3. Formulate a tentative assessment based on observations, patient assessment and other relevant sources for planning a therapeutic intervention.

4. Provide the best available evidence and in dept- examination of psychotherapeutic models to achieve quality clinical; outcomes.

5. Address the contribution of culture to psychotherapy: awareness of culture interfaces with the practice of psychotherapy.

6. Integrate theory and practice in support of psychotherapy for the Advanced Psychiatric Nurse.

7. Apply psychotherapy approaches and techniques for working with individuals with mental disorders.

8. Utilize a model framework for choosing interventions based o n evidence-based research, practice guidelines, and clinical judgment.

9. Integrate a framework for understanding how neuroscience is embedded the treatment of mental disorders.

10. Evaluate effectiveness and clinical competence in initiating, conducting and terminating psychotherapeutic activities.

Teaching Methods

- Seminars, discussion, case-based presentations.
- Use of visual tapes and AV material.
- Clinical/psychotherapy in in-patient and outpatient settings.

Required Textbook

Wheeler Kathleen (2014) Psychotherapy for the Advanced Practice Psychiatric Nurse. 2nd Ed. Springer publishing co.

Recommended References:

Beck A. (July 2008) The evolution of the cognitive Model of Depression and its Neurobiological correlates. *American Journal of Psychiatry* 165:969-077

Beck J. (2005) Cognitive Therapy for Challenging Problems, *the Guilford press*, New York, London.

Clatkin J., Yeomans, F., Kersberg, O (2006) Psychotherapy for borderline personality focusing on object relations, *American psychiatric Publishers Inc.* Washington DC.

Follette, V. Ruzek, J. (Eds) (2006) Cognitive behavioral therapies for trauma, 2nd Ed. *The Guilford press*, New York.

Hardcastle M., Kennaud, D. Grandison, S., Fagin, L. (2007) Experience of Mental Health in-patient care, *ISPS, Routledge*

Hersen M., Turner,S. Beidel, D, Editions (2007). Adult psychopathology and diagnosis, 5th Ed. *Wiley Ic*.

Levenson J. (2007) Essentials of psychosomatic medicine. American Psychiatric *Publishing, Inc.,* Washington DC.

Rosenpluth M, Kennedy, S. Bagby M. (Eds) (2005) Repression and personality: conceptual and clinical challenges, *American Psychiatric Publisher, Inc.* Washington DC.

Zayfert, C., Becker, C. (2007) cognitive behavioral therapy for PTSD: A case formulation approach, *the Guilford press*, New York, London

Other books are available. Copies will be distributed to students

Learning Assessment and Evaluation

Studies are evaluated on their abilities to critically analyze and synthesize knowledge in their participation in seminars and assignments.

1. Class participation	20%
2. Developing a model for therapy	15 %
3. Presentation	15 %
4. Clinical evaluation	50 %

Content:

Classes are held Tuesday 10-12 noon (theory) Tuesday and Wednesday 1-4 (clinical)

Unit I-

Sept. 3, 10, 17

1) Introduction to course.
2) The nurse psychotherapist and framework for practice.
3) The neurophysiology of psychotherapy.
4) Therapeutic communication. The initial contact.
5) Assessment and diagnosis.
6) The frame and working toward change.
7) Treatment and case management.
8) Process recording.

Readings: Wheeler: Ch. 1-5 (text)

Unit II-

Sept 24, Oct.1, 8

1) Developing dynamic model for therapy.
2) Formulation of hypothesis.
3) Designing therapeutic interventions.
4) Developing evaluative criteria and procedures.
5) Utilizing available research data.

Readings: Handouts and Ch. 14 test, Ch. 1-5 (Beck)

Unit III-

Oct 15, 22, 29

1) Initiating, maintaining and terminating a therapeutic relationship.
2) Assessing client's strengths and difficulties in living.
3) Analysis of clinical data.
4) Interviewing/helping clients learn more effective, more adaptive interpersonal patterns.

5) Utilizing the participant-observer role.
6) Evaluating behavioral outcomes of therapy.

Readings: Handouts. Ch. 6-12 (Beck)

Unit IV (This unit will be started earlier throughout the semester**)**

Nov 5, 12, 19, 26 Dec. 3

1) Psychoanalytic theory, Freud.
2) Interpersonal psychotherapy.
3) Cognitive-Behavioral therapy.
4) Psychodynamic psychotherapy.
5) Client centered therapy, Rogers.
6) Gestalt therapy: F. Purls.
7) Rational emotive therapy: Ellis.
8) Brief therapy models.
9) Crisis intervention models.
10) Psych pharmacotherapy and psychotherapy.
11) Psychotherapy with special populations.

Readings: Ch. 6-9, Ch. 12 & 13 Text.

Unit V-

Student Presentations (TBA)

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

NURS 518 Group and Family Psychotherapy

Course Description: **NURS 518 Group and Family Psychotherapy 3cr. (1,2)**

This course is complementary to the "Models of Treatment" (NURS 517) course, and it focuses on group and family psychotherapeutic interventions. Students synthesize knowledge of theories in the provision of care to groups and families with complex Psychiatric problems. Family and group interventions strategies arediscussed in a variety of settings. Students explore the practice of these involvements n psychiatric care departments.

Placement of the course: Spring Semester 2019-2020
Tuesday 9-11
Clinical Monday, Wed, Tues/Thursday 2- 4:30 pm

Faculty responsible for the course: Laila F. Farhood, PhD, C.S., RN,
Professor
Email: lf00@aub.edu.lbExt.
5975/5951

Learning Outcomes:

Upon completion of the course, the student will be able to:

1. Describe family theoretical approaches, assessment, intervention, andoutcome.
2. Understand group processes and approaches to group therapy.
3. Apply basic concepts and models of treatment for families and groups witha variety of mental health problems and in different settings.
4. Use evidence-based research to explore outcomes for family and group interventions.
5. Examine the responsibilities and qualities of APN nurses as group leadersand family therapists.
6. Demonstrate clinical judgment, ethical decision making and culturalsensitivity when working with families and groups.
7. Develop a model/ framework for therapeutic interventions based on evidence-based research, practice guidelines, and clinical judgment.

Teaching Methods

- Seminars, discussions, case-based presentations.
- Use of resources and AV material.
- Clinical: Family & group psychotherapy in in-patient, outpatient settings and in the community.

Required Textbook

Goldenberg H, Goldenberg I, (2008) Family Therapy: An overview 8th Ed, Thomson Brooks-Cole.

Yalom Irvin (2005) The Theory and Practice of Group Psychotherapy 5th Ed. Basic books.

Wheeler Kathleen (2014) Psychotherapy for the Advanced Practice Psychiatric Nurse 2nd Ed. Mosby, El Sevier.

Recommended References:

Mikesell R, Lusterman D & McDaniel S (1995) Integrating Family Therapy American Psychological Association, Washington D.C

Friedman M (2005) family Nursing: Research,Theory & Practice 5th ed. Appleton & Lange, Stamford.

Yalom I (2002) The Gift of Therapy: An Open Letter to a New Generation of Therapists & Their Patients, Harper Perennial.

Klein R & Schermer V eds. (2000) Group Psychotherapy for Psychological Trauma. The Guilford press, New York.

Ackerman N. (1970) Family Therapy in Transition. International Psychiatric clinics Vol 7, No 4.

Beck J. (2005) Cognitive Therapy for Challenging Problems, *the Guilford press*, New York, London.

Corsini R, Wedding D (1989) Current Psychotherapies 4th ed,F.E. Peacock Pub. Inc.

Hardcastle M., Kennaud, D. Grandison, S., Fagin, L. (2007) Experience of Mental Health in-patient care, *ISPS, Routledge*

Hersen M., Turner,S. Beidel, D, Editions (2007). Adult psychopathology and diagnosis, 5th Ed. *Wiley Ic*.

Levenson J. (2007) Essentials of psychosomatic medicine. American Psychiatric *Publishing, Inc.,* Washington DC.

Journal, sites & books are also available. Relevant material will be distributed to students each session.

Learning Assessment and Evaluation

Students are evaluated on their abilities to critically analyze, synthesize and apply knowledge evidenced in their participation in seminars and assignments.

1. Class participation	20%
2. Developing models for therapy	20 %
3. Presentation	10 %
4. Clinical evaluation	50 %

Content:

Unit I-

1) Introduction to course (introductory concepts)
2) Family nursing: Focus, Evolution & Goals
3) Theoretical foundations of family nursing
4) Family communication patterns & processes
5) Adopting a framework for family relationship
6) Family Development: Historical roots
7) Interlocking Systems: The individual & the community
8) Family Therapy Models: Systems theory, Psychodynamic, Bowen's Family Theory, Experiential Models, Strategic, Behavioral & Cognitive-Behavioral Models.
9) Family Assessment & Therapeutic outcomes
10) Comparative View of Family Theories & Therapies

Readings: Text Ch 1, 2, 4, 5, 7-13, 17, 18, Friedman Ch. 1, 2 & 3, Ch. 10

Unit II-

1) Therapy with couples
2) Sex Therapy
3) Family therapy with "medical system" patients

Readings: Mikesell Ch 1-5, Ch 9, 13-16, 21-25

Unit III- Group Therapy

1) General Principles & Dynamics
2) Initiating, Screening & Maintaining groups
3) Therapeutic factors

4) Group Cohesiveness & group behavior
5) The Therapist: Basic Tasks
6) Phases of groups
7) Specialized Therapy Groups
8) Group Therapy for Trauma Victims
9) Psychodrama

Readings: Yalom (text) Ch 1-6, 9,14, 15,17, Corsini Ch14, Klein Ch. 1, 2, 6-8

Unit V-

Student Presentations (throughout the semester)

STUDENT CONDUCT

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LF Jan 28, 2020

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

Course syllabus for N519: Clinical Residency in Acute Psychiatric Care

2019-2020

Number of credits: Four credits; 16 hours per week.

Prerequisite: All Psychiatry clinical courses

Catalogue Course Description: Clinical Residency in Acute Psychiatric Care 0.16; 4 cr.

The purpose of this clinical practicum course is to provide opportunities for students to apply the content learned from courses. Students will use assessment skills, selected theories, and research to identify complex health problems and interventions for diverse populations. The focus is on advanced case management and practice of the role, which is further developed as the student integrates theory and practice skills in acute and chronic or community settings. Students will spend 5 days per week, 8 hours/day at a clinical site with direct supervision from a preceptor.

Detailed course description: This course is a clinical residency. Students apply scientific and theoretical knowledge in practice to develop the skills needed for the advanced practice nurse roles of practitioner, educator, consultant and researcher. Students select a specialty area and focus on a patient population of their choosing in developing their clinical expertise and the particular roles they want to emphasize. Students examine the various psychological, sociocultural, physiological and organizational factors that influence client care and how they relate to the advanced practice nurse roles. Students are assigned to and supervised by a preceptor in the clinical setting and their experiences will be coordinated with the course coordinator at the School of Nursing. Weekly or bi-weekly scheduled meetings with the preceptor and communication with faculty are required for evaluation of progress.

Course placement: This is the last course in a series designed to prepare advanced practice nurses in psychiatric mental health care with the subspecialty of the student's choice.

Course coordinator: Laila F. Farhood, PhD, C.N.S professor

Course objectives: Upon completion of the course, the student will be able to:

1. Plan, implement and evaluate individual, family and group interventions based on integration of theory and empirical evidence to meet the educational and health care needs of clients and their families in a variety of psychiatric settings.
2. Critically evaluate the needs of the organization and individual health care providers in coordinating multidisciplinary care for specific client populations.
3. Demonstrate competence in the selected advanced practice nursing roles: clinical practice, education, research, consultancy, leadership and professional development
4. Demonstrate critical thinking skills in clinical problem solving based on theory, research, and clinical knowledge.
5. Utilize therapeutic communication techniques that are culturally sensitive with clients, families and health care providers.
6. Demonstrate professional integrity, accountability, initiative and autonomy.

Role-specific behavioral objectives

Clinical practitioner: The advanced Practice Nursing (APN) student will:

1. Write individual behavioral objectives approved by the faculty and preceptor that are consistent with the course objectives.
2. Demonstrate critical thinking and diagnostic reasoning in assessment and decision making.
3. Design, implement and evaluate therapeutic nursing interventions to meet the needs of clients in collaboration with the nursing staff.
4. Coordinate the care of a load of patients with the multidisciplinary team.

Educator: The APN student will:

1. Identify the advanced practice role for staff, clients and their families.
2. Implement staff/patient/family teaching based on a plan including objectives, outline and evaluation.

Researcher: The APN student will:

1. Identify an area of practice and review related research findings and their utilization potential.
2. Develop a research utilization proposal including critical appraisal of the literature, analysis of feasibility of application and implementation plan.

Consultant: The APN student will:

1. Identify problem areas in clinical practice and suggest evidence based solutions.

Teaching methods:

Precepted clinical experience: A minimum of 240 hours of clinical experience are required for this residency. Students develop their clinical objectives early in the semester and propose a plan for implementation. The clinical experiences are planned in coordination with the faculty and under the supervision of a clinical preceptor. The student submits weekly logs about clinical activities and interventions.

The student meets with the preceptor/faculty every week or 2 weeks to discuss progress. Students are encouraged to gain experience in each of the advanced practice roles and to participate in multidisciplinary rounds.

Research utilization project: Each student is required to identify one project that s/he will be involved in. The project may relate to the unit as a whole or to a patient population, and be specified in the student's objectives. The student must submit at the end of the semester a written report (no more than 10 pages) of the project, which may relate to a clinical protocol, case management, or evidence based practice project agreed upon with the preceptor. The written proposal must include:

1. Introduction: Significance of the problem with support from the literature and rationale for the project. Summarize and evaluate the empirical evidence related to the topic.
2. Setting: The place where the project will be conducted and the parties involved. Mention current practice in the setting.
3. Objectives and proposed outcomes of the project.
4. Implementation plan, with discussion of strengths and weaknesses.
5. Evaluation: Proposed evaluation plan of the project.

Case presentations: Students present cases or clinical issues pertinent to the area of specialty to the staff in the clinical setting. The presentation may be done in a multidisciplinary conference or as an in-service session to the staff. Each student is expected to present at least one case. If the presentation is about a client-family problem:

- The student chooses a client who needs an advanced practice intervention for a clinical problem (physical or psychosocial) that may involve the family. Examples include coordination of care by multidisciplinary staff, problem with complex clinical management, or problems related to client/family coping.
- The student prepares and presents a case analysis, including demographic and clinical data about the client, relevant dimensions of the problem, a proposed plan for evidence-based intervention, and outcomes if available.
- The student must provide an outline and a reference list to the audience and use audio visual aids as feasible.

In case the presentation is about issues related to the advanced nursing practice:

- The student identifies a problem related to advanced practice, such as unit based clinical practice issue, quality improvement, staff development, problems in nurse-physician collaboration or patient care management, e.g., transfers within the organization.
- The student defines the problem, identifies its dimensions and presents a comprehensive analysis of the situation, including advanced practice interventions and outcomes if available.
- The student must provide the audience with an outline and reference list of the presentation, and use audio visual aids.

Weekly clinical logs: Each student will maintain a written log of the clinical activities for each week to demonstrate progress towards the clinical objectives

identified in the beginning of the semester. The logs describe the activities done and how they relate to each of the clinical specialist roles. The logs are communicated to the clinical preceptor and course coordinator. A sample clinical log would briefly describe weekly clinical activities under each of the advanced practice roles using the following format:

Week/role	Practitioner	Educator	Researcher	Consultant	Hours/week
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					

In addition, students need to include the decision making process used in handling dilemmas, what interventions were used and whether they were successful, their thoughts and feelings about the experience, and suggestions for improving the experience.

Independent readings: Students are self-learners who will use library and internet facilities to search the literature needed for their clinical practice and projects. A number of print and electronic resources will be provided for students for reading.

Evaluation: The course is graded as Pass or Fail, but the components evaluated include:

Clinical preceptorship evaluation
Clinical logs
Research utilization project

Note: Flexibility in planning and organizing the activities within the clinical residency is maintained to accommodate the setting in which the learning takes place. The achievement of the set objectives will determine student success.

Student conduct

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using

another person's documented ideas or expressions in one is writing without acknowledging the source constitutes plagiarism.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit:
http://pnp.aub.edu.lb/general/conductcode/index.html

April 20, 2020

June 10, 2015

Substantive Change Notification of the Master of Science in Nursing Program

American University of Beirut Hariri School of Nursing

Overview of the MSN Program

The Master of Science in Nursing (MSN) program was launched in 2003-2004, starting with 2 tracks: Adult Care and Nursing Administration. Moreover, students interested in nursing education could have a minor in education along with their main MSN degree through taking additional courses in education. The current MSN program offers a minimum of 36 credits with a comprehensive exam and the option of either a 6 credit thesis, or a 3 credits graduation project with 3 credits of elective course work.

In 2007, the MSN program received unconditional accreditation from the Commission on Collegiate Nursing Education (CCNE). In 2008, the Psychiatric and Mental Health track was launched and in 2009 the Community and Public Health track was initiated.

In 2012, the MSN program was re-accredited by CCNE for a period of 10 years.

The MSN program currently includes the following components:

1. Nine credits of core courses: Nursing Theory (NURS 500, 2 credits); Foundations of Advanced Practice (NURS 501, 3 credits), and Advanced Nursing Research (NURS 502, 4 credits).
2. One 3 credit role development course (NURS 507: Nursing Administration or NURS 509: Nursing Education)
3. Seventeen to twenty two credits of specialty courses (this varies by track)
4. Six credits thesis or 3 credits project + 3 credits elective coursework
5. One to three credits of Elective coursework.

Students in the adult care track who plan to get certified in their area of specialty in the US may take NURS 528 (2 credits), an additional practicum of 100 hours of clinical training in their area of specialty so that they meet the required 500 hours of clinical within the program.

All tracks currently offer 36 credits except for the psychiatric and mental health track that is 40 credits. The current curricula of all 4 tracks are included in Appendix 1.

June 10, 2015

Rationale for the revision of the MSN program

The MSN program is continuously evaluated by the Graduate Studies Committee and often reviewed at the course level. In 2011, around the time of re-accreditation of the MSN program, CCNE developed new essentials for graduate education. Those new essentials were not imposed on programs undergoing reaccreditation for immediate implementation at the time, but were recommended for implementation soon. The main features of the new recommendations were shifting the focus away from preparation in roles of advanced practice and more towards ensuring generic skills and knowledge for MSN students in all areas of specialty. Another major recommendation in the 2011 essentials was that Masters programs provide core content to all students in the following areas: Organizational culture and assessment; systems theory/thinking; leadership and team building; policy development; politics and ethics; change theory and management; process and quality improvement; problem identification, data driven decision making; health care technology; health information management; and health care economics.
Another factor that drove the revision of the MSN program is the consensus model of Advanced Practice Registered Nurse (APRN) regulation that defined the roles of APRN, namely the certified registered nurse anesthetist, certified nurse-midwife, clinical nurse specialist, and certified nurse practitioner and related competencies, as well as the requirements for APRN education. Thus in light of the above, the Graduate Studies Committee of the Hariri School of Nursing reviewed all the data at hand and revised the MSN curriculum accordingly. Description of the revised program is as follows:

'*The program provides students with a thorough understanding of the theoretical basis of advanced practice and also incorporates managerial, administrative and educational skills. Depending on the track of study, the graduate is expected to be an expert clinician, an informed educator, a knowledgeable researcher and a skilled manager*'.

The curricular revisions of the MSN program include changes to the common core courses that students in all tracks take, in addition to track-specific changes. All changes are in accordance with CCNE requirements detailed in the 2011 Essentials of Graduate Education.

First the MSN program learning outcomes were revised. The table below shows the current and revised MSN program learning outcomes.

Current Program Learning Outcomes	Revised Program Learning Outcomes
Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.	Integrate theory and research in nursing and related disciplines as basis for advanced nursing practice and role development.
Initiate, participate in, utilize and disseminate nursing research.	Participate in conducting research within collaborative teams to improve care outcomes and support policy changes
Deliver advanced practice nursing based on critical thinking, advanced knowledge and skills in specialized area of nursing.	Deliver advanced practice nursing based on critical thinking, research evidence, and advanced knowledge and skills in specialized area of nursing.
Demonstrate advanced decision-making across health care settings, using multidisciplinary approach.	Demonstrate advanced clinical and data driven decision-making across health care settings.
Analyze the impact of socio-cultural, ethical, legal, and health care policy issues on nursing practice and health care delivery.	Analyze the impact of socio-cultural, economic, ethical, legal and political issues on nursing practice, health promotion strategies, and health care delivery.
Assume leadership roles in education and management to promote health care.	Assume leadership roles in education and management, utilizing inter and intra-disciplinary approaches and systems thinking.
	Analyze current and emerging technologies to optimize patient safety, cost-effective care, quality and health outcomes'.

The new core course work includes 12 credits divided as follows:

- NURS 500: This course remains worth 2 credits but the title is changed to 'Theories, concepts, and ethical practices for advanced nursing practice' to reflect content beyond nursing theories to other related theories and ethics content.
- NURS 501: This course was reduced from 3 to 2 credits with the understanding that specialty-specific roles shall be integrated in specialty courses in the various tracks. The title is changed to 'Advanced Nursing Practice: Scope and Roles'.
- NURS 530: Statistical Reasoning and Application for Nursing Research. This is a new 2-credit course that covers statistical analysis including theory and application in the computer lab on SPSS. This course was added based on students' request for more practice in statistics and in order to better prepare graduates who might be interested in pursuing doctoral study.

- NURS 502: This research course was reduced from 4 to 3 credits. The content is the same except the statistical analysis part was removed since it will be covered in NURS 530.
- NURS 527: This 3-credit course was changed from 'Developing Health Service Programs' to 'Systems Approach to the Development and Evaluation of Health Care Services'. This course, which was offered only to the Administration Track students, will become part of the core courses for students of all tracks, in order to provide content related to leadership, systems thinking, change management, informatics, quality improvement, as well as project development and evaluation.

Appendix 2 shows the current and revised core courses.

The role development courses are no more required from all the students. In the revised program, NURS 507 is reduced from 3 to 2 credits and is required from the revised administration track students. The title is changed from 'Role development in Nursing Administration'' to 'Essentials of Nursing Administration and Management'. On the other hand, NURS 509, 'Role Development in Nursing Education', may be taken by students as an elective.

The revised clinical tracks of the MSN program at AUB are tailored to prepare clinical nurse specialists (CNSs). The decision to have a CNS program is in line with the nursing regulation in Lebanon where the CNS is the only advanced practice role that can be legally recognized.
Below is a description of the changes made in the specialty courses in the various tracks.

Nursing Administration and Management Track

In the revised administration track named 'Nursing Administration and Management Track', students will take the 12 credits worth of core courses. Specialty courses include the revised NURS 507 Essentials of Nursing Administration and Management); NURS 531, a new one credit course titled 'Practical Applications in budgeting for nurse managers'; NURS 525, the transformational leadership course that was expanded from 2 to 3 credits and renamed 'Leadership Theories and Approaches for Nurse Managers'; a new 3 credit course in Nursing Informatics (N 6284: E-Health); the same current NURS 520 'Managing Quality with Teams' course; the same MNGT 332 course titled 'Human Capital Management'; and the same NURS 508 (Advanced Practice in Nursing Administration)'. An agreement was reached with the University of Colorado to have our students take their informatics course online (NURS 6482: e-Health). There is no course currently offered at AUB that provides the content and

practical experiences needed in health/nursing information management; so we thought of using this course until we find the capacity to offer an equivalent course at AUB. HMPD 342, Financial Management and Accounting, was replaced by NURS 531, Practical Applications of Budgeting in Nursing, since the administration and management track is geared to prepare first level managers, whereas HMPD 342 is more appropriate for executive level training. The total number of credits for the Nursing Administration and Management Track is 37 credits. Appendix 3 shows the current and revised specialty courses of this track.

Adult-Gerontology Track

The revised Adult Care Track is named Adult-Gerontology Track in line with accredited US programs. The adult-gerontology students will take the revised core courses described above. The Advanced Assessment, Advanced Pathophysiology and Advanced Pharmacology courses (the 3 Ps) remain as offered now. NURS 505 (Advanced Practice in Adult Care I) is expanded from a one 4-credit course to two 4-credit courses titled 'Advanced Practice in Adult-Gerontology I' and 'Advanced Practice in Adult-Gerontology II'. These 2 courses will provide enough content in gerontology, health promotion and risk reduction, in addition to the management of clients with acute and chronic health problems. Moreover, the additional 2 credits of clinical will ensure that students complete the 500 clinical hours required for APRN programs. NURS 506 (Advanced Practice in Adult Care II) remains 4 credits and is titled 'Advanced Practice in Adult-Gerontology III'. The total number of credits for the Adult-Gerontology Track is 39. Appendix 4 shows the current and revised specialty courses of this track.

Community and Public Health Track

The only change made for this track is the addition of a one 2-credit epidemiology course (EPHD 301). The total number of credits for the Revised Community and Public Health Track is 39 credits. Appendix 5 shows the current and revised specialty courses of this track.

Psychiatric and Mental Health Track

No changes were made to this track since students were already taking the 3 Ps and getting 500 hours of clinical within their program. The total number of credits for this track is 40 credits. Appendix 6 shows the current and revised specialty courses of this track.

The revised curriculum plans of the revised tracks are included in Appendix 7.

Appendix 1: Current Curriculum Plans

Administration Track

	Fall	Credits	Spring	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 525 NURS 507	2 3 2 3 10	NURS 502 NURS 527 NURS 520 HMPD 342	4 3 3 3 13		
Year 2	MNGT 332 **Comprehensive exam**	3 0 3	Thesis or Project + Elective NURS 508	6 or 3 + 3 4 7	Total credits	36

Adult Care Track

	Fall	Credits	Spring	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 503 NURS 504	2 3 3 3 11	NURS 502 NURS 505 PHRM 314 **Comprehensive Exam**	4 4 3 0 11	N506	4
Year 2	Thesis OR project and elective	6 or 3 + 3 6	NURS 509 Elective	3 1 4	Total credits	36

Community and Public Health Track

	Fall	Credits	Spring	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 504 NURS 503	2 3 3 3 11	NURS 522 NURS 502 PHRM 314	3 4 3 10		
Year 2	NURS 507 or 509 NURS 523 **Comprehensive Exam**	3 3 0 6	NURS 524 Thesis or project + elective	4 6 or 3 + 3 10	Total credits	37

Psychiatric Mental Health Track

	Fall	Credits	Spring	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 512 NURS 503 A NURS 504	2 3 2 1 3 11	NURS 502 NURS 516 PHRM 314	4 3 3 10		
Year 2	NURS 507 or 509 NURS 517 NURS 518 **Comprehensive Exam**	3 3 3 0 9	NURS 519 Thesis or Project + Elective	4 6 or 3+3 10	Total Credits	40

Appendix 2: New and old Core Courses

Current program	Revised program
N500: Nursing Theory (2 credits)	N500: Theories, concepts, and ethical frameworks for advanced nursing practice (2 credits)
N501: Foundations of Advanced Nursing Practice (3 credits)	N501: Advanced Nursing Practice: Scope and Roles (2 credits)
N502: Advanced Nursing Research (4 credits)	N502: Advanced Nursing Research (3 credits)
N507 or N509: role development in administration or education (3 credits)	N530: Statistical Reasoning and Application for Nursing Research (2 credits)
	N527: Systems Approach to the Development and Evaluation of Health Care Services (3 credits)

Appendix 3: Specialty Courses – Nursing Administration

Current Nursing Administration track	Revised Nursing Administration and Management track
N507: Role Development in Nursing Administration (3 credits)	N507: Essentials of Nursing Administration and Management (2 credits)
N520: Managing quality with teams(3 credits)	N520: Managing quality with teams(3 credits)
N525: Transformational Leadership for nursing managers (2 credits)	N525: Leadership theories and approaches for nurse managers (3 credits)
N527: Developing Health Services Programs (3 credits)	NURS 6284: E-Health (3 credits)
HMPD 342: Financial Management and Accounting (3 credits)	N531: Practical Applications of Budgeting in Nursing (1 credit)
MNGT 332: Human Capital Management (3 credits)	MNGT 332: Human Capital Management (3 credits)
N508: Advanced Practice in Nursing Administration (4 credits)	N 508: Advanced Practice in Nursing Administration (4 credits)

Appendix 4: Specialty Courses- Adult Care

Current Adult Care track	Revised Adult Gerontology track
N503: Advanced Health Assessment (3 credits)	N503: Advanced Health Assessment (3 credits)
N504: Advanced Pathophysiology (3 credits)	N504: Advanced Pathophysiology (3 credits)
PHRM 314: Advanced Pharmacology (3 credits)	PHRM 314: Advanced Pharmacology (3 credits)
N505: Advanced Practice in Adult Care I (4 credits)	N505A: Advanced Practice in Adult Care I (4 credits)
	N505B: Advanced Practice in Adult Care II (4 credits)
N506: Advanced Practice in Adult Care II (4 credits)	N 506: Advanced Practice in Adult Care III (4 credits)

Appendix 5: Specialty Courses –Community & Public Health Nursing (CPHN)

Current CPHN track	Current CPHN track
N503: Advanced Health Assessment (3 credit)	N503: Advanced Health Assessment (3 credit)
N504: Advanced Pathophysiology (3 credits)	N504: Advanced Pathophysiology (3 credits)
PHRM 314: Advanced Pharmacology (3 credits)	PHRM 314: Advanced Pharmacology (3 credits)
N522: Principles and Practice of Community Health Nursing (3 credits)	N522: Principles and Practice of Community Health Nursing (3 credits)
N523: Advanced Community Assessment (3 credits)	N523: Advanced Community Assessment (3 credits)
N524: Clinical Residency in Community Health care (4 credits)	N524: Clinical Residency in Community Health care (4 credits)
	EPHD 301: Principles of Epidemiology for Health Professionals (2 credits)

Appendix 6: Specialty Courses –Psychiatric & Mental Health Nursing (PMHN)

Current PMHN track	Revised PMHN track
N503A: Advanced Health Assessment for Mental Health (1 credit)	N503A: Advanced Health Assessment for Mental Health (1 credit)
N512: Advanced Mental Health Assessment (2 credits)	N512: Advanced Mental Health Assessment (2 credits)
N504: Advanced Pathophysiology (3 credits)	N504: Advanced Pathophysiology (3 credits)
PHRM 314: Advanced Pharmacology(3 credits)	PHRM 314: Advanced Pharmacology(3 credits)
N516: Psychopathology & Human Behavior (3 credits)	N516: Psychopathology & Human Behavior (3 credits)
N517: Models of Treatment – Psychotherapy (3 credits)	N517: Models of Treatment – Psychotherapy (3 credits)
N518: Group and Family Psychotherapy (3 credits)	N518: Group and Family Psychotherapy (3 credits)
N519: Clinical Residency in Acute Psychiatric care (4 credits)	N519: Clinical Residency in Acute Psychiatric care (4 credits)

Appendix 7: Revised Curriculum Plans

Adult-Gerontology Track

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 503 NURS 504	2 2 2 3 3 12	NURS 502 NURS 505A PHRM 314	3 4 3 10		
Year 2	N505B N527 **Comprehensive Exam**	4 3 0 7	NURS 506 Thesis or project +elective	4 6 or 3+3 10	Total credits	39

Nursing Administration and Management Track

	Fall semester	Credits	Spring semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 530 NURS 507 NURS 531	2 2 2 2 1 9	NURS 502 NURS 520 NURS 525 MNGT 332	3 3 3 3 12		
Year 2	NURS 527 N 6284 **Comprehensive exam**	3 3 0 6	NURS 508 Thesis or Project + elective	4 6 or 3+3 10	Total credits	37

Community and Public Health Track

	Fall semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 504 NURS 503 EPHD 301	2 2 3 3 2 12	NURS 522 NURS 502 NURS 530 PHRM 314	3 3 2 3 11		
Year 2	NURS 527 NURS 523 **Comprehensive Exam**	3 3 0 6	NURS 524 Thesis OR Project + elective	4 6 or 3 + 3 10	Total credits	39

Psychiatric Mental Health Track

	Fall Semester	Credits	Spring Semester	Credits	Summer	Credits
Year 1	NURS 500 NURS 501 NURS 512 NURS 516 NURS 503 A NURS 504	2 2 2 3 1 3 13	NURS 502 NURS 530 NURS 517 PHRM 314	3 2 3 3 11		
Year 2	NURS 527 NURS 518 **Comprehensive Exam**	3 3 0 6	NURS 519 Thesis or Project + Elective	4 6 or 3+3 10	Total Credits	40

Susan D. Ruppert, PhD, FNP-C, FAANP, FAAN
Chair, CCNE Board of Commissioners

June 2, 2016

Subject: CCNE Action Report

Dear Dr. Ruppert,

I am in receipt of the CCNE letter dated May 27, 2016 regarding the substantive change notification document which was submitted to CCNE for approvals on June 10, 2015. In particular, this letter aims to clarify the below statement:

'Faculty are academically and experientially prepared for the areas in which they teach (Key Element II-D). Specifically, the master's program must demonstrate that faculty are academically and experientially qualified to teach in the adult-gerontology NP track of the MSN program.

Please allow me first to clarify the point mentioned in your letter regarding adult-gerontology NP track and refer you to the substantive change notification document and in particular to page 4 which states that '*The revised clinical tracks of the MSN program at AUB are tailored to prepare clinical nurse specialists (CNSs). The decision to have a CNS program is in line with the nursing regulation in Lebanon where the CNS is the only advanced practice role that can be legally recognized'.* In other words the MSN program prepares CNSs and not NPs.

For the sake of clarity we are attaching few edits to the substantive notification document by adding the clinical nurse specialist (CNS) title to the adult gerontology track and to other tracks as applicable.
In addition, the total number of credits of the epidemiology course was changed recently from 2 to 3 credits for the community track.

Regarding the comment on the qualifications of faculty teaching in the adult-gerontology CNS track, allow me to share with you the following:

The 2 faculty members teaching in the adult gerontology clinical nurse specialist track are Dr. Samar Noureddine and Dr. Hala Darwish (CVs attached). Dr. Noureddine is trained as a clinical nurse specialist with cardiopulmonary specialty since 1994. She has published in cardiovascular nursing; is Fellow in the American Heart Association and member of the Science Committee of the Cardiovascular Council on Nursing and Allied Professionals of the European Society of Cardiology. Dr. Noureddine was involved in setting the competencies of the clinical nurse specialist at the American University of Beirut Medical Center and nationally at the Order of

Nurses in Lebanon. She has been teaching the adult care track students the advanced assessment, advanced pathophysiology and advanced practice in adult care courses since 2004. She coordinates the clinical training of MSN students with physicians and clinical nurse specialist preceptors. She gets invited to provide lectures in the critical care course offered to nurses at AUBMC and on evidence based practice. She supervised the clinical projects of 40 MSN students in the adult care track and chaired the thesis committees of 6 students.

Dr. Hala Darwish is an acute care nurse practitioner with specialty in neuroscience. Her clinical expertise and research focus is on cognitive function mainly learning and memory and dementia. She has published in neuroscience nursing. She is currently one of the principal investigators of a study entitled: A cohort of older adults in Lebanon: a dementia study. She is also interested in Alzheimer's disease and the challenges that face the caregivers. She is currently working with a multidisciplinary team on developing a training program for the primary health care providers, nurses and psychologists to assist patients with Alzheimer's caregivers at home when faced with challenging behaviors such as agitation and hallucinations. She follows up patients with Multiple Sclerosis at the AUB Medical Center, as she is a certified nurse and specialist in multiple sclerosis. Dr. Darwish is the Managing Director of the Abou Haidar Neuroscience Institute, and the Nehme and Therese Tohme Multiple Sclerosis center at the AUB medical center in addition to her academic appointment at the School of Nursing. She participated in the development of and gave part of the neuroscience core course offered to nurses at AUBMC. She coordinates the clinical training of MSN students specializing in neuroscience and has supervised the clinical projects of many students.

Both Dr. Noureddine and Dr. Darwish are experts in their fields and certainly academically and experientially qualified to teach in the adult-gerontology CNS track.

I would be more than happy to provide more information if deemed necessary.

Regards

Dr. Huda Abu-Saad Huijer RN, PhD, FEANS, FAAN
Professor of Nursing Science
Director Hariri School of Nursing
American University of Beirut

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August 8, 2017

Huda Abu-Saad Huijer, PhD, RN, FEANS, FAAN
Director
Rafic Hariri School of Nursing
American University of Beirut
3 Dag Hammarskjold Plaza, 8th Floor
New York, NY 10017-2322

Dear Dr. Huijer:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Executive Committee reviewed the follow-up report submitted on July 27, 2016 by the master's degree program in nursing at American University of Beirut and determined that the program has demonstrated compliance with Key Element II-D.

As a reminder, programs are expected to comply with the current CCNE standards and procedures throughout the period of accreditation. This includes advising CCNE in the event of any substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

Susan D. Ruppert, PhD, FNP-C, FAANP, FAAN
Chair, CCNE Board of Commissioners

cc: CCNE Board of Commissioners
CCNE Executive Committee

AMERICAN UNIVERSITY OF BEIRUT
SCHOOL OF NURSING

NURS 200 INTRODUCTION TO NURSING
Fall 2020/2021

Coordinator: Dr. Ghada Najjar Assaf, Ext. 5973, Email: gn29@aub.edu.lb
Room 411D, Office hours by appointment

Co-Coordinator: Mrs. May Khoury, Ext.5957, Email: mn01@aub.edu.lb
Room 312, Office hours by appointment

COURSE DESCRIPTION:

This course is designed to introduce major concepts that are basic to nursing practice. It familiarizes the student with the nature, history and trends of nursing and the nurses' role in meeting health care needs of society in different settings. This course focuses on concepts related to the nurse, client and health care environment, professional nursing practice, family development and human needs. Emphasis is also placed on relating information from current nursing literature to nursing practice. The student is encouraged to be a self-learner; the instructor will be a facilitator of learning.

This course is taught in a blended format which uses a combination of face to face (f2f) modules (in class meetings) and online modules (online activities). In fall 2020/2021, and due to COVID-19 pandemic, most of the activities will be online with few exceptions based on the situation in line with AUB rules and regulations. The exams will take place on campus and in both computer labs (HSON & Van Dyck).

Power point, audio recordings, multimedia and interactive exercises will be used to enhance acquisition of course material. A computer with access to AUB MOODLE is essential. The school's computer lab is open from 8am to 3pm but needs previous reservation as we have limited seats due to COVID-19 pandemic. All course materials can be found on MOODLE.

CREDIT HOURS:

2 credits = 2 lecture hours.

LEARNING OUTCOMES

Upon successful completion of this course, the student shall be able to:

1. Discuss major concepts in nursing in relation to the BSN Conceptual Framework.
2. Describe the development of the nursing profession: history and trends.
3. Recognize the impact of professional nursing as a vital force in a changing society.
4. Identify the nursing roles in multiple settings and their ethical and legal implications.
5. Define the components of the nursing process.
6. Identify life patterns and healthy psychosocial responses in relation to health and illness.
7. Recognize the importance of scientifically based nursing literature to nursing practice.

CONTENT:

Unit I Foundations of Nursing practice

A. Introduction to Nursing
B. Cultural Diversity
C. Health and Illness
D. Health of the Individual, Family, and Community
E. Theory, Research, and Evidence-Based
F. Values, Ethics, and Advocacy
G. Legal Implications of Nursing

Unit II Health Care Delivery

A. The Health Care Delivery System
B. Care Settings and Continuity in Health Care Settings and the Community

Unit III Person- Centered Care and the Nursing Process

A. Blended competencies, clinical Reasoning, and processes of Person-centered care.

Unit IV Promoting Health across the Life Span

A. Developmental Concepts
B. Conception through young adult

Unit V Roles Basic to Nursing Care

A. Communicator
B. Teacher and Counselor
C. Nurse Leader, Manager, and Care Coordinator.

Unit VI Promoting Healthy Psychosocial Responses

A. Self-Concept
B. Stress and Adaptation
C. Spirituality
D. Loss, Grief, and Dying

PLACEMENT OF THE COURSE:

This course is offered twice per year. Fall admission students and spring admission students can take this course in their sophomore year of the Bachelor of Science in Nursing

TEACHING FACILITIES:

Classroom, Computer Lab, Healthcare settings

TEACHING METHODS:

Power point presentations/discussions
Class Activities
Online assignments
Discussion Forums
Visits to healthcare settings
Online exams

REQUIRED TEXTBOOKS:

Taylor C., Lillis C., LeMone P., Lynn, P. (2015). Fundamentals of Nursing (8th Ed.). Philadelphia: Lippincott Co.

COURSE REQUIREMENTS:

Class Activities	5%
Online activities & Forums	30%
Midterm exam	30%
Final examination	35%
Total	100%

POLICIES:

1. Attendance and class participation is expected of all students to all classes. Students who miss over one fifth of lecture hours will be asked to drop the course.
2. Student is expected to be prepared for assigned readings of each class session and a possible pop quiz.
3. Medical library orientation is a required component of the course.
4. An unexcused absence from a scheduled exam or test will result in a grade ZERO for that exam.

5. During an exam, if a student is noticed cheating, he/she is given a ZERO and reported to the School's Disciplinary Committee.
6. All course requirements must be completed by the learner before grades are submitted for credit.
7. A "70" grade must be attained in order to pass this course.

STUDENT CODE OF CONDUCT

Students are expected to abide by AUB's Policy on Student Code of Conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

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b. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University; for more information, visit:
http://pnp.aub.edu.lb/general/conductcode/index.html

Student Support:

Technical Support

For Moodle support, contact the IT Academic Services at extension: 3589 or e-mail moodle@aub.edu.lb

Special Needs Support

'AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314'.

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to

tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via Ethics Point atwww.aub.ethicspoint.com.

American University of Beirut
Hariri School of Nursing

NURS 201: Introduction to Nursing Practice
Spring Semester 2019

BSN II

Course Coordinator	Dr. Lina Kantar
Lecture: 1 h **Credits : 1**	Tuesday 8:30-9:30
Simulation: 2 hrs. **Clinical: 3 hrs.** **Credits : 1**	Friday
Pre-requisite	Human Anatomy & Physiology 244 NURS - 200
Office	310
Tel Ext	5969
Email	la67@aub.edu.lb
Office hours	Monday: 9:00 – 12:00 Thursday 13:00 - 15:00

Course Description

This course focuses on fundamental concepts and principles essential for nursing practice. The course is designed to assist students in developing basic clinical competencies, with the nursing process as a framework. These competencies entail basic nursing skills related to vital signs; oxygenation; asepsis and infection control; safety; hygiene; activity and exercise; nutrition; elimination; skin integrity and wound care; and medication calculation, preparation, and administration. Interpersonal communication, ethical and legal considerations of care, and nursing documentation are emphasized in each of the tackled nursing skills. Students are required to demonstrate the skills in the simulation laboratory and clinical facility under the direct supervision of the faculty and preceptors.

Learning Outcomes

Upon successful completion of this course, the students will be able to:

1. Use the nursing process as a framework to develop concepts of basic nursing practice.
2. Identify the roles of the various members of the health care team who complement the nurse's implementation of the plan of care.

3. Utilize effective methods of communication when interacting with patients, families, colleagues, and members of the health care team.
4. Demonstrate competence while performing the following basic nursing skills: measuring vital signs; delivering oxygen; adhering to infection control and asepsis; applying principles of patient safety, patient exercise, and body mechanics; providing patient hygiene; assessing and providing care related to patient nutrition and elimination; and calculating, preparing, and administering medications in the simulation lab and practice settings.
5. Integrate ethical and legal framework of nursing practice when planning for patient care.

Teaching strategies

A variety of teaching strategies will be utilized including Moodle as a learning management system, lectures, demonstration, return demonstration, discussion, and computer assisted instructions from Mosby's Nursing skills (available at SAAB Medical library) http://www.nursingskills.com/saabmedlibraryaub-lebanon/

Learning Activities

Learning activities include class room discussion, lab practice with return demonstration in the HSON simulation lab, and clinical practice at the American University of Beirut Medical Center.

Evaluation Scheme

The following scheme will be used to assess student learning:

Assessment Tool	Percentage	Date
○ **Test 1**	**20**	**Feb. 28**
○ Test 2	20	**March 24**
○ **Final Theory exam**	40	May 12
○ OSCE **Final Clinical Exam**	**15**	**May 15**
○ **Lab Performance/attendance**	**5**	**End of simulation sessions**
○ Performance Clinical	Pass/Fail	End of clinical rotation
Total	**100**	

Course Topics

- Nursing Process
- Vital Signs
- Oxygenation
- Asepsis & Infection control measures
- Safety
- Patient Hygiene
- Patient Nutrition
- Patient Elimination
- Skin integrity and Wound Care
- Patient activity & positioning
- Medications: calculation, preparation, and administration (oral, sublingual, intradermal, subcutaneous, and intramuscular)

Materials needed during the semester (to be purchased by students)

Stethoscope	Pens (black & blue)
Pen Light	Pair of scissors
Watch with seconds	Note Book

Course Policies

1. All course requirements must be completed before grades are submitted for credit.
2. **A student has to pass the theoretical component of the course (evaluated by combined scores of Tests 1 and 2, & final theory exam) with a minimum score of 70% in order to pass the course regardless of the total course grade.**
3. A student who misses more than one fifth of the sessions will be asked to withdraw from the course.
4. A student who misses an exam without a valid reason will take a zero on that exam.
5. A student who misses a clinical or a class-lab experience will get a zero for that experience.
6. The computation test must be passed with a minimum grade of 80% for progression to the next clinical course. One retake is allowed. A student achieving less than 80% on the test will receive an incomplete grade on NURS 201 and must repeat and pass this portion of the course.
7. **The passing grade of the course is 70%.**
8. **OSCE passing grade is 70%. You need to pass OSCE to pass the course.**
9. Attendance of all scheduled clinical experiences is mandatory.
10. All absences from clinical must be reported to the course coordinator/preceptor prior to commencing duty, and a make-up will be scheduled.

11. All students must adhere to the uniform policy of the HSON when in the clinical areas.
12. Unexcused absence, tardiness, and lack of preparation may constitute grounds for a failing clinical grade.
13. Students are expected to abide by AUB's policy on student code of conduct. Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit http://pnp.aub.edu.lb/general/conductcode/index.html
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Textbook

Buchholz, S. (2015). ***Henke's Med-Math: Dosage calculation, preparation, & administration*** (8th ed.). Philadelphia: Wolters Kluwer.
Taylor, C., Lynn, P., & Bartlett, J.L. (2018). ***Fundamentals of nursing: The art and science of person-centered care*** (9th ed.). Philadelphia: Wolters Kluwer.

Website to visit

Go to Saab Medical library home page, click on e-database, then select **Mosby's Nursing Skills** from the list. Under the index, click the letter that starts with the skill you want to learn.
http://www.nursingskills.com/saabmedlibraryaub-lebanon/

Nursing Process
Week 1 & 2
Simulation Laboratory

Application of the nursing process

You may dwell on two or three of the assigned cases, but not necessarily all of them.

1. Review with the students the various steps of the nursing process as applied to the cases under study; included will be the following:
   i. Identifying data collection approaches used in each case (observing, interviewing, examining)
   ii. Categorizing assessment findings into subjective and objective data
   iii. Appropriately choosing the actual and potential diagnostic labels from the NANDA 2018-2020 list
   The new list is different from the old one. See the list posted on Moodle
   iv. Formulating diagnostic statements (3 parts for the actual and 2 parts for the potential)
   v. Developing outcomes to prevent, reduce or eliminate health problems as applied to the case
2. Refer to the medical surgical book (on the table) to show the students how to select the appropriate interventions that align with the written outcomes

AMERICAN UNIVERSITY OF BEIRUT

HARIRI SCHOOL OF NURSING

NURS 202 HEALTH ASSESSMENT

Spring 2019

Course Description

Nursing 202 is a two credit course offered in the Spring Semester of the Sophomore year of the BSN program. The course focuses on assessment of adult health. It focuses on the development of beginning skills in history taking, physical assessment, and documentation. Emphasis is placed on assessment of the physical, psychosocial, and cultural dimensions of the client. The course helps students acquire the techniques of physical assessment consisting of inspection, palpation, percussion, and auscultation. Interview techniques and communication skills are also stressed. The student will learn to conduct a comprehensive, systematic, and organized health assessment that will provide accurate subjective and objective data needed to formulate nursing diagnoses that will guide the nursing process. Practice will be provided in a laboratory setting through demonstration/return demonstration and simulation activities and in the clinical settings. Students will constantly apply proper ethical/legal considerations into clinical practice.

Course Coordinator:

Dina Madi, RN, MA, PhD

Ext. 5958; Pager 1314

Email: dm01@aub.edu.lb

Preceptors:

Ms. Talin Gulgulian
Email: tg03@aub.edu.lb

Ms. Joyce Abi Kharma
Email: ja73@aub.edu.lb

Ms. Grace Hakim
Email: gh20@aub.edu.lb

Mr. Ahmad Kaskas
Email: ak109@aub.edu.lb

Ms. Asiya Daaboul
Email: ad67@aub.edu.lb

Required Text:

1. Janet Weber & Jane Kelly (2018). Health Assessment in Nursing. Sixth Edition, LWW Lippincott, Philadelphia.

2. Doenges and Mourhouse (2016). Nurses' Pocket Guide: Diagnoses Interventions, and Rationales. F.A. Davis. 14th edition

3. Janet Weber (2018). Nurses' Handbook of Health Assessment. Ninth Edition, LWW Lippincott, Philadelphia.

LEARNING OUTCOMES

Upon completion of the course the student will be able to:

1. Prepare a patient physically and emotionally for a health history and a physical examination.

2. Demonstrate effective communication skills (verbal and written) necessary to elicit a thorough health history.

3. Develop a systematic approach for carrying out a comprehensive health history.

4. Conduct a comprehensive physical exam considering the client's psycho-social, cultural, and spiritual dimensions.

5. Conduct a head-to-toe physical assessment in a systematic manner.

6. Apply appropriate techniques used in physical assessment of all body systems including skills of inspection, palpation, percussion, and auscultation.

7. Discuss the rationale for using specific techniques in physical assessment.

8. Evaluate findings (history and physical) to identify normal and deviations from normal.

9. Demonstrate accurate and appropriate documentation of health history and physical exam findings.

10. Formulate appropriate nursing diagnoses using NANDA that reflect the client's health needs and priorities.

11. Recognize ethical and legal concerns that are specific to nursing assessment.

COURSE OUTLINE

UNIT I: Understanding Assessment:

- Health Assessment and the Nurse.
- The Health History.
- Interview Techniques and Communication Skills.

- Assessing Pain.

UNIT II: Promoting Health:
- Assessing Psychosocial Health.
- Assessing Spirituality.
- Assessing Nutrition.

UNIT III: Physical Assessment:
- Assessing the Integumentary System.
- Assessing the Head, Face, and Neck.
- Assessing the Eye and Ear.
- Assessing the Respiratory system.
- Assessing the Cardiovascular System.
- Assessing the Peripheral Vascular and Lymphatic Systems.
- Assessing the Abdomen.
- Assessing the Female Genitalia.
- Assessing the Male Genitalia.
- Assessing the Musculoskeletal System.
- Assessing the Neurologic System.
-

UNIT IV: Physical Assessment of the Older Adult

Prerequisite Courses: Human Morphology 246, Physiology 246.

Placement: Spring Semester, BSN II Level

Credit Hours: 2 credits
- 1 credit theory
- 1 credit clinical practice

Teaching Methods:

- Classroom lecture and discussion.
- Skills Laboratory/ Clinical practice at AUBMC

Course requirements and evaluation:

Midterm exam	45 %
Final exam/theory	45 %
OSCE	10 %
Two completed history and physical Assessment reports	P or F
Clinical Practice	P or F

Course Policies

1. All course requirements must be completed before grades are submitted for credit.

2. Attendance is expected to all classes. The student will lose **two** points for each incidence of tardiness or absence.

3. The student is expected to come to class prepared. This means that all of the assigned readings and activities will be completed by the beginning of class time. **Drop quizzes are to be expected randomly.**

4. Any student who is late or absent from class lab, or a clinical assignment for a valid reason, and provided the absence does not exceed **one time**, will be requested to repeat that assignment. An absence of more than one day regardless of cause results in dropping the course.

5. Any student who is absent from a clinical assignment due to illness is expected to inform the instructor or the nurse in charge of the unit by 8:00 a.m. on the day of his/her clinical assignment. Clinical absenteeism for medical reasons has to be justified and supported by a <u>medical report</u>

6. All students must adhere to the uniform policy of the school of nursing when in the clinical areas.

7. Absence from a scheduled exam will result in a grade of "0" for that exam. Make up exams when for a valid reason, will be subjective in nature and are left to the discretion of the faculty teaching the course.

8. **<u>Cell-phones must be turned off or put to silent mode during class and clinical. Cell-phones are FORBIDDEN in the exam room.</u>**

9. A grade of "0" will be given to a late assignment.

10. The student will be expected to schedule an appointment with the course coordinator to clarify any concern regarding the course.

11. The student is expected to bring to class and to the clinical units appropriate equipment (stethoscope, flash light, pen, pencil etc …)

12. The passing grade for NURS 202 is 70.

13. **The student has to pass the theoretical component (Exams), with a final score of 70% and the clinical component with a 'P' in order to pass the course. The student will repeat the course in case he/she fails one of the two components (Theory or Practicum).**

14. Students are expected to abide by AUB policy on student code of conduct. Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the university.
    For more information: Full Text
    Appendix I (Theory)
    Appendix II (Practicum)

APPENDIX I

Student Conduct (Theory)

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In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

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d. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

e. Forming parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

f. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

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APPENDIX II

STUDENT CONDUCT (Practicum)

Students are expected to abide by the Nurses' code of ethics. Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all their actions during clinical practice. Upholding ethical nursing practice incorporates: respecting clients dignity and freedom of choice; acting to promote the good of the clients; treating clients fairly and equally; telling the truth and admitting error in due time; maintaining confidentiality; and more important, doing no harm to

patients by sustaining safe nursing practice. Other actions that require disciplinary actions to be taken are:

a) Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
b) Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
c) Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Students with Special Needs

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Non-Discrimination Policy
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DM/
Revised January, 2019

RAFIC HARIRI SCHOOL OF NURSING
NURS 210A PATHOPHYSIOLOGY I Fall 2019

Course coordinator: Marina Gharibian Adra, PhD, RN
Extension 596 Email: mg00@aub.edu.lb Mobile #: 03/681549

COURSE DESCRIPTION:

N. 210A is a 1-credit course given in the fall semester of the second year concurrently with N. 300, with the intent of making the subject of pathophysiology, an exciting exploration that relates normal body functioning to the physiologic changes that occur because of disease, as well as the body's remarkable ability to compensate for these changes.

Pathophysiology deals with not only the cellular and organ changes that occur with disease but also with the effects that these changes have on total body function. Pathophysiology also focuses on the mechanisms of the underlying disease and provides the background for preventive as well as therapeutic health care measures and practices.

Pathophysiology provides the basic link between the scientific realm of anatomy, physiology, and biochemistry and its application to clinical practice. We expect that students acquire knowledge from these related sciences prior to this course.

PRE-REQUISITES

BIOC 246 Biochemistry
HUMR 244 Introduction to Human Biology
HUMR 248 Human Anatomy and Physiology
MBIM 237 Microbiology & Immunology for Nursing

TEXTBOOK:

Norris, L. T. (2019). Porth's Pathophysiology, Concepts of Altered Health States. 10th Ed., Wolters Kluwer.

LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Discuss the physiological alterations in system functioning that affect the individual along the health-illness continuum.
2. Relate knowledge acquired from human anatomy and physiology and other related sciences to alterations in human functioning.
3. Describe the features of basic disease processes.
4. Identify the clinical manifestations of selected disorders.
5. Relate the clinical manifestations of diseases to the underlying patho-physiologic processes.
6. Appreciate research findings in relation to human pathophysiology.

TEACHING METHODS:

Interactive lectures and discussions (online synchronous/asynchronous, &/or in-class)

LEARNING ASSESSMENT

Class participation and attendance of synchronized sessions	5%
Mid-term exam	50 %
Final exam	45 %

POLICIES:

1. All course requirements must be completed by the student before grades are submitted for credit.

2. Students are expected to read material on lecture topic in textbook prior to class so they will be prepared to take part in class discussions.

3. A student who misses an exam with a valid excuse may request a make up examination. The final decision for such requests will be taken by the course coordinator.

4. Irrespective of assignments, students must attain an average of 70 in both exams in order to pass the course. Students cannot pass the course if they get a grade below 70 in the exams.

5. The passing grade for this course is "70".

6. Students are expected to abide by AUB's policy on student code of conduct.

7. Mobile phones are strictly prohibited during class & exams.

8. Each student will have an opportunity to write a teacher's and course evaluation at the end of the semester.

9. Please feel free to contact me by e-mail, phone, WhatsApp for any queries.

COURSE SCHEDULE:

Date	**Time**	**N. of hours**	**Assigned Lecture**
Sept. 11 Friday	10-11:30am	1.5 hrs	Course Orientation Concepts of Health and Disease
Sept 15 T	TBA	2 hrs	Cardiovascular and Circulatory Pathophysiology
Sept. 18 Friday	10-12 noon	2 hrs	Respiratory Pathophysiology
Sept 22 T	TBA	2 hrs	Inflammatory Process
Oct. 3	Saturday (Optional)		Review session
Oct. 5 Monday	8-9am		**Mid Term Exam**
Sept. 25 Friday	2-4pm	2 hrs	Oncology/Neoplasia
Oct. 2 Friday	2-3:30pm	1.5 hrs	Hematologic pathophysiology
Oct. 9 Friday	10-11:30am	1.5 hrs	Gastrointestinal pathophysiology

Oct. 16 Friday	10-11am	1 hour	Musculoskeletal Pathophysiology
	TBA		Review session
	TBA		**Final Exam**

Student Code of Conduct

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In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism. **Plagiarism and cheating will not be tolerated and will result in referring the act to the students affairs committee at HSON.**

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

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B. Forming parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

C. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit:
http://pnp.aub.edu.lb/general/conductcode/index.html

Students with Special Needs

If you have documented special needs and anticipate difficulties with the content or format of the course due to a physical or learning disability, please contact me and/or your academic advisor, as well as the Counseling Center in the Office of Student Affairs (Ext. 3196), as soon as possible to discuss options for accommodations. Those seeking accommodations must submit the Special Needs Support Request Form along with the required documentation.

Students with Learning Disabilities

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; Ext 3246; West Hall, 314.

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COVID-19 code of conduct

During the deadly pandemic of COVID-19, it is important to keep in mind that **we are all responsible for our own health and those of others**. Hence, the following precautionary measures need to be observed **at all times, whether at school or in the community.**

a. Stay at home if you have symptoms such as fever, cough, body aches, etc.. Call youth clinic at 01-350 000 x 3000 for advice before visiting the clinic.
b. Keep a social distance of at least 2 meters at all times and everywhere.
c. Avoid crowdedness anywhere.
d. Wear mask when you go around the school, campus, or community.
e. Wear mask if you are in a classroom when students are less than 2 meters apart.
f. When you touch door knobs, benches, lockers, stair railings, clean your hand with sanitizers or wash them with soap and water immediately after.
g. Avoid touching your eye, nose and mouth.
h. **The lobby, student lounge, lockers, and NSS room will be closed until further notice.**
i. Follow the simulation lab/ classroom instructions posted on the door.
j. In classrooms:
    a. Clean your desks and chairs with sanitizers before and after using.
    b. Clean your hands with sanitizers or washing with soap and water for 20 seconds before and after you leave the class.
    c. Do not share papers, pens and pencils.
    d. Ventilate the room when possible.
    e. Cough and sneeze using your elbow.
k. For office visit:
    a. If you can meet virtually, do it.
        b. Make sure you keep a distance of 2 meters.
        c. Wear masks.
        d. Ask to open the window
        e. **Do not go** inside the office if more than two individuals are there.

Do it for yourself and for others
MA/jz, Sept. 2019

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING

NURS 300 NURSING CARE OF ADULTS & OLDER ADULTS I, THEORY & PRACTICUM

Fall Semester 2019- 2020

COURSE COORDINATOR: Marina Adra, PhD, RN, Ext. 5961
Email: mg00@aub.edu.lb

CLINICAL COORDINATOR: Nour Alayan, PhD, RN, Ext. 5960
Email: na62@aub.edu.lb

COURSE DESCRIPTION

Nursing Care of Adults and Older Adults I (NURS 300) is given in the fall semester of the junior year of the program. The course facilitates the development of knowledge and application of scientific principles in the care of clients at risk for or who are experiencing acute medical or surgical problems. Pathologic changes, medical and surgical management, prevention, self-care, and nursing process are discussed at length for each disorder.

PURPOSE

This course articulates the contribution of nursing to health promotion and maintenance, disease prevention, and client wellbeing along the Health - Illness continuum. It helps equip students with an understanding of the cultural influences on the health of the clients and their families, and enables them to identify ethical issues and significance to nursing practice.

Nursing research continues to influence nursing care. Thus, the student is requested to bring to the classroom latest evidence reflecting related research work done on the topic under discussion.

Logistics

Moodle problems; if you face problems logging on to Moodle, please make sure you contact Moodle Administrator from the Academic Computing Center at moodle@aub.edu.lb or by calling extension 3586 - 3519.

Pre-requisites

- NURS 201 & 202
- English 203
- Microbiology 237
- HUMR 248
- NURS 210 Pathophysiology concurrently
- Pharmacology 240 or concurrently

Credit Hours

N. 300 Theory and Practicum 5 credits

Attendance & Participation

You are expected to be ready to participate in class discussions and activities. Class attendance and participation will affect your grade.

Evaluation Scheme

Assessment	Percentage
○ **Test 1**	**20%**
○ **Test 2**	**20%**
○ **Final Theory exam**	**30%**
○ **OSCE**	**15%**
○ **Care plans (6), Reports (OR) and sim lab assignments**	**10%**
○ **Assignments Clinical conference and class assignment**	**5%**
○ **Clinical Performance**	**Pass/Fail**
Total	**100**

Teaching Facility

1. Classroom
2. Simulation center
3. American University Medical Center
   - Medical-surgical units and Operating Room
4. Computer Lab

Teaching Personnel

Dr. Marina Adra (Course Coordinator)
Dr. Nour Alayan (Clinical coordinator)
Dr. Maha El Hachi (Clinical Preceptor) me196@aub.edu.lb, 70/977788
Ms. Hala Dagher (Clinical Preceptor) hd20@aub.edu.lb , 03/262995
Mr. Louay Moussa (Clinical Preceptor) lm63@aub.edu.lb, 70/902027
Mr. Mohammad Abbas (Clinical Preceptor) ma298@aub.edu.lb, 70/625498
Miss Houry Kazarian (Clinical Preceptor) hk87@aub.edu.lb, 71/486899
Ms. Randa Farha (Simulation & Clinical Competency Center Coordinator)

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

1. Describe risk factors and related nursing interventions when planning to promote and maintain health in a selected client population.

2. Relate the physiological and socio-cultural theories to the nursing process for the adult and older adult client.

3. Discuss the scientific basis for performing selected diagnostic procedures, outcomes, and related nursing responsibilities.

4. Explain nutritional needs of clients with selected medical/surgical conditions.

5. Assume responsibility for achieving course outcomes through self-evaluation and self-directed learning.

6. Utilize health assessment skills in determining the physical, psychosocial, spiritual, and learning needs of the adult/older adult client.

7. Apply theoretical concepts, scientific principles and research findings in planning client care.

8. Demonstrate competence in presenting findings and implementing nursing interventions to meet planned outcomes.

9. Demonstrate safe administration of drug and parenteral therapy.

10. Plan and conduct teaching sessions based on client or family's recognized learning needs.

11. Demonstrate effective communication skills with client, family, instructor, and health care members.

12. Demonstrate sound decision-making when providing basic nursing care to clients and families.

13. Incorporate ethical nursing principles in the client's plan of care.

COURSE POLICIES

1. All course requirements must be completed by the learner before grades are submitted for credit.

2. You are expected to attend all scheduled activities and to be on time. Attendance, including punctuality, is part of your evaluation for professionalism. Negative evaluations may result in reduced grades. In case of absence it's the student's responsibility to make up the course work. In case of absence without a valid reason you will be given an assignment to complete for the missed class.

3. Absence from a scheduled exam will result in a grade of "O" for that exam. It is left to the discretion of the Faculty teaching the course to accept the reason for absence. Make up exams, for a valid reason, may be essay type questions.

4. A student has to pass the **theoretical component with a minimum score of 70%** in order to pass the course. If the student fails the clinical component of the course, all parts of the course must be repeated.

5. **A Student has to pass OSCE with a minimum score of 70%.**

6. Each group assigned to a unit will have an instructor/preceptor responsible for that unit.

7. All students should adhere **strictly** to the uniform policy.

8. Any student who is late or absent from a clinical assignment for a valid reason, provided the absence does not exceed two times, will be requested to repeat that assignment. Over two weeks of absence regardless of cause results in dropping the course. A student who is late or absent from a clinical assignment for no valid reason will receive a grade of "0" for that assignment.

9. Any student who is absent from a clinical assignment due to illness is expected to inform the instructor/preceptor by seven a.m. on the day of his/her clinical assignment.

10. Each student will be evaluated after the completion of every clinical area with the assigned instructor/preceptor.

11. The student will evaluate the faculty and the course at the end of the semester.

12. Students are expected to abide by AUB's policy on student code of conduct. Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit: http://pnp.aub.edu.lb/general/conductcode/index.html

13. Students are expected to respect their classmates in both classrooms and online environment, and not to infringe on their rights for acquiring knowledge and maximizing opportunities for productive interaction and active listening. All must refrain from side conversation, avoid use of mobile phones, etc. This is all in the spirit of promoting excellence of instruction and learning.

14. 'AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, Ext. 3246; West Hall, 314'.

Instructor's Responsibilities

In accordance with the University laws and procedures, the instructor's role is understood as a mentor, a creator of atmosphere conducive to learning, and a manager of various learning activities. The instructor's role includes guiding students in the proper direction by offering sound guidance during class time, office hours, and at additional appointments as agreed on by both parties.

Course Outline

Topic
Nursing Care of the Client Experiencing **Surgery**
Care of the Client with **Gaseous Dysfunction**: - COPD/Pneumothorax/ABGs/PFT - Pneumonia/atelectasis/pleural effusion
Care of the Client with **Cardiovascular Dysfunction** - Ischemic heart disease

▪ Hypertension ▪ Heart failure
Care of the Client with **HIV-AIDS**
Care of the Client with **Neoplastic disorders**
Care of the Client with **Hematologic dysfunction**
Nursing Care of the Client with **Fluid**, **Electrolytes & acid-base imbalances**
Care of the Client with **Gastrointestinal Dysfunction**
Care of the Client with **Musculoskeletal Dysfunction** ▪ Fracture ▪ Low back pain
Exam & OSCE

RESOURCES

Textbook

Hinkle, J.L., & Cheever, K.H. (2018). *Brunner & Suddarth's Text Book of Medical Surgical Nursing* (14nth ed.) Philadelphia: Lippincott, Williams & Wilkins.

Related References

Doenges, M. E., Mourhourse, M. F., Murr, A. C. (2016). *Nurse's pocket Guide, Diagnoses, Prioritized Interventions, and Rationales.* (14th ed.). F. A. Davis company.

Vallerand, A.H., Sanoski, C.A. (2019). *Davis's Drug Guide for Nurses* (16th ed.). F.A.Davis Company.

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

MA/NA/jz
Aug. 30, 2019

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING
NURS 302 NURSING CARE OF ADULT & OLDER ADUTLS II
THEORY & PRACTICUM
(Section 1)

Spring Semester 2019-20

COURSE COORDINATOR: Marina Adra, PhD, RN.
HSON, room 313, Ext. 5961
Email: mg00@aub.edu.lb
Mobile: 03/681549

COURSE DESCRIPTION:
NURS 302 Nursing Care of Adults & Older Adults II is given in the spring semester of the third year of the program. This course is a continuation of Nursing Care of Adults & Older Adults I thus it is selected to facilitate development of knowledge and application of scientific principles in the care of clients at risk for or who are experiencing pathophysiologic disorders. It includes knowledge of pathophysiologic disorders as well as medical therapy, modes of prevention, and nursing management to assist clients to achieve their optimal health.

This course articulates the contribution of nursing to health promotion and maintenance, disease prevention, and client well being along the health - illness continuum. It helps equip the nurse with understanding the influence of culture on the client, and the ability to identify ethical issues and their significance to nursing practice.

Nursing research continues to influence nursing care. Thus, the student is given an overview of the diverse nature of research that has been conducted and the importance of such research to nursing practice: key current research studies related to selected topics are covered throughout the course.

The nursing process continues to be the approach used to discuss patho-physiologic disorders and to illuminate nursing care. Nursing care of adults and older adults also provides means for helping students develop and refine critical thinking skills that will allow them to examine issues and problems encountered while providing care to adult & older adult clients and their families during and following hospitalization.

PRE-REQUISITES:
NURS 300 Nursing Care of Adults & Older Adults I; PHRM 240; NURS 210A

CREDIT HOURS:
NURS 302 Theory & Practicum: 5 credits

TEACHING FACILITIES:
1. Classroom
2. Simulation Lab
3. AUBMC
    a. Medical-Surgical Units: Neurology (4N), Oncology (8N), 9 South, 10 South.
    b. Kidney Dialysis Unit
    c. Endoscopy Unit

TEACHING STRATEGIES:

1. Lectures
2. Class and Online Discussions
3. Clinical Conferences
4. Nursing Care Plans and Health Teaching Plan
5. Simulation Lab

CLINICAL INSTRUCTORS/PRECEPTORS:

Mrs. Silva Dakessian Sailian:	**sd61@aub.edu.lb**	03/864070
Dr. Maha El Hashi	**me196@aub.edu.lb**	70/977788
Mrs. Rachele Bejjani	**rrb09@aub.edu.lb**	70/945877

TEXTBOOK:

1. Hinkle, J.L., & Cheever, K.H. (2018). *Brunner & Suddarth's Textbook of Medical Surgical Nursing* (14th ed.). Philadelphia: Lippincott, Williams & Wilkins.

2. Doenges, M. E., Mourhourse, M. F., & Murr, A. C. (2016). *Nurse's pocket Guide, Diagnoses, Prioritized Interventions, and Rationales.* (14th ed.). F. A. Davis company.

3. Vallerand, A.H., & Sanoski, C.A. (2019). *Davis's Drug Guide for Nurses* (16th ed.). F.A.Davis Company.

LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Discuss the selected Medical-Surgical alterations in adult and older adult clients.

2. Compare normal and abnormal psychophysiological and socio-cultural changes in relation to the health-illness continuum.

3. Utilize nursing research findings to plan care of adult and older adult clients.

4. Devise a comprehensive health teaching plan for adult and older adult clients with specific health needs.

5. Integrate knowledge from health assessment, nursing and related disciplines in implementing a comprehensive plan of care to meet the needs of the adult and older adult clients.

6. Demonstrate sound clinical judgement and competence when providing comprehensive nursing care to adult and older adult clients.

7. Describe common health problems of aging and their effects on the functioning of older adults and their families.

8. Describe drug therapies, their related outcomes and nursing responsibilities for clients undergoing medical/surgical interventions.

9. Demonstrate safe administration of drug and parenteral therapy.

10. Demonstrate ability to collect data independently and correctly relate it to underlying health condition.

11. Demonstrate competence in the new learned skills displayed in the simulation laboratory.

12. Assume responsibility for own actions in terms of self-development and academic achievement.

13. Describe ethical implications involved in the care of the ill client.

14. Incorporate professional conduct and accountability in nursing practice.

LEARNING ASSESSMENT:

Exam I	20 %
Exam II	20%
Final Exam	30 %
Clinical Practice	P & F
Nursing Care Plans	15 %
Health Teaching Plan	5%
OSCE	10%

POLICIES:

1. All course requirements must be completed by the learner before grades are submitted for credit.
2. You are expected to attend all scheduled activities and to be on time. Attendance, including punctuality (class, clinical, sim lab), is part of your evaluation for professionalism. Negative evaluations may result in reduced grades. In case of absence it's the student's responsibility to make up the course work.
3. When the student absence in the course reaches or exceeds 30%, he/she will be withdrawn from the course. **Students will be considered absent if they do not arrive on time.**
4. Absence from a scheduled exam without a valid reason will result in a grade of "O" for that exam. Make up exams when for a valid reason (ex. hospitalization, death of an immediate family member) are left to the discretion of the Faculty teaching the course.
5. A student has to pass the theory component (Exam I, II, and Final Exam) with a minimum grade of 70 % in order to pass the course regardless of total course grade. If the student fails to meet this requirement all parts of the course must be repeated.
6. Students have to pass the clinical/practicum component of the course regardless of the total course grade.
7. Any student who is late or absent from a clinical assignment for no valid reason will receive a written warning from the course coordinator and if repeated will be dropped from the course. The warning will be documented and recorded.

8. If a student is late or absent from a clinical assignment for a valid reason, he/she is expected to inform the instructor by seven a.m., and will be requested to repeat that assignment.
9. Absence from a clinical assignment due to sickness will be considered valid only if the student presents a medical report from the **University health services** to justify the absence.

10. Any student who does not abide by the course policies (**punctuality, preparation, uniform policy, professionalism etc.)** will receive a written warning from the course coordinator; if repeated will be asked to drop the course. The warning will be documented and recorded.
11. Each group assigned to a unit will have an instructor responsible for that unit.
12. Each student will be evaluated after the completion of every clinical area with his/her instructor.
13. The student will evaluate the faculty and the course at the end of the semester.
14. Mobile phones are strictly prohibited in class and during exams. Students are advised to keep their mobile phones in their lockers while in class. Students are allowed to carry their mobile phones during clinical hours to be used **ONLY** when absolutely necessary such as in emergency situations. Students who do not abide by this policy will receive a written warning from the course coordinator; if repeated will be asked to drop the course. The warning will be documented and recorded.

ACADEMIC INTEGRITY:

The mission of AUB includes developing students' sense of ethics, morality, and social responsibility. Students at AUB have the fundamental obligation to conduct themselves with utmost integrity.
Students are expected to abide by AUB"s policy on student code of Conduct (p. 3) as stipulated in the following website: http://pnp.aub.edu.lb/general/conductcode/index.html

STUDENTS WITH SPECIAL NEEDS:
"If you have documented special needs and anticipate difficulties with the content or format of the course due to a physical or learning disability, please contact me and/or your academic advisor, as well as the Counseling Center in the Office of Student Affairs (Ext. 3196), as soon as possible to discuss options for accommodations. Those seeking accommodations must submit the Special Needs Support Request Form along with the required documentation."

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

COURSE OUTLINE:

Unit I: Nursing care of the Client Experiencing Neurologic Dysfunction.

Unit II: Specific Aging Related Issues & Changes Associated with Aging.

Unit III: Nursing Care of the Client Experiencing Sensory Dysfunction.

Unit IV: Nursing Care of the Client Experiencing Renal & Urinary Dysfunction.

Unit V: Nursing Care of the Client Experiencing Endocrine Dysfunction.

Unit VI: Nursing Care of the Client Experiencing Infectious Disorders.

Unit VII: Nursing Care of the Client Experiencing Hepatic & Biliary Dysfunction.

Unit VIII: Nursing Care of the Client Experiencing Integumentary Dysfunction.

Unit IX: Nursing Care of the Client Experiencing Sexuality & Reproductive Dysfunction.

Unit X: Overview of Genetics & Genomics in Nursing.

Appendix I

Student Code of Conduct:

Students are expected to abide by AUB's Policy on Student Code of Conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

D. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
E. Forming parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
F. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension and expulsion from the University. For more information, visit:
http://pnp.aub.edu.lb/general/conductcode/index.html

MA/jz
Jan. 2020

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING
NURS 304 NURSING CARE OF THE EXPECTANT FAMILY

Course Syllabus (Section 1)
FALL 2019-2020

Coordinator May Khoury MSN, RN
Ext: 5957
Beeper: 1311
Email: mn01@aub.edu.lb

Clinical Coordinator Ms. Danielle Damianos
Ext: 5770
Beeper: 1479
Email: dd12@aub.edu.lb

Clinical Faculty: Ms. Talin Gulgulian
tg03@aub.edu.lb

Ms. Tamar Avedissian
ta18@aub.edu.lb

Ms. Danielle Damianos
dd12@aub.edu.lb

Ms. Sara Bechnak
sb99@aub.edu.lb

Ms. Cynthia Rizkallah
cmr03@aub.edu.lb

Course Description:

This course focuses on the individual within the family from conception through the neonatal period. Course content includes application of the theoretical concepts of reproduction to childbearing families in the hospital, outpatient and community settings.
Theoretical content is divided into reproductive health and reproductive risk. Basic concepts include human sexuality, family centeredness, family planning and cultural influences. Major emphasis is placed on basic concepts concerning the family during the antepartal, intrapartal, postpartal, and neonatal periods. Health teaching and counseling address maternal awareness of personal, fetal, and family health.
Clinical application relies on knowledge and skills gained in previous liberal arts, science, and nursing courses, to care for mothers, newborns and their families. The nursing process is used to promote health and to providing acute care.

OTHER:. A computer with access to AUB MOODLE is necessary. The school's computer lab is open from 8am to 5pm. All course materials can be found on MOODLE.
This course is offered on **Monday from 10-12, R. 216**

Course Grade Distribution:

Class	Assignment	Due Date	% of grade
	Class Attendance		**5%**
	EXAM I	Refer to schedule	**20%**
	EXAM II	Refer to schedule	**20%**
	FINAL EXAM	Refer to schedule	**25%**
	Group presentation	Refer to schedule	**5%**
	Teaching project	Refer to teaching schedule	**5%**
	OSCE	Refer to clinical rotation	**10%**
	Reports, care plan, NB Assessment, community		**10%**
OPD(outpatient)	1 teaching project	Set with instructor	
DS (delivery suite)	1 Concept Mapping	By 3pm next day	
PP (postpartum)	1 Concept Mapping	By 3pm next day	
N (nursery)	1 newborn assessment report	By 3pm next day	
NICU(neonatal)	1 Concept Mapping	By 3pm next day	
TOTAL			**100%**

Requirements: All pertinent forms can be found on Moodle

1. A Nursing Care Plan in: 1) labor & delivery 2) postpartum

2. One Newborn Assessment Report.

3. Teaching Session in OPD.

4. A report about an OBS community setting.

5. Group seminar (6-7 per group) on a chosen topic.

6. Oral presentation in the NICU.

7. Two tests and a final exam.

Course Objectives

Upon completion of this course, the student will be able to:

A. Theoretical Learning Outcomes:

1. Integrate theoretical knowledge from psychosocial, biophysical sciences, humanities with that of nursing as basis to care for the childbearing family.

2. Discuss human sexuality as it relates to the childbearing cycle.

3. Identify the various phases of the childbearing cycle and their impact on the family.

4. Discuss common complications of the childbearing cycle and relevant modes of treatment.

5. Identify available alternatives to couples facing difficulties during the childbearing years.

6. Identify nutritional needs of expectant mothers and newborn infants.

7. Identify available maternity services in the community.

8. Identify research findings that have an impact on the well-being of the childbearing family.

B. Practicum Learning Outcomes:

1. Demonstrate understanding of the family as a psychosocial and cultural unit.

2. Utilize the nursing process in providing care to clients during the various phases of the childbearing cycle.

3. Show dexterity in giving care to expectant mothers and newborn babies.

4. Practice therapeutic communication skills with expectant families.

5. Demonstrate knowledge of group process in health teaching of expectant families.

6. Safely administer drugs and parenteral therapy to maternity patients and their newborns.

7. Demonstrate ability to work effectively with the interdisciplinary health care team in providing care to the expectant family.

8. Demonstrate responsibility and accountability for personal and professional growth and development.

PLACEMENT OF COURSE: BSN III, Fall Semester

PREREQUISITES COURSES: English 203, N201, N202, PSYC 201.

CO- REQUISITE COURSES: Pharm. 240; N210

CREDIT ALLOCATION:

This five (5)-credit course is divided as follows:

Theory - 2 credits = 2 hrs per week (30 hrs / semester).
Practicum – 2 credits = 9 hours of clinical per week (81hrs / semester).

Simulation – 1 credit = 3 hours per week (36 hours/semester)

TEACHING FACILITIES:

1. Classroom.
2. American University Medical Center –AUBMC (all on 7th floor)
   a. Delivery Suite.
   b. Post-partum Unit - Seven North.
   c. Nursery - Normal and Intermediate.
   d. NICU – Neonatal intensive care unit
   e. OPD – seven floor
3. Hariri MOPH outpatient department
3. Simulation Laboratory

REQUIRED TEXTBOOK:

Flagg, JoAnne, Silbert & Adele Pillittari, (2018). *Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family. 8th edition* . Philadelphia: Walters Kluwer.

RECOMMENDED REFERENCE BOOKS:

Carpenito, L.J. (2012). *Nursing Diagnosis: Application to Clinical Practice.* 10th Ed., Philadelphia: J.B. Lippincott Williams & Wilkins.

Carpenito, L.J. (1999). *Nursing Care Plans and Documentations: Nursing Diagnosis and Collaborative Problems*. 3rd Ed., Philadelphia: J.B. Lippincott Co.

Crawford, Doreen (1994). *Neonatal Nursing*. Springer US.

Doenges, M. E., Moorhouse, M.F and Geissler, A. Murr, Alice C (2014). *Nursing Care Plans: Guidelines for Individualizing Client Care Across the Life Span*. 9th Ed. F.A. Davis Co.

Kattwinkel, John (2011) *Textbook of neonatal resuscitation*, 6th Ed. American Academy of Pediatrics.

Pillittari, Adele. (2014). *Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family. 7th edition.* Philadelphia: Lippincott Williams & Wilkins Co.

Rogers, M.C. (2015). *Textbook of Pediatric Intensive Care*, 5th Ed. Baltimore: Williams & Wilkinson Co.

Verklan, M. Terese & Marlene Walden *(2015). Core curriculum for neonatal Intensive care nursing*. 5th edition. Elsevier Saunders.

NOTE: **Reference books are available at the Saab Medical Library**

POLICIES:

1. Students are expected to be self-learners with instructors facilitating learning.

2. The student is expected to come to class prepared. This means that all of the assigned readings and activities will be completed by the beginning of class time.

3. Attendance is expected in all classes and clinical areas. Class absences will be handled according to University Policy. Any student who is absent from a clinical assignment due to illness is expected to inform the instructor or the nurse in charge of the unit by 6:45 a.m. on the day of his/her clinical assignment. Clinical absenteeism for medical reasons has to be justified and supported by a medical report from the University Health Service. A make-up might be scheduled.

4. Any student who is late or absent from the clinical area more than three times without an excuse will be given an incomplete for the course.

5. All students must adhere to the uniform policy.

6. **Cell-phones must be turned off or put to silent mode during class and clinical.**

7. Absence from a scheduled exam will result in a grade of "0" for that exam. Make up exams when for a valid reason, will be subjective in nature and are left to the discretion of the faculty teaching the course.

8. Papers are due at 3:00 p.m. as noted in the Course Syllabus. **A deduction of 5% per** day will be made for late papers.

9. All students must abide by the University Policy on Plagiarism.

10. Each student will have an opportunity to write a teacher and course evaluation at the end of the semester.

11. Each student will be evaluated after the completion of every clinical area with her/his instructor.

12. **The passing grade in N.304 is 70%**

13. **A student has to pass the theoretical component (evaluated by combined scores of 2 tests ,a final exam) with a minimum score of 70% in order to pass the course.**
If the student fails the clinical component of the course, all parts of the course must be repeated.

14. Students are expected to abide by AUB policy on student code of conduct. Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the university. For more information: Full Text

APPENDIX I

Student Conduct (Theory)

Students are expected to abide by AUB Policy on Student Code of Conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

G. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

H. Forming parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

I. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit:

http://pnp.aub.edu.lb/general/conductcode/index.html

APPENDIX II

STUDENT CONDUCT (Practicum)

Students are expected to abide by the Nurses' code of ethics. Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all their actions during clinical practice. Upholding ethical nursing practice incorporates: respecting clients dignity and freedom of choice; acting to promote the good of the clients; treating clients fairly and equally; telling the truth and admitting error in due time; maintaining confidentiality; and more important, doing no harm to patients by sustaining safe nursing practice. Other actions that require disciplinary actions to be taken are:

d) Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
e) Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
f) Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Students with Special Needs

'AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314'.

Non-Discrimination Policy

AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. In addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non- Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

DM & MKh
Revised August 2019

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING
NURS 306 NURSING CARE OF CHILDREN- THEORY & PRACTICUM

May Naifeh Khoury RN, MSN, Course Coordinator, NURS 306
Extension: 5957 Email: mn01@aub.edu.lb

SPRING SEMESTER 2019

COURSE DESCRIPTION:

NURS 306 Nursing Care of Children focuses on the individual within the family setting from infancy through adolescence. Content includes ambulatory as well as in-patient care, and focuses on primary as well as secondary and tertiary care. Care is based on the nursing process. The role of the nurse as an advocate, health teacher and nurturer is stressed. The nursing care of children is essential so that nursing students will be able to assess health needs of parent(s) and child (ren) based on knowledge of normal growth and development, and on evidence of health and disease; and to implement indicated nursing care. Hence, students will be able to function effectively in the health care delivery system.

To enhance learning outcomes and student's critical thinking abilities in the care of children within the family setting from infancy through adolescence, the course will be partly taught, for the third time this year, in a **blended learning format**. This is a teaching approach which combines **classroom teaching 80% face to face (F2F)** with **20% online teaching**. Some class meetings will be replaced by online activities that should be completed at your leisure but within a certain time frame. It is hoped that this blend between teacher –centered learning and student-centered learning will promote your role as active learners and encourage you to engage in challenging interactive activities.

The major teaching tools in the course consist of classical didactic lectures, class discussions, online forums, and reflective activities. Class and online discussions are considered a major component of the course. These discussions will allow you to interact with your classmates and teachers and get direct help with any problem you encounter.

In addition, you will be given the chance to exchange your views with your friends, reflect on their work, collaborate with them and join your efforts to resolve problems or address a question. I will facilitate your learning by guiding you along these discussions to make sure that you do not get off-track. My role would be as a facilitator to lead you through a self-centered learning process by encouraging reading primary resources, analyzing data and drawing conclusions .I am hoping that through these discussions I can challenge your critical and analytical thinking and foster in you the quality of a successful nurse and a life-long learner.

You will be expected to view audio and video assisted instructional modules, partake in online and F2F discussions, use e mail and read materials posted on Moodle. Some of the sessions will be conducted completely online.

These online activities may consist of any combination of the following:

- Collaborative online assignment
- Individual online assignments
- Voice over PowerPoint presentations (VOP)
- Participation in online forums
- Comments on peer submissions

The reason for turning this course into a blended format instead of simply a web enhanced course is to give you more flexibility and time for learning and reflection as well as for discussion of the issues being raised while keeping the F2F component.

The first part of the course deals with the well child. It reviews principles of growth and development from infancy through adolescence, including nutritional needs, special needs and problems, child health assessment and teaching healthy practices to children and their families. The second part deals with the ill child. The students learn to assess the needs of the acute and chronically ill child and to plan total individualized nursing care. The implementation of their care plan is done through the clinical performance and simulation lab which offers a supportive environment for students with hands-on learning at no risk to their patients. Hence, enabling them to be better prepared for work in the real-world. This is done under the supervision of their instructor. The nursing role in restoring and maintaining optimum health to children and families is stressed. Ethical considerations are discussed.
The units to be covered are as follows: the nursing role in supporting the health of well; ill children and their families; the effects of hospitalization on children and their families; health teaching with children, and nursing care of the child and family both in the hospital and home; ways to modify procedures for children and conduct therapeutic play to reduce the stress of hospitalization; the nursing role in restoring and maintaining the health of children and families when illness occur; disorders are presented according to body systems including the care of children with problems
related to altered growth, defenses, cell metabolism, locomotion or coordination and interpersonal relations.

COURSE OBJECTIVES & LEARNING OUTCOMES:
Upon completion of this course, the student will be able to:

1. - Integrate knowledge from various disciplines such as nursing, psychosocial, biophysical sciences and humanities to the health care of children within the family setting from infancy through adolescence.

2. - Integrate concepts of growth and development to child health nursing care.

3. - Relate the pathophysiology of pediatric alterations along the health-Illness continuum.

4. - Identify available resources for clients in health promotion, maintenance and/or restoration.

5. - Explain nutritional needs and therapeutic diets to children and families.

6. - Utilize health assessment skills in determining the physical, psychosocial and spiritual needs of clients within the family setting from infancy through adolescence.

7. - Employ theoretical concepts, scientific principles and research findings in planning care for the child client.

8. - Utilize the nursing process in formulating nursing care plans for the child based on his/her developmental stage.

9. - Demonstrate clinical competence in the care of pediatric clients in ambulatory and hospital setting.

10.-Promote the need for palliative care for seriously ill children and their families, from the time of diagnosis, as essential to quality care and an integral

component of nursing care.

11. - Educate by communicating effectively and compassionately with the child, family, health care team members, and the public about palliative care issues.

12. - Exercise professional and ethical judgment in selecting appropriate interventions of care to the child client.

13. - Actualize the nurse's ethical responsibilities in caring for patients at the end of life.

14. - Provide health education to the child and his family, based on recognized learning needs.

15. - Administer safely drugs and parenteral therapy.

16. - Communicate therapeutically when interacting with children and their families.

17. - Acknowledge the role of the nurse in providing therapeutic play to children.

18. - Demonstrate ability to work effectively with members of the health team in planning, implementing, Modifying and evaluating health care for children and families.

19. - Demonstrate personal responsibility and professional accountability and self-growth in providing nursing care for the child client.

TECHNICAL SUPPORT:
Moodle problems; if you face problems logging on to Moodle please make sure you contact The Moodle Team from the Academic Core Processes and Systems at moodle@aub.edu.lb or by calling on extension 3580.

PLACEMENT OF COURSE: BSN III, Spring Semester
PREREQUISITE COURSES:

PHRM 240	Pharmacology
PSYC 210	Psychology of Development.
NURS 304	Nursing Care of the Expectant Family

CREDIT ALLOCATION: 5 credits
This five (5)-credit course is divided as follows:

Theory- 2 credits, 2 hours per week (32 hrs. /semester).
Practicum- 2.5 credits, 9 hours of clinical per week (98hrs. /semester).
Simulation-0.5 credits, 2 hours per week (14 hrs. /semester).

GRADE DISTRIBUTION:

Theory/Cognitive Points

a. Two tests and Quizzes	30%
b. Final Exam	20 %
c. Weekly nursing care plan and ER, St. Jude OPD & Community Field trip reports	10%

d. **Online activities**

1. Growth & Development Forum	4%
2. Decisions Concerning End-of-life Care for Their Child" Forum	4%
3. Educating children's nurses for communicating bad news	2%
4. The role of the Pediatric Oncology Nurse	2%
5. Nursing Care of the Child with Cancer	3%
6. The Role of the Nurse while Caring of a Child with an Immune Disorder	5%
Total	20%

TOTAL	**80%**

Practicum/Psychomotor	**Points**
a. Playroom project	3 %
b. Teaching project	5%

	8%

Affective:

a. Class participation	**2%**

OSCE **10%**

P/F CET

REQUIRED TEXTBOOK:

Pillittari, Adele. (2018). Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family. 8th edition. Philadelphia: Lippincott Williams & Wilkins Co.

RECOMMENDED REFERENCE BOOKS:

Pillittari, Adele. (2014). Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family. 7th edition. Philadelphia: Lippincott Williams & Wilkins Co.

Carpenito, L.J. (2012). Nursing Diagnosis: Application to Clinical Practice. 10th Ed., Philadelphia: J.B. Lippincott Williams & Wilkins.

Carpenito, L.J. (1999). Nursing Care Plans and Documentations: Nursing Diagnosis and Collaborative Problems. 3rd Ed., Philadelphia: J.B. Lippincott Co.

Crawford, Doreen (1994). Neonatal Nursing. Springer US.

Doenges, M. E., Moorhouse, M.F and Geissler, A. Murr, Alice C (2014). Nursing Care Plans: Guidelines for Individualizing Client Care Across the Life Span. 9th Ed. F.A. Davis Co.

Doenges, M. E., Moorhouse, M.F.and Murr A.C. (2013).Nurse's Pocket Guide: Diagnoses, Prioritized Interventions, and Rationales. 13th Ed., F.A. Davis Co.

Hockenberry, M. & Wilson, David (2011). Wong's Nursing Care of Infants and Children, 9th Ed. St. Louis: Mosby Year Book.

Hockenberry, M. & Wilson, David (2013). Wong's Essentials of Pediatric Nursing 9th Ed. St. Louis: Mosby, an imprint of Elsevier Inc.

Kattwinkel, John (2011) Textbook of neonatal resuscitation, 6th Ed. American Academy of Pediatrics.

Rogers, M.C. (2015). Textbook of Pediatric Intensive Care, 5th Ed. Baltimore: Williams & Wilkinson Co.

Verklan, M. Terese & Marlene Walden *(2015).* Core curriculum for neonatal Intensive care nursing. 5th edition. Elsevier Saunders.

RECOMMENDED READINGS:

Coyle, Nessa. Introduction to Palliative Care Nursing Care. In: Ferrell, B. & Coyle, N. (2006). Textbook of Palliative Nursing. 2nd. Ed. New York: Oxford University Press.

Stanley, K. & Dorman, L. Ethical Considerations. In: Ferrell, B. & Coyle, N. (2006). Textbook of Palliative Nursing. 2nd. Ed. New York: Oxford University Press.

N.B. Textbooks are available at the **coordinator's office** and on the **Reserve Shelf** of the **Saab Medical Library**

TEACHING PERSONNEL:

Clinical Assistant Prof. May Naifeh Khoury
Mrs. Tamar Avedissian Instructor HSON
Mrs.Taline Gulgulian Instructor HSON
Mr. Ali Shalhoub Clinical Preceptor
Ms. Yara Sleiman Clinical Preceptor
Ms. Zeina Itani Clinical Preceptor

TEACHING FACILITIES:

1. Classroom.
2. American University Beirut Medical Center (AUBMC).
   a. Pediatric Private.
   b. Pediatric Emergency Unit.
   c. Pediatric Intensive Care Unit (PICU).
   d. Step Down Unit (SDU).
   e. Playroom.
   f. Pediatric Outpatient Department.
   g. Children Cancer Center in Lebanon - OUT (CCCL).
   h. Pediatric Cancer Patients- In patients
3. Simulation Lab clinical activities- HSON
4. Computer Laboratory- HSON

POLICIES:

1. All course requirements must be completed by the learner before grades are submitted for credit.

2. Students are expected to read material on lecture topic in textbook **prior** to class so they will be prepared to take part in class discussions.

3. Students are expected to participate in all assigned activities and online Learning modules. All assignments must be completed as assigned and on time.

4. As this is a blended course, you are required to log on the Moodle on a regular basis and stay up-to-date on readings, announcements, and assignments. A significant amount of assignments will be submitted via Moodle.

5. Attendance will be taken in all classes.
6. Attendance is expected to all class and laboratory appointments. Class absences will be handled according to University Policy. In case of absence from laboratory appointments, the student is required to notify Instructor to whom he/she is responsible for prior to the appointed time. A make-up for missed laboratories is a must.

7. Students are not allowed to miss any clinical day.

8. Any student who reports sick has to be cleared up by the University Health Services in order for him/her to resume his/her studies.

9. Any student who is late or absent from the clinical area more than three times without excuse will be given an incomplete for the course.

10. All students should adhere to the uniform policy.
11. Each group assigned to a unit will have an instructor responsible for that area.

12. An unexcused absence from a scheduled exam or quiz will result in a mark of **Zero** for that exam.
13. All papers are due at **4:00 p.m.** on the date assigned unless other arrangements have been made. Late papers will result in grade **reduction of 5% per day.**

14. Students are expected to respect their classmates' presence in the classroom and online environments and not to infringe on their rights to acquiring knowledge and maximizing opportunities for productive interaction and active listening. They must abide by **netiquette** and refrain from side conversations, avoid use of mobile phones,etc. This is all in the spirit of promoting excellence of instruction and learning.

15. Each student will be evaluated after the completion of every clinical area with her/his instructor.

16. All students have to abide by the University Policy on plagiarism (see

attached (Student Code of Conduct)and (**NON-DISCRIMINATION POLICY).**

17. Each student will have an opportunity to write a teacher and course evaluation at the end of the semester.

18. The student is encouraged to be a self-learner, the instructors will be facilitators to learning.

19**. Cell-phones must be turned off or put to silent mode during class and clinical.**

20. **A student has to pass the theoretical component (evaluated by combined scores of 2 tests ,a final exam) with a minimum score of 70% in order to pass the course.**
If the student fails the clinical component of the course, all parts of the course must be repeated.

INSTRUCTOR'S RESPONSIBILITIES:
In accordance with the University laws and procedures, the instructor's role is understood as a mentor, a creator of atmosphere conducive to learning, and a manager of various learning activities. The instructor's role includes guiding students in the proper direction by offering sound guidance during class time, office hours, and at additional appointments as agreed on by both parties.

ASSESSMENT:
You are expected to read the assigned material and prepare the assignments as indicated on your class schedule prior to class. You are expected to be ready to participate in class discussions and activities. Class and online participation will affect your grade. Online assignments will include online forums, individual and group projects. All online activities will have clear instructions and grading rubrics posted on Moodle. There are 2 tests, a Final exam and an OSCE in this course

REQUIREMENTS IN CLINICAL AREAS: All pertinent forms can be found on Moodle.

1. Each student is required to direct a **teaching session** to clients and their parents during the Out Patient Department experience.

2. Prepare a **written report** and submit at the end of the Emergency Room, OPD Pediatric Clinical Experiences, Children Cancer Center in Lebanon (out) and Community Field Trip.

3. Prepare **3 nursing care plans** and submit it by the end of the clinical experience. (1 6N, 1 PICU/SDU, 1 in CCCL In).

4. Each student during the **playroom experience** is expected to plan a project for the hospitalized children.

5. Participate in **collaborative online discussions and online forum**

COURSE CONTENT:

CONTENT OUTLINES

Part I Health Promotion for the Childrearing Family

Introduction to Child Health Nursing
Child Health Assessment
Play
Growth and Development: Special needs and problems of children at different ages.-**On Line.**
A. The Infant
B. The Toddler
C. The Preschool - Age Child
D. The School-Age Child
E. The Adolescent.

Part II Health Support for Ill Children and their Families

The Nurse and the Ill Child
The High Risk Neonate, Concepts in Critical Care
Pediatrics, Palliative Care and Ethical
Considerations.-**On Line**
The Child with Infectious Disorders - AIDS.
The Child in Pain

Part III Restoration and Maintenance of Health of Children and Families with Physiologic Disorders

The Child with Cancer **.On Line**
The Child with Respiratory Disorders.
The Child with Hematopoietic Disorders.
The Child with a Long Term or Fatal Illness.
The Child with Cardiovascular Disorders.
The Child with Disorder of the eyes
The Child with Neurological Disorders
The Child with Endocrine Disorders
The Child with Immune Disorders. **On Line**
The Child with Traumatic Injury.
The Child with Renal Disorders.

The Child with Musculoskeletal Disorders.
The Child with Gastrointestinal Disorders.
The Child with Disorder of the ears
The Child with Reproductive Disorders.

Student Code of Conduct:
Students are expected to abide by the Nurses' code of ethics. Whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all their actions during clinical practice. Upholding ethical nursing practice incorporates: respecting clients dignity and freedom of choice; acting to promote the good of the clients; treating clients fairly and equally; telling the truth and admitting error in due time; maintaining confidentiality; and more important, doing no harm to patients by sustaining safe nursing practice. Other actions that require disciplinary actions to be taken are:

g) Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
h) Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
i) Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

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MKH/jz – January 2019

American University of Beirut
Hariri School of Nursing
NURS 307 Practicum

Summer 2019

Course Description
NURS307 Practicum (0 credits) is a clinical course designed to practice nursing skills and build on experience gained in first and second year of nursing BSN program. It is offered in the summer of junior year and the clinical rotations are scheduled in a variety of medical surgical in-patient units, both pediatric and adult, also certain specialized units at AUB-MC. The practicum extends over 2 weeks, 5-days/week rotation (a total of 84 hours); it focuses on application of theory to practice and **ensures successful transition of students to the senior year.**
Utilizing the nursing process as a framework, students will integrate knowledge, skills, and attitudes gained from previous courses to plan and implement care provided to their respective patients.

Student Learning Outcomes
Upon successful completion of this course, the student will be able to achieve the following cognitive and psychomotor student learning outcomes:

1. Utilize the **nursing process as a framework** for clinical practice in providing patient cantered care to patients within the hospital setting.

2. Demonstrate supervised **clinical skills** in taking care of patients within the hospital setting.
3. Demonstrate **provision of safe care** in administering medications and nursing interventions to patients within the hospital setting.
4. Provide **health teaching** to patients and their families based on learning needs assessment within the hospital setting.
5. Document nursing care in compliance with hospital standards ensuring patient centered care is maintained.
6. Enhance clinical skills acquired in pre requisite courses through **application of theoretical knowledge.**

Upon successful completion of this course, the student will be able to achieve the following **affective** student learning outcomes:

1. Utilize **proper communication techniques** when interacting with patients and their families, health care team members, fellow classmates and faculty.
2. Demonstrate professional accountability in accomplishing student learning outcomes and by submitting course-required documents on time.
3. Utilize **ethical** principles in selecting appropriate interventions of care to patients within the hospital setting.

Teaching Learning Process

Students will be assigned to a faculty clinical instructor who will coordinate and facilitate students learning clinical experience. Students are expected to **report directly to their faculty instructors of any issues encountered during their clinical practice.**

Identified preceptors on units as Registered Nurses (RN's) will be guiding students on day to day clinical activities and will involve students in their daily responsibilities as RN's according to the level of course objectives. Opportunities of in-depth learning will be provided by faculty clinical instructors for selected clinical work and are supplemented with pre and post clinical conferences. Faculty and students may suggest and choose further assignments and observational experiences to enhance their practice in order to provide for structured feedback and evaluation.

Each student will keep a log sheet of set clinical objectives and will also complete clinical competency checklist by the end of practicum course, which, in turn, will be compiled in respective student files. Individualized coaching, daily feedback, and formal evaluations are provided from both faculty clinical instructors and RN's to maximize professional student development. An **Objective Structured Clinical Evaluation (OSCE)** will be done during the last day of the practicum, which will be graded as **Pass** or **Fail.**

Prerequisite Courses

NURS 300	Nursing Care of Adults I
NURS 302	Nursing Care of Adults II
NURS 304	Nursing care of The Expectant Family
NURS 306	Nursing Care of Children

Course Placement

Summer, Junior level

Faculty Teaching Personnel

Mrs. Talin Gulgulian
Mrs. Tamar Avedissian
Mrs. Silva Dakessian
Mrs. Danielle Damianos
Mrs. Hera Tashjian
Mrs. Hanadi Masalkhi

Teaching Facility/Settings

American University Beirut Medical Center

- **a.** Pediatric Medical-Surgical Unit - **6N**
- **b.** Pediatric Intensive Care Unit – **PICU/SDU**
- **c.** Children's Cancer Institute **CCI** Inpatient Unit
- **d.** Adult medical Surgical Units – **10N/S, 9N, 9S, 8N, 7N, 5S**
- **e.** Neuro-Medicine Unit – **4N**

Teaching Strategies

A variety of teaching strategies will be utilized including clinical instruction, demonstration, and return demonstration (in the clinical area), discussion, and pre and post clinical conferences. Students with identified areas of improvement will be referred to the School's Simulation Lab for practice. All remedial work by students will be communicated to the respective faculty clinical instructor.

Students will be the assigned to one area of practice throughout the course based on the preference of students, yet under faculty guidance, and precepted by assigned RN in the designated area of practice. The emphasis is on practical experience for which the student has already acquired the necessary theoretical knowledge and basic skills.

Required Textbooks

Pillittari, A. (2010). Maternal and child health nursing: Care of the childbearing and childrearing family (6th ed.). Philadelphia: Lippincott Williams & Wilkins
Smeltzer, Z., Bare, B., Hinkle, J., & Cheever, K. (2010). *Brunner and* Suddarth's textbook of medical surgical nursing (12th ed.). Philadelphia: LWW.
Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2011). *Fundamentals of* nursing. The art and science of nursing care (7th ed). Philadelphia: Wolters Kluer/LWW.
Weber, J. (2008). Nurses' handbook of health assessment (5th ed.). Philadelphia: LWW.
Weber, J., & Kelly, J. (2010). *Health assessment in nursing* (4th ed.). Philadelphia: LWW.
N.B. Textbooks are available upon request.

Practicum Course Policies

1. **Attendance** is expected to all clinical areas based on clinical rotation schedule.

2. Any tardiness of **more than 5 minutes** to the assigned clinical area, the student will receive the first-time oral warning. For any repeated incidents of tardiness as stated above **will make –up with an extra complete 8 hours of clinical day**.
3. In case of absence **for a valid reason**, the student is required to notify the faculty instructor assigned to whom he/she is responsible for prior to the appointed clinical rotation time.
4. A **make-up** for missed clinical days is a **must.**
5. Any student who **reports sick** has to be cleared up by the University Health Services in order for him/her to resume his/her practicum.
6. All students should adhere to the **uniform policy** of the School of Nursing and that of AUB Medical Center.
7. Each student will complete a**n activity log sheet** once per week (total **of 2 log sheets** per practicum course).
8. Each student will complete the **clinical competency checklist** at the end of the practicum course.
9. Each student will have an opportunity to receive a written practicum evaluation at the end of the first week and at the end of the practicum course.
10. Students are expected to **PASS** the OSCE at the end of the practicum course, also need to **PASS** the clinical summative evaluation in order to **PASS t**he course.
11. **The passing grade of the course is PASS/FAIL.**
12. Students are expected to abide by the AUB's policy on **student code of Conduct.**

Student Code of Conduct

Students are expected to abide by AUB's Policy on Student Code of Conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

- **a.** Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
- **b.** Forming parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
- **c.** Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University.

For more information, visit:

http://pnp.aub.edu.lb/general/conductcode/index.html

Students with Special Needs

"If you have documented special needs and anticipate difficulties with the content or format of the course due to a physical or learning disability, please contact me and/or your academic advisor, as well as the Counseling Center in the Office of Student Affairs (Ext. 3196), as soon as possible to discuss options for accommodations. Those seeking accommodations must submit the Special Needs Support Request Form along with the required documentation."

Non-Discrimination Policy

AUB encourages a diverse student body and workforce and is committed to the principle of equal opportunity in education and employment. In the administration of its educational, admissions, and employment policies, and other university programs and activities, AUB does not discriminate on the basis of race, color, religion, age, national or ethnic identity, gender or gender identity, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, political affiliation, or any legally protected characteristic, except as required by Lebanese law. In addition, in compliance with Title IX of the US Education Amendments of 1972, which prohibits sex discrimination in education and interprets sex discrimination as including sexual harassment and sexual violence, the University maintains a Title IX coordinator in the Office of the Provost and may appoint deputy Title IX coordinators as needed. Inquiries and complaints regarding sex discrimination, sexual harassment, and sexual violence may be directed to the Title IX coordinator, College Hall, 5th Floor, Beirut, Lebanon, or by email at integrityofficer@aub.edu.lb. The Office of the Provost maintains a resource page on Non-Discrimination, Harassment, and Title IX at www.aub.edu.lb/titleix. AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis.

TG, 2019

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING
NURS 400 Introduction to Critical Care Nursing
Course Syllabus

Course Description

Semester	2020
Course Number and Title	NURS 400 Introduction to Critical Care Nursing
Credit Load	4 credits: 2 theory and 2 clinical
Course Format	Blended; Seminar Based
Course Timing	**Lectures**: Wednesday 9 to 11 am **PrepLab**: Day Duty: Wednesday 1 to 2 pm or Evening Duty: Wednesday 2 to 3pm **Clinical**: Day Duty: Thursday 7am to 3pm or Evening Duty: Thursday 3 to 10pm **SimLab**: As Specified in Course Schedule
Course Coordination	**Angela Massouh, PhD, MScN, CNS** Assistant Professor Cardiology Clinical Nurse Specialist American University of Beirut Extension: 5959 *Mobile*: 03796199 [For Emergencies Only] *Email*: am50@aub.edu.lb *Office Hours*: By appointment

NURS 400 is a 4-credit *blended and seminar-based course* that introduces concepts and issues related to the diagnosis and management of clients with critical illness. The course builds upon knowledge gained in previous courses, namely Nursing Care of Adults and Older Adults. The content is organized around the nursing process framework and the bio-psychosocial dimensions of human beings. Areas of emphasis include advanced assessment in critical illness; ethical and psychosocial issues related to critical illness; management of critically ill adults with cardiovascular, respiratory, neurologic, metabolic and renal problems, as well as emergency nursing care. This year we opted to add seminars on the management of critically ill COVID-19 positive patients and other evidence-based topics in critical care.

NURS 400 has two components; the theory and the clinical, each is equivalent to 2 credits. The purpose of the clinical component is to provide the student with opportunity to apply concepts learned in the theory component to clinical situations utilizing the nursing process as the framework to meet the bio-psycho-social needs of clients in critical illness. Students rotate in critical care areas such as the Coronary Care, Medical and Surgical Intensive Care, Neurology Intensive Care, and Emergency Care Units.

Emphasis in this course is placed on achieving the following instructional objectives:

1. Acquisition of physical assessment and monitoring skills applied to critically ill adults.
2. Development of nursing diagnoses and related client outcomes.
3. Identification of nursing interventions to manage problems common to the critically ill.
4. Setting priorities for implementation of care.
5. Evaluation of the effectiveness of nursing care.
6. Analysis of the impact of critical illness on the client and family.

Prerequisites

This course has prerequisites. Students cannot take NURS 400 before successfully completing **NURS 302** Nursing Care of Adults and Older Adults II and **NURS 307** Clinical Practicum.

Textbook

Sole, M. L., Klein, D.G., & Moseley, M.J. (2008). *Introduction to Critical Care Nursing* (7th ed.) St. Louis: Elsevier Saunders.

Teaching Personnel

Theory

1. Dr. Angela Massouh, PhD, MScN, CNS
2. Mrs. Hera Tashjian, MScN, CCNS

Seminars

1. Dr. Angela Massouh, PhD, MScN, CNS
2. Mrs. Hera Tashjian, MScN, CCNS
3. Mrs. Silva Dakessian, MPH, BSN, RN
4. Mrs. Dayana ElChaar, MS, LD

Clinical

1. Dr. Angela Massouh, PhD, MScN, CNS
2. Mrs. Hera Tashjian, MScN, CCNS
3. Mrs. Silva Dakessian, MPH, BSN, RN
4. Mrs. Rachelle Bajjani Fayyad, MScN, BSN, PhD Student

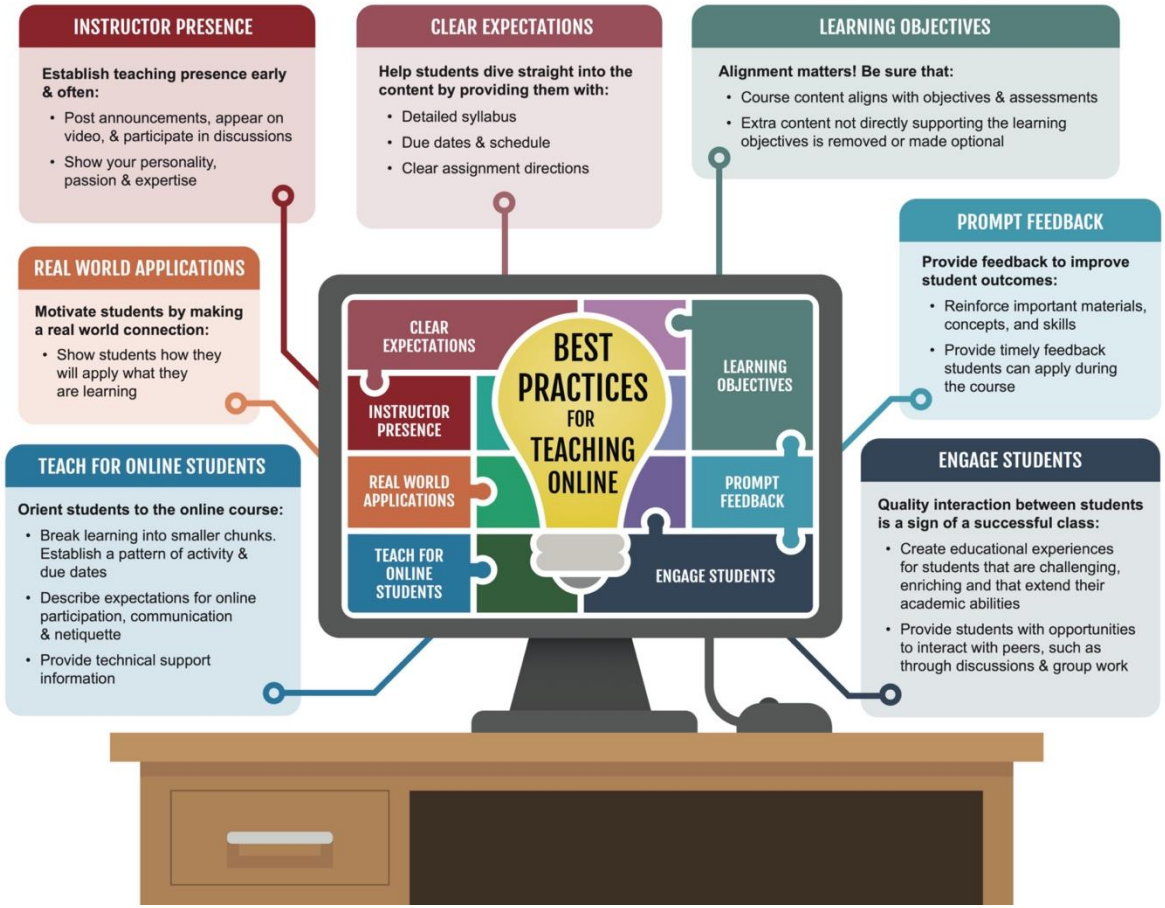
5. Mrs. Zeinab Jammoul, MPH, BSN, RN
6. Mrs. Mireille Chehade, BSN, RN, MScN Student
7. Mr. Hratch Moskofian, BSN, RN, MScN Student
8. Mr. Mohammad Ali Bdeir, BSN, RN, MScN Student

Teaching Facilities

1. Face to Face and Zoom Lectures
2. Moodle Discussions and Online Activities
3. Mandatory Seminars and Workshops
4. Adult Critical Care Areas at the American University of Beirut Medical Center
5. Skills laboratory for Clinical Simulation and Independent Student Practice

Teaching-Learning Methods

1. Lectures and Discussion: Critical Thinking
2. Evidence Based Practice Seminars
3. Case Study Discussions
4. Reflective Practice
5. Simulation Exercises
6. Care Plans
7. Clinical Instructions
8. Just-in-Time Teaching (JiTT): this is a teaching and learning strategy designed to promote the use of class time for more active learning. It relies on a feedback loop between web-based learning materials and the classroom.



Learning Objectives

Upon completion of the course, the student will be able to:

1. Describe the impact of the critical care environment on critically ill patients and their family.
2. Relate human responses to critical illness to the underlying pathophysiology.
3. Analyze legal and ethical dilemmas and contemporary issues related to critical illness.

4. Demonstrate initiative and self-direction in acquiring knowledge and seeking learning opportunities.
5. Utilize knowledge from the humanities and sciences, nursing theory and research findings in planning the care of critically ill adults.
6. Demonstrate beginning competence in hemodynamic and cardiac monitoring.
7. Demonstrate beginning competence in respiratory therapy.
8. Analyze and interpret physical and psychosocial assessment findings relevant to critically ill adults and their families.
9. Demonstrate safe nursing care and evidence-based interventions relevant to critically ill adults and their families.
10. Attend to the psychosocial and learning needs of critically ill adults and their families utilizing effective communication techniques.
11. Demonstrate professional behavior in relation to clients and members of the health team in terms of applying the ethical principles pertaining to the nursing profession.

Learning Assessment

Your course grade will be divided as follows:

Topic	**Grade**
Participation/ Moodle Discussions/ Seminars	5%
Exam I	30%
Exam II	25%
2 Care Plans	20%
1 OSCE	10%
Reflection Writing and Analysis [Dakessian]	10%
Weekly Clinical Review	**Pass or Fail**
Clinical Evaluation	**Pass or Fail**
Final Grade	**/100**

Your grade will be posted in letter grade format according to the below scale [as per AUB]:

Course Grade /100	**Letter Grade**	**Course Grade /100**	**Letter Grade**
93-100	A+	69-71	C+
87-92	A	66-68	C
83-86	A-	63-65	C-
79-82	B+	61-62	D+
75-78	B	60	D
72-74	B-	<60	F

Course Policies

1. All course requirements **must be** completed by student before grades are submitted for credit.
2. Students who miss over two clinical days (in case of a clinical absence, a medical report from AUBMC UHS **only** to justify the absence is a **must**) will be asked to drop the course. Online attendance will be ensured.
3. A student who misses an exam (based on a sick report from AUBMC UHS **ONLY**) *may* request a make-up examination. **The final decision for such requests will be taken by the course coordinator.**
4. **Students will pass the course if they meet ALL the below**:
    i. they get an average grade greater than 70 on the course exams AND
    ii. they get a course average of 70 and above AND
    iii. they get "**P**" on the clinical evaluation AND
    iv. they get a "**P**" on the OSCE
5. No makeups will be done for a student who fails to meet the course requirements.
6. All students should adhere to the uniform policy of the School of Nursing during clinical.
7. Any student who is late or absent from a clinical assignment has to make up the experience.
8. **A student who is absent from clinical due to illness is expected to inform the instructor by 7 am on the day of clinical assignment.**
9. Late submission of assignments results in a deduction of 5 points per day from the grade.
10. Students are expected to abide by AUB's policy on student code of conduct as stipulated in this website: http://pnp.aub.edu.lb/general/conductcode/index.html

Student Conduct

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism. **Plagiarism is not tolerated and consequences following AUB policies found in the student code of conduct found on Moodle.**

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

A. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

B. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
C. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct can range from warning to suspension, to expulsion from the University.
Additionally, students are expected to be honest in all their actions during clinical practice and shall follow the Nurses Code of Ethics. Upholding ethical nursing practice incorporates respecting client's dignity and freedom of choice; acting to promote the good of the clients; treating clients fairly and equally; telling the truth and admitting error in due time; maintaining confidentiality; and more important, doing no harm to patients by sustaining safe nursing practice.

Students with Special Needs

If you have documented special needs and anticipate difficulties with the content or format of the course due to a physical or learning disability, please contact me and/or your academic advisor, as well as the Counseling Center in the Office of Student Affairs (Ext. 3196), as soon as possible to discuss options for accommodations. Those seeking accommodations must submit the Special Needs Support Request Form along with the required documentation.

Students with Learning Disabilities

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office: accessibility@aub.edu.lb; Ext 3246; West Hall, 314.

Non-Discrimination Policy Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix.
To report an incident, contact the University's Title IX Coordinator at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com

COVID-19 Code of Conduct

During the deadly pandemic of COVID-19, it is important to keep in mind that **we are all responsible for our own health and those of others**. Hence, the following precautionary measures need to be observed **at all times, whether at school or in the community.**

1. Stay at home if you have symptoms such as fever, cough, body aches, etc…

   a. Call youth clinic at 01-350 000 x 3000 for advice before visiting the clinic.
2. Keep a social distance of at least 2 meters at all times and everywhere.
3. Avoid crowdedness anywhere.
4. Wear mask:
   a. when you go around the school, campus, or community.
   b. if you are in a classroom when students are less than 2 meters apart.
5. When you touch doorknobs, benches, lockers, stair railings, clean your hand with sanitizers or wash them with soap and water immediately after.
6. Avoid touching your eye, nose, and mouth.
7. **The lobby, student lounge, lockers, and NSS room will be closed until further notice.**
8. Follow the simulation lab/ classroom instructions posted on the door.
   a. In classrooms:
      - Clean your desks and chairs with sanitizers before and after using.
      - Clean your hands with sanitizers or washing with soap and water for 20 seconds before and after you leave the class.
      - Do not share papers, pens and pencils.
      - Ventilate the room when possible.
      - Cough and sneeze using your elbow.
   b. For office visit:
      - If you can meet virtually, do it.
      - Make sure you keep a distance of 2 meters.
      - Wear masks.
      - Ask to open the window.
      - Do not go inside the office if more than two individuals are there.

Do it for yourself and for others.

Clinical Component

In this rotation the student is expected to achieve the following as per the *clinical evaluation* criteria:

General Learning Outcomes

1. Assesses the client's physiologic, psychosocial, and learning needs.
2. Analyzes assessment findings in relation to client condition and identify changes in client condition.
3. Demonstrates safe nursing care to critically ill adults based on scientific principles and recent evidence.
4. Demonstrates safe administration of drugs and parenteral therapy.

5. Identify the components of the emergency carriage and the dosages of medications used during a code.
6. Communicate therapeutically with patients and their families.
7. Implement isolation/precaution techniques as applies to the client.

Coronary Care Unit

1. Provide comprehensive care to a load of cardiac patients (namely Acute Coronary Syndrome, Post CABG surgery, Arrhythmias, Heart Failure, Shocks, and status post Cardiac Arrest), including cardiac assessment and intervention.
2. Analyze cardiac rhythm strips for rate, rhythm, P-R interval and wave patterns and identify major dysrhythmias and artifacts.
3. Demonstrate knowledge and safe administration of cardiac drugs.
4. Get oriented to the management of the cardioverter/defibrillator.
5. Assist in the care of clients undergoing cardiac interventions (angioplasty, stents, and cardiac pacemakers).

Intensive Care Unit

1. Provide comprehensive care to a load of critically ill patients (namely Post Surgery, Multiple Trauma, and Medical cases including: Shocks, Cardiopulmonary Arrests, etc…) including advanced assessment and intervention.
2. Identify and maintain settings of mechanical ventilators.
3. Assist in management of patients on hemodynamic monitoring.
4. Assist in the care of clients undergoing critical care interventions (intubation, arterial and central line/ Swan Ganz insertion and monitoring, and hemodialysis).

Neuro Intensive Care Unit

1. Provide care of patient post brain tumor resection.
2. Assist in the care of patient with intracranial pressure monitoring.
3. Provide care of patient with aneurysmal Subarachnoid Hemorrhage post coiling/clipping.
4. Provide care of patient with seizures.
5. Provide care of patient with subdural bleeds, ischemic and hemorrhagic stroke.
6. Provide care of patient with traumatic brain injury (moderate and severe).

Respiratory Care Unit

1. Provide comprehensive care to a load of pulmonary patients (namely Acute Respiratory Failure, Mechanical Ventilation, Noninvasive Positive Pressure Ventilation), including pulmonary assessment and intervention.
2. Get oriented to the management of mechanical ventilators.
3. Analyze arterial blood gases and intervene accordingly.

Emergency Room

1. Assist in the triage and initial assessment of patients in the emergency room.
2. Assist in providing basic and advanced cardiac life support when available.
3. Provide emergency care to a load of patients.

Class Schedule

Date	Time	Topic/Class/Discussion	Mode of Delivery	Speaker
Sept 9	9 to 10am	Course Orientation: Course Expectations, and Schedule	Zoom Groups 1 and 2	Dr. Angela Massouh
	10 to 11am	**Seminar: The Critical Care Experience + Ethics in Critical Care**	Zoom Group 1	Dr. Angela Massouh
	11am to 12pm		Zoom Group 2	Dr. Angela Massouh
	12 to 1pm	**Seminar: Post Intensive Care Unit Syndrome**	Zoom Group 1	Mrs. Hera Tashjian
	2 to 3pm		Zoom Group 2	Mrs. Hera Tashjian
	Independent Review: Review of Basic Electrophysiology		**PreRecorded Lecture**	Dr. Angela Massouh
10	9am to 12pm	**Dysrhythmia Interpretation and Management:** Common Lecture	Zoom Groups 1 and 2	Dr. Angela Massouh
	1 to 2pm	Dysrhythmia Interpretation **Breakout Sessions**:	Zoom Group 1	Dr. Angela Massouh
	2 to 3pm	Practice Exercises and Q&A	Zoom Group 2	Dr. Angela Massouh
	1 to 2pm	**Seminar: Pain and Sedation in Critical Care**	Zoom Group 2	Mrs. Hera Tashjian
	2 to 3pm		Zoom Group 1	Mrs. Hera Tashjian
	Post Lecture Independent Practice: Dysrhythmia Interpretation		Moodle	Students
11	2 to 3pm	Dysrhythmia Interpretation **Moodle Independent Drop Quiz**	Moodle	Students
16	**Independent Review:** Hemodynamics Concepts		**PreRecorded Lecture**	Dr. Angela Massouh
	9am to 11am	**Hemodynamics Monitoring:** Common Lecture	Zoom Groups 1 and 2	Dr. Angela Massouh
	12 to 1pm	**Hemodynamics Monitoring: Breakout Sessions**:	Zoom Group 1	Dr. Angela Massouh
	1 to 2pm	Practice Exercises and **Post Lecture Drop Quiz**	Zoom Group 2	Dr. Angela Massouh
	Independent Practice: Case Studies on Hemodynamics Monitoring		Moodle	Students
17	**Independent Review:** Review of Respiratory Anatomy and Physiology		**PreRecorded Lecture**	Dr. Angela Massouh
	9 to 10am	**Ventilatory Assistance:** Common Lecture	Zoom Groups 1 and 2	Dr. Angela Massouh
	10 am to 11am	**Ventilatory Assistance Breakout Sessions**:	Zoom Group 1	Dr. Angela Massouh
	11am to 12pm	Practice Exercises and Q&A	Zoom Group 2	Dr. Angela Massouh
	1 to 2pm	**Seminar: Palliative and End of Life in Critical Care**	Zoom Group 1	Mrs. Silva Dakessian
	2 to 3pm		Zoom Group 2	Mrs. Silva Dakessian
22	**Independent Review: EBP Focal Point: Mechanical Ventilation**		Moodle	Students
	11pm	Moodle Test Your Knowledge: Ventilatory Assistance	Moodle	Students

Date	Time	Topic/Class/Discussion	Mode of Delivery	Speaker
23	9 to 10:30am	**Care of Patients with Acute Coronary Syndrome:** Common Lecture	Zoom Groups 1 and 2	Dr. Angela Massouh
	10:30 to 11am	ACS **Breakout Sessions**:	Zoom Group 1	Dr. Angela Massouh
	11 to 11:30am	Practice Exercises and Q&A	Zoom Group 2	Dr. Angela Massouh
	1 to 3pm	Clinical PrepLab	AUBMC	Independent
24	Day/Evening	**Clinical Day 1**	AUBMC	Clinical Faculty
	2 to 3pm	**Seminar: Chronic Heart Failure Management**	Zoom Day/Evening Group	Dr. Angela Massouh
30	9 to 10am	**Care of Patients with Acute Heart Failure + Breakout Sessions**	Zoom Group 1	Dr. Angela Massouh
	10 to 11am		Zoom Group 2	Dr. Angela Massouh
	1 to 3pm	Clinical PrepLab	AUBMC	Independent
Oct 1	Day/Evening	**Clinical Day 2**	AUBMC	Clinical Faculty
	2 to 3pm	**Seminar: Ventricular Assist Devices**	F2F Evening Group CLIII	Dr. Angela Massouh
	3 to 4pm		F2F Day Group CL III	Dr. Angela Massouh
7	9 to 10am	**Code Management** VOP	**Prerecorded Lecture**	Dr. Angela Massouh
	10 to 11am	**Code Management Breakout sessions** + Post Lecture **Drop Quiz** + **Mock Codes**	Zoom Group 1	Dr. Angela Massouh
	11am to 12pm		Zoom Group 2	Dr. Angela Massouh
	1 to 3pm	Clinical PrepLab	AUBMC	Independent
	Independent Practice: Mock Codes		Moodle	Students
8	Day/Evening	**Clinical Day 3**	AUBMC	Clinical Faculty
	2 to 3pm	**SimLab: ACLS Mock Codes and Quiz**	SimLab Evening Group	Clinical Faculty
	3 to 4pm		SimLab Day Group	Clinical Faculty
14	9 to 11am	Management of Patients with **Acute Neurological Alterations** + **InClass Case Studies**	F2F Group 1 CLIII/Zoom Group 2	Dr. Hala Darwish
	12 to 2pm			
	12 to 1pm	**Neuro Case Studies**	F2F Group 1 CLIII	Dr. Angela Massouh
	1 to 2pm		F2F Group 2 CLIII	Dr. Angela Massouh
	1 to 3pm	Clinical PrepLab	AUBMC	Independent
	Independent Review: Acute Stroke		**PreRecorded Lecture**	Dr. Angela Massouh
15	Day/Evening	**Clinical Day 4**	AUBMC	Clinical Faculty
21	9 to 11am	**MidTerm Exam** Moodle Onsite: Van Dyke and HSON Computer Labs Proctors: Dr. Massouh + Mrs. Tashjian		

Date	Time	Topic/Class/Discussion	Mode of Delivery	Speaker
Oct 21	1 to 3pm	Clinical PrepLab	AUBMC	Independent
22	Day/Evening	**Clinical Day 5**	AUBMC	Clinical Faculty
28	9 to 11am	Management of Patients with **Shock**	F2F Group 1 CL I	Dr. Angela Massouh
	12 to 2pm		F2F Group 2 CL I	Dr. Angela Massouh
	2 to 3pm	Management of Patients with **Sepsis**	F2F Group 1 CL III	Mrs. Hera Tashjian
	3 to 4pm		F2F Group 2 CL III	Mrs. Hera Tashjian
30	11pm	**Independent Case Studies:** Sepsis and Shock and IABP CE + **Quiz**	Moodle	Students
Nov 4	9 to 11am	**Acute Respiratory Failure**	F2F Group 1 CLIII	Dr. Angela Massouh
	12 to 2pm		F2F Group 2 CLIII	Dr. Angela Massouh
	1 to 3pm	Clinical PrepLab	AUBMC	Independent
	Independent Review: Arterial Blood Gas Interpretation		**PreRecorded Lecture**	Dr. Angela Massouh
5	Day/Evening	**Clinical Day 6**	AUBMC	Clinical Faculty
	2 to 3pm	**EBP Focal Point:** ABGs Interpretation Boot Camp	F2F Group 1 CLIII	Dr. Angela Massouh
	3 to 4pm		F2F Group 2 CLIII	Dr. Angela Massouh
11	9 to 11am	**Trauma and Emergencies:** Common Lecture	Zoom Groups 1 and 2	Mrs. Hera Tashjian
	11am to 12pm	Breakout Session + Q&A	Zoom Group 1	Mrs. Hera Tashjian
	12 to 1pm		Zoom Group 2	Mrs. Hera Tashjian
	1 to 3pm	Clinical PrepLab	AUBMC	Independent
12	Day/Evening	**Clinical Day 7**	AUBMC	Clinical Faculty
	2 to 3pm	**SimLab: Trauma**	SimLab Group Evening	
	3 to 4pm		SimLab Group Day	
18	**Independent Review:** Acute GI Bleed and Acute Liver Failure		**PreRecorded Lecture**	Dr. Angela Massouh
	9 to 11am	Acute GI Bleed and Acute Liver Failure **Discussion + Q&A**	F2F Group 1/2 CLIII	Dr. Angela Massouh
	1 to 3pm	Clinical PrepLab	AUBMC	Independent
19	Day/Evening	**Clinical Day 8**	AUBMC	Clinical Faculty
	2 to 4pm	**EBP Focal Point: Nutritional Challenges in Critical Care**	Zoom	Mrs. ElChaar

Date	Time	Topic/Class/Discussion	Mode of Delivery	Speaker
25	9 to 10 am	**Acute Kidney Injury**	F2F Group 1 CLIII	Mrs. Hera Tashjian
	10 to 11am		F2F Group 2 CLIII	

	1 to 3pm	Clinical PrepLab	AUBMC	Independent
26	Day/Evening	**Clinical Day 9**	AUBMC	Clinical Faculty
	EBP Focal Point: Dialysis Modalities in Critical Care		**PreRecorded Lecture**	Mrs. Hera Tashjian
Dec 2	9 to 10am	**Burns Prerecorded Activity**	F2F Group 1 CLIII	Mrs. Hera Tashjian
	10am to 11am		F2F Group 2 CLIII	Mrs. Hera Tashjian
	9 to 10am	**Diabetic Ketoacidosis**	Zoom Group 2	Dr. Angela Massouh
	10am to 11am		Zoom Group 1	Dr. Angela Massouh
	1 to 3pm	Clinical PrepLab	AUBMC	Independent
3	Day/Evening	**Clinical Day 10**	AUBMC	Clinical Faculty
9	9 to 11am	**Final Exam** Moodle Onsite: Van Dyke and HSON Computer Labs Proctors: Dr. Massouh + Mrs. Tashjian		
10	8am to 3pm	**Final OSCE** in HSON SimLab Clinical Faculty		

Initially Prepared by: **Dr. Nuhad Dumit**
Edited by: **Dr. Angela Massouh**

AMERICAN UNIVERSITY OF BEIRUT
RAFIC HARIRI SCHOOL OF NURSING
PSYCHIATRIC AND MENTAL HEALTH NURSING
COURSE SYLLABUS

Spring 2018-2019

NURS 402 Psychiatric and Mental Health Nursing, Theory & Practicum (5 cr.)

Placement: Fall and Spring Semesters of Senior Year (BSN IV)

I. Faculty

Ghada Najjar Assaf, PhD, RN, Clinical Assistant Professor,
Course Coordinator
(Extension: 5973; e-mail: gn29@aub.edu.lb)

Laila Farhood, PhD, RN, C.S., Professor, Course Advisor
(Extension: 5975; e-mail: lf00@aub.edu.lb)

Hanadi Massalkhi, RN, MSN, Clinical Instructor,
(Extension: 5725; e-mail: hm24@aub.edu.lb)

Myrna Saadeh, RN, MSN, Clinical Instructor (ms119@aub.edu.lb)

II. Philosophy, Description and Areas of Emphasis

This course covers the concepts of mental health and psychiatric disorders & emphasizes the role of the nurse in a psychiatric/mental healthcare setting, using both classroom and clinical instruction. Students will analyze and apply principles of communication in the nurse-patient therapeutic relationship in clinical & role-play situations.

The course is designed to help students look at approaches to understand people. The practice of psychiatric nursing is grounded in certain philosophical assumption about human nature, society and values where the psychiatric nurse can select, from among the many possible choices, an approach that is best suited for the situation or setting. The holistic philosophy of clients as bio-psycho-social entities is stressed and encouraged. People are thought of as complex organisms having inseparable physical, mental, emotional, social, and cultural dimensions. Physical and mental factors are interrelated and change in one may result in a change in another. Psychiatric nursing care transcends the bounds of mental hospitals to include general health care settings and may be directed toward clients whose immediate problems are primarily physical. The humanistic interactionist approach views human beings in a framework of values and concepts whereby they have purpose and control over their own lives. Behavior is viewed within its social context. Interventions include those aspects related to the social dimensions as well as the individual client centered work.

To acknowledge the interaction of psychology, biology, and socio-cultural context, all behavior is perceived as having meaning. Nurses must learn to incorporate the meaning of the client's

experiences in their intervention. Nurses need to develop skills in observing, interpreting, and responding to the clients' experiences in the hope of arriving at common ground of authentic communication. However, nurses need to take into account the social and cultural environment of each client (holistic assessment) and the interaction patterns in that person's social world.
In addition to helping clients have purpose and control over their own lives, psychiatric nursing must be involved in setting social goals and advancing health holistically. The course focuses on applying psychiatric nursing principles and assessment to specific clinical disorders, based on a continuum of adaptive-maladaptive coping responses, the six-step nursing process, and the diagnoses of the DSM-5.

Emphasis is also placed on the quality of coping abilities of individuals, families, and the community in varying degrees of stress and crisis. The needs and problems of individuals and their families are considered in the context of the groups in which they live, work and play, and the environments (including the community) which may enhance or retard the development of human and health care needs. Consideration is given to understanding the influences of increasingly complex system, and sub-system of the community.

The course also focuses on the dynamics of human behavior; the use of self in promoting health of individuals, groups and families. The student will have opportunities to discuss and validate attitudes toward self, personal growth and self-realization.

Importance is placed on professional relationships over time with individuals, groups and families at varying points on the health / illness continuum. Opportunities are provided for students to work collaboratively and cooperatively with multi-disciplinary and comprehensive health teams, in both general and mental hospitals, identify health needs, and implement relevant nursing interventions.

III. Theory Class and Content

Theory and class are not to be separated from seminars, clinical experiences and review of appropriate literature. Students are to identify inter relationships and make continuous application with these.

Content: for detailed units refer to course content section.

IV. Course Requirements

1. Prompt attendance at all course sessions.

2. Pass successfully midterm, pharmacology, and final exams.

3. Participate in experimental, clinically and non-clinically oriented seminars where process and content of interactions is analyzed, synthesized, and integrated.

4. Presentations and paper.

5. Reports.

V. Teaching Methods

Major learning experiences are achieved through the use of selected clinical experiences (at general and mental hospitals), group discussions, group process, lectures, experimental seminars, analysis of process recording, reports, individual conferences, use of video tape and A.V. materials, and utilization of resource persons.

VI. Theory Objectives

Upon successful completion of the course, students will be able to:

1. Demonstrate knowledge of comprehensive health care planning, and planned change.

2. Comprehend system patterns in dealing with health problems from literature, resources, research findings and emergent data.

3. Describe the processes of psychiatric history taking, mental status examination, neurological, physiological and psychosocial assessment.

4. Formulate a creative and comprehensive plan of psychiatric mental health clients based on the nursing process.

5. Discuss implication of the medical-biologic, psychoanalytic behavioral and social interpersonal frameworks in the care of psychiatric clients.

6. Discuss knowledge of major concepts and principles of communication theory in relation to mental health.

7. Comprehend patterns of coping within a specific milieu.

8. Describe the effects of stress and anxiety of the psycho-biologic and social functioning of clients.

9. Develop culturally aware intervention strategies with clients.

10. Synthesize theory, personal/professional experiences, and feelings into a model of conduct that holds reasonable expectations for self and others.

11. Discuss the ethical frameworks used in psychiatric nursing practice.

VII. Practicum Objectives

Upon successful completion of the course, students will be able to:

1. Apply the nursing process in the care of individuals and families requiring psychiatric-mental health care.

2. Evaluate the usefulness of nursing and related theories for guiding practice of psychiatric nursing.

3. Demonstrate knowledge of communication processes, which may be used with various interpersonal and group relations.

4. Make a rational judgment relevant to changing coping patterns of clients.

5. Employ knowledge of group process in working with groups of clients and colleagues.

6. Practice appropriate intervention modes in the care of psychiatric-mental health clients across the life span, in various clinical settings.

7. Apply self-awareness and stress management techniques at a personal level to enhance personal and professional functioning.

8. Summarize published research in psychiatric-mental health nursing for clinical utility and merit.

9. Relate mental health legislation to humanistic psychiatric nursing practice.

10. Formulate a personal stand on the ethics and politics of psychiatric nursing practice.

VIII. Time and Place

The class will be held every Monday from 9 am to 11am at Rafic Hariri School of Nursing, Classroom 2 (103). Seminars will be presented every Tuesday from 1pm to 3 pm for Dar Al Ajaza and Cross Hospital groups and from 11:00am -1:00 pm for AUBMC-Psych In group at Rafic Hariri School of Nursing, Classroom 2 (103).

The clinical experience will be at the: (1) Outpatient Department (OPD), ACC building, 4th floor on Mondays and Wednesdays afternoon and (2) Mental Hospitals: AUBMC-Psychiatry Inpatient, Cross Hospital and Dar Al Ajaza on Tuesdays.

Also, clinical simulation lab exercises will be held on Mondays and Wednesdays from 2pm-4pm.

Refer to clinical rotation schedule

IX. Learning Assessment and Evaluation

Evaluation will include student achievement in relation to:

Course Objectives.
Theory and Seminar Content.
Tests, Examinations.
Clinical Experiences. Simulation Exercises
Individual Conferences.

Students are expected to assume considerable responsibility for their own learning. They should seek assistance and information, be responsible for completing assignment on time. Students will develop a self evaluation report based on course and individual objectives.

The percentages are as follows:

1. Class discussions/participation ---------- 5%
2. Midterm exam ---------- 15%

3. Psychopharmacology exam ---------- 10%
4. Final exam ---------- 20%
5. Student presentation ---------- 10%
6. Simulation Lab / Clinical journal ---------- 5%
7. Interpersonal records ---------- 15%
8. Simulation Exercises ---------- 10%
9. OSCE----------10%
10.

X. Clinical Facilities

1. American University of Beirut Medical Center (in and outpatient department)

2. Cross Hospital

3. Dar Al Ajaza

XI. Teaching Aids

A. Required Texts

1. Boyd, M. A. (2018). Psychiatric nursing: Contemporary practice (6th ed.). Philadelphia: Wolters Kluwer.

2. Nussbaum, A. M. (2013). The pocket guide to the DSM-5 (TM) diagnostic exam (1st ed.). United States of America: American Psychiatry Publishing.

B. Recommended Textbooks

1. American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (DSM-5)* (5th ed.). Washington, DC: American Psychiatric Publishing.

2. Andreason, N., & Black, D. (2006). *Introduction textbook of psychiatry* (4th ed.). Washington DC: American Psychiatry Publishing.

3. Hersen, M., Turner, S., & Beidel, D. (2007). *Adult psychopathology and diagnosis* (5th ed.). New Jersey: John Wiley & Sons.

4. Mackinnon, R., Michels, R., & Buckley, P. (2006). *The psychiatric interview in clinical practice* (2nd ed.). Washington DC: American Psychiatry Publishing.

5. Maddux, J., & Winstead, B. (2008). *Psychopathology: Foundation for a contemporary understanding* (2nd ed.). New York: Routledge, Taylor & Francis Group).

6. Mohr, W. K. (2009). *Psychiatric-mental health nursing: Evidence-based concepts, skills, and practices* (7th ed.). Philadelphia: Lippincott Williams & Wilkins.

7. Semple, D., Smyth, R., Burns, J., Darjee, R., & Mclntosh, A. (2005). *Oxford handbook of psychiatry.* New York: Oxford University Press.

8. Stuart, G. (2013). *Principles and practice of psychiatric nursing (*10th ed.). Philadelphia: Elsevier Publishing.

9. Videbeck, S. L. (2014). *Psychiatric-mental health nursing* (6th ed.). Philadelphia: Lippincott Williams & Wilkins.

10. Wheeler, K. (2008). *Psychotherapy for the advanced practice psychiatric nurse*. New York: Mosby.

XII. Student Code of Conduct

Students are expected to abide by AUB's Policy on Student Code of Conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism.

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

J. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).

K. Forming parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

L. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct range from warning to suspension, to expulsion from the University. For more information, visit:

http://pnp.aub.edu.lb/general/conductcode/index.html

Student Support:

Technical Support
For Moodle support, contact the IT Academic Services at extension: 3589 or e-mail moodle@aub.edu.lb

Special Needs Support
'AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health

conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314'.

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via Ethics Point atwww.aub.ethicspoint.com.

XIII. Course Content Outline (Refer to Course Content Detailed Description)

Part I: Theoretical Basis and Processes for Psychiatric Mental Health Nursing

Unit I - Psychiatric-Mental Health Nursing
Unit II - Cultural/Spiritual/patient Rights/Legal & Ethical Nursing Frameworks
Unit III - Psychiatric-Mental Health Nursing Process
Unit IV - Stress, Crisis, Loss, Grief, and Disaster Management

Part II: Psychopathology

Unit V- Schizophrenia Spectrum and other psychotic Disorders
Unit VI - Neurocognitive Disorders
Unit VII- Bipolar and related disorders / Depressive Disorders
Unit VIII - Anxiety disorders/ Obsessive –compulsive Disorders
Trauma – and Stressor-Related Disorders
Dissociative disorders/ Somatic symptom & related Disorders
Unit IX - Personality Disorders
Unit X - Psychopharmacology
Unit XI- Sexual Disorders
Unit XII- Substance Use Disorders

Part III: Intervention Modes

Unit XIII- General Systems Theory/ Family& Couple Therapy/ Group Therapy
Unit XIV- CBT & Alternative Therapies
Unit XV- Other psychotherapies: Gestalt, TA, Client- centered
Unit XVI- Student Presentation: Ongoing throughout the Semester (refer to the list of seminar topics)

Course Venue: Room 103, HSON

XIV. Theory Schedule

Week	Date	Time	Content	Faculty	Readings
Week 1	21/01/2019	9-9:50am	Introduction to the course	-Dr. Assaf -Mrs. Masalkhi -Ms. Saadeh	
	Unit I	10:00-10:50	-Psychiatric – Mental Health Nursing and Evidence-Based Practice. -Mental Health and Mental Disorders.	Dr. Assaf	Ch. 1& 2
	Unit II	13:00-13:50	- Ethical, Standards& Nursing Frameworks. - Therapeutic nurse-patient relationship	Dr. Assaf	Ch. 6& 9
	22/01/2019 **Unit III (Tues.)**	9-10:50am 12:00-13:50pm	-The psychiatric-Mental health Nursing process (Theory) -The psychiatric –Mental health Nursing process (Class activity)	Dr. Assaf	 Ch. 10
	23/01/2019 **Unit IV (Wed.)**	2:00 pm-3:50 pm	-Stress and Mental Health. -Crisis, Loss, Grief, Response, Bereavement, and disaster Management	Dr. Assaf	Ch. 18, 20
Week 2	28/01/2019 **Unit V (Sim.Ex.1)**	9-10:50 am	Schizophrenia Spectrum and other psychotic disorders	Dr. Assaf	Ch. 22, DSM-5
Week 3	04/02/2019 **Unit VI**	9-10:50am	Neurocognitive disorders	Mrs. Masalkhi	Ch.38& DSM-5
Week 4	11/02/2019 **Unit VII (Sim.Ex.2)**	9-10:50 am	Bipolar and related disorders	Dr. Assaf	Ch.24& DSM-5
Week 5	18/02/2019	9-10:50pm	Depressive disorders	Dr. Assaf	Ch. 23 & DSM-5
Week 6	25/02/2019 **Unit VIII (Sim.Ex.3)**	9-10:50am	Anxiety disorders Obsessive-compulsive & related disorders (Dissociative disorders, & Somatic symptom Disorders)	Dr. Assaf	Ch. 25, 26, 32 & DSM-5
Week 7	04/03/2019	9-10:50am	Trauma and Stressor-Related disorders	Dr. Assaf	Ch. 27 DSM-5
Week 8	**11/03/2019**	9-10:50am	Personality disorders	Mrs. Masalkhi	Ch.28, 29

	Unit IX Sim.Ex.4				DSM-5
Week 8	**11/03/2019**	12-1:50 pm	Midterm Exam	Auditorium	
Week 9	**18/03/2019 Unit X**	9-10:50am	Psychopharmacology	Mrs. Masalkhi	
Week 10			**Annunciation Day**		
Week 11	01/04/2019 **Unit XI**	9-10:50am	Sexual dysfunctions	Ms. Saadeh	Ch. 34 & DSM-5
Week 12	08/04/2019 **Unit XIII Sim.Ex.5**	9-10:50am	General systems theory/Family & couple therapy/ Group therapy/ Milieu	Dr. Assaf	Ch. 7,13,14
Week 12	08/04/2019	12-1:50 pm	Psychopharmacology Exam	Room 2 (103)	
Week 13	15/04/2019 **Unit XIV& XV**	9-10:50am	Other psychotherapies: Gestalt, TA, Client-Oriented & CBT	Dr. Assaf	Ch. 7,12, 13, & 14
Week 14			Easter		
Week 15			Easter		
	02/05/2019-05/05/2019		**READING PERIOD**		
	13/05/2019	**9:00-12:00 noon**	**FINAL EXAM Auditorium**		
	06/05/2019	**8:30 -12:30**	**OSCE (Simulation Lab)**		

Dec.11, 2019

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING
NURS 406 NURSING RESEARCH
Fall 2019-2020

Course Coordinator:

Gladys Honein, PhD, RN
Office: Room 411E HSON
Extension: 5977
Office hours: by appointment
Email: gh30@aub.edu.lb

Class Schedule:
Mondays 11:00-11:50 pm **Classroom 103 HSON**
Wednesdays 11-12:50 am **Classroom 103 HSON**

COURSE DESCRIPTION:
NURSING 406 is a 3-credit course given in the first semester of the senior year of the BSN program. This course is **writing intensive** and includes a basic introduction to quantitative and qualitative research methods and research proposal writing as they are used in nursing research and practice. It introduces the students to common research designs and to some of the physiological and behavioral measures relevant to nursing research. The course provides an overview of methods of data collection, principles of measurement, analysis and interpretation of results, as well as evaluation of research reports. In this course students will be introduced to research proposal development and will work individually and in groups on required writing documents.

PREREQUISITES:
English 203, 204 and Nursing 203

TEXTBOOK:
Polit, D.F., & Beck, C. T. (2013). *Essentials of nursing research: Appraising evidence for nursing practice* (9th Ed.). Philadelphia, PA: Lippincott.

LEARNING OUTCOMES:
Upon completion of the course, the student will be able to:
1. Describe the importance of evidence-based nursing practice
2. Recognize the major sections of a research article
3. Identify the purposes of using quantitative and qualitative research designs
4. Design a research proposal in 4 phases:
    a. Develop a research question and a research hypothesis
    b. Apply the steps of conducting a literature review
    c. Adopt theoretical frameworks/conceptual models in research
    d. Select the best approach for conducting a research: quantitative/ qualitative

5. Apply ethical considerations in research practice (e.g. plagiarism, confidentiality, beneficence and maleficence)
6. Select a relevant appraisal tool to critique a peer-reviewed article
7. Disseminate the final research proposal (oral, poster, proposal)

TEACHING METHODS:

- Lectures using power point on theoretical content
- In class group activities (e.g. deduction of major elements of research and appraisal of selected peer reviewed studies)
- In class peer and faculty review
- Organization of public student presentations at the mini-conference (oral and poster)
- Facilitation and mentoring group research proposal preparation in 4 phases

LEARNING ASSESSMENT:

- Midterm Exam 10 %
- Final Exam 10 %
- In class group activities participation 5 %
- Peer review 5 %
- Mini conference presentation 20 %
- Writing assignments in 4 phases 50 %

Midterm and final exam (20%):

Multiple choice questions to evaluate the learning the theoretical content of the course

In class group activities participation (5%):

Active attendance and involvement in the discussion by raising and answering questions related to key concepts discussed and explained during classroom lecture and group work activities

Peer review (5%):

For each draft of the 4 phases of the proposal, each group will be assigned a peer group and to orally critique the submitted work.
Similarly, each group will be required to do a second round of peer review and ranking of an assigned abstract.

Mini conference presentation (20 %)

Each group of students will be required to submit an abstract outlining their proposal. Using an abstract review criteria tool (posted on Moodle), faculty will rank the abstracts and recommend them for oral or poster presentations.
Accordingly, each group of students will be expected to develop and disseminate their proposal content at a mini-conference.
Groups will be evaluated based on poster/oral evaluation criteria tool (posted on Moodle)

Writing assignments in 4 phases (50% of the grade):

The students will be divided into 5 groups. Each group will be required to develop a research proposal divided into four cumulative phases. A number of pages are assigned for each phase, **pages beyond assigned page number will not be read therefore will not be graded!** All assignments will be submitted on Moodle and Turn It In will be used to screen all assignments against plagiarism.

In each phase, groups will integrate relevant theoretical contents covered in class based on the following:

Phase I: Identify research questions and literature review (1-2 pages) 10%
Background and clinical questions are clear and address each of the PICO components

Phase II: Design a quantitative study (3-4 pages) 15%
Choose a quantitative research design and justify the choice of the specific design. Propose the sample, data collection measures including the dependent, independent and control variables, and the data analysis plan

Phase III: Design a qualitative study (3-4 pages) 15%
Choose a qualitative research design and justify the choice of the specific design. Propose the sampling method, data collection approach, data management and the data analysis plan

Phase IV: Cumulative proposal (7-10 pages) 10%
A full proposal will include the above amended three phases in addition to implications, strengths and limitations of the study

COURSE POLICIES:

1. All course requirements must be completed by the students before grades are submitted for credit
2. Students who miss over one fifth of lecture hours will be asked to drop the course
3. No makeup examination will be granted
4. The passing grade for this course is "70"
5. Students are expected to abide by AUB's policy on student code of conduct (p. 3)

STUDENT CONDUCT

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.
In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism. **All work is submitted through Turnitin, I HAVE ZERO TOLERANCE TO PLAGIARISM!**
Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

a. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
   Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).

c. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

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NON-DISCRIMINATION – TITLE IX – AUB

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Date	Time	Topic	Speaker
Monday, Sept 2	11-11:50	Introduction to Research Course	SD/GH
Wednesday, Sept 4	11-12:50	Evidence Based Research Practice *Chapter 1& 2*	SD/GH
Monday, Sept 7	11-11:50	Concepts in Qualitative & Quantitative Research *Chapter 3*	GH
Wednesday, Sept 9	11-12:50	Organization of a research paper (IMRAD) *Chapter 4* Research Problems and Questions *Chapter 6*	GH
Monday, Sept 16	11-11:50	Literature Review *Chapter 7*	GH
Wednesday, Sept 18	11-12:50	Librarian tutorial ***Phase I: submission research question discussion, literature review***	Aida Farha
Monday, Sept 23	11-11:50	Theoretical framework *Chapter 8*	GH
Wednesday, Sept 25	11-12:50	Research Ethics *Chapter 5* **Peer & Faculty review: phase I**	GH
Friday, Sept 27	11-12:50	**Midterm**	GH & SD
Monday, Sept 30	11-11:50	Qualitative Research: Designs *Chapters 11*	GH
Wednesday, Oct 2	11-12:50	Qualitative Research: Topic guide & Data Collection *Chapter 12*	GH
Monday, Oct 7	11-11:50	Qualitative Research: Data Management *Chapter 12 (part 1)*	GH
Wednesday, Oct 9	11-12:50	Qualitative Research: Data Management *Chapter 12 (part 2)* Qualitative Research: Data analysis *Chapter 16 (part 1)*	GH
Monday, Oct 14	11-11:50	Qualitative Research: Data analysis *Chapter 16 (part 2)* ***Phase II: submission of theoretical framework, qualitative design, sampling, data collection tool, proposed analysis***	GH

Wednesday, Oct 16	11-12:50	Qualitative Research: trustworthiness and interpretation (*Chapter 17)* Critiquing a qualitative research *Chapter 4* (COREQ)	GH
Monday, Oct 21	11-11:50	**Peer & Faculty review: phase II**	GH
Wed Oct 23 (tbr)	11-12:50	Quantitative Research: Designs *Chapter 9*	SD
Monday, Oct 28	11-11:50	Quantitative Research: Sampling & data collection *Chapter 10* (Part 1)	SD
Wednesday, Oct 30	11-12:50	Quantitative Research: Sampling & data collection *Chapter 10* (Part 2) Quantitative Research: Statistical analysis *Chapter 14* (Part 1)	SD
Monday, Nov 4	11-11:50	Quantitative Research: Statistical analysis *Chapter 14* (Part 2)	SD
Wednesday, Nov 6	11-12:50	Quantitative Research: Statistical analysis *Chapter 14* (Part 3) Quantitative Research: interpretation & significance *Chapter 15*	SD
Monday, Nov 11	11-11:50	Quantitative Research: Reading & Critiquing *Chapter 4 (STROBE)* ***Phase III: submission of quantitative design, sampling, , survey, data collection tool, proposed analysis***	SD
Wednesday , Nov 13	11-12:50	Dissemination: abstract, poster, oral presentation	GH
Monday, Nov 18	11-11:50	**Peer & Faculty review: phase III** **Submission of abstracts**	SD
Wednesday Nov 20	11-12:50	Other Types of Research Designs: *(1)* Systematic Reviews: *chapter 18* *(2)* Mixed Methods: *chapter 13*	GH
Monday, Nov 25	11-11:50	Preparation for the Mini Conference	GH
Wed, Nov 27	11-12:50	**Mini conference** **(oral & poster presentations)**	**PUBLIC**
Monday, Dec 2	11-11:50	**Review Session** ***Phase IV: submission of full proposal (including significance, clinical impact, limitations***	SD & GH
Tuesday-Sunday, Dec 3-9	**Reading period**		
Wed, Dec 11	**11-13**	**Final exam**	**GH & SD**

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING
Nurs 410 Leadership and Management in Nursing

Coordinator: Dr. Lina Younan, Ext. 5981, Email: ly11@aub.edu.lb
Room 522, Office hours by appointment
Co-coordinator: Mrs. Hera Tashjian, Ext.5979, Email: ht17@aub.edu.lb
Room 321, Office hours by appointment

COURSE DESCRIPTION:
NURS 410 Leadership and Management in Nursing is a five credits course given in the **spring semester** of the fourth year of the BSN program to the senior nursing students; three credits theory and two credits practicum.
The course helps students acquire leadership and management knowledge and skills essential for nursing practice. It emphasizes the use of creativity in problem solving and decision-making thus promoting critical thinking, which is essential to the nursing process. It introduces students to the change process and control measures, which contribute to the improvement of nursing practice.
In the practicum part, students are given the opportunity to apply concepts and principles of nursing leadership and management and to explore their role as beginning potential leaders. Moreover, they observe and assist in the practice of different modalities of leadership and managerial skills in a variety of health care settings.
Power point, multimedia and interactive exercises will be used to enhance acquisition of course material. A computer with access to AUB MOODLE is necessary. The school's computer lab is open from 8am to 3pm. All course materials can be found on MOODLE.

TEXTBOOK:
Marquis, B.L. and Huston, C.J. (2017). Leadership roles and management functions in nursing (9th ed.). Philadelphia: Lippincott Williams & Wilkins.

Supplemental readings and other material will be provided accordingly.

LEARNING OUTCOMES & INSTRUCTIONAL STRATEGIES

Learning outcomes	Instructional strategies
Theory	
1. Integrate knowledge from various disciplines such as behavioral sciences, basic sciences, and nursing, in planning client care management. 2. Examine evidence-based leadership skills and management functions in planning, organizing, implementing, and controlling client care 3. Discuss the importance of critical thinking in problem solving, decision-making and conflict resolution during the management of nursing situations. 4. Evaluate quality of care in selected clinical situations taking into	– Power point presentations – Student-led online discussions. – Reflective response to related-readings on clinical issues – Online exams (Midterm & Final) – Attending related public lectures and short seminars such those of the professional organization's meetings & activities of the Nurses' Chapter, Nurses' Order, and Nursing Service etc...

consideration the impact of current, historical, political, economic, ethical, legal and professional forces on health care.	
Clinical	
5. Utilize concepts from leadership and management theories and the nursing process in the care of clients in various health care settings. 6. Utilize effective organizational and interpersonal communication in managing the care of a group of clients in a variety of health care settings. 7. Apply adult learning principles and theories in implementing staff development sessions and patient teaching. 8. Acquaint yourself with the nurse manager's roles in terms of staffing, budgeting, staff development and staff performance appraisals. 9. Incorporate current research findings related to evaluating the outcomes of health and nursing care, and nursing management and leadership in practice situations. ***10.*** Conform to laws, ethical principles and standards of nursing practice.	– Setting weekly learning objectives – Daily clinical assignments: Students will assume the role and responsibilities of Primary Nurse/Modular Nurse who assesses, diagnoses, plans, implements, and evaluates nursing care of a group of clients. – Daily case discussions with preceptors – Weekly managerial & leadership assignments: Students will assume the role and responsibilities of Nurse Manager/Leader mainly staff scheduling, time management, directing subordinates, staff and client teaching, & auditing and monitoring nursing care. – Group project presentation and term paper. – Weekly self-evaluation. – Weekly formative evaluation – Summative evaluation by preceptors

THEORY COURSE OUTLINE

I. ***New approach to leadership and management***: decision-making, problem solving, critical thinking; introduction to management; developing leadership.

II. ***Foundations for effective leadership and management***: ethical issues; legal and legislative issues; patient, subordinate and professional advocacy.

III. ***Planning:*** strategic planning; planned change; time management; fiscal planning; career development

IV. ***Organizing:*** organizational structure; political and personal power; organizing patient care

V. ***Staffing:*** recruitment, orientation; staff development and team building; scheduling

VI. ***Directing:*** motivating; communicating; delegating; managing conflict; unions and employment laws.

VII. ***Controlling:*** quality improvement, performance appraisal, and discipline

LEARNING ASSESSMENT

Theory

- Moodle discussions & reflective writings **5%**

▪ Feedback report on public lecture or seminar	**5%**
▪ Midterm Exam	**20%**
▪ Final Exam	**25%**
Clinical	
▪ Setting weekly learning objectives	**5%**
▪ Handoff report	**5%**
▪ Staff teaching	**10%**
▪ Auditing or monitoring	**10%**
▪ OSCE Exam	**15%**

COURSE POLICIES

All course requirements must be completed by the student before grades are submitted for credit.

1. **In order to pass the course, students must attain an average grade of 70 in all exams and a pass in the clinical irrespective of assignments grades. Students cannot pass the course if: they get an average grade below 70 on the exams, if they get 'F' on the clinical evaluation, and/or if they get a course average of below 70.**
2. A student who misses an exam may request to take a make-up examination. The final decision for dealing with such requests will be taken by the course coordinator.
3. Students who miss over one fifth of lecture hours will be dropped from the course or one fifth of the clinical hours may be asked to drop the course.
4. Students are expected to abide by AUB's policy on student code of conduct (pages 4-5).
5. All students should adhere to the uniform policy of the School of Nursing during clinical.
6. **Unexcused absence from clinical will result in a deduction from the clinical grade.**
7. A student who is absent from clinical due to illness is expected to inform the instructor by 7 a.m. on the day of clinical. Any student who is late or absent from a clinical assignment has to make up the experience.
8. Late submission of assignments will have a deduction of 5 points for each day of tardiness.
9. Students are expected to abide by AUB's policy on student code of conduct (p. 3) as stipulated in the following website: http://pnp.aub.edu.lb/general/conductcode/index.html

STUDENT CONDUCT

Students are expected to abide by AUB's policy on student code of conduct. In particular, while taking a test or examination, students shall rely on their own mastery of the subject and not attempt to receive help in any way not explicitly approved by the instructor; for example, students shall not try to use notes, study aids, or another's work. Such cheating includes trying to give or obtain information about a test, trying to take someone else's exam, or trying to have someone else take one's own exam.

In addition, whenever students draw on another's work, they must specify what they borrowed, whether facts, opinions, or quotations, and where they borrowed it from. Using another person's documented ideas or expressions in one's writing without acknowledging the source constitutes plagiarism. **Plagiarism is not tolerated and consequences following AUB policies found in the student code of conduct found on Moodle.**

Students are also expected to be honest in all dealings with the University. Certain kinds of dishonesty, though often associated with academic work, are of a different category than cheating or plagiarism. These kinds of dishonesty include (but are not limited to) the following:

A. Misrepresenting personal circumstances to an instructor (for example, in requesting a makeup exam or special due date for an assignment, or in explaining an absence).
B. Forging parts of, or signature on, official documents (including both, university documents and relevant outside documents, such as doctors' notes).
C. Taking credit for work in a team-project when little or no contribution to the work of the team has been made.

Disciplinary actions taken for student misconduct can range from warning to suspension, to expulsion from the University.

STUDENT SUPPORT

Technical Support

For Moodle support, contact the IT Academic Services at extension: 3589 or e-mail moodle@aub.edu.lb

Special Needs Support

'AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314'.

Non-Discrimination – Title IX – AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via Ethics Point atwww.aub.ethicspoint.com.

Exhibit III-10. Reflective Writing Course Example

Reflective Writing in Nursing

Reflective writing is a qualitative medium where personal experiences and theoretical approaches to clinical practice are acknowledged. Reflection is an exploration and an explanation of events – not just a description of them. It requires students to make **links** between thought and action and theory presented in class and clinical practice. Students are encouraged to reflect on their desires (I wish this to happen to my patient), opinions (I don't think this works), emotions (I felt angry or glad), or disapproval (I do not agree with this approach).

In reflective writing students inform their instructors of information that is not dealt with in other writing assignments such as their attitudes, personal preferences, values, beliefs, and ethics in relation to human problems. It captures the students' unique perspective about living with illness.

Reflective Writing's main objective is to get students to understand their personal experiences through writing which promotes critical thinking. It also helps students develop clear understanding of them; and evaluate their ideas, their practices and what meaning they are making of them.

Gibbs Reflective Cycle

Gibbs' reflective cycle encourages you to think systematically about the phases of an experience or activity, and you should use all the headings to structure your reflection. Gibbs' reflective cycle can be really useful in making you think through all the phases of an experience or activity.

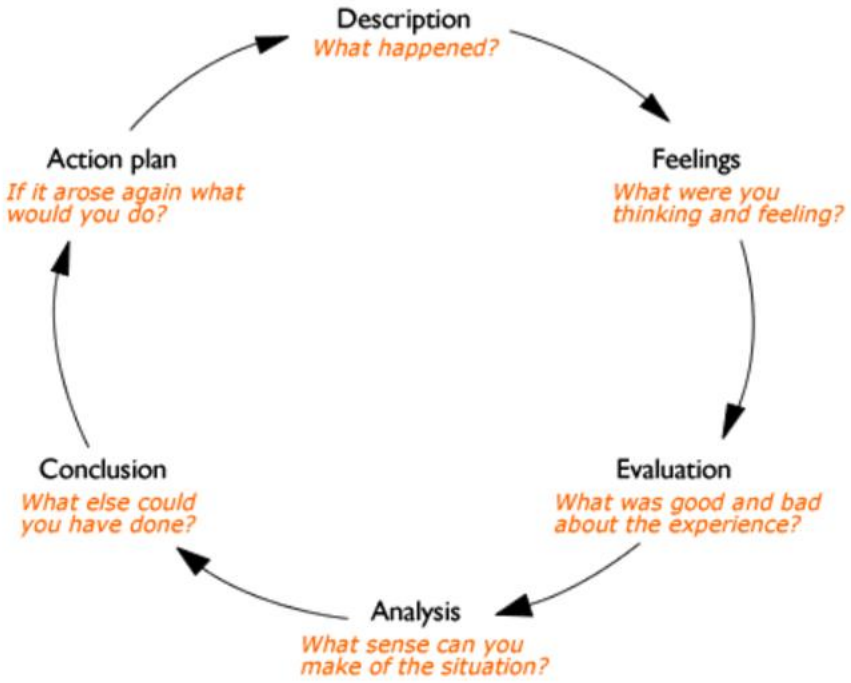

Exhibit III-10. Reflective Writing Course Example

Assignment Details

1. Reflect on an experience you had in Critical Care.
2. Use **Gibbs Reflective Cycle** and all its headings to structure your reflection. Follow the below rubric.

Section	Description	Grade	
Description	Describe the event, incidence, and/or observation	**1**	
Feelings	Describe what you felt or thought when you first observed the event.		
Evaluation	Analyze what went right and what went wrong.	**1**	
Analysis	Describe what sense can you make of the situation.	**1**	
Conclusion	Reflect on what else you could have done.	**1**	
Action Plan	Reflect on what you plan to do if what you had observed is repeated.	**1**	
	Total	**5**	

3. Students are expected to submit 1 reflective writing throughout the semester. Five of the best submissions [after permission of course] will be asked to post their reflective writing on a Moodle forum.
4. Students will post one Moodle discussion in response to someone else's reflective writing. **Deadline for Reflective writing is October 25 at 11pm and for Reflective Analysis is November 29 at 11pm.**

References

Gibbs G (1988) Learning by Doing: *A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.

Exhibit III-11. Student Involvement in Community Activities

Below are e-mails and photos showing the participation of HSON students in different community volunteering activities.

From: Mona Osman El Hage
Sent: Thursday, September 28, 2017 at 11:38 AM
To: Tamar Avedissian
Cc: Mary Arevian Bakalian; Gladys Honein
Subject: Re: Invitation

Dear Tamar,
Hope all is well and many thanks for your email.
It will be a great pleasure and honor to collaborate together. The nursing students have been playing an integral role in all CHAMPS Fund activities.
Tuesday October 3 at 1:00 pm would be great. Can you please advise the venue?
Thank you very much for all your support.
Best Regards,
Mona

From: Tamar Avedissian
Sent: Monday, September 25, 2017 at 8:23 AM
To: Mona Osman El Hage
Cc: Mary Arevian Bakalian; Gladys Honein
Subject: Invitation

Dear Dr. Osman,
Good day!
The Faculty of Nursing 408 (Community Health Nursing course) has the pleasure of inviting you to talk about CHAMPS Fund and its vital role in health promotion, screening, and health education for young athletes.
One suggested date is on Tuesday October 3, 2017 either from 1-2pm or 2-3pm. Our classes fall on Mondays from 9-11am and Tuesdays 1-3pm, if you would like to propose another date.
As in previous years with your consent, the BSN IV nursing students would also be happy to volunteer in the cardiac screening activities the CHAMPS Fund organizes throughout this semester.
Thank you for your support and collaboration.
Regards,

Tamar Avedissian RN, MSN
Clinical Instructor
Hariri School of Nursing
American University of Beirut

Exhibit III-11. Student Involvement in Community Activities

Some photos of HSON students in community volunteering activities:

Exhibit III-11. Student Involvement in Community Activities

AUB website announcement of nursing and medical student involvement in the COVID-19 immunization as volunteers:

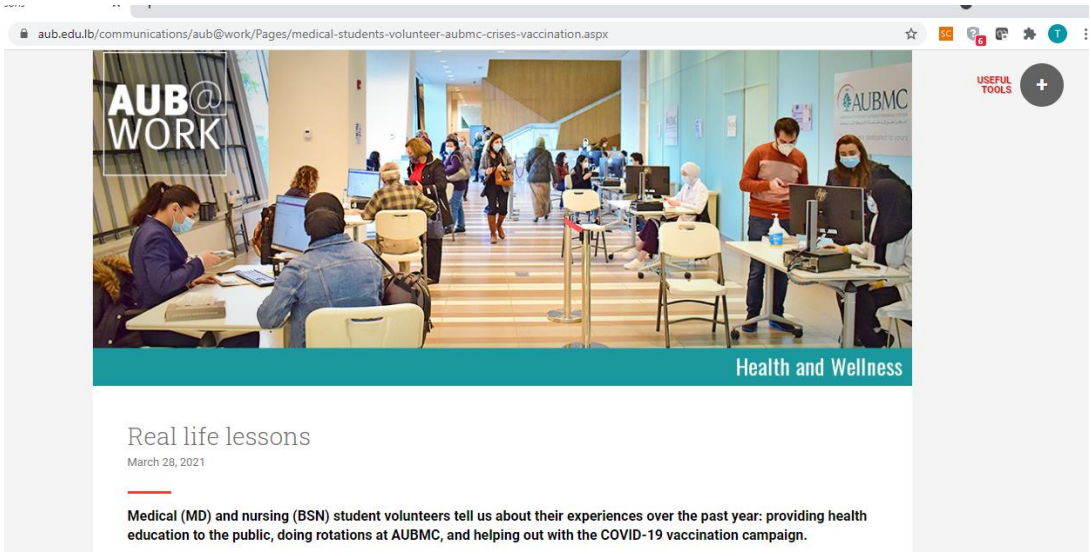

Exhibit III-12. Sample Clinical Rotation

American University of Beirut Faculty of Medicine - School of Nursing- NURS 400 Critical Care Nursing: Clinical Rotation – Fall 2020

Clinical: Thursday 7am to 3pm or 3 to 10pm and **PrepLab**: Wednesday 1 to 2 pm or 2 to 3pm

ED Group Online PrepLab: Triaging in the Emergency Department by Mrs. Dakessian

	Sept		October				November			December
Names	**24**	**1**	**8**	**15**	**22**	**5**	**12**	**19**	**26**	**3**
Nour Al Razzak Lama Amine Maya Dayekh Rawan Saab Arev Arine Safarian	**Emergency Unit** Day Duty Silva Sailian		**Intensive Care Unit** Evening Duty Rachel Bejjani		**Coronary Care Unit** Day Duty Zeinab Jammoul		**Neuro Care Unit** Evening Duty Mireille Chehade		**Respiratory Care Unit** Day Duty Rachel Bejjani	
Samar Mohamad Tala Abdallah Mahmoud Al Touki Zahraa Tarhini Raghad Sheronick	**Emergency Unit** Evening Duty Mohamad Ali Bdeir		**Intensive Care Unit** Day Duty Hera Tashjian		**Coronary Care Unit** Evening Duty Mireille Chehade		**Neuro Care Unit** Day Duty Hratch Moskofian		**Respiratory Care Unit** Evening Duty Hratch Moskofian	
Mohamad Al Tabosh Reem Nawfal Tala Khattab Carol Salam Nour Badran	**Respiratory Care Unit** Day Duty Rachel Bejjani		**Emergency Unit** Evening Duty Mohamad Ali Bdeir		**Intensive Care Unit** Day Duty Rachel Bejjani		**Coronary Care Unit** Evening Duty Mireille Chehade		**Neuro Care Unit** Day Duty Zeinab Jammoul	
Jamal Kassem Dana El Jamal Chirine Kanbar Zeinab Metto Zeinab Zeiour	**Respiratory Care Unit** Evening Duty Hratch Moskofian		**Emergency Unit** Day Duty Silva Sailian		**Intensive Care Unit** Evening Duty Hera Tashjian		**Coronary Care Unit** Day Duty Zeinab Jammoul		**Neuro Care Unit** Evening Duty Hratch Moskofian	
Noura Ghalayini Roba El Zibaoui Neamat El Bared Mirriam Hijazi Dina Saidi	**Neuro Care Unit** Day Duty Zeinab Jammoul		**Coronary Care Unit** Evening Duty Mireille Chehade		**Respiratory Care Unit** Day Duty Rachel Bejjani		**Emergency Unit** Evening Duty Mohamad Ali Bdeir		**Intensive Care Unit** Day Duty Rachel Bejjani	

Exhibit III-12. Sample Clinical Rotation

	Sept		October				November			December
Names	**24**	**1**	**8**	**15**	**22**	**5**	**12**	**19**	**26**	**3**
Mohammad Sweidan Jawad Badawi Ali Atweh Mohamad Ramadan Hiba Fleifel Hanine Yassine	**Neuro Care Unit** Evening Duty Hratch Moskofian		**Coronary Care Unit** Day Duty Zeinab Jammoul		**Respiratory Care Unit** Evening Duty Hratch Moskofian		**Emergency Unit** Day Duty Silva Sailian		**Intensive Care Unit** Evening Duty Hera Tashjian	
Kareem Bechnak Hanine Mrad Hamza Al Kaissi Nour Fakhran Rhiyan Harb Nour Sidani	**Intensive Care Unit** Day Duty Rachel Bejjani		**Neuro Care Unit** Evening Duty Mireille Chehade		**Emergency Unit** Day Duty Silva Sailian		**Respiratory Care Unit** Evening Duty Rachel Bejjani		**Coronary Care Unit** Day Duty Zeinab Jammoul	
Hoda Hayek Rasha Zalghout Lynn Badran Ghida Abi Ghannam Lara Abou Daya	**Intensive Care Unit** Evening Duty Hera Tashjian		**Neuro Care Unit** Day Duty Hratch Moskofian		**Emergency Unit** Evening Duty Mohamad Ali Bdeir		**Respiratory Care Unit** Day Duty Hera Tashjian		**Coronary Care Unit** Evening Duty Mireille Chehade	
Raneem Mohamad Rasha El Tannir Nisrine El Murr Malak Al Assir Dima Abdul Ghani Rami Hariri	**Coronary Care Unit** Day Duty Zeinab Jammoul		**Respiratory Care Unit** Evening Duty Rachel Bejjani		**Neuro Care Unit** Day Duty Zeinab Jammoul		**Intensive Care Unit** Evening Duty Rachel Bejjani		**Emergency Unit** Day Duty Silva Sailian	
Tia Jammal Remy El Mdawar Wael Karaki Grace Hajinazarian Omar Halabi	**Coronary Care Unit** Evening Duty Mireille Chehade		**Respiratory Care Unit** Day Duty Hera Tashjian		**Neuro Care Unit** Evening Duty Hratch Moskofian		**Intensive Care Unit** Day Duty Hera Tashjian		**Emergency Unit** Evening Duty Mohamad Ali Bdeir	

Exhibit III-12. Sample Clinical Rotation

Clinical Faculty/Preceptors

Name	Credentials	Role	Units Covered
Dr. Angela Massouh	PhD, MScN, CNS	Clinical Coordinator	All; Coronary Care Unit
Mrs. Hera Tashjian	MScN, CCNS	Clinical Instructor	Intensive + Respiratory Care Units
Mrs. Silva Sailian	MPH, RN	Clinical Instructor	Emergency Department
Mrs. Rachel Bejjani	MScN, CNS	PhD Student; Preceptor	Neuro + Intensive + Respiratory Care Units
Mrs. Zeinab Jammoul	MPH, RN	Clinical Educator; Preceptor	Coronary + Neuro Intensive Care Unit
Mrs. Mireille Chehade	BSN, RN	MSN Student; Preceptor	Coronary Care Unit
Mr. Hratch Moskofian	BSN, RN	MSN Student; Preceptor	Neuro + Intensive + Respiratory Care Units
Mr. Mohammad Ali Bdeir	BSN, RN	MSN Student; Preceptor	Emergency Department

Exhibit III-13. Summative Evaluation Forms

American University of Beirut School of Nursing
NURS 400- Nursing Care of the Critically Ill Adult
Clinical Evaluation of Nursing Competence and Personal Development
Summative Evaluation

Student Name: **Semester and Year**: Fall 2020

Application of the Nursing Process		**P**	**F**	**Comments**
ASSESSMENT				
1	**Assesses the client's physiologic, psychosocial, spiritual, and learning needs.**	•		
2	Identifies stressors that impact the client in the critical care environment.			
3	**Analyzes assessment findings in relation to client condition**			
4	**Identifies changes in client condition.**			
NURSING DIAGNOSIS				
5	**Formulates nursing diagnoses based on the client's subjective and objective assessment findings.**			
6	**Relates the nursing diagnoses to functional alterations and underlying pathophysiologic processes.**			
PLANNING				
7	**Prioritizes nursing diagnoses as the situation dictates.**			
8	**Establishes short term outcomes based on client condition.**			
9	**Integrates knowledge of pathophysiology, psychology, pharmacology, nursing theory and research findings in selecting appropriate nursing interventions for the client.**			
10	Demonstrates flexibility in adapting the care plan to changes in condition.			
11	Identifies realistic long-term goals for continuity of care.			
IMPLEMENTATION				
12	**Demonstrates organization in the implementation of planned care.**			
13	**Implements nursing interventions based on the priorities of client problems.**			
14	**Attends to the psychosocial and spiritual needs of client and family.**			
15	**Monitors vital signs and body system parameters accurately.**			
16	**Demonstrates beginning competence in hemodynamic monitoring.**			
17	**Demonstrates beginning competence in respiratory therapy.**			
18	**Identifies correctly major cardiac rhythm disturbances and artifacts.**			
19	Assists in providing basic and advanced cardiac life support.			
20	Assists in triaging emergency clients.			
21	Assists in preparing and transferring clients out of the critical care setting.			
22	**Provides client teaching based on identified leaning needs.**			
23	Responds appropriately to emergency situations.			
EVALUATION				
24	**Evaluates nursing care based on the stated client outcomes.**			
25	**Utilizes specific and measurable criteria in client evaluation.**			
26	Utilizes the evaluation process to initiate modifications in the plan of care.			
SAFETY IN IMPLEMENTING NURSING CARE		**P**	**F**	**Comments**

27	**Provides a safe client care environment.**			
28	**Demonstrates safe nursing care to critically ill adults based on scientific principles and recent evidence.**			
29	**Demonstrates safe administration of drugs and parenteral therapy.**			
30	**Implements measures to prevent complications of immobility, fluid, electrolytes, and nutritional imbalance.**			
31	**Utilizes standard precautions at all times during practice.**			
	CRITICAL THINKING	**P**	**F**	**Comments**
32	Reflects on own practice in terms of theory application and impact on patient.			
33	**Demonstrates sound decision making based on scientific principles in clinical situations.**			
34	**Sets priorities to ensure safe quality care.**			
35	Demonstrates effective problem solving in clinical situations based on scientific rationale.			
	COMMUNICATION	**P**	**F**	**Comments**
36	**Demonstrates therapeutic communication with clients in a way that makes them feel comfortable and secure.**			
37	**Documents nursing interventions and patients' responses accurately.**			
38	**Communicates effectively with members of the health team in terms of reporting and eliciting pertinent information.**			
	PROFESSIONAL ROLE	**P**	**F**	**Comments**
39	**Comes always prepared to the clinical setting.**			
40	**Is prompt in reporting to clinical.**			
41	Demonstrates initiative and self-direction.			
42	**Communicates need for help promptly and appropriately.**			
43	**Adheres to all agency and school policies: dress code, ethical conduct, & Plagiarism.**			
44	**Maintains confidentiality in professional communication.**			
45	Maintains professional demeanor when interacting with clients.			
46	**Assumes responsibility for own actions.**			
47	Collaborates with the health team in planning and evaluating client care.			
48	Acts as client advocate.			
49	Assumes responsibility for continued learning.			
50	**Reports errors in due time.**			

Grading Criteria:

P= Pass Safe and accurate performance each time behavior is observed with occasional supportive/directive cues or with frequent supportive but occasional directive cues.

F= Fail Unsafe performance; lack of skill; requires continuous supportive and directive cues.

Bolded Evaluation Criteria indicate that the outcome is critical for the student to pass the course.

Exhibit III-13. Summative Evaluation Forms

Faculty Comments

1. General performance and professionalism: include number of hours (85) and units (Coronary, Respiratory, Intensive, Neurology Intensive Care Units and Emergency Department)
2. Critical Thinking and Knowledge
3. Preparation
4. Skills and Safety
5. Communication
6. Recommendations
7. Verdict: Can function in critical care areas under minimal, moderate to minimal, moderate, moderate to close, or close supervision.

Student Comments

Clinical Evaluation Grade: Pass/Fail

Faculty Signature: _____

Dr. Angela Massouh
On behalf of NURS 400 Faculty and Clinical Preceptors

Student Signature: _____ **Date:** _____

Exhibit III-13. Summative Evaluation Forms

American University of Beirut School of Nursing

NURS 307- Nursing Practicum Course

Clinical Evaluation of Nursing Competence and Personal Development

Summative Evaluation

Student Name: **Semester and Year**: Fall 2020

Application of the Nursing Process **Assessment**		**P**	**F**	**Comments**
1*	Collects appropriate subjective and objective data from the client and family, medical record, staff, and other resources.		•	
2*	Relates assessment finding to the underlying condition.	•		
Nursing Diagnosis		**P**	**F**	**Comments**
3*	Formulates nursing diagnoses based on the client's assessment findings.	•		
4*	Relates the nursing diagnoses to functional alterations and underlying pathophysiologic processes.	•		
Planning		**P**	**F**	**Comments**
5	Prioritizes nursing diagnoses.	•		
6*	Develops measurable outcomes related to the nursing diagnoses.	•		
7*	Integrates knowledge of pathophysiology, psychology, pharmacology, nursing theory and research findings in developing an individualized plan of care to achieve stated outcomes.	•		
8	Collaborates with client/family in identification of outcomes.	•		
9	Utilizes relevant research findings when selecting nursing interventions.	•		
Implementation		**P**	**F**	**Comments**
10	Demonstrates organization in implementing the planned care for 1 or 2 clients**.**	•		
11	Attends to the psychosocial and spiritual needs of client and family.	•		
12*	Demonstrates correct procedure in performing psychomotor skills.	•		
13*	Demonstrates knowledge of medications and IV solutions. States classification, purpose, action, side effect, dose and contraindications.	•		
14*	Administers medications correctly as determined by client condition.	•		
15*	Demonstrates knowledge of rationales for interventions.	•		
16	Provides individualized interventions consistent with client's cultural, developmental, and socioeconomic variations.	•		
17*	Provides client teaching based on identified learning needs.	•		
Evaluation		**P**	**F**	**Comments**
18*	Evaluates client response to medications and treatment**.**	•		
19*	Compares client response to outcome criteria.	•		
20	Revises plan of care based on continuous assessment of the client's health.	•		
21*	Provides a safe client care environment.	•		
22*	Follows aseptic techniques and standard precautions consistently while providing care.	•		
23*	Requests assistance when necessary.	•		

24*	Adheres to safety principles in administering medications and treatments.	•		
25*	Implements measures to prevent complications of immobility, fluid, electrolytes, and nutritional imbalance.	•		
Critical Thinking		**P**	**F**	**Comments**
26*	Analyzes assessment data in relation to the underlying health condition of the client.		•	
27*	Prioritizes nursing care activities in response to patient care needs.	•		
28	Utilizes beginning problem solving skills effectively in adapting to changing situations.	•		
Communication		**P**	**F**	**Comments**
29*	Uses appropriate vocabulary for the client.	•		
30*	**Demonstrates beginning therapeutic communication in interacting with client and family:** a. Identifies nonverbal cues b. **Asks open ended questions** c. **Clarifies client's verbal and non-verbal communication** d. Maintains silence in relevant situations e. Uses reflections to encourage client and family verbalization of feelings f. Demonstrates effective listening	•		
31*	Communicates effectively with members of the health team, faculty and students**.**	•		
32*	Informs instructor and nurse of changes in client status.	•		
33*	Documents interventions and client responses accurately.	•		
Professional Role		**P**	**F**	**Comments**
34*	Arrives at the clinical site on time with the necessary supplies.	•		
35	Notifies the faculty and the clinical site in advance, if absent or late.	•		
36*	Adheres to all agency and school policies (including dress code, ethical conduct, and plagiarism).	•		
37*	Comes always prepared to the clinical setting.		•	
38*	Assumes responsibility for own actions.	•		
39*	Seeks guidance at appropriate time.	•		
40	Identifies own strengths and areas for improvement.	•		
41*	Maintains professional demeanor when interacting with clients.	•		
42*	Maintains confidentiality of all health care information at all times.	•		
43	Seeks out learning opportunities to increase knowledge and skill.	•		
44	Collaborates with the health team in planning and evaluating client care.	•		

*** All asterixed criteria should be met to pass the course.**

Faculty Comments:

---- is a professional student who takes faculty feedback well and demonstrates the willingness to learn and develop.

At the beginning of the clinical practice, ----- was unable to use the *nursing process* properly, whereby she had challenges in collecting all the relevant data from the patient which led to difficulty in understanding and presenting a proper patient report. With guidance and modeling, ----- started to gather the patient data in a

comprehensive way and started to present the cases more appropriately. She also showed progress in providing the rationales for the interventions and stating the appropriate nursing diagnoses. She was always knowledgeable about the *medications* in terms of their classification, usage and side effects and administered them safely. Additionally, she demonstrated a caring approach towards her patients and addressed their *psychological needs* (she noticed her patient was unhappy, she reported this and accordingly the psychiatrist team was consulted). Finally, ----- approached her patients gently and *communicated* with them effectively that helped her establish a good rapport.

However, by the end of week 2 ----- was still unable to present the cases in a systematic way hence, requires further practice. When she is followed up closely, she prepares cases in a comprehensive way but tends to be less *knowledge*able of the details of the cases when she assumes there won't be any case discussions. Accordingly, she is encouraged to show consistency in her preparations. Although she showed knowledge of medications and administered them following the correct policy/procedure, she lacked *dexterity* (e.g., dropped a pill, was about to throw the needle outside the container). Moreover, she is advised to improve her knowledge of *patient assessment* and *analysis* of diagnostic procedures based on the assessment findings. While discussing the steps of patient assessment, she missed some important elements (e.g., for neurological assessment she was able to state the need to check cranial nerves, motor power and coordination, but she was not able to identify the Glasgow coma scale, orientation x 3 and when there is a need to do gag reflex. She knew her patient had breathing problems and low SPO2, but she was not able to identify the need for ABGs). Nevertheless, she did the actual assessment fully and in a systematic way. As mentioned earlier, she approaches patients using the appropriate tone of voice and language and even performs effective patient teachings, yet she is advised to improve her *listening skills* and be more mindful of her patients (e.g., tends to interrupt the patient while he/she is speaking).

Overall, she demonstrated improvement in her clinical skills from week 1 to week 2, but still demonstrated the gaps mentioned above. Surely, she may benefit from reinforcement and close follow up.

Student Comments:

Clinical Evaluation Grade:

Faculty Signature: _____

Student Signature: _____ **Date:** _____

Exhibit III-14. Student Contract

This is a learning contract utilized for students having challenges meeting the course/program requirements and standards. In this contract, the instructor and student develop and outline a plan of action, which should facilitate student success, and achievement of course/program goals.

Student's Name:
Student Number:
Course: NURS 304 Clinical
Date: November 23rd, 2020

Current Situation:

--- is a polite nursing student. He shows good safety and dexterity in techniques and nursing skills. However, until November 16, 2020, he was demonstrating inconsistency in providing comprehensive and systematic preparation for the clinical experience. In each area, he showed different performance: sometimes he shows deficiency in basic knowledge required at this level in N304 (example: simple terminology in maternity health during clinical rotations) and systematic thinking (state nursing diagnoses by priority), and other times he shows improvement and better preparation example in Postpartum rotation discussion time. Inconsistency was also seen in his critical thinking process: which is evident in concept maps, requires prompting and direction. Moreover, planning for patient treatment (intervention; management) could be more developed and based on scientific rationales.

Furthermore, shows eagerness to learn or seek new experiences. He is encouraged to be prepared and focused for clinical rotations.

Academic/Evaluation by Faculty Preceptors:

Mr. ---- will be re-evaluated in the following clinical rotations, effective Friday November 23 2020. Assessment criteria will include:

1- Improve preparation for clinical assignments as study guides and case discussion.
2- The ability to prioritize the nursing care plan of activities.
3- Seek more learning opportunities in meeting required course clinical learning outcomes.
4- Improve knowledge and critical thinking abilities in relation to patient care.

In case of failure to improve in ALL of the above criteria, Mr. will fail the Nursing 304 Clinical.

Student Responsibility:

As a student, I understand that by signing the contract I agree that I am responsible for meeting the following obligations: failing to meet any of them will lead to failure in the course:

- □ Abide by the decision of the faculty preceptors stated above.
- □ Get the Syllabus of the course, read carefully, know course requirements, and refer to them for meeting course-learning outcomes.
- □ Ask course coordinator/instructor for clarifications regarding assignments and examinations and take advantage of office hours.
- □ Show up for class/clinical every time, on time, and be prepared for class and clinical every week.
- □ Be respectful of the instructor and classmates.
- □ Complete my assignments and submit them on time.

- □ Avoid plagiarism by using correct citation and referencing.
- □ Utilize the many resources available to me: (office hours, Simulation lab).
- □ Earn my evaluation and grade.

Date/s to Review Progress: _____

Student's Signature: _____ Date: _____

Instructor's Signature: _____ Date: _____

Exhibit III.15. Sample Weekly Anecdotes

NURS 300 Weekly Clinical Evaluation

Student Name ----	**Date**	**Met/ No**	**Instructor Notes**
Professionalism • Punctual; professional appearance/attitude; follows ethical conduct • Responsible for own actions & seeks guidance when needed • Identifies own strengths & areas for improvement • Communicates effectively with RNs, faculty, and students		**Partial**	She is attentive when the faculty is around. She showed some improvement in her performance compared to the beginning of the semester.
Assessment, Case Preparation & Care Planning • Collects appropriate subjective & objective data • Formulates nursing diagnoses based on assessment findings • Demonstrates knowledge of rationales for interventions • Integrates knowledge of pathophysiology, psychology, pharmacology, nursing theory & research findings in care		**No**	Her preparation is often sourced from nonprofessional sites highlighting general features using nonscientific terminology. She needs guidance to have in-depth understanding of the case assignment. She needs support to dig deeper to obtain a comprehensive and critical understanding. Frequently she has partial responses showing incomplete data collection or preparation and analysis.
Implementation & Evaluation • Provides organized care, attends to, and prioritizes patient care needs • Provides a safe client care environment • Documents interventions & patient responses accurately • Evaluates interventions		**Partial**	She provides care with close guidance. However, she is willing to help the staff or classmates in their load. There is a need to improve her scientific reasoning, chain of thoughts to provide safe care.
Critical Thinking • Relates & analyzes assessment findings to the underlying condition • Relates nursing diagnoses to functional alterations & underlying pathophysiologic processes		**No**	She is highly encouraged to manage her time (loses time in daily distant transportation) to have more serious study time. Her knowledge of medications could be improved. Needs assistance in relating events and management. Encouraged to participate in case discussions actively with positive input.

Skills/Procedures • Demonstrates correct procedure in performing skills • Follows aseptic techniques & standard precautions consistently	**Partial**	She needs practice to improve dexterity always maintaining sterile technique.
Medications • Adheres to safety principles in administering medications • Demonstrates knowledge of medications. States classification, indications, actions, side effect, & contraindications	**Partial**	

Student Improvement Plan

--- has been making effort to improve her clinical performance. Nevertheless, she has difficulty in discussing the assigned case accurately chronologically mentioning important events that affect patient care. This is reflected in the collected data (both subjective and objective) from the medical chart and patient/ family that is often incomplete. She needs assistance in understanding the significance of the pathophysiology, specific management, and relevant diagnostic tests, where most of them are marginally prepared and analyzed. Her preparation reflects basic and sometimes lay knowledge. Her physical assessment skills are acceptable. Her knowledge of medications can be improved to ensure safety at the bedside. In general --- is encouraged to be more engaged with the clinical demands such as adequate preparation, thorough follow up of her patients, and prompt nursing interventions.

It is imperative that --- makes further effort to improve her weaknesses to achieve course outcomes.

Plan for Improvement
1. Prepare the assigned case adequately. Read the medical chart thoroughly, pausing on each event, terminology to gain a full understanding of events. Make it a habit to ask *the why and the how* to relate events. Collect objective and subjective data from chart, patient, and health care providers.
2. Refer to book to revise the disease condition, its causes, pathophysiology, common manifestations, and management. Apply this knowledge in clinical practice.
3. Conduct physical assessment thoroughly following the correct steps and landmarks. Connect the findings to the patient's current condition and management.

4. Prepare the medications and understand their mechanism of action, indications and considerations in the care of the patient. Pay attention to their common side effects and implications.
5. Communicates effectively and compassionately with the patients and health care providers.

Agreement

The above-mentioned improvement plan was discussed between the clinical faculty and the student. This document represents a contract for learning improvement, and it is expected that Hiba shows commitment and progress to achieve course outcomes.

Student Signature: _____

Instructor Name and Signature: _____Silva Dakessian Sailian _____

Exhibit III.15. Sample Weekly Anecdotes

Nursing 304 Weekly Anecdote

Student Name ----	**Date**	**Area:** *Postpartum Unit 7N*	
Criteria	**Faculty Preceptor Comments**	**Met/Not Met**	**Plan of Action**
Prioritization of Nursing Diagnoses (assessment, planning, implementation, evaluation)	• The student was prepared for the clinical day. • However presented shallow medication preparation. • Was able to assess patient comprehensively nevertheless was not systematic enough. • Was able to set diagnosis and rationales but still facing challenges in prioritizing diagnosis. • Was able to provide holistic care for patients with good follow up.	*Partially met*	• Needs to prepare medications in a more comprehensive and meticulous way • Enhance diagnosis prioritization by analyzing well scientific rationales and consequences • Be more systematic in assessing the patient and presenting the cases.
Performance of nursing care clinical procedures/skills	• The student was able to perform nursing interventions based on AUBMC policies and procedures • The student had good dexterity while performing nursing interventions • Demonstrated safe performance in calculating dosages and providing medications	*Met*	
Transfer of Knowledge into Practice; Critical Thinking Abilities	• Has good basic knowledge and doing efforts to improve it further • Still needs support and cues in order to be able to relate theory to practice	***Not met***	• Needs to read more and solve clinical case scenarios to further enhance her critical thinking skills.

	and in explaining diagnosis and relating them together based on scientific rationales		
Communication Skills with faculty, clients and health care team	• Has good approach with patients • Good communication skills with patients and colleagues • Was able to provide a comprehensive and systematic teaching session on the unit	*Met*	
Professionalism ▪ *Punctuality* ▪ *Dress Code* ▪ *Abide by program policies and standards*	• The student is professional • Serious • Motivated and has good initiative in providing patient care on the unit.	*Met*	

Student Comments:

Student Signature:

Faculty /Preceptor Signature& Date: **Ms. Danielle Damianos, MSN, RN**

DM/TA/TG September 2018

Exhibit III. 16. Sample Midsemester Evaluation

American University of Beirut School of Nursing
NURS 400- Nursing Care of the Critically Ill Adult
Documentation of At-Risk Clinical Performance

Name	----	Course	N400 Critical Care
Class	BSNIV	Date	November 2021

You have been evaluated as *At Risk* in your clinical performance due to:

- weak preparation and missing logical links that jeopardize safety in clinical practice
- lack of in-depth analysis of patient condition and inability to link assessment findings, disease processes, and pathophysiology
- clinical hesitancy and total dependance on clinical faculty
- lack of the ability to integrate knowledge of pathophysiology, pharmacology, nursing theory and research

Specific Areas for improvement

The following outlines the outcomes that **must be met** for successful completion of the clinical course. The student will commit to **ensuring**:

1. In-depth and systematic case preparation and analysis of patient history of present illness and course of hospitalization
2. Integration of pathophysiology, pharmacology, nursing theory and research
3. More comprehensive case presentation with focus on important information and patient management with links to evidence-based practice
4. A stronger sense of initiative and self-direction
5. Better communication and skills

This *At-Risk* plan is to be in effect throughout the *Fall 2002* semester.

Student Signature: _____

Course Coordinator Name and Signature: *Angela Massouh* [On behalf of N400 Preceptors]

Exhibit III. 16. Sample Midsemester Evaluation

Midsemester Evaluation

	Faculty				
Evaluation Criteria	**5**	**4**	**3**	**2**	**1**
Analyzes assessment findings in relation to client condition			•		
Identifies changes in condition and communicates them appropriately			•		
Formulates **priority nursing diagnoses** based on assessment findings			•		
Relates the **nursing diagnoses** to **functional alterations** and pathophysiologic processes				•	
Integrates knowledge of pathophysiology, pharmacology, nursing theory and research				•	
Demonstrates **organization** in the implementation of planned care			•		
Provides a **safe** client care **environment**			•		
Demonstrates **safe administration of drugs** and parenteral therapy			•		
Demonstrates **sound decision making** based on scientific principles				•	
Sets **priorities** to ensure safe quality care				•	
Demonstrates **effective problem solving** in clinical situations based on scientific rationale				•	
Demonstrates **therapeutic communication** with clients				•	
Demonstrates **initiative** and **self-direction**; always prepared				•	
Communicates need for help promptly and appropriately				•	
Maintains **professional demeanor** when interacting with faculty/classmates	•				
Assumes **responsibility** for own actions and for continued learning		•			
Reflects on own practice in terms of theory application and impact on patients		•			
Acts as client **advocate**		•			

Likert Scale Legend: 5 is strongly agree, 4 is agree, 3 is average, 2 is disagree, and 1 is strongly disagree

NA: No opportunity to Evaluate Behavioral Criteria

Exhibit III.16. Sample Mid Semester Evaluations

Healthy Minds and Hearts: An APN-Lead Mental-Health Program for Cardiac Patients

Submitted in partial fulfillment of the requirement for the Master's degree in Nursing for the course NURS 527
American University of Beirut- Hariri School of Nursing

Fatima Al-Dirani and Sally Atwi
12-17-2019

WHERE IS YOUR OUTLINE?

Introduction

Cardiovascular Diseases: Cardiovascular disease is a leading cause of morbidity and mortality and is a major concern for the health care system worldwide (Zeidan, Farah, Chahine, Asmar, Hosseini, Salameh, & Pathak, 2016). According to Zeidan et al, ischemic heart disease related deaths in the Middle East is expected to increase at a higher rate as compared to other regions worldwide (Zeidan et al, 2016). In the Middle East and North Africa (MENA) region, ischemic heart disease and hypertension were responsible for over 155,000 deaths in 2001 and is the number one cause of hospital admissions (Deek, Newton, Inglis, Kabbani, Noureddine, Macdonald, & Davidson, 2015). In Lebanon, mortality rates due to CVD account for 45% within non-communicable diseases (Deek et al., 2015). Looking at this globally increasing health need problem, the link between CVD and mental health issues needs to be assessed and managed accordingly.

Mental Health Disorders: Mental health disorders account for 21% of the Global Burden of Diseases, making them the leading cause of disability globally (Vos et al., 2015). A meta-analysis and review of literature between 1980 and 2013 found that the lifetime prevalence of a mental disorder was 29.2%, with 17.6 % of respondents identified as meeting criteria for a mental disorder during the 12 months preceding the assessment (Steel et al., 2014). Furthermore, mood and anxiety disorders are the two most prevalent mental disorders, where depression was found to be the second leading cause of disability globally (Vos et al., 2015). It is further estimated that by 2030, depression will be the number one leading cause of disability worldwide (Mensah & Collins, 2015). Also, the global prevalence of anxiety disorders was found to be 7.3% in a recent meta-regression analysis that covered 44 countries (Baxter, Scott, Vos, &

Whiteford, 2013). These findings reflect that mental health disorders are a common burden worldwide. Additionally, mental-health disorders account for 14.3% of global mortality, and this is not limited to suicide (Walker, McGee & Druss, 2015). The pooled relative risk of mortality attributed by mental disorders was found to be 2.22 for death from all causes (Walker, McGee & Druss, 2015).

The comorbidity of mental health disorders in cardiac patients was found to be very high in several studies. Specifically, depression and anxiety are the two most prevalent mental health disorders in cardiac patients (Allabadi et al., 2019; Konstam, Moser, & De Jong, 2005; Kovacs et al., 2009; Thombs et al., 2006; & Wong, 2017). However, mental health concerns are often overlooked by cardiologists, where the focus is more on medication compliance and healthy habits (diet and exercise). This is despite that cardiac patients who suffer from mental health disorders are shown to have worse outcomes (Mensah & Collins, 2015). Research on the mental health of Lebanese cardiac patients is lacking. However, mental health research on the general population have shown high levels of depression ((Farhood & Dimassi, 2012; Farhood, Dimassi, & Lehtinen, 2006). Therefore, assessing for and managing mental health disorders, especially depression and anxiety, is of paramount importance for this Lebanese cardiac population. The Healthy Minds & Hearts Program will fulfill the needed service of assessing and educating cardiac patients presenting to AUBMC out-patient clinics on mental health issues, referring high risk patients through the cardiologist for psychiatry consultation, or through social worker for outside psychology consultation, if deemed necessary during Psychiatric and Mental Health Advanced Practice Nurse's (PMH APN's) assessment, and eligible patients participating in the supportive CBT therapy program would exhibit n improved mental health status.

Very long introduction

Description of Target Population:

Cardiovascular diseases have various effects on cardiac patients' lives worldwide. These effects stem beyond the need for polypharmacy and diet regulation and extend to mental health and quality of life. Upon investigating the experiences of cardiac patients that joined a cardiac rehabilitation program in a recent qualitative study, the main themes that arose were "trying to stay alive" and "begin again" (Jokar, Yousefi, Yousefy, & Sadeghi, 2017). The subthemes that emerged were related to setting their goals, forming news values and beliefs, and 'keeping hope alive' (Jokar, Yousefi, Yousefy, & Sadeghi, 2017). These findings show that cardiac patients suffer from both, symptoms of their heart disease and the effect of these symptoms on their mental health, goals and hope, and life. In Lebanon, Ischemic Heart Disease account for number one cause of both mortality and premature death (WHO, 2011a), where it is estimated that 45% of non-communicable disease mortality and 63% of all deaths are due to cardiovascular diseases (WHO, 2011b). The cardiac population in Lebanon are shown to tend to be smokers, have a sedentary lifestyle, and unhealthy diet habits (Nasreddine at al., 2010). The mental health of this Lebanese cardiac population is understudied. However, research have shown the need for mental health interventions in adults in the general population due to the high rates of mental disorders Farhood & Dimassi, 2012; Farhood, Dimassi, & Lehtinen, 2006). Also, numerous research studies abroad have shown that adult cardiac patients are at a higher risk for mental health difficulties especially depression and anxiety (Allabadi et al., 2019; Konstam, Moser, & De Jong, 2005; Kovacs et al., 2009; Thombs et al., 2006; & Wong, 2017). This is in addition to the presence of a relationship between depressive symptoms and CVD where patients with baseline depressive symptoms have a strong predictive future of CVD onset after 18 years. (Xiang & An, 2015). Therefore, our target population for the Healthy Heart and Minds Program is adult

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Lebanese patients (age ≥ 18 years old) presenting to tertiary healthcare facility (AUBMC) outpatient clinics who are diagnosed of a cardiovascular disease.

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Overview of Population Health Needs:

Various factors contribute to the risk of depression and anxiety in CVD patients, including decreased functional abilities, multiple comorbidities, impaired immune system, and decreased social interactions (Xiang & An, 2015). Mental health factors have a higher accountability for the risk of MI (39%), as compared to smoking (29%), and hypertension (21%) (Berg et al., 2017). Furthermore, patients with mental health issues following an acute cardiovascular event are less likely to comply with lifestyle modification and self-care in order to reduce the risk of later acute events (Berg et al., 2017). A study in the United States assessed for the prevalence of depression in patients post Myocardial Infarction found that 19.8% of those patients suffered from major depression (Thombs et al., 2006). Furthermore, the prevalence of significant depressive symptoms, which was based on a score ≥ 10 on Beck's Depression Inventory (BDI-II), was found to be 31.1% (Thombs et al., 2006). In another study that assessed for anxiety in patients with Coronary Heart Disease also in the US, 36% of the patients met the criteria for at least one current anxiety disorder, and 45.3% suffered from a mental disorder at one point in their lives (Todaro et al., 2007). These studies reflect the high comorbidity of mental illnesses in cardiac patients in the west.

The relationship between CVDs and mental disorders is bi-directional where people with mental disorders are considered at a higher risk for CVDs, and people with CVDs are at a higher risk to develop mental disorders (Mensah & Collins, 2015). Therefore, mental health plays a significant role in the course of cardiac diseases. Several studies have investigated the prevalence of depression and anxiety in cardiac patients (Heart failure, post myocardial infarction, post ICD

insertion, and adult congenital heart disease), and found the comorbidity of these disorders to be very high (Allabadi et al., 2019; Konstam, Moser, & De Jong, 2005; Kovacs et al., 2009; Thombs et al., 2006; & Wong, 2017). Another study by Berg et al., showed that heart failure patients had the worst overall patient reported outcomes, with depression and anxiety rates of up to 40%. The presence of mental health issues in HF patients can possibly stem from psychological aspects or from worsening heart failure which leads to pathophysiological cognitive changes (Berg et al., 2017).

On the other hand, Allabadi et al. investigated the proportion of cardiac patients suffering from depression and anxiety in a cross-sectional study in Palestine (2019). The proportion of patients with depression was found to be an alarming 78.7%, with 53.5% of the sample suffering from severe to very severe depression (Allabadi et al., 2019). Also, 33.9% of the sample reported mild to moderate anxiety and 19.2% reported severe to very severe anxiety (Allabadi et al., 2019). The proportion of anxiety in this study is similar to the ones observed in Iran (28.5%), Pakistan (18%), and US (37%) (Allabadi et al., 2019). Nevertheless, Allabadi et al explained that the rates of depression found in this study were higher than those found in US (15%), Brazil (26.4%), Norway (14%), and Pakistan (14%) which also utilized similar common depression scales not specific for the cardiac population (2019). Research on the comorbidity of mental disorders in Lebanese cardiac patients is lacking and can often be overlooked by clinicians assessing this vulnerable population. However, results found in neighboring Palestine in comparison reflect pressing need for mental health screening and interventions tailored to cardiac patients in Lebanon and the region.

Needs Assessment:

Normative need: The World Health Organization (WHO) defines the state of being mentally healthy as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" (WHO, 2004). Adding on, the DSM-5 is the global reference of mental health practitioners that guides their diagnosis of mental health disorders in individuals. It defines mental disorders as a syndrome that is characterized by disturbances in emotion regulation, behavior, and/or cognition that is both clinically significant and reflecting an underlying dysfunction in mental functioning (American Psychiatric Association, 2013). The DSM-5 further provides a diagnostic-criteria for every mental disorder including depressive and anxiety disorders which are highly prevalent among cardiac patients (Allabadi et al., 2019; Konstam, Moser, & De Jong, 2005; Kovacs et al., 2009; Thombs et al., 2006; & Wong, 2017). The diagnostic-criteria of a major depressive disorder includes a depressed mood or loss of interest in activities in addition to four or more of the following symptoms: involuntary weight changes, sleep disturbances, psychomotor agitation or retardation, fatigue, feelings of guilt or worthlessness, decreased concentration ability, and recurrent thoughts of death (American Psychiatric Association, 2013). Similarly, the diagnostic criteria for generalized anxiety disorder is specified in DSM-5 and includes excessive anxiety or worry about different topics that is present more days than absent, and is associated with at least three out of the following six symptoms: restlessness, fatigue, difficulty concentrating, irritability, muscle tension and sleep disturbance (American Psychiatric Association, 2013).

Expressed need: research on the needs of the cardiac population in Lebanon is lacking. A local study in London that aimed to investigate patients' perceptions on their educational needs through asking patients to keep a diary and semi-structured interviews have found that the need

Commented [NY3]: Local is Lebanon

for psychological support was one of the main themes that emerged after analyzing respondent's comments (Goodman, 1997). We would want to investigate the needs of AUBMC's cardiac patients through also asking the patients that present to the outpatient cardiac clinics to keep a diary for two weeks and conducting semi-structured interviews to assess for their needs generally. We would then analyze the answers that we would obtain in order to reflect whether the patients would be interested in our project that is tailored to assess, educate and refer cardiac patients for mental health difficulties.

Relative need: The American University of Beirut Medical Center AUBMC is the biggest medical center in Lebanon with a capacity of over 350 beds, 344 physicians and over 1200 nurses (AUBMC). Furthermore, there were over 360,000 patient visits to the medical center in one year alone (AUBMC). For its 2020 vision, AUBMC has expanded its outpatient services by opening the Halim and Aida Daniel Academic and Clinical Center ACC with an aim to provide a holistic approach to healing (ACC AUB). Therefore, AUBMC recognizes the importance of holistic care in its approach to health, which is the essence of our project that focuses on the mental health of cardiac patients in an aim to improve both patient's cardiac and mental health outcomes. Therefore, given the emphasis this medical center has on holistic care and quality of care, it is suitable to apply this project in their cardiac outpatient clinic.

Perceived need: A study conducted by the World Health Organization WHO assessed for the association between heart disease and emotional disorders using comprehensive structured interviews in 18 countries in the west (Ormel et al., 2007). Mood and anxiety disorders were found to be higher in persons with heart disease in comparison to persons without it, with an odds ratio (95% confidence interval) of 2.1 for mood disorders and 2.2 for anxiety disorders adjusting for sex and age (Ormel et al., 2007). Similar results were found in two community-based studies that

Commented [NY4]: Literature, not in place

Commented [NY5]: Wrong perception of expressed need. Expressed need is assessed by asking healthcare providers if any and how many cardiac patients per day/week/month seek mental health services or care. It could be though a short survey or interview.

Commented [NY6]: This is perceived needs

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assessed for the presence of psychological difficulties in cardiac patients where high levels of emotional difficulties was found to be evident in the immediate and long-term outcomes of cardiac patients (Dixon et al., 2000 & Robertson, Javed, Samani, & Khunti, 2007). These results are indicative of the high comorbidity of mental health disorders in patients suffering from heart diseases across different countries and cultures, which reflects the pressing need to address mental health concerns in cardiac patients. Furthermore, upon assessing for the perceived needs of 260 cardiac patients using supportive care needs survey, almost 23% (every fourth patient) reported a below-average mental health quality and unmet psychological needs (Kohlmann, Kilbert, Ziegler & Schulz, 2013). Another study that also assessed for the need of psychosomatic care using assessment of the demand for additional psychological treatment (ADAPT) questionnaire in patients presenting for cardiac stress test found that 33.9% of the patients demanded psychological counseling (Kunschitz et al., 2017). Research in Lebanon on the perceived needs of mental health in cardiac patients is lacking, however the compelling evidence in the west, including research on patients' perceived needs, reflects the high need for mental health interventions in the cardiac population.

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Here you need to specify how are going to assess for perceived needs. Is it survey? Interview with open-ended questions?

3/10

Problem Analysis

Although the commonly understood risk factors for CVD such as smoking, sedentary lifestyle, hypertension, diabetes and dyslipidemia are widely known, psychosocial factors are also noteworthy. Mental health illness in CVD is common and deadly but is often underrecognized. However, more research has emerged lately regarding this issue and has found that not only is depression common in CVD, but it is even more common than the general population (Huffman, Celano, Beach, Motiwala & Januzzi, 2013). 15-20% of CVD patients meet

the criteria for a diagnosis of Major Depressive Disorder (MDD), which is three times higher than the general population (Huffman et al., 2013). Additionally, depression is not momentary but often persists for a long time, often for years after a cardiac event. Systematic quantitative studies have found depression to be a significant and independent risk factor for CVD with a relative risk of 1.6 in depressed individuals as compared to individuals who were never depressed (Myers, Gerber, Benyamini, Goldbourt & Drory 2012). A meta-analysis identified that depressed post-MI patients have a 2.4-fold increased risk of mortality and has also been associated with an increased number of hospital readmissions, reduced self-care methods that includes smoking cessation, physical activity and cardiac rehabilitation (Myers et al., 2013). Depression is a risk factor for cardiac morbidity and mortality which involves both physiological and behavioral factors.

Several risk factors exist that lead to mental health illnesses in cardiac patients. Several studies have found that younger patients especially women, social isolation, comorbidities, and patients with a history of depression are more likely to develop depression due to CVD (Huffman et al., 2013). Also, studies have reported significantly higher mortality rates among younger women with acute MI as compared to men. In a study done by Mallik et al., rates of depression in women that are hospitalized for an MI are 2 times greater than in men which can contribute to the higher mortality rates in this vulnerable group (Mallik et al., 2006). Additionally, women have higher rates of adverse events after an MI as compared with men, including higher rates of being smokers and dyslipidemia. Additionally, a study done by Todaro et al., to assess depressive disorders in patients enrolled in a cardiac rehab center found that women significantly met diagnostic criteria for depressive disorders (42.9%) more than men (18.7%).

Another significant risk factor is social isolation that leads to increased rates of mental health illnesses in CVD patients. In a study of 7000 adults, the lack of community and social support lead to a 2.3 increase in mortality in men and 2.8 increase in women 9 years after an acute cardiac event (McCauley, 1995). According to Arthur, greater levels of loneliness are associated with an increased chance of developing a cardiac issue. Furthermore, for every unit increase in loneliness, there is a 3-fold increase in the odds of developing a cardiac condition (Arthur, 2006). Moreover, social and community support is associated with lower blood pressure, lower heart rate and better cardiovascular outcomes (Williamson, Thomas, Eisenberger & Stanton, 2018). In a study done by Williamson et al., participants were assigned to either a social exclusion or inclusion group, in which they would undergo a social evaluative stressor. The results showed a significant increase in cardiovascular stress, through blood pressure and heart rate readings, in the socially excluded group as compared to the inclusion group (Williamson et al., 2018). Additionally, social isolation was found to be associated with increased risky behaviors such as sedentary lifestyle, reduced sleep quality, unhealthy diets, and smoking which in turn increases cardiovascular risks (Xia & Li, 2017). Furthermore, according to Xia & Li, CVD patients who were not married had a higher 5-year mortality occurrence (50%), as compared with married CVD patients (18%) (Xia & Li, 2017).

Mental health illnesses can have different effects on different cardiovascular diagnoses. Patients with heart failure with a worse New York Heart Association (NYHA) classing have been linked to increased rates of mental health illnesses. In a study done by Volz et al., about predictors of hospital readmissions of heart failure patients, it was found that patients with severe anxiety had a 3-fold risk of readmissions as compared to patients with mild to no anxiety (Volz, Schmid, Zwahlen, Kohls, Saner & Barth, 2011). However, this may be due to the possibility that

highly anxious heart failure patients are more likely to report more symptoms (therefore, going to the emergency department) than less anxious patients. Nonetheless, anxiety and depression remain strong predictors of mortality and morbidity in heart failure patients, independent of the disease severity itself (Volz et al., 2011).

We need to consider other countries' findings since Lebanon does not have any ~~evidence-based~~ research on this particular subject. In general, research on mental health issues in Middle Eastern CVD patients is limited. Similarities in risk factors do exist between Western and Middle Eastern countries. According to Donnelly et al., Turkish patients with CVD were assessed for depression and it was found that 93% of women suffer from mild to moderate depression as compared to 41% in men (Donnelly et al., 2015). Additionally, in Iran, women undergoing CABG scored higher in depression scales as compared to men before and after the surgery and symptoms persisted longer in female patient (Donnelly et al., 2015). However, the prevalence of depression and anxiety in CVD Middle Eastern patients is often affected by different ethnic, cultural and racial features as compared to Western counties which might lead to treatments and interventions that are successful outside to not be effective in the Middle East. Therefore, culturally and racially appropriate interventions and services need to be created that cater to the Middle Eastern population. The American Heart Association (AHA)~~,~~ has recommended the use of depression screening tools for all cardiac patients. However, they are still rarely used by heath care professionals and therefore, mental health illness can go unidentified (Huffman et al., 2013).

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8/10

Hypothesis:

After assessing the normative, relative, expressive and perceived needs, our Healthy Minds and Hearts program will be aimed at AUBMC outpatient cardiac patients who are at risk

for decreased mental health status. The program will provide services that focus on counselling, comprehensive mental-health assessment, and education about mental health in cardiac patients. Also, if the patient is found to be suffering from mental health difficulties as per the Psychiatric and Mental Health Advanced Practice Nurse's (PMH APN's) Assessment and the Arabic BDI-II (Appendix A) and Arabic GAD-7 (Appendix B) questionnaires, they will be referred through the cardiologist to a psychiatrist for further pharmacotherapy treatment, with subsequent follow up through the program. It is expected that by the completion of the program for each batch of participants, cardiac patients presenting for follow-up cardiology appointments would be assessed and educated on depression, anxiety and mental-health disorders, referred through the cardiologist for psychiatry consultation or through social worker for outside psychology follow-up if deemed necessary by the PMH APN's assessment, and the eligible cardiac patients who participate in the supportive CBT therapy will demonstrate improved mental health status after completion of the 12 sessions as per the PMH APN's re-assessment and enhanced results of the Arabic BDI-II and GAD-7.

Where is your hypothesis of etiology? Because of sedentary life, unhealthy life style such as eating unhealthy meals, smoking, and … people will develop HTN, hyperglycemia, hyperlipidemia leading to CAD and associated depression. If the persons with CAD and associated depression complete a program of … then their knowledge, behaviors and self-care management will … leading to outcomes…

2/3

Goal and Objectives

The goal of the Healthy Minds and Hearts program is to improve mental health status of adult cardiac patients as shown by the re-assessment of these patients' mental health by the

Psychiatric and Mental Health Advanced Practice Nurse (PMH APN), and as reflected by improvement in the scores of the validated depression and anxiety scales, Arabic BDI-II and Arabic GAD-7. In order to achieve this goal, specific objectives must be set in place. Our long-term objective will entail that 90% of the cardiac patients that ~~present~~ follow up with their cardiologist in the outpatient clinic will agree to participate and complete the first three activities of the program: counseling, assessment for mental health problems, with a focus on anxiety and depression, and education on mental health by the PMH APN. Our intermediate objectives include 80% of cardiac patients with high scores on the BDI-II and the GAD-7, reflecting clinically significant severity of anxiety and depression symptomatology will be followed up on a weekly basis by the PMH APN for 3 months. Additionally, patients who follow up with the PMH APN for 3 months will show improvement in their Arabic BDI-II and GAD-7 scores, reflecting improvement in their overall mental health status. The average of number of sessions attended by the 60 patients eligible and consenting for the supportive CBT therapy program shall be at least 9 out of 12 sessions. Furthermore, all patients who show to be high risk as per the questionnaire's scores coupled with the PMH APN's judgement before, during and after the therapy program will be referred to a psychiatrist through the cardiologist for possible pharmacological treatment alongside attending the supportive CBT therapy program lead by PMH APN.

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Commented [NY11]: How many sessions would you expect them to attend so the intervention is considered effective?

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4/5

Interventions:

Specific interventions will be implemented in the program to achieve the aforementioned objectives and goal~~,~~ that is to improve the mental health status of the high-risk population of cardiac patients at AUBMC cardiac outpatient clinics. The program includes five activities

governed by a multidisciplinary team and lead by a Psychiatric and Mental Health Advanced Practice Nurse (PMH APN). The interventions of the program are as follows: counseling for mental health awareness, assessment of mental health status with focus on depression and anxiety using the Arabic BDI-II and GAD-7 questionnaires, education on mental health, supportive CBT therapy and referral to a psychiatrist or psychologist when necessary.

CBT The essence of this program is to achieve holistic care for the cardiac patients, whereby these patients as previously discussed, are at a high risk for suffering from mental health difficulties, which in turn affects different life aspects including their self-care, cardiac outcomes, and quality of life. In psychiatry, the cognitive-behavioral therapy (CBT) model has proven efficacy in improving the mental-health status of individuals suffering from difficulties with regards to their psychological well-being, especially since the 'cognitive revolution' in 1970s where it has been the dominant therapy model since over 25 years in the US and UK (Westbrook & Kennerley, 2011). This model is based on two components, the behavioral component, which is founded on the Learning theory, and the cognitive component introduced by Beck, which then formed the cognitive behavioral therapy model (Westbrook & Kennerley, 2011). Below is a depiction of the CBT model:

CBT conceptualizes that situations that occur in one's environment elicit emotions and physiologic symptoms through thoughts that are triggered by these situations, and this affects one's behaviors. This model further hypothesizes that dysfunctional thoughts are at the core of mental health difficulties, where these thoughts would lead to negative emotions, physiologic symptoms and inappropriate behaviors. Also, all of these components interplay within each other. This CBT model will be used in our program, as it serves improving mental health in cardiac patients greatly. It provides an organized approach for the program as whole, where it

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encourages the use of evidence-based assessment scales, psychoeducation, structured therapy sessions, and evaluation. Furthermore, the CBT model is evidence-based to elicit the necessary emotional and behavioral changes which are the goal of therapy.

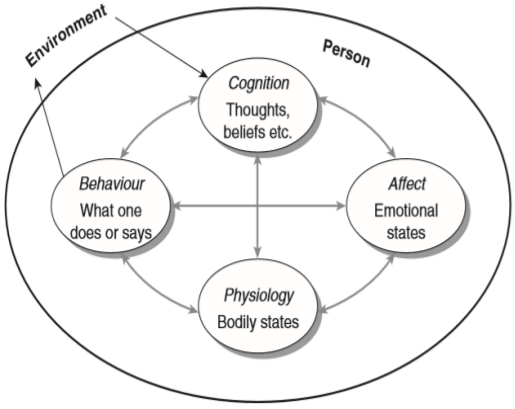

Figure 1. Interacting Systems (Westbrook & Kennerley, 2011).

Healthy Minds & Hearts (HMH) is an APN-lead mental health program to be implemented at outpatient cardiac clinics that aims to target all cardiac patients presenting to these clinics. The multidisciplinary team responsible for successfully implementing the program will consist of cardiologists, part-time psychiatrist, part-time social worker, clerk, registered nurse and two Psychiatric and Mental Health Advanced Practice Nurses (PMH APNs). The PMH APNs are the most suitable healthcare professionals to lead this program given the complex interplay between the physiological and psychiatric-mental-health aspect of cardiac diseases. Furthermore, the leadership and collaboration skills exhibited by APNs are of a necessity in this program to coordinate care between the registered nurse, cardiologists, psychiatrist and social worker.

This program aims to be established at the outpatient cardiac clinics at AUBMC. The process starts with the clerk responsible for greeting the patients presenting to the cardiac clinics with a lovely smile and marking their arrival on the EPIC system. The patient would then be asked to kindly wait on the couches.

The registered nurse that performs the pre-visit assessment will then thoroughly introduce the HMH program for eligible patients and obtain consent and contact information from patients who agree to participate. The exclusion criteria includes patients below 18 years of age, patients coming for first time assessment of cardiac health status, and patients who are already receiving psychotherapy. Patients who are already receiving psychotherapy are not deemed eligible for the program to give a chance to those who are not receiving mental health services, and to be able to accurately evaluate the program's effectiveness.

Given the cultural stigma associated with mental health in Lebanon (Doumit, Farhoud, & Hamady, 2018), the first step of the process is to provide counseling for consenting cardiac patients by the Psychiatric Mental-Health Advanced Practice Nurse (PMH APN). Counseling is defined as the usage of a helping interactive process where the focus is on the problems, feelings and needs of the patient with an aim to encourage coping and problem solving (Medical Dictionary, 2012). Therefore, the PMH APN would counsel the consenting cardiac patients prior to mental health assessment in order to help manage their stress, decrease their ambivalence, and improve their ability to receive and understand information for later education activity.

The BDI–II is a 21-item inventory that assesses the severity of depressive symptomatology. Each item is rated on a 0–3 scale with summary scores ranging between 0 and 63. The BDI–II has been found to demonstrate high internal consistency (α = .93 among college students, α = .92 among outpatients; Beck et al., 1996). Adequate validity (e.g., content, factorial) has been demonstrated, and diagnostic discrimination has been established.

Commented [NY14]: Why different font?
This needs to be paraphrased; it is plagiarized

Assessment of those patients by the PMH APN will then follow. The PMH-APN will perform a comprehensive mental-health assessment and utilize the DSM-5 criteria to formulate a diagnosis. The DSM-5 is the global reference for practitioners to establish a psychiatric diagnosis. The PMH APN will also utilize two scales: The Arabic version of Beck's Depression Inventory-II (Arabic BDI-II) and the Arabic version of Generalized Anxiety Disorder 7 Item Scale (Arabic GAD-7). The BDI-II is a 21-item scale which evaluates depressive symptomatology severity, where each item is rated on 4-point scale (0-3), with total score range between 0 and 63 (Dozois, Dobson, & Ahnberg, 1998). Also, BDI-II demonstrates a high internal consistency among outpatients ($\alpha = .92$), and adequate content and factorial validity and diagnostic discrimination (Dozois, Dobson, & Ahnberg, 1998). The GAD-7 is a 7-item scale which assesses for severity of anxiety symptoms in primary care settings (Beard& Björgvinsson, 2014). GAD-7 has demonstrated good sensitivity and specificity using a cut-point of ≥10 and has been found to be reliable and valid in both psychiatric and general population (Beard& Björgvinsson, 2014). Each item is rated on a 4 point scale (0-3), with total score range between 0 and 21. Both of these scales are validated for the assessment of depression and anxiety respectively in an arabic (Naja, Al-Kubaisi, Chehab, Al-Dahshan, Abuhashem, & Bougmiza, 2019 & Sawaya, Atoui, Hamadeh, Zeinoun, & Nahas, 2016) and have been used in research on depression and anxiety in cardiac patients (Ormel et al., 2007 & Reickman et al., 2016). The choice of these two scales in specific is given that anxiety and depression are the two most comorbid mental illnesses in chronic diseases in general, and in cardiac diseases in specific (Allabadi et al., 2019; Konstam, Moser, & De Jong, 2005; Kovacs et al., 2009; Thombs et al., 2006; & Wong, 2017). Furthermore, the CBT model encourages the use of scales in order to

obtain a baseline level of symptom severity and monitor improvement after interventions (Westbrook & Kennerley, 2011).

Three possible findings would be yielded out of the assessment: 1- patient who is mentally healthy and does not necessitate a mental health intervention. 2- patient who is mildly to moderately depressed (BDI-II score:14- 18) and/or mildly to moderately anxious (GAD-7 score: 5- 14). 3- patient who is severely depressed (BDI-II score ≥ 19), severely anxious (GAD-7 score ≥ 15), and/or patients who have other mental illnesses as diagnosed by the PMH-APN clinical assessment.

The next activity in the program is education. All patients will be educated by the APN about mental health following the assessment. The components of education are based on a nursing study where educative interventions were assessed and deemed effective (Scott, Setter-Kline & Britton, 2004). These components include: "activity and dietary recommendations, medications, and importance of adherence to the treatment/care plan" (Scott, Setter-Kline & Britton, 2004, p. 250). Additional components that would be integrated into the education activity include the signs and symptoms of depression and anxiety, and the importance of being aware of one's emotions and mental well-being. The signs and symptoms of depression and anxiety that the patients will be educated on will be based on the DSM-5, which provides a thorough explanation of depression and anxiety. Thus, the APN is the perfect candidate to deliver this education activity given that it would include components related to heart disease (activity and diet, medications and compliance) and related to mental health (depression and anxiety), and the APN has the medical and mental health background for both.

The PMH APN will then report to the patient's cardiologist the findings of the mental-health assessment, including results of the scales, initial diagnosis, and recommendations of the

APN. In the case of the first possible finding: patients who are mentally healthy, as per the assessment and clinical judgment of the APN, will be re-assessed by the APN during their next visit to the cardiologist if it has been more than 3 months since their last appointment. In case of the second possible finding: patients will be referred to join the 12-weeks program lead by the APN. Following the 12-weeks program, these patients will be re-assessed. If the mental health status of these patients is deemed by the APN below optimal, the APN will report these results to the cardiologists to make referral for a psychiatrist. In case of the third possible findings: the APN will recommend to the cardiologist to refer these patients to a psychiatrist for further follow-up and pharmacotherapy treatment. The psychiatrist will then decide if psychotherapy is necessary in conjunction with pharmacotherapy.

Another informed-consent form would be obtained by the APN from the patients who are found to be eligible for the 12-week supportive therapy program who agree to participate and commit. Individual sessions will be scheduled on a weekly basis between the second PMH-APN recruited in the program and the eligible participants. A total of 30 patients can be seen every three months, given that the second APN would be able to see 6 patients per day, 5 days a week. If more patients were found to be eligible upon the assessment and diagnosis of the first APN, they would be put on a waiting list and be informed about this waiting list, or referred to outside resources by the social worker. The clerk will be responsible for scheduling the weekly sessions of the patients and following up on confirming their attendance. The 12-week supportive therapy program would be based on CBT manuals for depression and anxiety (Munoz & Miranda, 2000 & Lenz, 2018), as follows:

What is the below table? It should have a title with a number and referred to in the text

Weeks 1-4	How Thoughts Affect Feelings and physical symptoms	**Session 1:** Introduction about the patient- What is depression and anxiety- What is depression and anxiety like for the patient- THOUGHTS affect mood and symptoms. **Session 2:** What are thoughts?- What is depressed and non-depressed thinking like- Mistakes in thinking- Introduction to the FEAR model- Learning to spot kinds of thinking? **Session 3:** Ways to increase healthy thinking- Decreasing thoughts that make us feel bad- Talking Back to Your Thoughts: The ABCD Method. **Session 4:** educate and model strategies for challenging negative thoughts
Weeks 5-8	Working with Daily Activities- Continue practicing challenging negative thoughts	**Session 5:** Review symptoms of depression and anxiety, have the patient had change in symptoms since they started treatment?- Graph Arabic-BDI and Arabic-GAD scale scores- Increase pleasurable activities- possible obstacles to working with pleasurable activities. **Session 6:** an adequate level of pleasurable activities improves mood- how can patient use thoughts to help plan and enjoy activities- anticipating possible problems and discussing solutions- strategic problem-solving **Session 7:** Creating plan to overcome depression: setting reasonable goals- develop a plan- Time Management- Create an "A" item every week- Make time for pleasurable activities- Do what works for each patient **Session 8:** Depression and the healthy management of reality: the objective and subjective world. No one controls either of these two worlds completely- ways to feel more control- pleasant activities to make more parts of one's time more satisfying.
Weeks 9- 12	How Contacts with People Affects Mood	**Session 9:** review change in depression and anxiety symptoms since beginning of treatment. How depression affects our relationships- importance of social support- meeting people and improving negative relationships- keeping support system healthy **Session 10:** thoughts, expectations, behaviors and feelings when alone, with others, and about what one is doing with their life- Learning to be assertive- Practice in therapy **Session 11:** continue previous session- building trusting relationships- feelings about ending treatment **Session 12:** relationships mold one's life- practicing assertiveness- how to recognize if one is depressed again- ending treatment. Reassess for anxiety and depression symptoms, & refill Arabic BDI-II & Arabic GAD-7

As previously mentioned, the clerk will be responsible to schedule and remind the patients of the appointment schedule through phone calls the previous day, and SMS on same

day. Upon fulfillment of this program, the 60 participants will be re-assessed by the second APN during the 12th session for anxiety and depression with re-filling the Arabic BDI-II and Arabic GAD-7 scales.

This section lacks logic sequencing of the paragraphs; you jump from one idea to the other then move to the former.

8/10

Evaluation:

Proper evaluation of this program is of paramount importance especially that it is the first mental -health program tailored to cardiac patients in Lebanon. This is also very important given that a previous study that examined the effect of a mental health intervention in Lebanon, psychosocial support program at school, found no effect and even some deleterious treatment effects (Karam et al., 2008). Therefore, it is of high importance to monitor the change in the mental health status of the participants before, during, and after the completion of the program.

The evaluation of the program will be divided into two parts: first, is the evaluation of the counseling, assessment and education activities, and second is the evaluation of the supportive CBT therapy component.

Output evaluation of the counseling, screening and education activities of the program would be reflected by the percentage of the cardiac patients who consent and complete these activities. It is expected that around 90% of cardiac patients presenting for follow-up with their cardiologists would consent and complete counseling, assessment and education. Furthermore, for output evaluation of the supportive CBT therapy, the percentage of eligible cardiac patients (as per eligibility criteria previously specified in interventions section) who agree to take part in therapy will be calculated. Another factor that will be used is the average number of sessions

attended by these patients out of the 12 sessions. It is expected that 80% of the eligible cardiac patients will agree to participate in the supportive CBT therapy on a weekly basis with the PMH-CNS. Also, an average of at least 9 sessions/12 sessions will be attended by the 60 participants.

After the fulfillment of each of the first three activities in the program, counseling, assessment, and education, the participants will be asked to fill a general evaluation form (Appendix C) for their feedback about each of the sessions. Furthermore, three focus groups will be conducted with participants who completed these first three activities (counseling, assessment, and education) only of the program, in order to assess their opinion on the importance of screening and educative mental health sessions and their feedback on the provided sessions. The number of the focus groups is based on a recent study that found that 80% of themes would be elicited within two to three focus groups (Guest, Namey, & McKenna, 2017). Random selection of cardiac patients will be done three months into the program, followed by obtaining informed consent forms from them to participate in the focus groups. These focus groups would be facilitated by the part-time social worker and recorded following the participants agreement. Transcription and analysis would follow. Each focus group will take approximately one hour. The clerk would communicate with consenting participants to agree on a date and time adequate for them. The focus groups will be conducted in a private closed room at AUBMC. The focus groups would consist of open-ended questions with adequate probing questions that focus on cardiac patient's view on the importance of mental health and their experiences in the counseling, assessment and education sessions (Appendix E). Data will be kept in the social worker's password-protected laptop which would be kept secured.

Commented [NY15]: This is confusing! Is it evaluation form or focus group?

For the outcome evaluation of the effectiveness of the supportive CBT therapy of the program, a combined, quantitative and qualitative, approach will be used. Initially, all the cardiac

patients participating of HMH program would complete the Arabic BDI-II and the Arabic GAD-7 scales during the assessment. The cardiac patients participating in supportive CBT therapy will be asked to fill these scales again during session #5, session #9, and after the end of the 12th session. If the mental health status of these patients was found to be deteriorating or still highly negatively affecting their functioning, and if deemed necessary by the PMH-APN through the scale scores and continued clinical evaluation of the patients during the sessions, these patients will be referred through the cardiologist to the psychiatrist for conjunct pharmacotherapy treatment. The scale scores that would be obtained during the 5th and 9th session would give insight on the progress of the program, and if any changes are necessary which would be discussed between the multidisciplinary team. The scores of the Arabic BDI-II and Arabic GAD-7 of the 60 cardiac patients completing the supportive CBT therapy will be compared between the assessment session and the 12th session, and data will be analyzed using SPSS for significance. Significant positive changes in the scores of these scales would reflect a positive outcome and an improvement in the mental health status of the cardiac patients, reflecting a fulfillment of this program's goals.

The qualitative approach to elicit patient's feedback on the effectiveness of the supportive CBT therapy encompasses ten to fifteen semi-structured interviews with the participating patients until data saturation is reached. Informed consent will be secured from cardiac patients who attended at least 9 out of the 12 sessions and agree to participate in the interviews. The interviews will be conducted in the week after the12th therapy session by the social worker, at a time and place adequate for consenting patients as organized by the clerk. These interviews will be conducted in Arabic language at a closed private room at AUBMC, and recorded following the patient's approval. The semi-structured interviews will include open-ended questions with

Commented [NY16]: Start new paragraph. You have long paragraphs and sentences

proper probing questions that reflect the patients experiences during the supportive CBT therapy and their feedback on its effectiveness (Appendix F).

So, you are going to do focus groups, individual interviews and quantitative? It is too much. What about process evaluation, performance measurement?

9/10

Organizational Communication:

Communication is needed at every step and at all levels during the Healthy Minds and Hearts Program. It allows every individual in the process to understand their roles and develop efficient workflows which will result in positive organizational outcomes. Organizational communication is divided into 5 different levels; 1. Interpersonal, 2. Group level, 3. Organizational level, 4. Inter-organizational level, and 5. Mass communication (Kettner, Moroney & Martin, 2013). Although interpersonal and group level types of communication are the lowest levels, they are often the major forms used in organizational communication. Within interpersonal and group level communication, there is both vertical and horizontal communication, which will be mostly used within this program. The organizational levels include the Psychiatric and Mental Health Advanced Practice Nurse (PMH APN) at the top level who will oversee the progress of the program and facilitate all activities and communication. The second level of the model will include the different health care professionals who will be working on the program as well, including the Social Worker, Cardiologist, Psychiatrist, and Registered Nurse. The third and final level of the model will include the secretaries and support staff involved in greeting the patients for the appointments and assisting them with their other needs. Vertical communication will include both downward and upward communication which allows for effective communication between the PMH APN and the different disciplines

Commented [NY17]: Not the right reference

Commented [NY18]: Group is not lowest level; it is middle level

involved. Downward vertical communication flows from the coordinator (the PMH APN), to the staff involved, and includes dissemination of new policies or updates, feedback, and announcements. Upwards vertical communication flows from the staff involved to the coordinator, and includes suggestions, questions, data collected, and reports. Downward communication is more commonly used and is most effective when the coordinators communicate directly with the intended staff (Kettner, Moroney & Martin, 2013). Horizontal communication is also an important workflow that should be used within the program as well which allows ~~for~~ communication to flow easily between the second level of the organizational model. This type of communication provides the Social Worker, Cardiologist, Psychiatrist, and Registered Nurse with the ability to discuss, share relevant information and notes in relation to the patients. Vertical and horizontal communication can take on two types, formal and informal communication. Formal communication will include weekly meetings, mail, emails, and conferences. Informal communication will include phone calls, casual discussions including personal messages. Informal communication would provide ongoing, dynamic, and spontaneous information to be communicated. Both types would be needed for information to be presented wholly and communication to be effective among the healthcare professionals. Organizational communication methods are needed in order to enhance the coordination and flow of the Healthy Minds and Hearts Program which will result in a more effective program for the patients.

You did not refer to the below figure which is figure 2 NOT 1.

You missed others media of communication such as face-to-face, electronic, telephone and others.

3.5/5

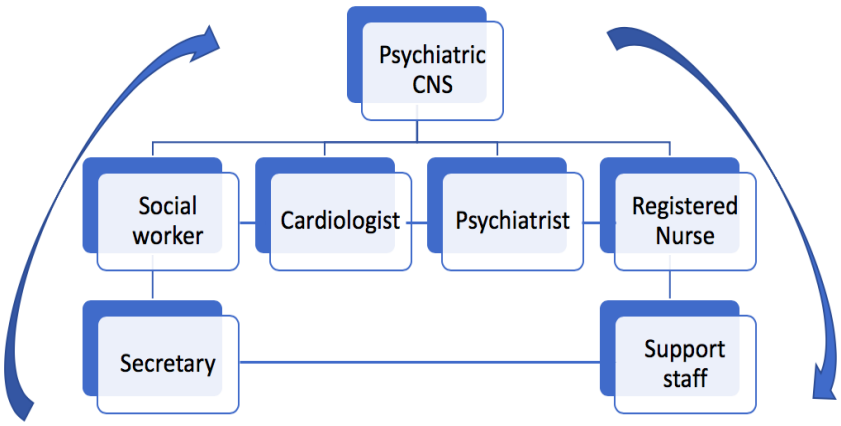

Figure ~~1~~2: Organizational communication diagram

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Appendices:

Appendix A:

Arabic BDI–II

الاسم : ..... **تاريخ الميلاد :** ..... / ..... / ..... .

المستوى التعليمي : ..... **تاريخ اليوم :** ..... / ..... / .....

المهنة : **طالب** **موظف**

التشخيص : .....

تعليمات

في هذه الكراسة إحدى و عشرون مجموعة من العبارات , الرجاء أن تقرأ كل مجموعة على حدة , و ستجد أن كل أربع منها تتناول موضوعاً معيناً اختر عبارة واحدة ترى أنها تصف حالتك و مشاعرك خلال هذا الأسبوع , ثم ضع دائرة حول رقم العبارة التي تختارها (0 أو 1 أو 2 أو 3) .

تأكد من قراءة عبارات كل مجموعة قراءة جيدة قبل أن تختار واحدة منها , و تأكد أنك أجبت على كل مجموعة .

الأخصائية النفسية :

.....

أولاً :

0 – لا أشعر بحزن .

1– أشعر بحزن .

2– أشعر بحزن طوال الوقت , و لا أستطيع أن أتخلص منه .

3–إنني حزين بدرجة لا أستطيع تحملها .

ثانياً :

0–لست متشائماً بالنسبة للمستقبل .

1–أشعر بتشاؤم بالنسبة للمستقبل .

2–أشعر بأنه ليس هناك شيء يشدني للمستقبل .

3–أشعر أن المستقبل لا أمل فيه و أن الأمور لن تتحسن .

ثالثاً :

0 – لا أشعر أني فاشل .

1– أشعر أني فشلت أكثر من المعتاد .

2–عندما أنظر إلى ما مضى من سنوات عمري فأنا لا أرى سوى الفشل الذريع .

3–أشعر بأني شخص فاشل تماماً .

رابعاً :

0– أستمتع بدرجة كافية بجوانب الحياة كما اعتدت من قبل .

1- لا أستمتع بجوانب الحياة على النحو الذي تعودت عليه .
2- لم أعد أحصل على استمتاع حقيقي من أي شيء في الحياة .
3- لا أستمتع إطلاقاً بأي شيء في الحياة .

خامساً :

0- لا اشعر بالذنب .
1- أشعر بأني قد أكون مذنباً .
2- أشعر شعوراً عميقاً بالذنب في أغلب الأوقات .
3-أشعر بالذنب بصفة دائمة .

سادساً :

0 – لا أشعر أني أتلقى عقاباً .
1- أشعر بأني قد أتعرض للعقاب .
2- أتوقع أن أعاقب .
3- أشعر بأني أتلقى عقاباً .

سابعاً :

0- لا أشعر بعدم الرضا عن نفسي .
1-أنا غير راضي عن نفسي .
2-أنا ممتعض من نفسي .
3-أكره نفسي .

ثامناً:

0 – لا أشعر بأني أسوأ من الآخرين .
1- أنقد نفسي بسبب ضعفي و أخطائي .
2-ألوم نفسي معظم الوقت على أخطائي.
3-ألوم نفسي على كل شيء سيء حدث .

تاسعاً :

0- أشعر بضيق من الحياة .
1- ليس لي رغبة الحياة .
2- أصبحت أكره الحياة .
3- أتمنى الموت إذا وجدت فرصة لذلك .

عاشراً :

0- لا أبكي أكثر من المعتاد .
1- أبكي الآن أكثر من ذي قبل .
2- أبكي طوال الوقت .

3– لقد كنت قادراً على البكاء فيما مضى و لكني الآن لا أستطيع البكاء حتى لو كانت لي رغبة في ذلك .

حادي عشر :

0 – لست متوتراً أكثر من ذي قبل .

1– أتضايق أو أتوتر بسرعة أكثر من ذي قبل .

2– أشعر بالتوتر كل الوقت .

3–لا أتوتر أبداً من الأشياء التي كانت توترني فيما مضى .

ثاني عشر :

0–لم أفقد الاهتمام بالناس الآخرين .

1–أني أقل اهتماماً بالآخرين مما أعتدت أن أكون .

2–لقد فقدت معظم اهتمامي بالناس الآخرين .

3–لقد فقدت كل اهتمامي بالناس الآخرين.

ثالث عشر :

تدته تقريباً .improving0 – اتخذ قرارات على نفس المست

1– لقد توقفت عن اتخاذ القرارات بصورة أكبر مما مضى .

2–أجد صعوبة أكبر في اتخاذ القرارات عما كنت أقوم به .

3–لم أعد أستطيع اتخاذ القرارات على الإطلاق .

رابع عشر:

0– لا اشعر أني أبدو في حالة أسوأ عما اعتدت أن أكون .

1– يقلقني أني أبدو أكبر سناً و أقل حيوية .

2– أشعر بأن هناك تغيرات مستديمة في مظهري تجعلني أبدو أقل حيوية.

3– أعتقد أني أبدو قميئاً .

خامس عشر :

0– أستطيع أن أقوم بعملي كما تعودت .

1– أحتاج لجهد كبير لكي أبدأ في عمل شيء ما .

2– أن علي أن أضغط على نفسي بشدة لعمل أي شيء .

3– لا أستطيع أن أقوم بعمل أي شيء على الإطلاق

سادس عشر:

0– أستطيع أن أنام كالمعتاد.

1– لا أنام كالمعتاد .

2– أستيقظ قبل موعدي بساعة أو بساعتين و أجد صعوبة في النوم مرة أخرى .

3–أستيقظ قبل بضعة ساعات من موعدي المعتاد و لا أستطيع العودة للنوم مرة أخرى .

سابع عشر :

0- لا أشعر بتعب أكثر من المعتاد .
1- أتعب بسرعة عن المعتاد .
2- أتعب من القيام بأي جهد في عمل أي شيء .
3- أني متعب لدرجة أني لا أستطيع أن أقوم بأي عمل .

ثامن عشر :

0 – أن شهيتي للطعام ليست أقل من المعتاد .
1- أن شهيتي للطعام ليست جيدة كالمعتاد .
2-أن شهيتي للطعام أسوأ كثيراً الآن .
3-ليس لدي شهية على الإطلاق في الوقت الحاضر.

تاسع عشر:

0- لم ينقص وزني في الآونة الأخيرة .
1- فقدت أكثر من كيلو جرامين من وزني .
2- فقدت أربعة كيلو جرامات من وزني .
3- فقدت ستة كيلو جرامات من وزني .

عشرون :

0- لست منشغلاً عن صحتي أكثر من ذي قبل .
1- أني مشغول ببعض المشكلات البدنية مثل الأوجاع و اضطرابات المعدة و الإمساك .
2- أني مشغول جداً ببعض المشكلات اليومية و من الصعب أن أفكر في شيء آخر .
3- أني مشغول جداً حول مشكلاتي البدنية لدرجة أن لا أستطيع أن أفكر في شيء آخر.

واحد و عشرون :

0- لم ألاحظ أي تغيرات حديثة في اهتمامي بالجنس .
1- أنني أقل اهتماماً بالجنس عن المعتاد .
2- لقد قل الآن اهتمامي بالجنس كثيراً .
3-لقد فقدت اهتمامي بالجنس كثيراً .

Appendix B:

Arabic GAD-7:

GAD-7

خلال الأسبوعين الماضيين، كم مرّة أقلقتك المشاكل التالية؟ *(ضع علامة "✓" للإشارة لجوابك)*	أبداً	بعض الأيام	أكثر من نصف الأيام	كل يوم تقريباً
1- الشعور بالغضب أو القلق أو الانفعال الشديد.	0	1	2	3
2- عدم القدرة على إنهاء القلق أو التحكم فيه.	0	1	2	3
3- القلق المفرط على أشياء مختلفة.	0	1	2	3
4- الصعوبة في الاسترخاء.	0	1	2	3
5- شدة الاضطراب لدرجة صعوبة البقاء في هدوء.	0	1	2	3
6- السرعة في الانزعاج أو الانفعال.	0	1	2	3
7- الشّعور بالخوف كما لو أن شيئا فضيعا قد يحدث.	0	1	2	3

(_____ + _____ + _____ =*Total Score T*_____ *For office coding*)

Appendix C:

Evaluation Form

for *participants* in HMH's Counseling, Assessment & Education Sessions

Date: _____

Section: _____

Moderator: _____

Instructions: Please indicate your level of agreement with the statements listed below in #1-11.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the session were clearly defined					
2. Participation and interaction were encouraged					
3. The topics covered were relevant to me					
4. The content was easy to understand and follow					
5. This experience will be benefit me in my daily life					
6. The moderator was knowledgeable about the topics					
7. The moderator was well prepared, and the session was smooth					
8. Your expectations of this session was met					
9. The time allotted for the session was sufficient					
10. The meeting room and facilities were adequate and comfortable					
11. The overall organization of the session was good					

Further comments:

Thank you for Your Feedback!

Appendix E: Interview Protocol For Focus Group:

1. Tell me more about the effect of your cardiac disease on your mental health status
2. How is the current healthcare system addressing the mental health needs/concerns?

3. Tell me a little bit about your general experience as participants in the HMH Program: counseling, assessment and education activities?
4. In simple sentences, how can you describe your interaction with the PMH-APN?
5. In your perspective, how was this experience helpful (or not) in improving your awareness regarding your mental health?
6. Are there any changes that you recommend to improve these activites?
7. In the future, how can the hospital support you in improving your health and better support your mental health needs?

Appendix F: Protocol for Semi-structured Interviews:

1. Tell me more about the effect of your cardiac disease on your mental health status.
2. How was the hospital previously addressing these mental health needs/concerns prior to HMH program?
3. Tell me ~~a little bit~~ about your general experience as a participant in the Supportive CBT therapy~~?~~.
4. How can you describe your collaboration with the PMH-APN during the therapy sessions? Please give examples.
5. In your perspective, how was this experience helpful (or not) in improving your capacity to deal with your mental health problems (anxiety/depression)?
6. Are there any changes that you recommend to improve the therapy sessions?
7. In the future, how can the hospital support you in improving your health and better support your mental health needs?

Appendix G:

A line item budgeting system will be used to display all revenues and expenses, including the direct and indirect costs, of the Healthy Minds and Hearts Program. The program costs will be displayed for a duration of three months, to represent the total amount of time that the program will run for with the daily sessions. In regard to the funding, the psychiatric CNS will instill the funding from AUBMC, specifically in the cardiac outpatient clinic, where the program will take place. The cardiac outpatient clinic is the ideal place for the program due to the onsite Cardiologists and the Registered Nurses specialized in cardiology. Additionally, it is convenient for the patients since they are already coming in for their appointment with the Cardiologist, which saves them the cost of transport as well as appointment cost.

The direct costs of the program will involve the salaries of the health care professionals, support staff, equipment and supplies. Health care professionals include the Psychiatric CNS, Cardiologist, Part time Psychiatrist, Part time Social Worker, and Registered Nurses. The salaries of all staff mentioned are estimated according to AUBMC. Equipment includes data scope for vital signs, weight and height scale to measure BMI, computers for the EPIC system, and printers to print prescriptions and tests as needed. Supplies include thermometer probes that are single use, gloves, prescription notes, printer paper, and pens.

The indirect costs of the program will involve the rental of the clinic rooms, monthly WIFI costs for the clinic, phone services, housekeeping services and cleaning supplies, electricity, drinking and cleaning water, and other miscellaneous costs that come along during the program services.

Direct Costs	**Cost/month (LBP)**	**Cost per 3 months (LBP)**
Psychiatric CNS #1	3,000,000 LL	9,000,000 LL

Psychiatric CNS #2	3,000,000 LL	9,000,000 LL
Registered Nurse	1, 800,000 LL	5,400,000 LL
Part time Social Worker	800,000 LL	2,400,000 LL
Cardiologist	5,000,000 LL	15,000,000 LL
Part time Psychiatrist	2,000,000 LL	6,000,000 LL
Clerk	800,000 LL	2,400,000 LL
Support personnel	800,000 LL	2,400,000 LL
Equipment (Data Scope, weight and height scale, printer, computers)		20,000,000 LL
Supplies (thermometer probes, gloves, prescriptions notes, pens, water cooler)	2,000,000 LL	6,000,000 LL
Total Direct Costs		77,600,000 LL
Indirect Costs	**Cost/month (LBP)**	**Cost per 3 months (LBP)**
Clinic cost	4,000,000 LL	12,000,000 LL
Wi-Fi, AUBHealth, phone calls	6,000,00 LL	18,000,000 LL
Housekeeping Services	1,000,000 LL	3,000,000 LL
Miscellaneous Costs	100,000 LL	300,000 LL
Total Indirect Costs	11,100,00 LL	33,300,000 LL
Total Direct and Indirect Costs		**110,900,000 LL**

Maximum 20 pages without references and budget plan [75%]

Critical element/content	Grade point	Description of performance		grade
Introductory paragraph	2/**2**	Specific and accurate summary of the health need or problem, target population, and program hypothesis		1.5
	1/2	General description		
	0	Unrelated description		
Description of target population	4-5/5	Specific and accurate description		4
	2-3/5	General description		
	0-1/5	Faintly or unrelated description		
Overview of population health needs	5/**5**	Complete description of health needs including contributing factors derived from literature review and analysis from secondary data		4
	4/5	Partial description of health needs including contributing factors derived from literature review and analysis from secondary data		
	3/5	Inadequate description of health needs including contributing factors derived from literature review and analysis from secondary data		
	2/5	Superficial description of health needs		
Needs Assessment approach/s	9-10/**10**	All 4 types of needs assessment are addressed accurately		3
	6-8/10	3 types of needs assessment are addressed accurately or all types addressed imprecisely		
	4-5/10	2 types of needs assessment are addressed accurately		
	0-3	Needs assessment is addressed imprecisely		
Problem Analysis	8-10/**10**	Accurate identification of factors/behaviors related to population health need or health care delivery problem that will be the <u>focus</u> for a program of intervention and rationale for their selection		8
	5-7/10	General identification of factors/behaviors related to population health need or health care delivery problem that will be the <u>focus</u> for a program of intervention and rationale for their selection		
	2-4/10	Imprecise identification of factors/behaviors related to population health need or health care delivery problem that will be the <u>focus</u> for a program of intervention <u>without</u> rationale for their selection		
	0-1/10	Factors/behaviors unrelated to population health need or health care delivery problem		
Formulation of program hypothesis	3/**3**	Accurate formulation of hypothesis including hypothesis of etiology, consequence, condition, intervention, consequence, and outcome		2
	2/3	Formulation of hypothesis including hypothesis of precondition, condition, intervention, and outcome		
	0-1/3	Imprecise formulation of hypothesis.		
Clearly defined goals and <u>measurable</u> <u>objectives</u>	5/**5**	Specific goal statement; Objectives written using action verbs that yield measurement of the achievement of the objectives and satisfy the following:	Specific; Measurable; Attainable; Realistic; Timely	4
	4/5	Specific goal statement; Objectives satisfy SMART mostly		

	3/5	General goal statement; Objectives satisfy SMART partially	
	2/5	General goal statement; Objectives satisfy SMART in a few instances	
Description of intervention strategies	9-10/**10**	Specific and thorough description of intervention strategies including underlying theory of change, evidence of effectiveness and cultural acceptability to target population/health care delivery system	8.5
	6-8/10	General description of intervention strategies appropriate to the HC/service problem	
	4-5/10	Partial description of intervention strategies appropriate to the HC/service problem	
	0-3	Unrelated or partially related description of intervention strategies appropriate to the healthcare/service problem	
Evaluation plan	8-10/**10**	Specific and thorough description of the evaluation plan measuring program implementation and attainment of objectives, including identification of process and outcome indicators for each objective, evaluation design, procedure for collection of data, plan for analysis of data, and timeline for program implementation and completion of evaluation.	8
	5-7/10	General description of the evaluation plan including most elements described above.	
	2-4/10	Partial description of the evaluation plan including some elements described above.	
	0-1/10	Unrelated or partially related description of the evaluation plan including few of the elements described above.	
Budget Plan including narrative justification [attach as Appendix]	5/**5**	Accurate formulation of a budget plan consistent with all the functions and services addressed in the intervention strategies and implementation plan	4
	4/5	General formulation of a budget plan consistent with the most of the functions and services addressed in the intervention strategies and implementation plan	
	3/5	Partial formulation of the budget plan consistent with some of the functions and services addressed in the intervention strategies and implementation plan	
	1-2/5	Inconsistent budget plan in relation to the planned functions and services	
Organizational communication	5/**5**	Selection of appropriate organizational communication forms pertinent to the various stages of the proposed program/service.	3.5
	4/5	Selection of appropriate organizational communication forms pertinent to most of the various stages of the proposed program/service.	
	3/5	Selection of appropriate organizational communication forms pertinent to some of the various stages of the proposed program/service.	
	1-2/5	Selection of organizational communication forms pertinent to few of the various stages of the proposed program/service.	

Paper organization	5/**5**	Clarity of presentation, logical organization of ideas, grammar, spelling, and use of scholarly format consistent with *APA Publication Manual, 6th edition*	3.5
	4/5	Mostly consistent with APA	
	3/5	Partially consistent with APA	
	1-2/5	Inconsistent with APA	

Grade = 60/75

Comprehensive Case Study

Health History

Student Name: Alison Haidar	**Patient Gender**: Female	**Medical Record Number**: 01883285	**Date of Birth**: 01/07/1986
	Occupation: Unemployed	**Education:** High School	**Marital Status:** Married
Chief Complaint	Presenting for Visual disturbances (blurry vision and pain on eye movement) in the left eye of 2 months duration.		
History of Present Illness	**Symptom Analysis**: • February 2021: the patient reported experiencing an acute onset of blurry vision in her left eye associated with mild pain on eye movement, but no scleral redness, excessive tearing, or effusion. • Two weeks later the patient sought an ophthalmologist when there was no improvement in symptoms. He told her she required left eye laser surgery (patient unable to specify type and there are no reports) which she underwent in mid-February. • By the 3rd week of February her left eye vision worsened to the point that she could only see shadows, and the pain on left eye movement had become severe with minimal alleviation by Panadol. She also reported new left eye scleral redness, left eyelid swelling, and photophobia. • On February 20th, she sought another ophthalmologist who ordered several lab and imaging tests (check below). This physician diagnosed her with **Tuberculous Uveitis** and recommended that she see an Infectious diseases (ID) specialist at AUBMC before starting treatment. -CBCD, SGPT/SGOT, Urine analysis all within normal limits -PPD induration:10 mm -Chest X ray: Findings: there are no focal areas of consolidation, no suspicious pulmonary opacities or lesions, heart size within limits, no pleural effusion, no evidence of pneumothorax. -ESR: 5mm/h -CRP: 4 mg/l -VDRL: Negative -ACE: 35 U/l -ANA: 1/50 -Anti-ds DNA: 50 RU/ml -HLA-B51: negative		

	• April 6th 2021: the patient accompanied by her husband presented for the first time to AUBMC OPD for a visit with the ID specialist. She was still complaining from blurry vision in left eye that was now beginning to spread to the right eye. However, this right eye blurriness was minimal and intermittent in nature. She also complained from severe left eye pain on eye movement and photophobia. The patient denies unexplained weight loss, night sweats, fever, coughing for longer than 3 weeks, hemoptysis, chest pain or shortness of breath. But she reports fatigue and loss of appetite. she also reported that she was born and lived for 14 years in Saudi Arabia and has taken all vaccinations while living there including possibly a BCG (it is a requirement to get it there). She denies any contact with Tuberculous patients or travel to other countries. When the patient's husband left the room, she reported a history of domestic violence starting since she got married at the age of 17. Over the years, she has received several blows to the head and face. • To note, the patient has a history of allergic conjunctivitis and myopia and has been wearing eyeglasses for almost 20 years. She also underwent a laser surgery on left eye 4-5 years ago for unknown reasons, other than it was ordered by her ophthalmologist. The laser surgery had no complications, and she reported stopping wearing eyeglasses after that.	
Past Medical History	**Allergy(ies)**	**No known food or drug allergies**
	Substances	**Smoking**: current daily smoker, one Argileh a day for the past 10 years (no cigarettes smoking).
		Drugs: Panadol PRN for pain
		Alcohol Intake: none
		Blood Transfusion: none
	Preventive Measures	**Adult Immunizations:** none but reported that as a child she took all the required vaccines (could not present a vaccination record book)
		Checkups: -pre and postnatal visits when pregnant. -ophthalmology checkups only when there is any change in visual acuity.
	Trauma	Domestic violence history since 2003
	Illnesses	**Childhood:** myopia 0.5D on left eye 1D on right eye and allergic conjunctivitis (both diagnosed 2001)
		Adult: Gastrointestinal: The patient reported having chronic constipation (almost 10 years). She reported feeling of a “small soft sac” close to her anus and started seeing fresh blood in stool about 2 months ago. The last time she saw blood in stool was a week prior to presentation, around the time she started to exercise and diet (increase water and fiber intake).

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		Possible COVID infection: One month ago, she reports feeling feverish for two days for which she took Panadol, followed by severe abdominal pain requiring Scopinal for 7 days, followed by dry cough for 7 days as well. No nausea/vomiting or diarrhea. She did not get tested for COVID back then, but reports that none of her contacts/family members had symptoms as she did. To note, the patient did not seek any medical attention for these issues as they were self-limiting.
		Mental Health: 10 years ago, the patient attempted suicide by ingesting large amounts of an unknown medication. She reports it was triggered by the stresses of daily life. The patient was hospitalized for about a week and was seen by a psychiatrist who recommended psychotherapy and prescribed Seroxat which she reported that she is still taking but there was no official diagnosis as per patient other than anxiety. When her husband left the room, the patient reported that the suicide attempt was triggered by domestic violence (started 2003 and ongoing). And that she refused psychotherapy and has never taken the Seroxat, and copes by confiding in her mother. She currently denies any sleep disturbance, suicidal ideations and feeling unsafe at home, and reports that she is nervous about the overall financial situation and its impact on her family more than the abuse which she considered as "normal". To note, the violence has decreased ever since she started having visual disturbances 2 months ago.
	ADLs	• She lives in Akkar (rural setting) • She used to own and run a day care center one year ago but has since closed it and is a stay-at-home mom. • She denies any sleep pattern disturbances (sleeps 7-8 hours per day without sleeping aids) • She does not exercise beyond activities of daily living, as for relaxation she opts for smoking argileh
	Nutrition	The patient mentions she had a high-carbohydrate, high-sugar, low fruits and vegetable diet, but has made some alterations a week prior to presentation in order to lose weight: • Protein/Meat: She eats meat 1-2 times a week, one serving per day. • Milk/Dairy: She does not like to drink milk, but for breakfast and dinner she does eat labneh and cheese • Bread/Cereal: since starting to diet she has stopped eating bread, but still eats one serving of rice every other day

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		• Fruits and Vegetables: side salad portion daily with lunch but doesn't eat much fruit. • Caffeine: one cup of coffee and tea daily • Sugar: has stopped eating sugars • Animal Fats: one cup per week
	Values/Beliefs/Stresses/Coping	The patient says that she cares for her health, but she does not usually do any regular or annual check-ups unless there is a change that disrupts her daily living. She mentioned feeling anxious about her vision but was hopeful it will be fully restored now that she came to AUBMC. She remarked that she is taking Seroxat because she is very stressed especially about raising the children alone since her husband works in Beirut (she sees him every other week only). But when her husband left the room, she denied ever taking Seroxat and said that she said so just to make her husband see that she is stressed and needs help with the children. The patient seems to be resilient given the abuse that she was under as she was joking about the issue.
	Relationships	She is not the breadwinner of the house and is not able to contribute to pay off expenses. Her husband remained with her during most of the OPD visit but didn't say much. She was more reserved in her answers when he was around, but was comfortable enough to joke with him about her previous psychiatric hospitalization. However, she talked about the domestic violence when her husband was not in the room.
	Education	She has a brevet degree
	Economics	She is unemployed
Family History	Check below	

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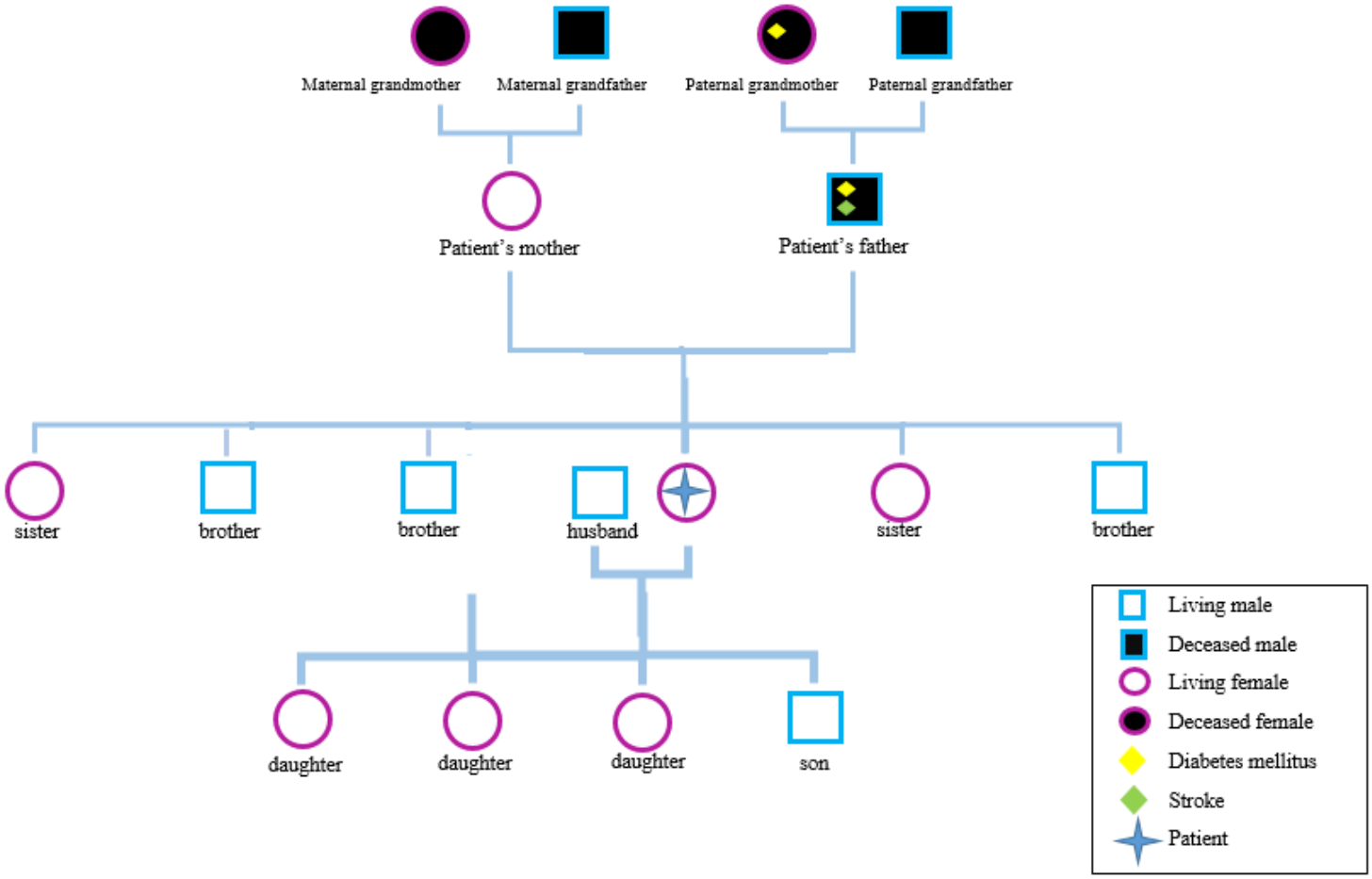

Maternal grandmother
Maternal grandfather
Paternal grandmother
Paternal grandfather
Patient's mother
Patient's father
sister
brother
brother
husband
sister
brother
daughter
daughter
daughter
son
Living male
Deceased male
Living female
Deceased female
Diabetes mellitus
Stroke
Patient

Review of Systems [please use • in red]

General	**Patient's Impression of General Health:**							
	Weight Now: 79.5 Kg		**Highest: 80 Kg**		**Lowest: 70 Kg**		**Recent Weight Change:** trying to lose weight	
		Fever		Chills		Sweats		Weakness
	•	Fatigue		Insomnia		Nightmares		Others:
Skin/Hair/Nails		Erythema		Jaundice		Cyanosis		Pallor
		Lesions		pruritus		rashes		Sun Sensitivity
	Past Skin Diseases: acne							
	Nails, Hair, Skin Changes: none							
Head/Neck	•	Headache		Trauma		Masses		Limited ROM
	Others:							
Eyes	**Last Eye Exam: March 2021**							
	Use of glasses/contact lenses: currently not using any							
	•	Pain (bilateral)	•	Photophobia (bilateral)		Inflammation	•	Redness (bilateral)
		Glaucoma		Cataracts		Scotoma		Double Vision
		Enucleation		Excessive Tears		Excessive Dryness		Refractive Errors
Ears		Earache		Infection		Deafness		Diminished Hearing
		Discharge		Itching		Lesions		Hearing aid use
		Trauma		Tinnitus		Vertigo		Others
Nose/Sinus		Epistaxis		Discharge		Stuffiness		Frequent Colds
		Sinusitis		Obstruction		Polyps		Trauma
		Pain		Swelling		Heat		
		Frequent use of nose drops/decongestants: none				Change in sense of smell: none		
Mouth/Throat	**Last Dental Exam:**							

	•	Caries		Extractions		Dentures		Bleeding Tender Gums
		Pyorrhea		Soreness		Dryness		Excessive Salivation
		Dysphagia		Sore Throat		Voice Changes		Post-Nasal Drip
		Change in sense of taste: none				Others:		

Breast/Axillae	**Last Breast Imaging:** never done							
		Self-Examination		Lumps		Pain		Tenderness
		Nipple Discharge		Bleeding		Change in Appearance		

Pulmonary	**Last Chest Xray:** March 2021				**Last TB Skin:** March 2021			
		Cough		Sputum		Hemoptysis		Shortness of breath
		Wheezing, Asthma		Pleurisy		Pneumonia		Bronchitis
		Emphysema		Tuberculosis		Recurrent Respiratory Infections		

Cardiovascular	**Last ECG:** none				**Last Echocardiography:** none			
		Chest Pain		Chest Discomfort		Palpitations		Arrhythmias
		Hypertension		Heart Murmurs		Dizziness, syncope		Edema
		Dyspnea on Exertion; Dyspnea at Rest; Paroxysmal Nocturnal Dyspnea, Orthopnea				Coldness; Numbness; Cyanosis; Discoloration of Extremities		
		Varicosities		Thrombophlebitis		Claudication		Cramps

Gastrointestinal	**Last GI Imaging:** none							
		Nausea		Vomiting	•	Change in appetite	•	Obesity
		Heart Burn		Flatulence		Belching		Abdominal Pain
		Indigestion		Food Intolerance		Diarrhea	•	Constipation
		Bleeding		Hematemesis		Melena		Peptic Ulcer
		Hemorrhoids		Abdominal Mass		Hernia	•	Rectal Pain
		Gallbladder Disease		Hepatitis		Appendicitis		Pancreatitis
		Use of antacids: none				Use of Laxatives, Enema: none		

Genitourinary	**Last Urinalysis: March 2021**

		Frequency of urination		Nocturia		Polyuria		Oliguria
		Anuria		Dysuria		Urgency		Hematuria
		Incontinence		Dribbling		Hesitancy		Weak urine stream
		Odor or color changes		Pyuria		Urethral Discharge		Renal Colic Pain
		Urinary Tract Infections		Sexually Transmitted Infections				STI Precautions
		Pain: Suprapubic, Lumbosacral, Perineal				Others		
GU Male		Hernias		Testicular Self-Exam		Prostatic Tenderness, Enlargement, Disease		
		Penile Discharge		Penile Lesions		Testicular Mass, Pain, Swelling		
		Sexual Activity/Orientation, Contraception, Concerns						

GU Female	**Last Pap Smear Date:** does not remember **Results:** nothing out of the normal as per the patient							
	Age of Menarche: 14				Last Menstrual Period: April 5th			
	Days/amount of flow: 5-6 days				Cycle length (days between periods): 28days			
	Age at menopause (if applicable):				Hormone Replacement Therapy:			
		Spotting		Menorrhagia		Dysmenorrhea		Vaginal Discharge
		Pruritus		Pelvic Pain		Dyspareunia		Post-Coital Bleeding
		Post-Menopausal Bleeding						
	Gravida __4_____**Para** ___4____**Abortions** __0_____**Spontaneous or Elective** _____							
		Premature birth		Stillbirth		Ectopic		Largest Baby Weight:
		Contraception: none				Sexual Activity/Orientation, Concerns		

Musculoskeletal		Backache		Neck Pain		Stiffness		Joint Pain
		Swelling/Deformity		Stiffness		Decreased ROM		Arthritis
		Muscle Weakness		Muscle Pain		Muscle Cramps		Muscle Strain/Injury
		Gout		Raynaud's Disease Symptoms				

Neurological Psychiatric		Seizures		Twitching		Tremor		Loss of consciousness
		Syncope		Weakness		Paralysis		Sensory change
	•	Numbness		Tingling		Change in Coordination		Gait Disturbance
		Change in mood or thought processes				Memory problems -past/recent		

	•	Anxiety		Depression		Others		

Hematopoietic Lymph		Anemia		Blood problems		Bruising		Bleeding Tendency
		Adenopathy		Bone Pain		Other		

Endocrine		Temperature				Disturbed growth and development		
	•	Intolerance of heat or cold				Change in secondary sex characteristics		
		Goiter		Diabetes		Excess fatigue		Hormone imbalance

Physical Examination

1. **General appearance:**

Patient was well groomed with no body odor and had congruent mood and affect. There were no signs of pallor or fatigue, and no obvious deformities. She was fully conscious, oriented to person, place, time, and situation. She had proper articulation with appropriate content of speech and was sitting in an upright position. The patient had full range of motion with absence of involuntary movements.

2. **Anthropometrics and screening:**

- weight 79.5 kg, height 159 cm, BMI 31.45 kg/m²
- Blood pressure: 110/66 mmHg
- Pulse: 67 bpm
- Temperature: 36.3 ◦C
- Respiratory: 20 breaths per minute

3. **Skin:**

Skin is warm to the touch with same color all over her body and no rashes or discoloration. Skin turgor showed no tenting and capillary refill time was less than 3 seconds. No nail clubbing or skin warts, absence of synovial swelling in hand joints, and absence of Raynaud findings.

4. **Head and face:**

Head size is proportionate to body size, no facial asymmetry upon smiling and no tenderness or pain of maxillary and frontal sinuses. No swelling or stiffness of temporomandibular joint. No exudate from the eyes present and no drainage from nose, or ears apparent. Scalp not assessed but patient had no concerns regarding it.

5. **Eyes:**

No visual field deficit in right eye, however there is limited vision in upper field of left eye. There is bilateral impaired visual acuity (more so in left eye than right eye) but this impairment has not yet debilitated her activities of daily living. Pupils bilaterally equal, round, and reactive to light. Photophobia present. Left eyelid mildly swollen, and left eye conjunctiva is slightly reddish. However, right eyelid not swollen and right conjunctiva clear with no redness. Extraocular movements are intact bilaterally, but painful, especially on convergence. No tenderness on palpation of lacrimal apparatus, corneal light reflex revealed normal fixation.

Commented [AngelaM.3]: Divide systems. So speech and position should be separated

Deleted: , and absence of hearing aids

Deleted: speech, and

6. **Ears:**

External ears symmetrical, no pain upon palpation of auricle, no hearing loss present when performing whisper test.

7. **Nose:**

Nostrils are symmetrical, no septal deviation present, and nasal mucosa is moist and pink.

8. **Mouth and throat:**

Pink mucosa in mouth with no irregular patches. tongue is pink with absence of any cracks. No deficits in swallowing and has non-limiting neck range of motion. No distention of Jugular vein, and carotid pulse present and non-bounding. No tracheal deviation or tenderness on thyroid palpation.

9. **Posterior and lateral chest:**

Symmetrical chest expansion visualized, no hyper/hypo resonance on tactile fremitus, and clear air entry upon auscultation. Upon costovertebral palpation and percussion no tenderness was vocalized by patient.

10. **Anterior chest:**

Symmetrical chest expansion visualized, absence of any masses in lymph node regions. Clear air entry, apical pulse, and S1 S2 sounds auscultated.

11. **Upper extremities:**

Skin is warm to touch. No deficits in range of motion or joint pain. Full strength present in bilateral upper extremities (5/5).

12. **Abdomen:**

Abdomen flat and symmetrical, umbilicus intact, no pulsation present. Normal bowel sounds heard upon auscultation. Upon palpation light tenderness in suprapubic area felt by the patient and no masses felt.

13. **Inguinal area:**

Not assessed, but patient mentioned no masses or concerns.

14. **Lower extremities:**

Skin is warm to the touch, no edema or varicose veins in bilateral lower extremities. No deficits in range of motion or joint pain. Full strength present in bilateral lower extremities (5/5).

15. **Neurologic:**

Could not assess cerebellar function (nose to finger) due to impaired vision, brisk deep tendon reflexes. Intact sensation to light and sharp touch. To note, neurologic exam not performed in depth but she reported that she has generalized, intermittent, & self-limiting numbness.

16. **Musculoskeletal:**

Kyphosis and scoliosis absent as well as disequilibrium

17. **Genital and rectal exam:**

patient reported feeling of a "small soft sac" close to her anus and seeing fresh blood in stool about 2 months ago that gradually stopped as she started her diet. But no physical exam was done, patient refused.

Assessment

Commented [AngelaM.4]: This is your best part!

Differential diagnoses in priority order (both medical and nursing) with analysis and rationale for each.

1. Visual disturbance:

According to the symptoms the possible differential diagnosis are Ocular sarcoidosis, trauma to eye, Tuberculosis Uveitis, Syphilis, systemic rheumatic disease (SLE, Behchet's disease)

Factoring in the clinical assessment and lab/ radiologic tests we can rule out the following:

-CBCD & SGPT/SGOT: within normal limits/ PPD: positive/ ACE: within normal limits/ CXR: no bilateral hilar lymphadenopathy ➔ Sarcoidosis ruled out.

-ESR & CRP: within normal limits/ ANA: Negative/ Anti-ds DNA: within normal limits/ HLA-B51: negative ➔ Systemic rheumatic disease (SLE, Behchet disease) ruled out.

-VDRL: Negative ➔ Syphilis ruled out.

-History of domestic abuse with multiple blows to the head and face not known by previous ophthalmologists during their assessment might have changed their diagnosis ➔ trauma to eye cannot be ruled out.

-PPD: positive (she reported taking the BCG vaccine)/ Chest X-ray: findings not indicative of Tuberculosis/ absence of respiratory symptoms ➔ pulmonary TB ruled out but we cannot rule out TB uveitis without doing an ocular biopsy. Moreover, it's highly unlikely that she would have a positive PPD result at this age having taken the BCG as a child.

Through process of elimination the most probable differential diagnosis are:

R/O TB uveitis.

R/O trauma to eye

Commented [AngelaM.5]: Excellent!

2. Dysfunctional family processes/ Anxiety

Related to history of domestic physical abuse and attempted suicide evidenced by patient's report.

3. Constipation

-Patient reported straining while defecating and having hard stool
-Patient reported drinking less than 500ml water daily and decreased fiber intake
-Patient reported not doing any exercises and having a sedentary life style

4. Rectal bleed: R/O Hemorrhoids

-Patient reported feeling "small soft sac" around the anus
-Pain and straining while defecating
-History of constipation
-Fresh blood in stool

Plan

The plan of care is as such:

1- For visual disturbance refer to ophthalmology to R/O trauma to the eye and R/O TB uveitis by biopsy. Start treatment for TB in case TB uveitis is confirmed.
2- Manage constipation with laxatives (prescribed Forlax) and improvement in lifestyle (diet and exercise)
3- follow up with gastroenterologist for proper diagnosis of hemorrhoids. And prescribed Diltiazem in Vaseline base cream to apply on hemorrhoids meanwhile.

Patient educated about:

1- plan of care regarding visual disturbance and what is required from her.
2- managing constipation: add fruits and vegetables to diet, drink more water, do more exercises.
3- Forlax daily regardless of food time.
4- Apply diltiazem to anal area daily.
5- In case of new physical abuse she was educated about support groups and organizations that may help.
6- For her anxiety, she was educated that Seroxat may help but such medication should be taken for a period not less than 4-6 weeks before they are effective and she feels its full benefit.

Course: N507 Essentials of Nursing Administration & Management

Instructor: *Dr. Lina Younan*

Spring semester 2019

Topic: SWOT analysis

Presented by: …

Mar.10, 2019

Instructor feedback on assignment:

Thank you for your submission. Below are my comments:

Strengths: are correctly stated but should include more items (3/5 points)

Weaknesses: are correctly stated but should include more items (2/5 points)

Opportunities: are incorrectly stated (0/5 points), all your stated opportunities relates to internal strategies. Usually opportunities refer to favorable external factors that could give an organization a competitive advantage.

Threats: are incorrectly stated (0/5 points), threats are external factors and not internal. all your stated threats are internal weaknesses. Threats refer to external factors that have the potential to harm an organization.

Strategic Objectives (3/5points): are linked to your SWOT content, which is good, but need to be stated differently. Example:
Goal: to have a well-staffed unit
Objective: to increase the number of patients assigned to each nurse (3 patients during day shift, and 4 patients during night shift).

Please correct and re-submit your assignment.
You may check this link to know more about SWOT analysis:
https://www.examples.com/business/hospital-swot-analysis.html

Unit: Saint Jude.

Strengths:

- Excellent quality service
- Patient's education and teaching
- Support

Weaknesses:

- Wasted time (long process of discharge and/or admission; late attending doctor's round)
- Overload & understaffing (high acuities/high number of patients)

Opportunities

For excellent quality service: Regular follow up on the staff (psychological check-up(especially for nurses working on critical floors), their opinions or ideas about anything related to the floor that might improve the work and the service provided for the patients); floor: (well-staffed floor with an acceptable working load); equipment: regular checking of the equipment, how well they function and how fast they help the nurses during their work, and changing any equipment that need to be changed or replaced by a better ones).

Accountability: To improve the areas that need improving, and this will be done by documenting the errors, be aware of it and know how to deal with and the RN caused by.

Patient education and teaching: Continuous education of the staff members, evidence based practices, well trained preceptors for a perfect example to the students, educational sessions and mandatory exams. The RN will be well educated about most of the cases and will be ready to

answer all of the patient's questions and provide a full explanation and teaching of the case and the medications he/she will be maintained on.

Support: Emotional support should always be available. Spending more time with the patients calming and relaxing them. Spiritual support must be provided especially for patients during their palliative care phase. For the financial support, we need to improve it as much as possible since our center is based on donations (Saint Jude), increasing donation's events and facilitating the donation process (by telephone, online, etc) so it will be easy and available for all.

Wasted time: A lot of delays will happen because of the late attending's late round, which leads to the delay in the discharge and admission process. A meeting should be done with the attending doctors so they could be aware of the real harm of the situation because a lot of chemotherapy treatment also will be delayed because of them and the bad/late management.

Overload: The floor should be well staffed, especially because we are a critical unit, dealing with critical and very ill patients who needs extra care. Under staffing will lead to overload of work, and since we have patients with high acuities, understaffing will not lead to less quality of care provided, but it will affect the urgency of the RN doing everything in a rush so he/she could manage their time, which lead to increase the risk of errors. So in order to prevent the errors, well staffing is a must.

Threats

External threats: Saint Jude acceptance of high number of patients and new cases more than the unit could handle regarding the staff and bed numbers and the financial status. This, if happens, will lead to an overload of work, increase risk of errors and increase in the need of new RNs. A full study of the center, funds, bed numbers and RN number should be done so the number of patients does not exceed the center's limit.

Internal threats: the nurses turn over, which is directly related to the external threat. The overload of work, high acuities, and late management (regarding discharges and admissions) will all lead to nurse's resignation, resulting in an understaffed unit and stressful environment decreasing the excellence of care provided.

Strategic objectives

Goal 1: Well-staffed unit.

Measured by the number of patients assigned to each nurse (3 patients during day shift, and 4 patients during night shift). Done by bringing more staff to the floor, and adjusting the assignment (patient distribution) accordingly. And this goal should be achieved by the end of 2019.

Goal 2: Organized management.

Measured by the early discharge of the patients following by an early admission of the pre-planned ones. Done by and early attending doctor's round, in which everything will be discussed early with less time consumption. This goal should be achieved by the end of July 2019.

Student: M. K.

Nursing 507 Assignment: SWOT Analysis

Instructor feedback on assignment

Dear Maral,
Thank you for your submission. Below are my comments:

Strengths: are correctly stated (5/5 points)
Weaknesses: are correctly stated (5/5 points)
Opportunities: are correctly stated (5/5 points).
Threats: are correctly stated (5/5 points).

Strategic Objectives (3/5points): your objectives are very broad, they can be considered as goals. Your first objective is linked to your SWOT content but the second one is not, the vaccination program was not mentioned in your weaknesses.

You may check this link to know more about SWOT analysis:
https://www.examples.com/business/hospital-swot-analysis.html

SWOT Analysis of the Primary Health Care Department

Ministry of Public Health – Lebanon

Strengths:

New central headquarters in a prime geographic location

Provision of curative and preventive healthcare services such as early detection of NCDs

Provision of essential drugs, vaccines, medical consumable materials and some equipment to the network of primary health care centers

Partnership with 228 Primary Health Care Centers from all governorates in Lebanon

Providing health care services to a large number of Syrian refugees and to the general Lebanese population

Providing Accreditation, in partnership with Accreditation Canada International (ACI), to primary health care centers, at no monitory cost to the centers themselves

Providing the primary health care centers with a readiness assessment survey (Mock Survey) prior to the Actual Accreditation Survey

Providing Basic and Advanced Accreditation training, along with on-the-job training, to the primary health care centers

Contextualizing the Accreditation Canada International Standards to meet the context of Lebanon, along with periodic revising and updating

Inter-operability platform with the HIS (Phoenix) system, along with monthly reporting of the primary health care centers, allows the MOPH to collect data from the networks of these centers, thus obtaining a timely national data

Weaknesses:

Shortage of competent and productive personnel

Large number of tenured (permanent) but unproductive employees, whose performance is not properly evaluated

Lack of motivation or reward criteria, along with job insecurity, for the contractual employees

Financial dependence on international aid to provide medications and hire contractual employees

Inappropriate employment mechanisms

Unavailability of adequate number of employees distributed over the 8 governorates, which results in poor supervision of the chain of the Primary Health Care Network centers

Lack of statistical analysis of the large amount of generated national data

Lack of specific and professional training programs

Lack of sufficient and competent staff within some of the primary health care centers that might jeopardize the accuracy of the national data

Deteriorated and poorly maintained offices in the governorates, featuring inappropriate work environment and equipment

Opportunities:

Initiating the EPHRP (Emergency Primary Healthcare Restoration Project) program, funded by the World Bank, to provide preventive and curative free packages to the financially disadvantaged Lebanese populations

Organizing national campaigns with local NGOs

Partnering with several international NGOs, to provide mental health services within several primary health care centers

Training National Surveyors, in partnership with ACI, to take part in the Accreditation process

Partnering with international NGOs in provisioning vaccines and medications to the network of 228 primary health care centers

Partnering with additional international and local NGOs

Partnering with academic institutions to employ the gathered national data in research

Threats:

New governance, which threatens the continuation of funds, programs and contractual employees

Political interventions, which upsurge staff turnover rate

Previous negative public perception of the government health care services, which impacts the trust of the Lebanese Population

Contractual short employments, which increase the staff turnover rate

High influx of Syrian refugees, which imposes a threat to safeguard the population from communicable diseases and effective vaccination

Objectives:

By 2020, strengthen the information and data-gathering statistical systems, to provide accurate and timely data, in partnership with academic institutions and NGOs

By 2021, strengthen the efficacy and efficiency of the vaccination program, by improving the data-gathering and screening processes

NURS 522: Principles and Practice of Advanced community and Public Health Nursing

Reflective Practice Diary

Name of Student: xxx

Location: OBS OPD

Date: From 26/2/2021

Total number of Hours: 2

5/5: Excellent analysis xxx. I had a few comments related to relational continuity, which is the third element of continuity of care, that you hinted on in the discussion.

Instructions:

1. Each two weeks, you will select a competency that you will be your focus.

2. For each competency:

- **a.** Define the role of the advanced public and community health.
- **b.** Describe the current practices of advanced public and community health nurse applied in the clinic.
  - **i.** The reflections may include:
    1. Presence of a written policy to define that role.
    2. How the onsite experience provides an opportunity to observe these competencies, in whole or in part?
    3. Activities observed
    4. How these activities are documented?

3. Reflect on measures to improve the fulfillment of these competencies by answering the following questions:

a. What evidence-based strategies could be used to improve the performance?
b. Comment briefly on how you suggest to implement those evidence-based proposed strategies.

Please post your reflective practice diary every two weeks starting from January 28th till April 22nd , 2021. Please use one

document for all the submissions. Kindly, add your references at the end of the document.	
Competency 1:continuity of care-management/informational continuity of care skills	**Definition of the role of the advanced public and community health nurse** **Continuity of care skill can be divided into informational continuity and management continuity.** **Informational continuity is defined as the use of information on past events and personal circumstances to make current care appropriate for each patient. Complete documentation of the patient's information and interventions help in the patient's continuity of care.** **Management continuity is defined as consistent and coherent approach to the management of a health condition/ patient flow. The nurse is responsible of the management of the clinic workflow, appointments of the patient and follow ups.**
The continuity of care skill at the OBS outpatient department at AUBMC is completed through both informational and management continuity of care. **Informational continuity of care:** **Health information records are maintained on an electronic system named "AUB Health". All encounters, assessments, diagnosis, plan, lab results, prescriptions and education are documented on AUB Health.** **Moreover, the clinic provides patients with the opportunity to access their health record through a phone application "myChart" that is linked to "AUB Health". Through this application, patients are able to take appointments, check their test results, and reminded about any health-related issues (ex: Pap Smear due, flu vaccine on yearly basis...).** **In addition to the phone application, Telehealth option is also available. The patients are offered the option to**	**The evidence suggests that improving continuity of care brings benefits both in terms of clinical outcomes and cost effectiveness. Healthcare providers and patients sense its importance (Sudhakar-Krishnan & Rudolf, 2007).** **Even though the continuity of care (informational and management) that is applied at the OPD department at AUBMC is up to the standards, we can have some minor improvements that enhance the fulfillment of this competency. I will be focusing on three main domains that revolve around patient education, information confidentiality and patient/resident assignment.** **For the first domain around patient education, it is mandatory to have patients aware of the importance of continuity of care. First, patients should ask for appointments preferably with the same health providers that are following their case. This builds trust and safety between the 2 parties (Alazari, et al., 2007). Second, the patient should be aware of his case and knowledgeable of his plan of care. This is essential for cases when a patient visits a new medical center that does not have access to his medical history. The patient should be able to provide the new health care providers with as**

Commented [GH2]: Excellent and this is what referred to as relational continuity but when it is a team work, the relation can be with the team rather than individual and this has caveats too

contact the nurses through calling or sending a message to the clinic if they have any inquiry or questions. **All encounters are documented on AUB Health.** **A policy on TeleHealth nursing practice is set to clarify the role and responsibilities of the nurses in the clinic. The policy defines the role of the nurse as follows: "The Registered Nurse (RN) at AUBMC Specialty Clinics shall help the physician in handling telehealth encounters (telephone calls and My AUBHealth messages) related to nursing advice, health needs and concerns, communication of test result(s), plan of care and coordination, and medication refill."** **Management continuity of care:** **The outpatient department is mainly led by OB/GYN residents and nurses. To ensure continuity of care, the nurse assigns each patient to a resident. Note that the assignment does not always result in having the same resident following up with the same patients. In some cases, multiple residents might be involved during multiple encounters with the same patient. The nurse will follow up with the patient during all antenatal visits. As soon as a patient arrives, the nurse checks them in on the system and starts tracking them. The tracking system is color coded to distinguish the status of the patients. The codes represent the following status:** **checked in** **waiting, assessment by the nurses** **assessment by the resident** **checked out.** **They can track the wait time and the flow of the patients.**	**much info as possible about his medical history.** **For the second domain around information confidentiality. The privacy of patients and the security of their information is the most imperative barrier to entry when considering the adoption of electronic health records in the healthcare industry (Kruse et al., 2017). I realized that any health care provider can access the medical history of any patient in AUBMC with no restrictions. This breaks the confidentiality rights of the patients especially that this info can be accessed without any provided reason. I would suggest an update to the AUB Health system that restricts health care providers from accessing all patients' medical records. It should only be allowed to the direct care providers. It should also be possible for any other health care provider to access this info on demand in case of an emergency. The person accessing this info will need to provide a valid reason that is audited periodically.** **For the last domain, the current patient/resident assignment for re-visiting patients does not consider previous assignments. When taking a new appointment, nurses should try their best to assign appointments to patients with the same resident and nurses following their case. Even though this is never going to be perfect especially in a teaching hospital like AUBMC, the staff should do their best effort to allocate patients to the same team. An enhancement can be done to the appointments section of AUB Health system that providers a patient with a preferred appointment slots where the team following their case is on duty. The AUB health system will then have to be linked to the staff's monthly schedule.**

Commented [GH3]: That is my point, having a relation with team may be disruptive as compared to individual members of the team

Commented [GH4]: Are you sure, isn't only those caring for the patient?

In order to decrease the wait time, nurses do the assessment 1 day before the appointment via phone. This process is called “pre-charting”. They call the patient, assess their condition, and take history. All this info is documented on AUB Health.	

Commented [GH1]: There is also the after visit summary which is an important to close the loop for the episode of care

References

Alazri, M., Heywood, P., Neal, R. D., & Leese, B. (2007). Continuity of Care: Literature review and implications. Sultan Qaboos University medical journal, 7(3), 197–206.

Kruse, C. S., Smith, B., Vanderlinden, H., & Nealand, A. (2017). Security Techniques for the Electronic Health Records. Journal of medical systems, 41(8), 127. https://doi.org/10.1007/s10916-017-0778-4

Sudhakar-Krishnan, V., & Rudolf, M. C. (2007). How important is continuity of care?. Archives of disease in childhood, 92(5), 381–383. https://doi.org/10.1136/adc.2006.099853

Vanessa Haddad total: 8.25/10

Exercise 1:

Statistics

		Presence of uterine irritability	race	History of hypertension
N	Valid	189	189	189
	Missing	0	0	0

Frequency Table

Presence of uterine irritability

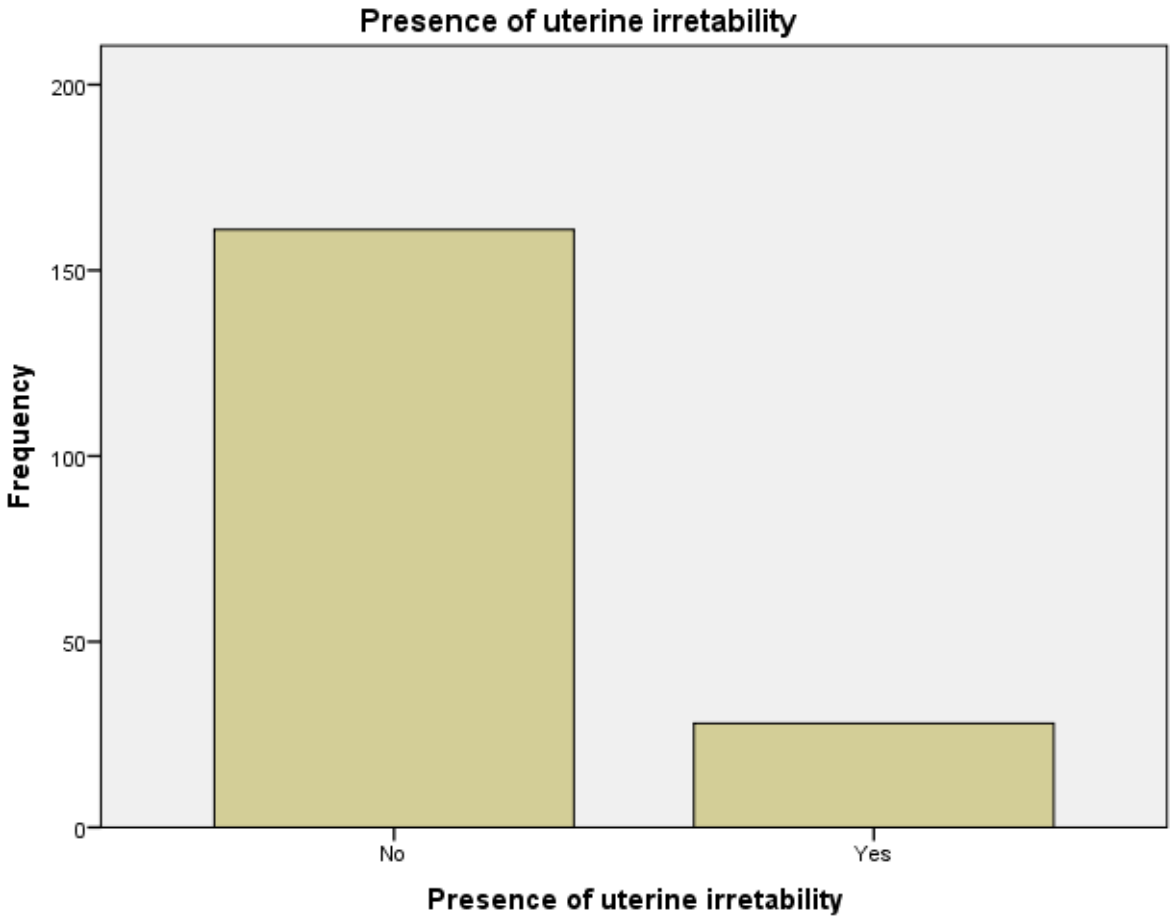
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	161	85.2	85.2	85.2
	Yes	28	14.8	14.8	100.0
	Total	189	100.0	100.0	

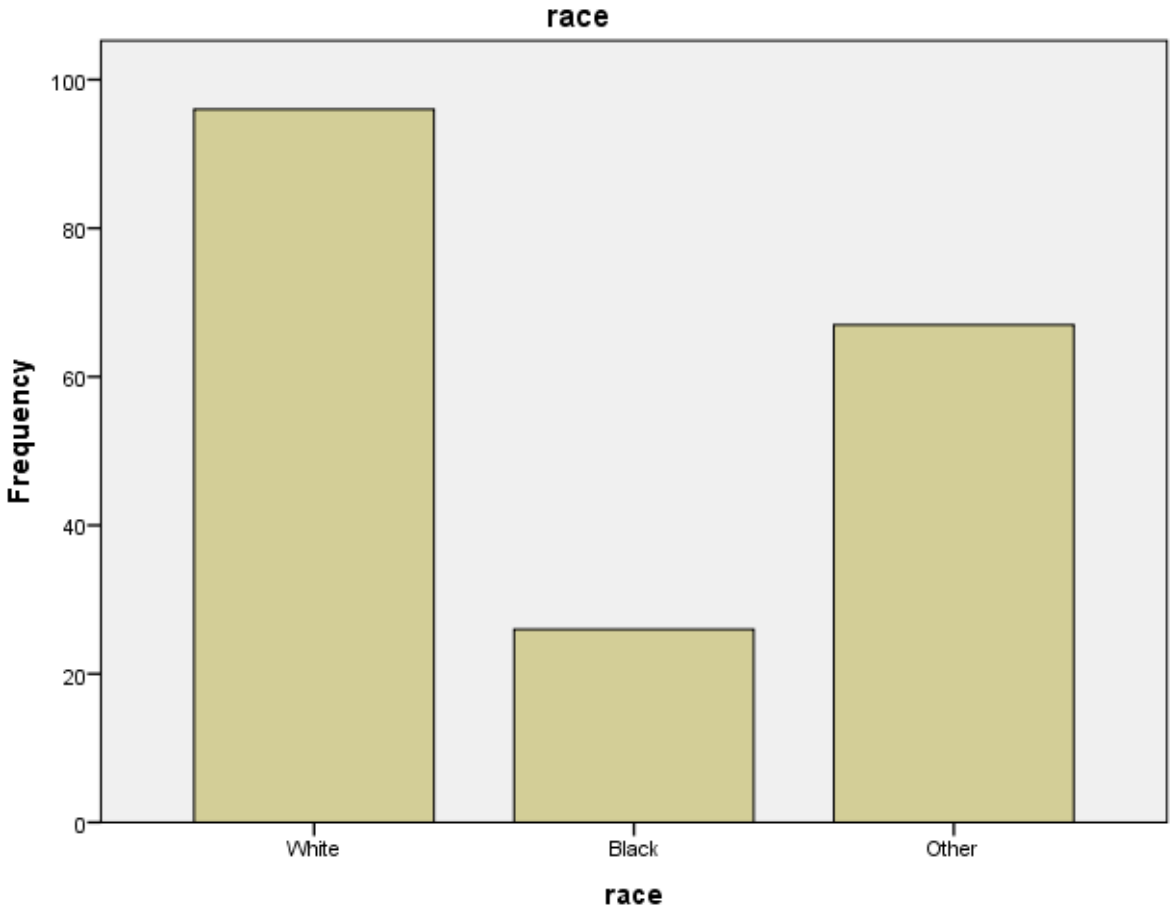
race

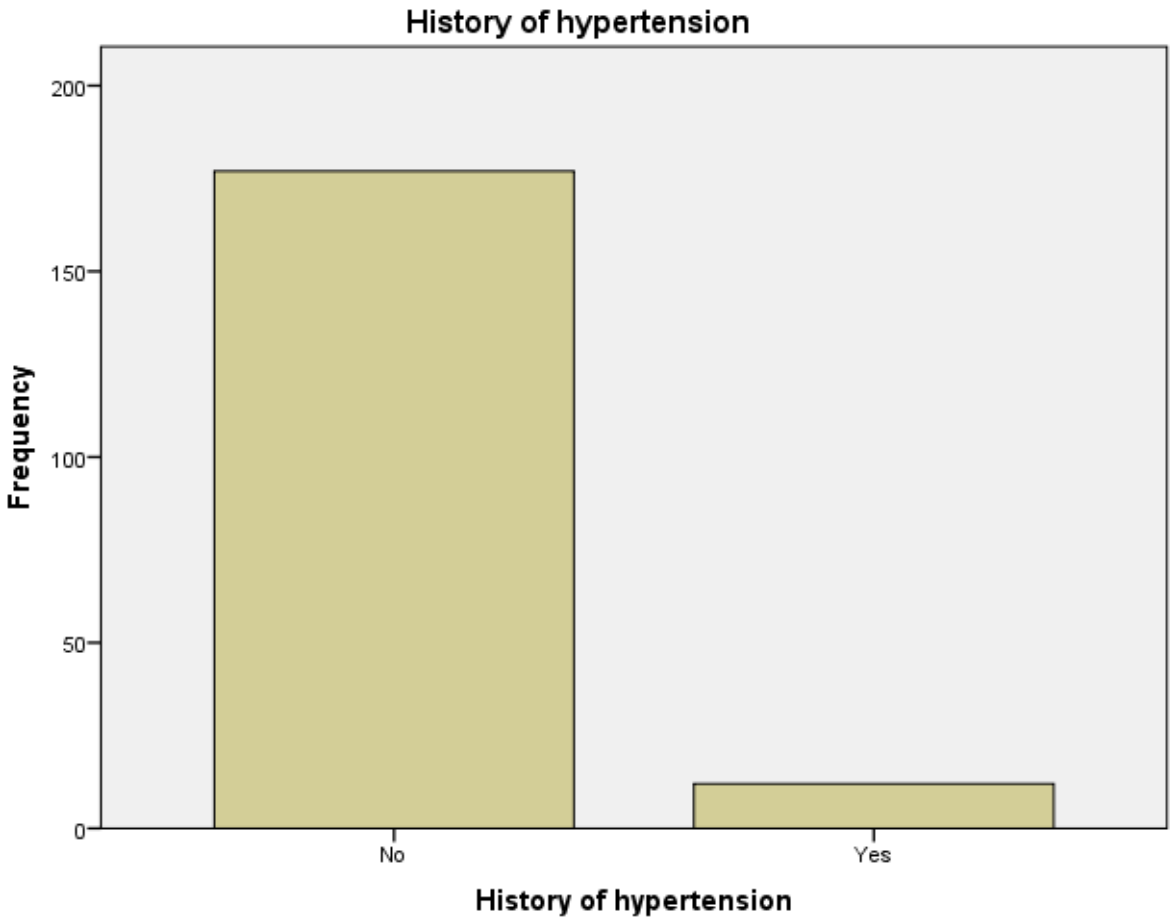
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	96	50.8	50.8	50.8
	Black	26	13.8	13.8	64.6
	Other	67	35.4	35.4	100.0
	Total	189	100.0	100.0	

History of hypertension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	177	93.7	93.7	93.7
	Yes	12	6.3	6.3	100.0
	Total	189	100.0	100.0	




race
Frequency
100
80
60
40
20
0
White
Black
Other
race

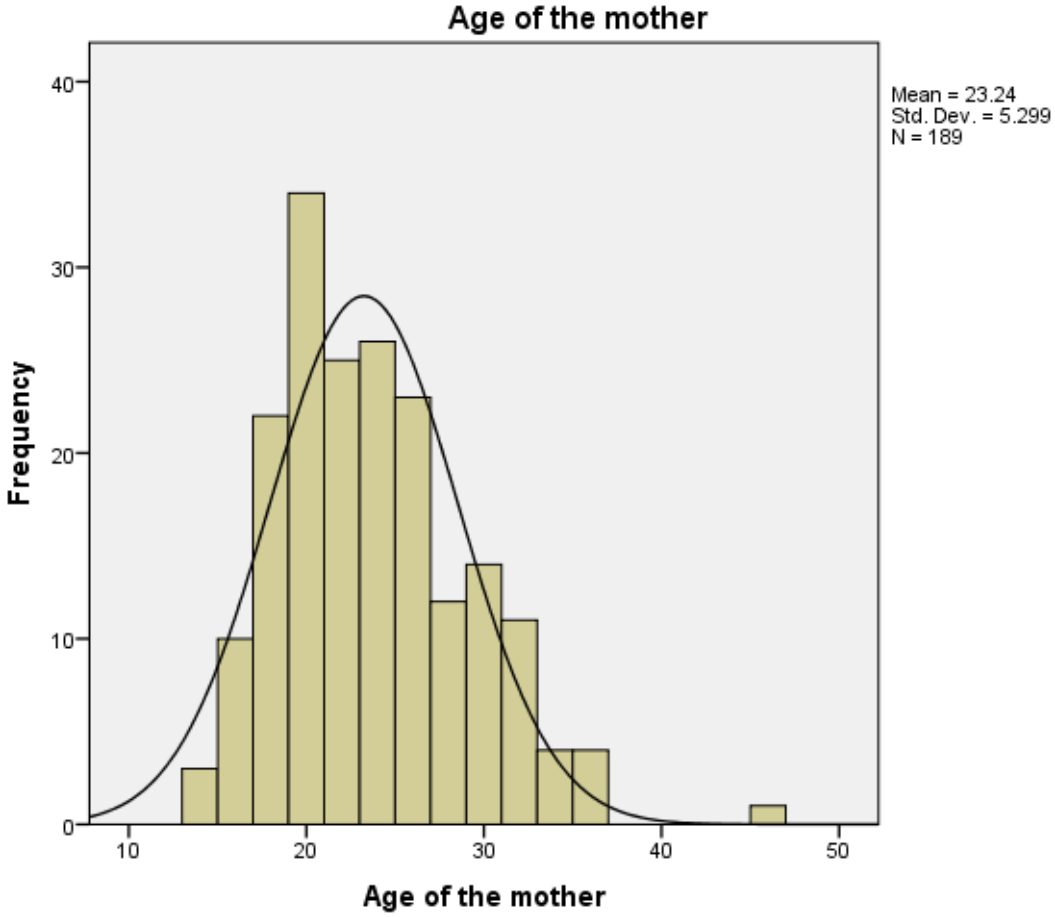


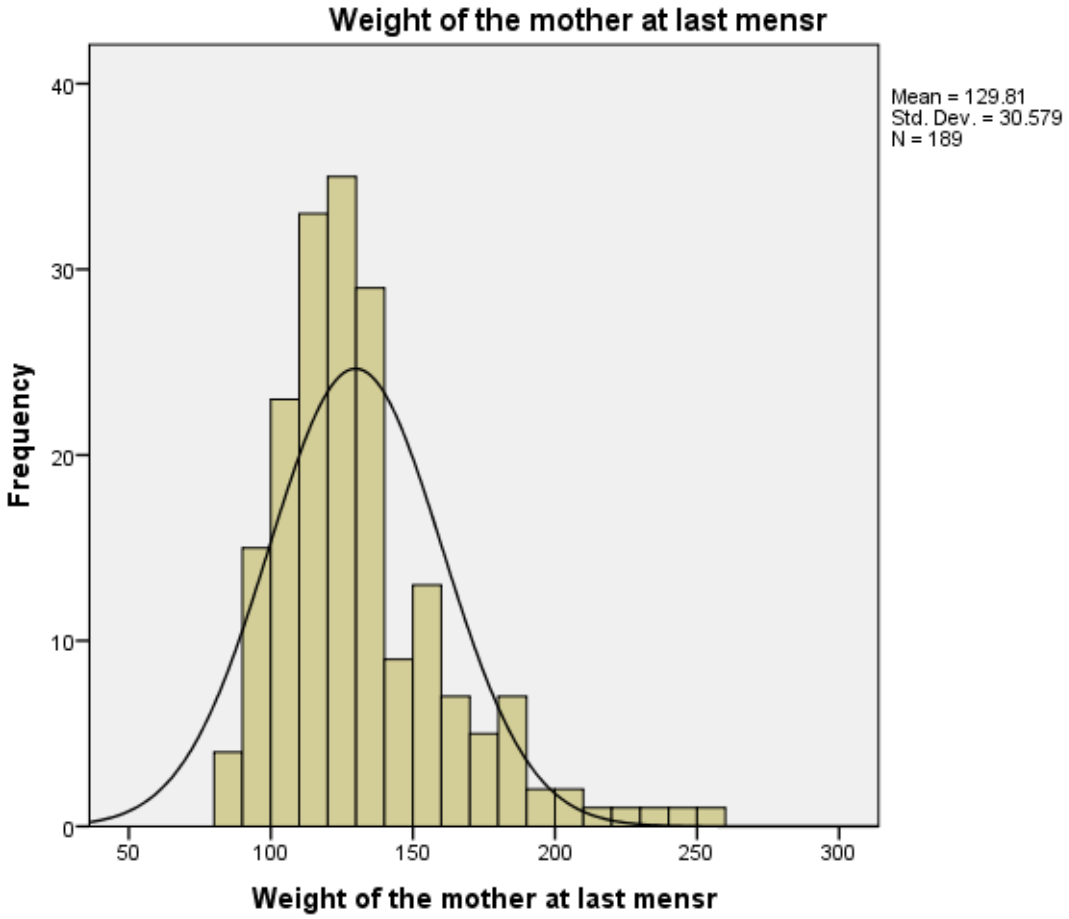
We can see here that the Sample is 189 female, of which they are describing the presence of urine irritability, their race, and if they have a history of hypertension. So we start by interpreting the presence of uterine irritability, 85.2% said that they did not experienced it, and 14.8% did, we noticed that percent and valid percent are the same because we don't have missing data. As for the race, 50.8% out of the 189 women were white, 13.8% were Black, and 35.4% were of other race, and we also note that percent and valid percent have the same value because we don't have any missing data. As for the history of HTN, 93.7% out of the 189 women stated that they did not have previously a history of HTN, 6.3% did, noting as well percent and valid percent are the same. write-up needs to be improved, use a journal article as a guide on how to report descriptive statistics of sample characteristics

Statistics

		Age of the mother	Weight of the mother at last mensr	Height of the mother in cm
N	Valid	189	189	189
	Missing	0	0	0
Mean		23.24	129.81	163.3947
Median		23.00	121.00	163.2507
Mode		20	120	147.46[a]
Std. Deviation		5.299	30.579	5.53989
Variance		28.076	935.099	30.690
Range		31	170	29.29
Minimum		14	80	147.46
Maximum		45	250	176.75
Percentiles	25	19.00	110.00	159.4221
	50	23.00	121.00	163.2507
	75	26.00	140.50	167.5288

a. Multiple modes exist. The smallest value is shown


Age of the mother
Mean = 23.24
Std. Dev. = 5.299
N = 189
Frequency
0
10
20
30
40
10
20
30
40
50
Age of the mother


Weight of the mother at last mensr
Mean = 129.81
Std. Dev. = 30.579
N = 189
Frequency
0
10
20
30
40
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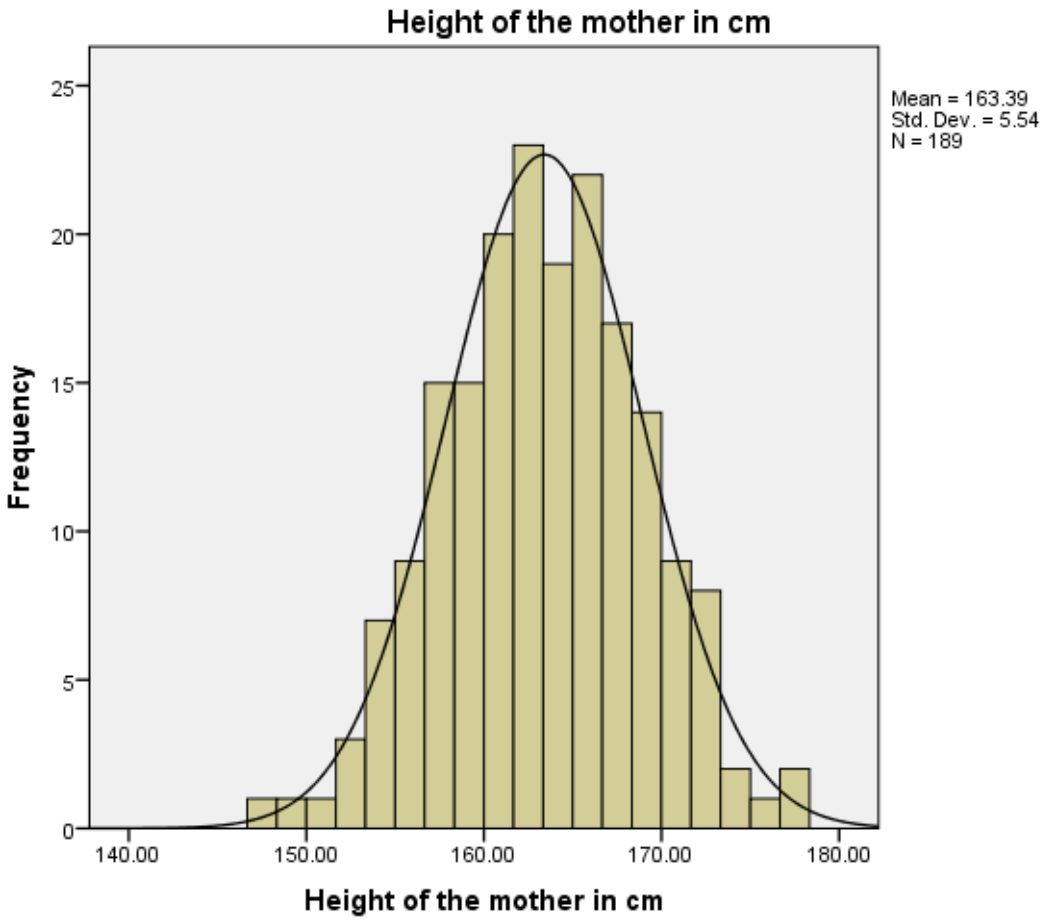
100
150
200
250
300
Weight of the mother at last mensr



The sample analyzed is 189 women, with 0 missing data for all 3 categories. For the mother's age, Mean 23.24, Median 23, they are very close, and it shows in the graph above that it is symmetrical from the bell shaped curve, SD: 5.29, variance: 28, 25% of the women's age were less than 19, and 75% were less than 26, which means 25% of the women age more than 26.
As for the weight of the mother at last mens, Mean 129, median 121, not very close, the graph is left skewed, SD: 30.57, variance: 935, 25% of the women's weight was less than 110, and 75% of the women 's weight was less than 140.
As for the height of the mother, mean 163.39, median 163.25, they are very close, the graph shows bell shaped curve, 25% of their height was less than 159.42 cm, 75% less than 167.57cm.

write-up needs to be improved, use a journal article as a guide on how to report descriptive statistics of sample characteristics

Tables are copied from SPSS, you needed to create your own tables (also use a journal article as a guide) -1

Exercise 2:

Type 2 error, we failed to reject the hypothesis while it is false. In this case, the PCR result is negative while in fact it is positive. ok

Exercise 3:

a) The parameter is: mu = Mean oxygenation saturation

b) It is claimed that the mean oxygenation saturation for patients admitted with ICU after contracting COVID 19 is 80.
H0: Mu=80, H1 Mu≠80. -0.5

c) 0.057 > α (0.05), so we fail to reject the hypothesis. We have non-significant results. We conclude that Mean oxygenation saturation for patients admitted to ICU after contracting COVID 19 is different than 80. No, the opposite since we failed to reject H0 -0.25

d) We are 95% confident that the mean oxygenation saturation for patients admitted to ICU after contracting COVID 29 is between 71 and 81.

Patient Advocacy in Intensive Care Units: A Concept Analysis

American University of Beirut

NURS 500: Theoretical, Conceptual and Ethical Framework

Dr. Nour Alayan

December 15, 2021

Abstract

The act of advocacy is integrated into our daily lives subconsciously and is as simple as helping neighbors cross the street. One key point to implement advocacy is the presence of a vulnerable person to advocate for. Nurses are important advocates for their patients especially the critically-ill ones. Advocating for preserving the rights of the unconscious promotes safety. Although present in the vast literature, the concept of patient advocacy remains equivocal and missing in clinical settings. Consequently, the purpose of this paper is to analyze patient advocacy, specifically in Intensive Care Units. The analysis will ~~abide by~~follow Walker and Avant's (2011) method of concept analysis. The paper will include concept selection, definition and literature review. Moreover, the analysis will include model and contrary cases as an attempt to clarify the concept. Antecedents will be grouped into two parts: in relation to the patient and to the registered nurse. Consequences will be classified into negative or positive influences on the patient and the registered nurse. The notion of patient advocacy should be integrated in early educational curricula with emphasis on actually playing the role in order to be grasped. When implemented successfully, patient advocacy's outcome is highly beneficial to the nurse, patient, organization and to the community as well. Further research should include the benefits on the healthcare sector nationally for emphasizing advocacy's implementation.

Keywords: patient advocacy, nurse, critically ill, health promotion.

Introduction

Headlines surfed the roof when ~~nurses~~ nursing made its way as the most trusted profession since 1999, according to a Gallup poll that was published in the American Nurse (2016). A fiduciary relationship must therefore exist between the nurse and the patient for the nursing profession to be accredited with the highest degree of goodness. In a healthcare environment, preserving this relationship would enable the client to become transparent with the nurses and consequently inaugurate better health outcomes (Olshansky, 2011).

A nurse-patient trust relationship is established through various ethical principles that the nurse should entail. The American Nurses Association (ANA) developed the Code of Ethics and revised it multiple times in an attempt for the nurses to endure the ethical dilemmas faced in the workplace towards promoting safe and effective practices which will ultimately surpass the benchmark of care. Investigating the Code of Ethics reveals principles such as autonomy, beneficence and many other stipulations (American Nurses Association [ANA], 2015). One of the provisions entails advocacy to be at the heart of nursing's practice in order to protect the patient's rights and grant the patient the voice of accountability (Epstein & Turner, 2015). Ensuring justice through patient advocacy originated from Nightingale's period and became one of the nurses' most significant role in paving the way for better patient, nurse and community-centered outcomes (Davoodvand et al., 2016).

Patient advocacy is an integral part of the nursing profession however it is not always fully accomplished. The complexity of the role provides an ambiguous definition of what and how nurses should advocate for. Therefore, the purpose of this paper is to tackle the concept of patient advocacy, as clarification of the question 'What is advocacy and how is it accomplished?'

will provide a stepping stool for role definition and pave the way up the ethical ladder. This paper will include a simplified concept analysis using a simplified version of Walker and Avant. It will include the definition, context of use and literature review of patient advocacy in Intensive Care Areas (ICUs). Furthermore, determining the attributes, identifying model and contrary cases as well as the antecedents and consequences of the concept chosen will also be addressed. Finally, implications for the nursing field will be mentioned at the end (Walker & Avant, 2011).

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Concept Selection and Context of Use

The application of patient advocacy in the nursing domain is extensive as nurses can support the patients in any setting: in-patient, out-patient, during the discharge process, in invasive procedures, etc. Nonetheless, the practice of advocacy has been missing nowadays in clinical settings especially in critical care areas (Mortell et al., 2017). Critically-ill patients are unable to exercise their rights and concerns; they are not autonomous and require a supporter to be present especially during challenging and life threatening situations (Ditto et al., 2001). Consequently, the selection of patient advocacy will be limited to the ICU setting.

Commented [NA2]: This is a strong statement. Having multiple citations would better support your argument.

Commented [NA3]: I suggest: For this paper, the analysis of patient advocacy will be limited to the context of ICU settings.

The practice has also been blocked due to organizational barriers such as lack of support from leaders, community barriers which include the notion of nurses as servants as well as medical dominance and favorism (Mortell et al., 2017). Advocacy is also not fully implemented since there is a lack of nurses who use it in their residencies and pass it on to the following mentee nurses as identified by Mortell and his colleagues (2017). Clear role and job preparation was similarly limited among nurses which created an advocacy role strain (Mathews, 2012). This has been linked to the 'practice-theory gap' since the nurses have not been educated about it during their college years (Mortell et al., 2017). It is also noted that having a higher education

and work experience are considered as requirements for implementing patient advocacy in the ICU (Luz et al., 2019). In light of these barriers, the use of advocacy will be applied among fresh graduate registered nurses (RNs).

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Hence, a proper definition of patient advocacy is in dire need for the nurses and the public in order to raise awareness of its crucial outcomes and to ~~be~~ encourage its implementation~~ed~~ in clinical settings.

Definition, Characteristics and Literature Review

A literature review of the concept of patient advocacy was conducted through several databases including Google Scholar, PubMed, Medline and Cumulative Index to Nursing and Allied Health Literature (CINAHL). The search was narrowed down to English full-texts and was implemented after identifying the keywords of interest: patient advocacy, nurse, nursing, critical care, intensive care unit and concept analysis. The review will address the definition of patient advocacy and its characteristics in an attempt to transcribe all the data into a user-friendly one and remove all vague terminologies in order to use advocacy clearly in the work ethics.

Commented [NA5]: Excellent paragraph!

Looking at a patient's day, the time spent with the nurse exceeds the time spent with any other provider. This prolonged direct contact with the nurse provides a framework for knowing the patient more and understanding the roots of every dilemma that the patient faces. This is why the nurses are considered as the first and important advocates for the patients (Zomorodi & Foley, 2009). Patient advocacy is a huge umbrella with several general terminologies that describe the settings of advocacy. In nursing, advocating for a patient is the work of guidance in the healthcare system as it is entailed to protecting the privileges and promoting the patient's

independence (Kalaitzidis & Jewell, 2015). The nurse's role is also described as a speaker on behalf of the vulnerable population. Because of the vulnerability classification, the degree of the patient's involvement in their plan is greatly shaped. For example, the educated patient would be more engaged in the management than the illiterate. Since some patients are not being recognized, a patient-representative model was created to identify and attend to the patients' needs (Kalaitzidis & Jewell, 2015). Nevertheless, the need for advocacy is not always related to the medical aspects solely, as there are administrative factors that also necessitate the need to articulate the patient's concerns (Abbasinia et al., 2020).

According to Abbasinia and his coworkers (2020), patient advocacy includes apprising, mediating, valuing, safeguarding and promoting social justice. Going in depth in apprising, they considered it as promoting education for the patient at different stages of the hospitalization process. However, Birks et al. (2016) argued that providing education is incorporated directly in the nurse's job description as the role of the Advanced Practice Nurse (APN) is a researcher and educator. The advocacy part, however, of education might rely on whether or not the education would stand in the way of the best practices that are needed to be done. Mediating on the other hand provides a basis for patient advocacy. Being a patient's liaison in the system is highly needed, but unfortunately not being done on regular basis. Several barriers including the presence of hierarchical factors do not permit the nurses to advocate; ~~however~~however, the nurses become risk takers when they recognize the need of urgent care (Josse-Eklund et al., 2014; Lindahl & Sandman, 1998). The nurse's critical thinking is substantial and dictates stepping out of the comfort zone for the patient's sake (Josse-Eklund et al., 2014). Critical thinking is not only placed on scientific literature but is also argued on the grounds of moral ethics as to protect the rights of the patient (Lindahl & Sandman, 1998). Thereby, the ANA

developed the Code of Ethics in an attempt to standardize the concepts that ought to be found in every nurse for the sake of the profession and the patient. Linking advocacy to moral autonomy is substantial for critical care nurses since they must critically analyze and act upon situations of confusion which include the clarification of new treatment sets which may not be applicable to some critically ill patients (Lindahl & Sandman, 1998; Mortell et al., 2017). Critical care RNs are required to knockback the medical dominance and hierarchy by questioning the treatment sets and their application. Moreover, promoting social justice is a significant role that requires the nurse to go beyond the minimum care. In the healthcare system, defying the discriminations is needed to equalize the care among the population and promote satisfaction (Abbasinia et al., 2020). Being culturally competent is a part of the RN's conduct to respect the diverse values and beliefs of the patients and advocate for them even if they collide with the values of the treatment personnel (Landahl & Sandman, 1998). Since the patients in the ICU cannot express their concerns and beliefs, the RN must work with and understand the wishes of the family members present. This conception goes well with Abbasinia and his colleagues' (2020) valuing as it is naturally needed as part of advocacy since without acknowledging and respecting the diverse beliefs and values, patient negligence will arise and promote inevitable negative outcomes (Davoodvand et al., 2016). Another attribute mentioned by Abbasinia et al. (2020) is safeguarding and protecting the patients against misconduct. This falls under the justice-promotion aspect as it is a form of promoting righteousness. Practicing non-maleficence by advocacy is interconnected with the ethical decision making process and RNs must be aware that safeguarding the patients would require a full analysis of the risks that are accompanied with moving outside the box. Assuming the role of advocacy requires the use of problem-solving

techniques and taking into consideration the ethical aspects to protect both the patient and the RN (Norrie, 1997).

The defining attributes of patient advocacy are therefore aligned with being an autonomous RN with ethical spheres of practice who protects the vulnerable patients' and promotes their well-beings.

Commented [NA6]: The above literature review is excellent. However, the precise defining attributes are not clear in this statement. This looks more like a definition of patient advocacy. You need to specifically list 3 or 4 defining attributes and explain each in light of the literature review.

Identifying Model and Contrary Cases

Walker and Avant (2011) identified a Model Case as a case which includes the use of all the attributes of the concept. Oppositely, a Contrary Case is an example of a scenario which does not entail the attributes of the concept. The models include a hypothetical critical care RN working in an ICU setting.

Model Case:

Jane, an ICU RN with two years of experience, is taking care of Mr. X, a 70 year old with hepatocellular carcinoma that is metastatic to the bones and lungs. After taking care of the patient for some time, Jane and Mr. X developed a trust- based relationship and became aware of all his concerns and wishes. One wish is that if his health declined without the presence of any family member, he would want someone to call the family and ask them to be present before further treatment unless urgently needed.

One morning, with a new medical team present, Mr. X's condition was declining gradually. The end goal was to electively intubate him however it was not severe to be done on the spot. He was alone and was unable to vocalize his concerns. The medical team decided to electively intubate him since they were already present in the room. None of the team members

were aware of Mr. X's concern of wanting a family member present at that time except for Jane. Therefore, she extensively talked with the team and raised Mr. X's concern; she told them to call the family, let them be present and then electively intubate. The team declined at first since they do not want to come back later to the unit and would want to get it over with, but Jane did not let this happen. As a primary RN for the patient, she said no so the team acknowledged Mr. X's wishes and emotions. They called the family and waited for their arrival. Jane advocated for her patient's wishes when he was not able to. Jane critically analyzed the situation and knew time was available for the family member to attend. She also did not let the medical team do what was suitable for them; instead she used a patient centered holistic approach.

Contrary Case:

Samantha, a new RN, is taking care of Joe, a 50 year old patient with Ewing's Sarcoma. Joe is admitted for pain management and is known for taking fentanyl and morphine drips for his excruciating pain. The orders for the narcotics mentioned have been expired and required renewal by the medical team. Samantha did not ask for renewal rather she asked for simple analgesics like paracetamol and tramal tablets. Joe mentioned that these medications do not help him and he usually takes morphine tablets at home. However, Samantha disregarded his concerns. She did not take into consideration the subjective feelings of pain nor did she take into consideration Joe's pain threshold level. Joe became in severe pain which caused a high rate tachycardia along with hypertension and diaphoresis. Samantha did not advocate for Joe's pain and did not reassure him; she did not take into consideration Joe's subjective well-being and she failed to ease his pain. This case shows that Samantha was not working in her ethical patient-centered sphere rather she was dependent on only the physician's orders.

Identifying Antecedents and Consequences

According to Walker & Avant (2011), antecedents and consequences help elucidate the context of patient advocacy. Antecedents are factors that must occur preceding the occurrence of the concept of patient advocacy. Contrarily, consequences are factors that occur after implementing patient advocacy.

Before implementing patient advocacy, several ~~attributes~~ factors must take place. These attributes could be related to the larger social contexts or to the personal ones, which Bu and Jezewski (2007) identified ~~them~~ as macro and micro-social levels respectively. At the micro-social level, one major factor for implementing advocacy is having a vulnerable population. Vulnerable patients cannot express their wishes, benefits and values and require a representative on their behalf (Bu & Jezewski, 2007; Kalaitzidis & Jewell, 2015). Other forms of vulnerability include illiterate patients, underprivileged, having certain medical disabilities and altered level of consciousness such as being in a coma.

The macro-social level, however, includes poverty, racism, and cultural disputes (Bu & Jezeweski, 2007). Patients with higher income are often seen as more educated ~~more~~ and privileged in terms that they can afford more medical treatments and therefore the RNs and physicians would advocate for their quality of care. Other attributes include organizational and administrative features such as having laws and policies in the clinical settings which protect the patient's values; one example is the patient's Bill of Rights (Abbasinia et al., 2020). It must also be noted in order for patient advocacy to take place; the RN himself/herself must have certain

qualities to accomplish it. The features include certain core competencies such as professional knowledge, critical thinking, moral compass, teamwork, empathy and autonomy (Mortell et al., 2017). In the end, the RN is considered the sole patient advocate and without these competencies, the RN would not find the motive to advocate.

Consequences of implementing patient advocacy include several positive outcomes. The patient's rights and needs would be accomplished and they would be content. The quality of life would be improved and empowered. On the other hand, the RN would have professional job satisfaction, increased self-esteem and increased support group (Abbasinia et al., 2020; Bu & Jezeweski, 2007). Also it is worth noting that there are certain times when risks of advocacy outweigh the benefits, negative consequences might arise (Josse-Eklund et al., 2014; Lindahl & Sandman, 1998). These consequences include patient dissatisfaction, risking safety and a decline in the quality of treatment and care. As for the nurses, negative consequences include conflicts with coworkers and the organizations, legal actions pursued by the organization on the RN as well as ethical distress and frustration (Abbasinia et al., 2020; Bu & Jezeweski, 2007).

Summary and Implications

Comprehending the concept of patient advocacy is one step towards implementing better quality of care for the patients. As a nurse's role starts with awareness and prevention, implementing the concept of advocacy must begin in the educational curricula of the nursing students as well as the medical students in order for them to grasp the notion through their residencies. Furthermore, mentors should also use patient advocacy in their workplace and be a role model for others. Certain factors that facilitate the mentors to use advocacy include having a support system from the organization, adequate staffing ratios in order to attend to each client's

needs and a moral compass to work by. Successful implementation of patient advocacy would also encourage the RN to climb the career ladder and become more autonomous and confident.

The concept is abstract and multifaceted; therefore a single definition for patient advocacy is not easily achievable. Advocacy's implications are interconnected between both the patient and RN therefore improving the conditions for advocacy should take into consideration both. Supporting an autonomous RN in protecting the patients' rights, adhering to their concerns and working within the moral sphere would promote the optimal quality of care. The synonyms would include protecting from harm, autonomy and accountability, ethically oriented and being an egalitarian. Nurses must be aware that their actions would directly impact the vulnerable patients' well-beings so they must take into consideration all the positive and negative aspects of said actions.

	Possible Points	**Points Awarded**	**Comments**
Background and purpose clearly described	**10**	10	Excellent
Demonstrates analysis of relevant literature to determine definitions and uses and arrives at core defining attributes	**20**	15	You demonstrate an excellent review of the concept although there is still more reliance on the Abasinia et al. paper. The major weakness is that the attributes are not clearly listed and explained.
Creative and accurate development of model cases	**20**	20	Excellent
Logical and clear development and discussion of antecedents and consequences based on the literature	**15**	15	Excellent. The paper flows very well

Conclusions regarding concept definition, usefulness, application, research	**15**	14	Excellent although you can expand further on application and research
Paper organization, clarity of writing, correct spelling, punctuation, sentence structure, grammar	**10**	9	Well done. Some errors noted. See corrections.
In-text citations and reference list are complete and properly formatted in APA style	**10**	10	Excellent
Total	**100**	93	This is an excellent paper, although the core attributes and concept definition need to be refined. I will be happy to help if you want to submit this for publication. A more extensive review must be done though.

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Children's motivation concept analysis

Hariri School of Nursing at the American University of Beirut

NURS. 500 Course: Theories, Concepts, and Frameworks for Advanced Nursing Practice

Given by Dr. Nour Alayan

December 2021

Abstract

Children's motivation~~s are~~ is associated with internal and external factors that lead to the development of specific outcomes ~~for children~~. Many non-communicable health problems affect children, such as smoking, drinking alcohol, lack of physical activity, and poor dietary habits. School nurses are in a position that could enhance children's motivation to change their behavior. This paper aims to clearly understand the concept of children's motivation. This will assist us to distinguish this concept from other concepts and help school nurses to identify the factors that could affect children to change their behavior. The Walker and Avant (2011) method is used to ~~analyzing~~ analyze this concept. Model cases and contrary cases are used to identify the meaning of this concept. The core attributes of children's motivation ~~is~~ are identified as "competence" and "confidence". Children ~~can~~ are motivated to? accomplish any action if they feel that they are confident and competent in doing this act. The antecedents and consequences are identified after accomplishing a clear definition of this concept. The antecedents are classified into internal and external factors. The internal factors on children's motivation are children's past life experience, seeking ~~for~~ challenges, and attempts to improve themselves. However, the external factors are the instructions from school nurses or parents, or teachers. The consequences of children's motivation toward a ~~benefit~~ goal include children's self-satisfaction, parents' satisfaction. Moreover, the children will become more mature. School nurses are ideally situated to assist children's motivation to become healthier.

Key words: **motivation, children, concept, analysis, core attribute, antecedent and consequence.**

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Background and purpose of study:

A child is defined as a person under the age of 18 years ~~old~~(White, 2020). ~~Children are maturing and~~ many health issues may emerge during ~~this time~~childhood and persist into adulthood (Bonde et al., 2014). Many non-communicable health problems affect children, such as smoking, drinking alcohol, lack of physical activity, and poor dietary habits (de Buhr et al., 2020). Child obesity is one of the health issues that may affect children's health later when they grow up. Over the last 30 years, obesity had become a worldwide epidemic. According to the World Health Organization (WHO), 43 million children suffered from obesity or being overweight specify year or period. Furthermore, the prevalence rate rise~~d~~s from 4.2 percent in 1990 to 6.7 percent in 2010, and many chronic diseases, such as type 2 diabetes and heart disease could be developed in adulthood. As a result, the number of mortalities and morbidities will rise (Pan et al., 2018). Child obesity becomes a result of ignoring that this is a problem and we should be aware of it (Schroeder et al., 2016). Providing educational sessions in schools could be a solution to increase children's motivation in order to become healthier~~.~~ (de Buhr et al., 2020). However, children's motivation can be influenced by both internal and external factors (Pan et al., 2018). Thus, a nurse needs to understand the factors that affect changing children's behavior. The purpose of this paper is to ~~deeply understand~~analyze the concept of children's motivation. This process will clarify the meaning of children's motivation and what are the antecedents and consequences of this concept.

Methodology of the concept Analysis

Walker and Avant~~s~~ (2011) ~~are used to~~ identify ~~the~~ eight steps for concept analysis.~~:~~ First, we should select a concept. Second, we should determine the purpose of the analysis. Third, we should identify all the uses of the concept from literature.~~;~~ Fourth, determine defining attributes. Fifth, identify a model case and contrary cases. Seventh, identify antecedents and consequences. These steps help us to clearly understand the concept. ~~The first step is children's motivation is a concept for analysis that was chosen and other steps will be discussed under the first step.~~

~~**Literature Review**~~

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Commented [NA4]: Needs rewording

Commented [NA5]: Nice intro. There's too much focus on obesity which may be misleading to readers. The focus should be shifted to motivation and how it affects behavior without focusing on any specific behavior.

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A literature review was done to identify all uses of the concept, its defining attributes, antecedents, and consequences. ~~by using the keywords childrens' motivation which was conducted through~~Databases were searched including PsychInfo, Medline, PubMed, ~~and~~ CINAHL, and ~~.~~Google scholar. The search term ~~was~~ used for this topic is children's motivation. Boolean operator "OR" was used to combine motivation, impulses, and incentive terms. However, the Boolean operator "AND" was used to combine two terms.

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Findings

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~~Children's Motivation~~

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Children's motivation is identified as ~~when children are willing~~the child's willingness to accomplish a~~ny~~ task~~s~~ (Abendroth & Whited, 2021; Bagci, 2018; Grenner et al., 2021; Steinmayr et al., 2019). While others describe ~~the~~ children's motivation as a level of self-determination when children are confident to select any choice without guidance (Deci et al., 1999). Moreover, the intrinsic motivation of children is revealed to the enjoyment to do the act (Abendroth & Whited, 2021). Self-efficacy is a powerful source of children's motivation towards changing their behavior (Bagci, 2018; Grenner et al., 2021). These concepts are very important because children are seeking challenges to become self-dependent, they can do the tasks without instructions from teachers, parents, or any other healthcare providers. Their performance will be improved when they become confident with the information that they have (Grenner et al., 2021). Moreover, this concept is very important for school nurses who are dealing with children who have a health problem to know what are the factors that affect their motivation towards learning or changing their behaviors.

Poor motivation among children is associated with a lack of support from teachers, school nurses, and parents(Bonde et al., 2014; Demetriou et al., 2019; Murdock et al., 2000; Pavalache-Ilie & Ţîrdia, 2015). Based on this statement, one study showed nurses could play a major role to enhance children to change their behavior by explaining to children the meaning of being overweight children by using the Body Mass Index Curve (BMI)curve. This study showed that nurses have a positive impact on children to lose weight. However, Bagaci (2018) reveals in his study that the family is not a factor that influences children's motivation. Moreover, there

is evidence that revealed that psychological problems could be a factor that affects children's motivation (Pan et al., 2018). There are different methodologies used in most of the articles, most of them are qualitative studies and a large sample was used that enhances the generalizability of studies. In addition, there are different scales used in different articles. One of the studies uses the Behavioural Inhibition/ Behavioural Activation Scales to measure the factors that affect motivation (BIS/BAS)(Pan et al., 2018).

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The uses of the concept

Based on the literature review, it is evident that the children's motivation concept is used in academic and health settings. In an academic setting when children are interested to learn or doing any activity due to many factors as mentioned in some studies. For example, Murdock et al., (2000) reveal that there is a strong connection between the perceived children's motivation in school and their teacher. Moreover, Cejudo et al. ,(2019) explain that awards and activities are the factors that enhance children's motivation in school. In addition, Steinmayr et al. ,(2019) expressed that hope of success and fear of failure is a positive impact on students' motivation in school. While ~~as~~ the usage of this concept in a health setting is applied when the school nurse can ~~enhance~~ help children to change their behaviors. One of the studies which are done by Bonde et al. (2014) in a school assured that school nurses could play a major role in children's motivation. The technique is used by showing children's position on the BMI curve. This technique enhances children's motivation to change their lifestyle and losing their weight after one year. This evidence revealed that there is an association between the school nurse and children's motivation. Moreover, another study revealed that nurses could encourage children to change their lifestyles and do physical activity to prevent obesity and other diseases (McWhorter et al., 2003).

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Defining Attributes~~:~~

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Defining the attributes of the concept could provide special meaning to discriminate the concept from other concepts (Walker& Avant, 2011). Both competence and confidence are the terms used to define children's

motivation. According to the Oxford dictionary, the terms self-determination, self-dependent, and satisfaction reflect the term of confidence and competence.

Competence - is the capability of students to select their social setting to meet their goals and objectives (Code, 2020). Deci et al. (1999) define children's motivation at a level of self-determination when children are confident to select any choice without guidance (Deci et al., 1999).

Confidence is: when children are self-assured that they can do the task. Many authors identify children's motivation when they are willing to accomplish any tasks after they become confident enough to complete the task -(Abendroth & Whited, 2021; Bagci, 2018; Grenner et al., 2021; Steinmayr et al., 2019)

A model case

Lara is a nursing student,student; she is responsible to take care of three patients in an oncology department. She is confident in her skills, and she can give treatment and answer all the questions related to patients' conditions. The instructor has praised her for her competence in handling and answering all the questions that were thrown at her by patients and healthcare workers. She is proud of herself and has become more confident. This encouragement led her to be more motivated to gain more knowledge. She got the highest grade among all students in the second semester.

A model case is an example that contains the most defining attributes of the concept that comes from the literature. In this created example, Lara exhibits the defining characteristics of confidence and competence in their performance while she is providing the care of the patient in the oncology department. Feedback from her instructor encouraged her to work more on herself and initiate her intrinsic motivation to become self-dependent.

A contrary case:

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Carla is 16 years old and pregnant. She joins the health nursing program for the first time. She is starting to become confident after starting to learn healthy habits during pregnancy and gaining parenting skills for her infant.

A contrary case is named when the term of the concept is not identified as a focus case that is defined in the attribute section of this paper (Walker & Avant, 2011). The confidence term that is used in the contrary case has a different meaning than how it is previously defined in the model case. In the contrary case, the term "confidence" is revealed when the client starts to be more confident.

Antecedents and consequences~~:~~

Code (2020) reveals that several internal and external factors could affect children's motivation (Code, 2020). The internal factors on children's motivation are children's past life experience, seek for challenges, and attempt to improve themselves. Moreover, refusing to fail is a significant predictor of children's motivation (Steinmayr et al., 2019). However, the extrinsic factor is any external stimuli that influence children's motivation. There is evidence showing that school nurses are associated with children's motivation towards changing their behavior (Bonde et al., 2014).

~~In consequence of these antecedents, p~~Parents 'satisfaction could be a ~~result~~ consequence of children's motivation towards a good thing. Moreover, it could motivate children to accommodate to a healthy lifestyle. The last consequence is self-satisfaction that could enhance the personalities of children.

Conclusion

Concept analyses allow us to clarify the meaning and the initiating hypothesis that led to this concept. Defining the core attribute of the concept and selecting two cases could provide a clear understanding of the concept. In-Depth analysis could help us to identify the antecedences and consequences of children's

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motivation. School nurses are the ones that can support children to motivate them to change their behaviors and become healthier.

	Possible Points	**Points Awarded**	**Comments**
Background and purpose clearly described	**10**	8	Introduction is interesting but may be misleading. Check comments above.
Demonstrates analysis of relevant literature to determine definitions and uses and arrives at core defining attributes	**20**	15	There is a clear effort into the analysis although the citations are not evident within the core attributes section. This is a must to show that the attributes you chose are indispensable characteristics of the concept and show over and over in the literature.
Creative and accurate development of model cases	**20**	20	Well done
Logical and clear development and discussion of antecedents and consequences based on the literature	**15**	12	Antecedents and consequences must be supported by more citations. More elaboration is needed.
Conclusions regarding concept definition, usefulness, application, research	**15**	10	Definition reads well with some elaboration on usefulness. A more in-depth elaboration on implications is needed.
Paper organization, clarity of writing, correct spelling, punctuation, sentence structure, grammar	**10**	7	The paper flows well and is well organized. However, many sentences are unclear making the paper difficult to read. Many grammatical and structure errors were noted. Consulting the writing centre is recommended.
In-text citations and reference list are complete and properly formatted in APA style	**10**	9	Well done. Headings and margins must be edited to follow APA style.
Total	**100**	81	

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AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

MINUTES OF GRADUATE STUDIES COMMITTEE MEETING

October 28, 2013

Time and Place: The meeting came to order at 2:00 pm, Hariri School of Nursing conference room 605, 6th floor.

Presiding: Dr. S. Noureddine

Members Present: Drs. M. Clinton, N. Dumit, L. Farhood, L. Younan, Mrs. M. Arevian.

Members Absent: Dr. H. Huijer (excused) & Ms Nelly Korkelian (graduate student representative, excused).

Order of Business:

1. Approval of and update on Minutes of October 2, 2013:

The minutes of October 2, 2013 were approved as circulated.

- On the issue of recruitment visits to hospitals and directors of nursing, Drs. Clinton and Younan went to BMG Hospital and talked to Mr. Abbas Hamieh quality Assurance coordinator and suggested to send students for their residency. As it is a small hospital with 40 beds only, they do not have many nurses to send for masters; may be one nurse per year.

- Dr. Younan called the Levant Hospital and talked to the nursing director; all nurses working there have TS in Nursing and so they cannot join the Masters program before completing a BSN degree.

- Dr. Noureddine told the members that AUB is planning to do an Open House on Graduate Studies in November 28, 2013 at 1 pm and it will lasts at least 2-3 hours. This information needs to be relayed to the directors of nursing contacted for recruitment.

2. Discussion of Proposed Students' Projects:

- **Rawan Raad** wants to do a project about redesigning the nursing staff development program at Bahman Hospital. Readers are Dr. Dumit and Dr. Clinton. Dr. Clinton pointed out that in case data collection is needed, like for a needs assessment then IRB approval is required. The committee approved the project..

- **Solange Shweifaty:** Setting up a headache clinic at AUBMC. Readers: Dr. Darwish and Dr. Noureddine. The members suggested changing the title to: Clinical Guidelines for a headache clinic. It was approved with the recommendation that it be concentrated on the clinical aspects not the administrative aspects of the clinic.

- **Serpouhi Toriguian**: A Disciplinary Outreach Program for Older Adult Discharged from AUBMC. Readers: Dr. Noureddine and Mrs. Arevian.The members suggested to change Program to Model and that the students mentions in the prospectus that she chose this, because of her experience during her residency in Geriatric Care. Data collection like asking physicians about the need for such a service would entail IRB application; otherwise the project can be based on the literature. The project was approved.

- **Amali Saab**: Development of an Early Mobility Protocol for Critically Ill patients The project was approved.

- **Fatima Dirani:** Knowledge Assessment of Pregnant Women of the Effects of Smoking (Active and Passive) on their Health and that of their Fetus. Fatima changed her proposal from community to maternity. Dr. Clinton reported that at least 2 similar studies are being done at AUBMC so the committee recommended that if she wants to pursue this topic, she has to do the study in villages or change the topic.

3. Proposal to replace EDU 317 by EDU 318 in the Minor in Education

Dr. Noureddine shared with the committee members the AUB catalogue description of EDU 317 and E$DU 318 and a detailed course syllabus for EDU 318. The committee approved replacing EDU 317 with EDU 318 for the minor in education since the former deals mostly with psychological and aptitude testing whereas the latter is geared towards developing tests to assess learning in the context of education. The change will be included in the catalogue 2014-2015.

4. Names of the Four tracks to appear on Student Degrees in English and Arabic

Based on the recommendation of the Graduate Council, the members deliberated how to include the tracks on the MSN certificate. It was decided to have Masters of Science in Nursing on top then under it in brackets the name of the track.
On the certificate what will appear is: Master of Science in Nursing; in Arabic ماجستير في علوم التمريض . The members tracks will be put as follows:

- Administration Track فرع الإدارة
- Adult Care Track فرع العناية بالراشدين
- Psychiatry Mental Health Track فرع الصحة العقلية والنفسية
- Community Track فرع صحة المجتمع

Once the revised MSN curriculum takes effect then the adult care track will be changed into adult care gerontology فرع العناية بالراشدين والمُسِنين

5. <u>Revised MSN Curriculum:</u>

The team resumed discussion of the revised MSN curriculum.

- The administration MSN curriculum proposed by the administration team was approved. MNGT 338, MNGT 350L and PSPA 370 are considered equivalent and so will appear as such in the new curriculum. The members suggested that PSPA 370 is better because it is given every year whereas the other 2 courses are not offered every year. NURS 507 was reduced to 2 credits. HMPD 348 is not included in the new curriculum; yet students will take a 1 credit budgeting course offered by Dr. Younan. A 3 credit informatics course was added. The new proposed curriculum track is 36 credits, including 3 credits of elective. However, with adding the statistics course it will amount to 38 credits.

- Dr. Noureddine presented next the revised adult care curriculum in which the 1 credit informatics course and NURS 527 to be taken by students in all tracks are added. The 4 credits course advanced practice in adult care to cover gerontology and health promotion and the clinical hours needed for certification was added. NURS 509 was reduced to 2 credits. With this a total of 38 to 41 credits would result (depending on whether students will do project or thesis), even without any electives and not including the statistics course. A number of strategies were entertained to reduce the number of credits, such as offering NURS 509 only to those students doing a minor in education or incorporating its content in N501 and adult care courses or reducing it to 1 credit. The education content was deemed essential for clinical track students. Another proposition was to incorporate the 1 credit informatics content in NURS 527.

- The committee went back to discussing the core courses, especially NURS 500 and 501, in light of the graduate retreat recommendation to reduce the number of credits for these courses. The consequence of increasing the number of credits,

especially if the total number will not be the same for all tracks, was discussed. For instance the psychiatry track, with the addition of NURS 527 and the 1 credit informatics course would be 44 credits. Increasing the number of credits may reduce enrollment in the MSN program. After extensive deliberations, Dr. Clinton suggested 3 options for NURS 500 and 501:

1- Reduce N500 to a 1 credit course and keep 501 as a 3 credits course.
2- Combine NURS 500 and 501 into one 3 credits to be given alternatively by Drs. Clinton and Farhood.
3- Keep N500 a 2 credit course and reduce N501 to 2 credits.

- No agreement was made and the group decided to resume discussion in the next meeting. The issue of adding the statistics course is still to be finalized. Dr. Noureddine proposed that this 2 credit course ought to include one session about multiple linear regression, since students come across such analyses in their readings of research articles.

6. Miscellaneous:

- The MSN exit, satisfaction and alumni surveys had a very low response rate last year so the findings are not very useful in planning strategies for improvement. Also only one student had qualitative comments.
- Dr. Noureddine relayed Dr. Suha Fares Proposal to name her course: Biostatistics for Health Care instead of Biostatistics for Nurses so that it can attract students from other disciplines.

7. Adjournment: The meeting was adjourned at 4:15 pm.

Elhame Rustom
Recorder

AMERICAN UNIVERSITY OF BEIRUT FACULTY OF MEDICINE

HARIRI SCHOOL OF NURSING

MINUTES OF GRADUATE STUDIES COMMITTEE MEETING

September 28, 2015

Time and Place: The Meeting came to order at 2:00 pm, Room 605, 6th floor, School of Nursing

Presiding: Dr. S. Noureddine

Members Present: Drs. M. Clinton, H. Darwish, N. Dumit, S. Fares, L. Farhood, G. Honein and Mrs. M. Arevian

Members Absent: Dr. H. Huijer (Excused)

Order of Business:

The chair welcomed Dr. G. Honein as a new member of the Graduate Studies Committee.

1. **Approval of and Update on Minutes:**

   The minutes of May 18, 2015 were approved as circulated. The MSN proposal was officially approved by the Board of Graduate Studies; a letter was sent by Dr. Ibrahim Osman September 17, 2015.
   Project of Hasmig Tchaparian was approved on May 20, 2015
   Project of Abdel Wahab El Firkh was approved on August 5, 2015

2. **Approval of Projects**

   The Committee reviewed a number of projects and acted on them as follows:

   Mohammad Abbas: A Patient Center Approach to Inter-Shift Hands offs. 1st reader: Dr. Lina Younan; 2nd reader Dr. Nuhad Dumit . The Committee expressed concern regarding the feasibility of doing the literature review, developing the video, getting the needed approvals and pilot testing it then getting feedback of the nurses iin a reasonable amount of time. The recommendation was to have the literature review, development of the video and a proposal for pilot testing and its implementation as the requirement for the project. If Mohamad could do more than this in the time allotted (2 semesters usually for a project), then fine.

   Rachel Sabbagh: Management of Borderline Personality Disorder Patients. An

Educational Package for Pediatric Nurses. 1st reader: Dr. L. Farhood; 2nd Reader: Pending. The Committee approved the project.

Aida Zaiter: Skin Care Management during Radiation therapy for breast cancer patients. A hospital Protocol. 1st reader Dr. S. Noureddine; 2nd reader Dr. Fadi Geara pending his approval. The Committee approved the project.

Farah Salhab: Towards a Discharge Planning Policy for Adult Oncology Patients at AUB MC. 1st reader: Dr. M. Clinton; 2nd reader: Dr. Arafat Tfayli. The project was approved.

Murielle Madi: Challenges Novice Nurses face in the First year of Practice: A Thematic Analysis of Focus Group Data. 1st reader: Dr. M. Clinton; 2nd reader: Dr. D. Madi pending her approval. The project was approved. Reader assignments was discussed with concerns expressed for assigning readers with no experience. The group agreed that doctorally prepared faculty members may be assigned as project readers initially as second readers mentored by senior faculty till they develop enough expertise to serve as first readers.

3. Dates for the Comprehensive Exam AY 2015-2016:

For Fall Semester the date of the comprehensive exam was decided on Friday December 11, 2015, 9 am -1 pm
For the Spring Semester the Comprehensive exam was scheduled on May 16, 2016

4. MSN Student Surveys:

The group went over the results of the MSN student exit and satisfaction surveys. The results are congruent with previous years and no major findings were noted. This year again the response rate is 21%, which would bias any reported results. The group debated whether students' clearance ought to be withheld till they complete the exit survey, yet this may not be ethical. The low response rate to online surveys is a problem across AUB.

5. Academic Evaluation

Name	Track	Sem. GPA	Cum. GPA	Comments
Mohammad Abbas	Administration		85.7	Finished his residency at AUBMC Summer 2015
Hana'a Abdul Salam	Administration		88.6	Finished her residency at AUBMC. Completed the SHARP certificate this past summer. Working on her project proposal

Joyce Abi Kharma	Adult Care		89.5	Doing her residency at the University of Maryland - USA
Marwa Ahmad	Community & public Health		83.4	Still taking courses
Lina Ahmadieh	Administration		91.6	Completing her course work and next summer will do residency in AUBMC
Abdel Wahab Al Firkh	Adult Care		88.1	Working on his project. Completed his residency at AUBMC.
Shadi Al Halabi	Administration		89.8	Doing his course work
Mariam Al Sabae	Administration		88.1	Doing her course work
Alaa Awwad	Adult Care		86.4	Doing her course work
Rayan Cheikh	Administration		89.2	Doing her course work and registered for the comprehensive exam
Fatima Chreif	Administration		86.1	Doing her course work and registered for the comprehensive exam
Ingrid Corbani	Adult Care		88.1	Completing her project
Aya El Khatib	Adult Care		90.2	She is back as regular student
Rajaa Fadel	Administration		88.4	Took leave of Absence for one year
Moh'd Hussein Haidar	Adult care		85.3	Doing his residency at the University of Maryland, USA this Fall
Nada Haidar	Administration		87.1	Doing her residency in AUBMC and the Order of Nurses in Lebanon
Grace Hakim	Adult care		88.11	Completed the SHARP certificate program & now taking adult care courses
Lynda Hashem	Administration		90.6	Doing her course work
Yara Hazouri	Administration	95	94	Doing her course work
Bachir Itani	Adult Care		87.6	Working on his project
Nour Jabbour	Psychiatric mental health		84.7	Doing her residency at the Ministry of Public Health
Reem Kassem Youssef	Adult Care		N/A	Withdrew from the MSN program Fall 2014-15
Ali Krayani	Adult care		89.3	Doing his residency at AUBMC
Murielle Madi	Administration		91.5	Finished her residency at Johns Hopkins University.

				Project just approved.
Rony Merhi	Administration	89	92.1	Doing his course work
Najla Moufarrej	Adult Care		84.1	Doing her residency at AUBMC with Rebecca Al Asmar
Dina Mouzayyen	Psychiatric mental health	91	85.3	Doing her residency at the Ministry of Public Health and the World Health Organization
Rachelle Sabbagh	Psychiatric mental health	92	88.5	Doing her residency at Johns Hopkins University
Hana Sahyouni	Community & public Health		89.7	Finished her residency in the Summer at the Ministry of Public Health
Farah Salhab	Administration		89	Did her residency at Johns Hopkins University. Project just approved
Mariam Shatila	Community & public Health and Adult care		86.1	Doing her residency at the Ministry of Public Health
Roula Shehadeh	Administration		87.5	Will do her Comprehensive exam in the Fall
Mona Shorba	Administration		88.2	Will do her Comprehensive exam in the Fall
Wafaa Skaf	Administration		85.1	Doing course work
Siham Sleiman	Community & public Health		84	Did not succeed in comprehensive exam – She will repeat it this Fall. Communicated with the University of Michigan for her residency in January. She is planning to focus on gerontology
Eva Tabarani	Administration		90.8	Did her residency in Johns Hopkins University.
Hazmig Tchaparian	Administration		89.1	Working on her project
Hayat Zaatar	Administration	91	87.2	Doing her residency at AUBMC
Aida Zaiter	Adult Care		89.9	Finishing her residency at AUBMC. Project just approved
Hind Abdel Massih	Adult Care		82.4	Will send her a letter to remove her off probation
May Dassouki	Administration		76.3	She is coming back to nursing after taking

				courses at FHS. Will be placed on probation.
Ahmad Ghaddar	Administration	90	89.3	Doing course work
Sara Abu Rihan	Administration		85	Reported to her advisor her intention to transfer to MPH due to the availability of 100% Scholarship
Victoria Semaan	Adult Care		90.1	Will send her a letter to put her off probation
Hanadi Saad	Community & Public Health		87.4	Doing her coursework
Reem Salem	Adult Care		90.1	Doing course work
Victoria Semaan	Adult Care		90.1	Will send her a letter off probation
Linda Mardirian	Administration		85	Accepted on probation. Will evaluate her status end of Fall semester
Joelle Massouh	Adult Care		96	Doing course work
Mariam Assaf	Community & Public Health		79	Doing course work
Joelle Bassila	Administration		92	Doing course work
Aya El Khatib	Adult Care		90.2	Resumed her studies after taking time off last year.
Ahmad Hassan Shatila	Administration			Communicated by email his plan to resume his studies but did not register for classes
Ammar Zahreddine	Psychiatric Mental Health & Community and public health		90	Working at AUBMC and MARSA. Dr. Noureddine sent him emails to enquire about his progress on his thesis proposal but he did not reply. An extension of his academic status was approved till May 2014.

6. <u>PhD proposal:</u>

Dr. Noureddine asked the group if they had comments or suggestions related to the PhD proposal. The members present had no comments on the content or format of the proposal. Dr. Clinton requested written endorsement of the proposal by the Faculty of Health Sciences and the Faculty of Medicine before casting a vote about the proposal. In light of this, the voting was deferred to the next Graduate Division meeting.

7. Election of a Student Representative on the Graduate Studies Committee:

The group agreed to hold elections for a student representative on the Graduate Studies Committee during the Town meeting that the MSN convener shall call for.

8. Others:

a. Dr. Farhood expressed concern over the kinds of projects that students are doing and the lack of interest in thesis. Possible ways to encourage students to do thesis and research projects were entertained. A major barrier noted was the eagerness of students to graduate quickly from the MSDN program.

b. Dr. Dumit noted that the current cohort of students in the Nursing Administration track is taking NURS 525 as a 3 credits course whereas the at the time of their admission the course was worth 2 credits. In order to avoid having students take an extra credit, Dr. Dumit requested that students be allowed still to graduate with 36 credits only, by allowing them to register for 2 credits of coursework instead of 3. The group approved the recommendation. The Registrar will be informed accordingly.

9. Adjournment: The meeting adjourned at 5.55 pm

Elhame Rustom

الجمهورية اللبنانية
وزارة التربية والتعليم العالي
المديرية العامة للتعليم العالي

قسم الكولوكيوم

رقم الصادر: ١٥١/ك/٢٠٢١

بيروت في: 11 OCT 2021

رقم الترشيح: ٥ / د / ك١

إفـــــادة

بناءً على المرسوم رقم ١٥٢٧ تاريخ ١٩٥٩/٦/٥ (إمتحانات الكولوكيوم)،
بناءً على القرار رقم ١١٨٦/م تاريخ ٢٠١٠/٨/١٧،
واستناداً إلى المحضر الذي وقعته لجنة الكولوكيوم،

إختصاص **الـتـمـريـض** تاريخ ٢٠٢١/٧/١٧،

تفيد المديرية العامة للتعليم العالي بأن السيد/ة **زينب حسين زيعور**

مواليد **بيروت** سنة **١٩٩٨** من الجنسية **اللبنانية**

قد **نجحت** في امتحانات الكولوكيوم، إختصاص **التـمـريـض** للدورة **الأولى** من العام **٢٠٢١**.

مع الإشارة إلى أن هذا النجاح لا يكسب حق ممارسة المهنة في لبنان، وقد تركت اللجنة لوزارة الصحة العامة التأكد من توفر الشروط الأخرى المفروضة المرعية الإجراء.

وللبيان أعطيت هذه الافادة./.

مسؤول قسم الكولوكيوم

عبد المولى شهاب الدين

الجمهورية اللبنانية
وزارة التربية والتعليم العالي
المديرية العامة للتعليم العالي

قسم الكولوكيوم

رقم الصادر: ١٥٩/ك/٢٠٢١

بيروت في: 11 OCT 2021

رقم الترشيح: ١٣ / د / ك١

إفـــــادة

بناءً على المرسوم رقم ١٥٢٧ تاريخ ١٩٥٩/٦/٥ (إمتحانات الكولوكيوم)،
بناءً على القرار رقم ١١٨٦/م تاريخ ٢٠١٠/٨/١٧،
واستناداً إلى المحضر الذي وقعته لجنة الكولوكيوم،

إختصاص **الـتـمـريـــض** تاريخ ٢٠٢١/٧/١٧،

تفيد المديرية العامة للتعليم العالي بأن السيد/ة **شيرين رضوان قنبر**

مواليد **بيروت** سنة **١٩٩٩** من الجنسية **اللبنانية**

قد **نجحت** في امتحانات الكولوكيوم، إختصاص **التـمـريـــض** للدورة **الأولى** من العام **٢٠٢١**.

مع الإشارة إلى أن هذا النجاح لا يكسب حق ممارسة المهنة في لبنان، وقد تركت اللجنة لوزارة الصحة العامة التأكد من توفر الشروط الأخرى المفروضة المرعية الإجراء.

وللبيان أعطيت هذه الافادة./.

مسؤول قسم الكولوكيوم

عبد المولى شهاب الدين

الجمهورية اللبنانية
وزارة التربية والتعليم العالي
المديرية العامة للتعليم العالي

قسم الكولوكيوم

رقم الصادر: ١٦١/ك/٢٠٢١

بيروت في: 11 OCT 2021

رقم الترشيح: ١٥ / د / ك١

إفـــــادة

بناءً على المرسوم رقم ١٥٢٧ تاريخ ١٩٥٩/٦/٥ (إمتحانات الكولوكيوم)،
بناءً على القرار رقم ١١٨٦/م تاريخ ٢٠١٠/٨/١٧،
واستناداً إلى المحضر الذي وقعته لجنة الكولوكيوم،

إختصاص **الـــتـــمـــريـــــض** تاريخ ٢٠٢١/٧/١٧،

تفيد المديرية العامة للتعليم العالي بأن السيد/ة **ريان عبدالرحمن حرب**

مواليد **بريستول بريطانيا** سنة ٢٠٠٠ من الجنسية **اللبنانية**

قد **نجحت** في امتحانات الكولوكيوم، إختصاص **التـــمـــريـــــض** للدورة **الأولى** من العام ٢٠٢١.

مع الإشارة إلى أن هذا النجاح لا يكسب حق ممارسة المهنة في لبنان، وقد تركت اللجنة لوزارة الصحة العامة التأكد من توفر الشروط الأخرى المفروضة المرعية الإجراء.

وللبيان أعطيت هذه الافادة./.

مسؤول قسم الكولوكيوم

عبد المولى شهاب الدين

الجمهورية اللبنانية
وزارة التربية والتعليم العالي
المديرية العامة للتعليم العالي

قسم الكولوكيوم

رقم الصادر: ١٨٨/ك/٢٠٢١

بيروت في: 11 OCT 2021

رقم الترشيح: ٤٢ / د / ك١

إفـــــادة

بناءً على المرسوم رقم ١٥٢٧ تاريخ ١٩٥٩/٦/٥ (إمتحانات الكولوكيوم)،
بناءً على القرار رقم ١١٨٦/م تاريخ ٢٠١٠/٨/١٧،
واستناداً إلى المحضر الذي وقعته لجنة الكولوكيوم،

إختصاص **الـــتـــمـــريـــــض** تاريخ ٢٠٢١/٧/١٧،

تفيد المديرية العامة للتعليم العالي بأن السيد/ة **لين ابراهيم بدران**

مواليد **بيروت** سنة **١٩٩٩** من الجنسية **اللبنانية**

قد **نجحت** في امتحانات الكولوكيوم، إختصاص **التـــمـــريـــــض** للدورة **الأولى** من العام **٢٠٢١**.

مع الإشارة إلى أن هذا النجاح لا يكسب حق ممارسة المهنة في لبنان، وقد تركت اللجنة لوزارة الصحة العامة التأكد من توفر الشروط الأخرى المفروضة المرعية الإجراء.

وللبيان أعطيت هذه الافادة./.

مسؤول قسم الكولوكيوم

عبد المولى شهاب الدين

الجمهورية اللبنانية
وزارة التربية والتعليم العالي
المديرية العامة للتعليم العالي

قسم الكولوكيوم

رقم الصادر: ١٨٦/ك/٢٠٢١

بيروت في: 11 OCT 2021

رقم الترشيح: ٤٠ / د / ك١

إفـــــادة

بناءً على المرسوم رقم ١٥٢٧ تاريخ ١٩٥٩/٦/٥ (إمتحانات الكولوكيوم)،
بناءً على القرار رقم ١١٨٦/م تاريخ ٢٠١٠/٨/١٧،
واستناداً إلى المحضر الذي وقعته لجنة الكولوكيوم،

إختصاص **الـــتـــمـــريـــــض** تاريخ ٢٠٢١/٧/١٧،

تفيد المديرية العامة للتعليم العالي بأن السيد/ة **كارول محمد سلام**

مواليد **بيروت** سنة **١٩٩٢** من الجنسية **اللبنانية**

قد **نجحت** في امتحانات الكولوكيوم، إختصاص **التـــمـــريـــــض** للدورة **الأولى** من العام ٢٠٢١.

مع الإشارة إلى أن هذا النجاح لا يكسب حق ممارسة المهنة في لبنان، وقد تركت اللجنة لوزارة الصحة العامة التأكد من توفر الشروط الأخرى المفروضة المرعية الإجراء.

وللبيان أعطيت هذه الافادة./.

مسؤول قسم الكولوكيوم

عبد المولى شهاب الدين

الجمهورية اللبنانية
وزارة التربية والتعليم العالي
المديرية العامة للتعليم العالي

قسم الكولوكيوم

رقم الصادر: ١٧٩/ك/٢٠٢١

بيروت في: 11 OCT 2021

رقم الترشيح: ٣٣ / د / ك١

إفـــــادة

بناءً على المرسوم رقم ١٥٢٧ تاريخ ١٩٥٩/٦/٥ (إمتحانات الكولوكيوم)،
بناءً على القرار رقم ١١٨٦/م تاريخ ٢٠١٠/٨/١٧،
واستناداً إلى المحضر الذي وقعته لجنة الكولوكيوم،

إختصاص **الـتـمـريـــض** تاريخ ٢٠٢١/٧/١٧،

تفيد المديرية العامة للتعليم العالي بأن السيد/ة **كريم حسام بشناق**

مواليد **دبي** سنة ٢٠٠١ من الجنسية **اللبنانية**

قد **نجح** في امتحانات الكولوكيوم، إختصاص **التـمـريـــض** للدورة **الأولى** من العام ٢٠٢١.

مع الإشارة إلى أن هذا النجاح لا يكسب حق ممارسة المهنة في لبنان، وقد تركت اللجنة لوزارة الصحة العامة التأكد من توفر الشروط الأخرى المفروضة المرعية الإجراء.

وللبيان أعطيت هذه الافادة./.

مسؤول قسم الكولوكيوم

عبد المولى شهاب الدين

الجمهورية اللبنانية
وزارة التربية والتعليم العالي
المديرية العامة للتعليم العالي

قسم الكولوكيوم

رقم الصادر: ١٧٦/ك/٢٠٢١

بيروت في: 11 OCT 2021

رقم الترشيح: ٣٠ / د / ك١

إفـــــادة

بناءً على المرسوم رقم ١٥٢٧ تاريخ ١٩٥٩/٦/٥ (إمتحانات الكولوكيوم)،
بناءً على القرار رقم ١١٨٦/م تاريخ ٢٠١٠/٨/١٧،
واستناداً إلى المحضر الذي وقعته لجنة الكولوكيوم،

إختصاص **الـتـمـريـــض** تاريخ ٢٠٢١/٧/١٧،

تفيد المديرية العامة للتعليم العالي بأن السيد/ة **علي عبدالله عطوي**

مواليد **بيروت** سنة **١٩٩٩** من الجنسية **اللبنانية**

قد **نجح** في امتحانات الكولوكيوم، إختصاص **التـمـريـــض** للدورة **الأولى** من العام ٢٠٢١.

مع الإشارة إلى أن هذا النجاح لا يكسب حق ممارسة المهنة في لبنان، وقد تركت اللجنة لوزارة الصحة العامة التأكد من توفر الشروط الأخرى المفروضة المرعية الإجراء.

وللبيان أعطيت هذه الافادة./.

مسؤول قسم الكولوكيوم

عبد المولى شهاب الدين

ANCC
AMERICAN NURSES CREDENTIALING CENTER
CERTIFICATION

The Commission on Certification grants

Grace Al Hakim

the credential of

ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST AGCNS-BC

valid from November 18, 2019 to November 17, 2024

Certification Number: 2019053363

COMMISSION ON CERTIFICATION
BOARD CERTIFIED
AMERICAN NURSES CREDENTIALING CENTER
ANCC

Stefanie Coffey, DNP, MBA, MN, FNP-BC, RN-BC

Stefanie R. Coffey, DNP, MBA, MN, FNP-BC, RN-BC
Chair, Commission on Certification

Patricia Reid Ponte, RN, DNSC, NEA-BC, FAAN

Patricia Reid Ponte, RN, DNSC, NEA-BC, FAAN
President, American Nurses Credentialing Center

ABSNC Accreditation Board for Specialty Nursing Certification
Formerly the ABNS Accreditation Council

This ANCC certification is accredited by the Accreditation Board for Specialty Nursing Certification.

Nuhad Yazbik-Dumit, Evaluation Year 2019, Submitted to Dean

Summary

First Name	Nuhad
Last Name	Yazbik Dumit
Rank	Associate Professor
Department	Graduate

Research Activities

Publications - Peer Reviewed Journal Publications

Title of Publication	The impact of the Syrian refugee crisis on nurses and the healthcare system in Lebanon
Authors	Dumit Nuhad Yazbik
Year	2019
Month	
Journal	Journal of Nursing Scholarship
Type of Publication	Journal Article

Grants-Sponsored Research

Title	Perspectives of Registered Nurses On Refugee Healthcare In Lebanon and Jordan: A multi-site cross-sectional study (PROfILE)
Grant Source	GHI
Status	Funded
Proposed/Actual Start Date	Jan 2019
Proposed/Actual End Date	Dec 2019
Total Amount	20230
Currency	US Dollar($)
Is AUB Funded	No
List of investigators and their roles	Gladys Honein-AbouHaidar; Suzanne R. Dhaini

Research Projects

Title	Perspectives of Registered Nurses On Refugee Healthcare In Lebanon and Jordan: A multi-site cross-sectional study (PROfILE)
Role	PI
Started On	Jan 2019
Finished On	
Co-Investigators(s)	Regional
Community	
IRB Clearance	Yes
Number of Students Involved	
Student Involvement Level	
Type of Student Involved	
Stage	Data Collection
Workshops for dissemination for Stakeholders	
Research Findings	
Policy Briefs	
Reports	
Pamphlets	
Posters	

Presentations and Invited Lectures

Title	My Journey as a Nurse Leader
Year	2019
Locale	Regional
Organizing Institution	Ministry of Health, Saudi Arabia
Country	Saudi Arabia
City	Riyadh
Funding Organization	KSA Ministry of Health
Event Name	Pride in Nursing
Role	Invited Speaker

Service Activities

Institutional Service

Committee/task force	AUB faculty organized by CTL
Duties/Subject	Gave a workshop on peer observation to AUB faculty organized by CTL
Month From	May
Year From	2012
Month To	
Year To	
Level	Department
Type	Organizer

Committee/task force	“Evidence-based Healthcare Management Unit (EHMU)”Executive Board, AUBMC
Duties/Subject	
Month From	
Year From	2010
Month To	
Year To	
Level	Department
Type	Member

Committee/task force	University learning Outcomes Coordinating Committee, AUB
Duties/Subject	
Month From	
Year From	2007
Month To	
Year To	
Level	University
Type	Member

Committee/task force	AUB

Duties/Subject	Preparation of the ADN and BSN nursing curriculum for Mohamad Al Mana' College of Health Sciences Division of Nursing, AUB-REP project.
Month From	
Year From	2005
Month To	
Year To	
Level	Department
Type	Participant

Professional Societies and Organization

Organization/Committee	Continuing Education Committee of the
Role	Chairperson
Year From	2012
Year To	

Organization/Committee	Graduate committee, AUB School of Nursing
Role	Member
Year From	2010
Year To	

Reviewer / Editor

Journal	Nursing Management published by the Royal College of Nursing Publishing Company
Role	Reviewer
Title	Reviewer of Nursing Management published by the Royal College of Nursing Publishing Company
Is Produced AUB	No
Year From	2014
Year To	
Location	

Journal	Clinical Nursing Research journal
Role	Reviewer
Title	Reviewer of the Clinical Nursing Research journal
Is Produced AUB	No
Year From	2014
Year To	
Location	

Journal	BMC Nursing journal by BioMed Central
Role	Reviewer
Title	Reviewer for the BMC Nursing journal by BioMed Central
Is Produced AUB	No
Year From	2013
Year To	
Location	

Journal	Committee of the Order of Nurses
Role	
Title	Chairperson of the Continuing Education
Is Produced AUB	No
Year From	Jan 2012

Year To	
Location	

Journal	Center for Teaching and Learning (CTL) and Learning (CTL) and IT Academic Core Processes & Systems (IT ACPS), AUB
Role	
Title	Reviewer
Is Produced AUB	Yes
Year From	Jan 2011
Year To	
Location	Lebanon

Journal	Avicenna Journal of Medicine
Role	
Title	Reviewer
Is Produced AUB	No
Year From	Jan 2011
Year To	
Location	

Journal	Journal of Interprofessional Care
Role	
Title	Reviewer
Is Produced AUB	No
Year From	Jan 2009
Year To	
Location	

Journal	WIN conference
Role	
Title	Reviewer for the WIN conference abstract & Poster Judge
Is Produced AUB	No

Is Produced AUB	No
Year From	Jan 2009
Year To	
Location	

Teaching Activities

AUB Courses

Data imported for the evaluation cycle

Course Title	Sys.Appr.to Dev.&Eval.H.Car
Course No	NURS527
Semester	Fall 2019-2020
Year	2019
Section	1
Nb. Students	10
ICE Score	4.71
ICE Percentage	10
Average Grade	

Course Title	Managing Quality with Teams
Course No	NURS520
Semester	Spring 2018-2019
Year	2019
Section	1
Nb. Students	9
ICE Score	4.83
ICE Percentage	89
Average Grade	

Course Title	Qualitative Research
Course No	NURS606
Semester	Spring 2018-2019
Year	2019
Section	1
Nb. Students	3
ICE Score	4.86
ICE Percentage	100
Average Grade	

Course Title	Leadersh.Th.&App.for Nur.Manag
Course No	NURS525
Semester	Fall 2019-2020

Year	2019
Section	1
Nb. Students	5
ICE Score	4.66
ICE Percentage	80
Average Grade	

Self-Assessment

My research, teaching and service are still streamlined with the nursing ad health workforce issues, including nursing work environment, management and administration, leadership and continuing education.

Research:

I initiated a regional study addressing "Perspectives of Registered Nurses on **Refugee Healthcare** in Lebanon and Jordan: A multi-site cross-sectional study (PROfILE)". Funded by the Global Health Institute [GHI] at AUB ($20,230).

Two articles published related to this project:

1. Dhaini, S.R., **Dumit, N.** ***(Corresponding author),*** Honein-Abouhaidar, G., Al Zaru, I.M., Gharaibeh, M., Reynolds, N.R., Davidson, P.M., Nabulsi, D, (2019). Perspectives of Registered Nurses on refugee healthcare in Lebanon and Jordan (PROfILE): A multi-site cross-sectional study protocol. *J Adv Nurs*. 2019;00:1–9. DOI: 10.1111/jan.14217

2. Dumit, N.Y. & Honein-AbouHaidar, G. (2019). The impact of the Syrian refugee crisis on nurses and the healthcare system in Lebanon: A qualitative exploratory study. *Journal of Nursing Scholarship, 00*, 289-298. doi:10.1111/jnu.12479 https://authorservices.wiley.com/api/pdf/fullArticle/16417509

Other publications related to previous research projects include:

3. Alameddine, M., Kharroubi, S.A., **Dumit**, **N.Y.** ***(Corresponding author)***, Kassas, S., Diab-El-Harake, M., & Richa, N. (2019). What made Lebanese emigrant nurses leave and what would bring them back? A cross-sectional survey. *IJNS*, online: https://doi.org/10.1016/j.ijnurstu.2019.103497

4. Dhaini, S.R., Ausserhofer, D., El Bajjani, M., **Dumit, N.,** Abu-Saad Huijer, H., Simon, S. A longitudinal study on implicit rationing of nursing care among Lebanese patients – Study protocol. (2019). *J Adv Nurs.* 2019;75:1592–1599. DOI: 10.1111/jan.14012

5. Dhaini, S., Simon, M., Ausserhofer, D., El Bejjani, M; Abed Al Ahad, M., **Dumit, N**; Huijer, H. (2019). A longitudinal study on implicit rationing of nursing care among Lebanese patients–study protocol. *Journal of Advanced Nursing, 75*, 1592–1599. DOI: 10.1111/jan.14012

6. Noureddine, S., **Dumit, N. Y**., Maatouk, H. (2019). Patients' knowledge and attitudes about Myocardial Infarction. *Nursing*

knowledge and attitudes about Myocardial Infarction. *Nursing & Health Sciences;* 1-8. https://doi. org/10.1111/nhs.12642 ePub August 14, 2019

In addition to 2 oral presentations in international conferences:

Fares, S., **Dumit, N.Y.,** & Richa, N. (2019). Continuing Nursing Education of Registered Nurses and Nurse Managers: Perceptions, Priorities and Barriers, presented at the ICN 2019 congress in Singapore, June 30, 2019.

Dumit, N.Y., Daouk-Oyry, L., & Bou Ali, L. (2019). Nurses' Absenteeism and Job Demands, Job Attitudes, and Personal Characteristics, presented at the ICN 2019 congress in Singapore, June 28, 2019.

Teaching:

In spring 2019, I taught:

1. NURS 525, Leadership Theories and Behaviors for Nurse Managers, graduate course 3 credits. AND

2. NURS 606, Qualitative Research, PhD course, 2 credits.

Personal Statement

In fall 2019, I taught NURS 527, Systems Approach to the Development and Evaluation of Health Care Services, graduate course, 3 credits.

I served as the Chair of the thesis committee for Ms. Yara Hazouri titled "Quality of Nursing Work Life among Lebanese Nurses", a national study, School of Nursing, AUB, 2019.

Administration:

I served as the Undergraduate Division Convener, thus, have to overlook the teachings of 15 faculty members for 197 students, though the division encompasses 13 faculty members.

Service:

I am still serving on several School and AUB committees including: GSC and Advisory of HSON, Senate and Core Curriculum at AUB, as well as chairperson of the Senate Steering Committee. Moreover, I served on an Adhoc committee for the search of the AUBMC Medical Center Director.

I am a reviewer for over 8 refereed journals, abstract reviewer for 2 international conferences [ICN & WIN], and appraiser for McMaster Online Rating of Evidence (MORE).

I am still a Member of the Scientific Steering Committee for the ICN Code of Ethics.

I served as moderator to the ICN Policy Cafe on ethics in the ICN congress in Singapore 2019

Still serving as a member of administrative committee of the School

I am the co-chair of the Steering Committee of Salim Hoss Bioethics

I resumed my in-kind position as CME co-director

Other scholarly activities:

1. Invited as a speaker at a symposium titled "**Nursing Profession and the UN Global compacts for Migration and on Refugees**". The symposium was organized by International Centre on Nurse Migration, CGFNS International that took place at the ICN 2019 congress in Singapore June 29, 2019.

2. Invited to an "Invitational, multi-stakeholder, international colloquium" titled, "NURSING. POWER. ADVOCACY. Helping Nurses Deliver: Conversations on nurses, nursing and power" co-hosted by the International Council of Nurses (ICN) and the Canadian Nurses Association (CNA) in Vancouver, Canada, June 1-2, 2019.

3. Invited to the 'First Saudi Forum: Eitizaz' [Pride] to speak on "My Journey as a Nurse Leader" among 5 regional leaders in nursing and honored by the KSA minister of health, Riyadh, KSA March 17, 2019.

1. **November 2019:** Reviewer of the WHO/EMRO UHC curriculum guide for undergraduate level students in the health professions.

2. **April 2017-2019:**Technical Coordinator for the Mohammed Al Mana' College of Health Sciences (KSA) academic and administrative consultation agreement with AUB Regional External Programs

Next Year Plan	My next year plan is the following: **Research:** 1. Write manuscripts emanating from the PROFILE study 2. Collaborate on a project led by Columbia University named: REfugees Act and Communicate for Health (REACH): Using Technology to Increase Health Literacy and Health Care Access for Refugees in Turkey and Lebanon; IRB recommended revisions are underway. 3. Continue as CO-PI on the "The Lebanese Nurses' Health Study". **Teaching:** Continue teaching same graduate courses but change format to blended espcially the MSN courses. Supervise MSN theses as chairperson or member; already I am serving as chairperson on one and 2 are being prepared. **Service and Others:** Continue the same administrative responsibilities, service to HSON, AUB and the profession, and other scholarly activities.

Comments

Chair/Convener Comments

Research Comments	Dr. Dumit continues her research on nursing workforce issues and refugee health in relation to nursing and the health care system. She had 2 publications in 2019 in addition to 6 publications that were in progress or as ePub (all 6 were published early in 2020). One 2019 publication was about the impact of Syrian refugee crisis on nurses and the health care system where she is first author, and the other was the protocol of a study on rationing nursing care where she is corresponding author. Both publications are in Q1 journals in nursing. She did not submit a new grant this year due to the current situation but is continuing her PROFILE study for which she got funding January of 2019. She presented the results of her absenteeism study and continuing education study at the conference of the International Council of Nurses (ICN) in Singapore as oral presentations.

Service Comments	Dr. Dumit continues to be the convener of the undergraduate division and coordinator of the Nursing Administration and Management track in the MSN program. She continues to serve on the Advisory, Administrative and Graduate Studies Committees, in addition to representing HSON on the University senate. She was chair of the Senate Steering Committee this past year and member of the Core Curriculum Committee. She was appointed by the AUB Research and External Programs as technical coordinator for the Al Manaa college of Health Science project, Saudi Arabia. In addition, she served on the search committee for the hospital director for AUBMC, as co-director of Continuing Medical Education at AUBMC, and co-chair of the Steering Committee of the Salim El Hoss Bioethics and Professionalism program. In 2019 in terms of professional service, Dr. Dumit was elected as member of the Steering Committee of the ICN code of ethics. She was invited to present her journey as a leader in Saudi Arabia at the Ministry of Health. She was also invited by ICN to a symposium and by the Canadian Nurses Association where she gave more than one presentation related to ethics in nursing and the impact of refugees on the health system. She continues to serve as reviewer for many peer reviewed journals, in addition to reviewing abstracts for the WIN and ICN conferences. She also serves as appraiser for the McMaster Online Rating of Evidence (MORE). The WHO/EMRO office invited Dr. Dumit to review the curriculum guide for undergraduate students in the health professions.
Teaching Comments	In Spring of 2019, Dr. Dumit taught N520 (ICE score 4.83) and N606 for the first time for doctoral students (ICE score 4.86). In the Fall semester, she taught N527 (ICE score 4.71) and N525 (ICE score 4.66). She also gave a workshop on conducting qualitative interviews in the fall semester to faculty and students. She was chair of one MSN thesis committee for a student who defended successfully last Fall. She started with supervision of 3 MSN theses and 3 projects.
	Dr. Dumit continues to be an asset to the Hariri School

Overall Comments	Dr. Dumit continues to be an asset to the Hariri School of Nursing. Her commitment and talent as a scholar and educator, and extensive service are commendable. She met all agreements of last year. Although manuscripts from her own studies (where she is primary investigator) are slowly coming through, she had quite a few in the pipeline in 2019. She demonstrates independence, coherence and high quality scholarship, and is recognized in the region for her work on workforce issues, thus collaborating on interdisciplinary multi-country projects. Her research has application for nursing education and administration. In teaching, she continues to excel as evidenced by her ICE scores, and serve as a resource and mentor to junior faculty. She was involved in the planning of the conversion of the MSN in Nursing Administration and Management into a blended curriculum. She involved more faculty in her courses this year. She continues to advise and problem solve academic and curricular issues with undergraduate students, in addition to advising her graduate students in the MSN in Nursing Administration and Management. In terms of service, Dr. Dumit continues to demonstrate excellence as a citizen of the school, AUB and the nursing profession. As agreed last year, she reduced her administrative load by appointing coordinators in the undergraduate division whom she is mentoring to coordinate courses and clinical rotations, especially in light of the unusual events that marked the Fall semester of 2019. Her interdisciplinary service at AUB and AUBMC and international service to the profession through the International Council of Nurses attest to her leadership in nursing. Agreements for last year include the following: 1. Submit manuscripts from the PROFILE study and the continuing education needs studies 2. Initiate a project with Columbia University related to refugee health 3. Participate in the revision of the proposal of the Lebanese Nurses Health study in which she is co-PI 4. Seek funding for studies as needed (e.g. follow up study following training of nurses and nurse managers). 5. Continue teaching assignment as is, with conversion of her administration courses to the blended format 6. Continue supervising MSN students' theses and

projects
7. Start mentoring PhD students
8. Prepare for applying for promotion and tenure in summer 2021

Additional Attachment *Zip multiple files if needed*	Choose File No file chosen
Flag for Dean	☑
Confidential Comments to Dean	

Faculty Member Comments

Comments	I value the comments made by Dr. Noureddine and commit to meeting the goals for 2020 to my best abilites.

1 credit lecture = 1 contact hour
1 credit sim lab = 2 contact hours
1 credit clinical = 3 contact hours

Faculty Assignments 2018-2019

*** 2 credit clinical X 1.5 = 3 + 1 credit simulation = 4 credit workload**

Clinical workload: 1 credit clinical is multiplied by 1.5
e.g. 2 credit clinical = 2 X 1.5 = 3 hours workload *
This is applicable to sophomore and junior classes

IPEC load is 0.5 for faculty who only correct case reports; 1 credit for facilitators; 1.5 credits for facilitators who designed case studies; and 2 credits for c
and 2 credits for coordinators of the course

Academic tenure track faculty 12 credits; Clinical Faculty 15-16 credits; Clinical Instructors 18-20 credits

Marina Adra

Fall 2018

Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
N300A	1	Coordinator		2	2	2
N300B	1	coordination, Practicum* & simul	3		3	4.5
IPEC 300 ~				1	1	1
Fall total			**3**	**3**	**6**	**7.5**

Spring 2019

Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
N302A	1	Coordinator		2	2	2
N302B	1	Coordination, Practicum & simula	3		3	4.5
Spring total			**3**	**2**	**5**	**6.5**
Grand Total			**6**	**5**	**11**	**14**

Mary Arevian

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N408A		Coordinator		2	2	2
	N408B		Practicum **	3		3	3
	N524		Coordinator	4	0	2	2
Fall total				**7**	**2**	**7**	**7**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N408A		Coordinator		2	2	2
	N408B		Practicum	3		3	3
	N200		Coordinator		2	2	2
	N598				3	3	0
Spring total				**3**	**7**	**10**	**7**
Grand Total				**10**	**9**	**17**	**14**

**** senior year clinical is counted straight hour as students do not need close supervision.**

Souha Fares

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N 530		Coordinator		2	2	2
	Data Management		Coordinator	Lab 1	1	1	1
Fall total					**3**	**3**	**3**

Winter May use it for teaching PhD students how to use stata

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N605	1	Coordinator		3	3	3
	N203	1	Coordinator		3	3	3
	N203	2	Coordinator		3	3	3
	N598				0	0	0
Spring total				**0**	**9**	**9**	**9**
Grand Total					**12**	**12**	**12**

Lina Kantar

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N300A	2	Coordinator		1	1	2
	N300B	2	Coordination, Practicum& simula	4		4	4.5
	IPEC 300				1	1	1
Fall total				**4**	**2**	**6**	**7.5**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N201A		Coordinator		1	1	1
	N201B		Clinical coordinator	1		1	1.5
	N509		Coordinator		3		0
	Radiology		coordinator	1	1	1	1
	IPEC 300				1	1	1
Spring total				**2**	**6**	**4**	**4.5**
Coordinator CE & off-shore							
Grand Total				**6**	**8**	**10**	**12**

May Khoury

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N304A	2	Coordinator		2	2	2
	N304B	2	Coordination, Practicum & simula	4		4	4.5
	N200	2	Co-Coordinator		1	1	1
Fall total				**4**	**3**	**7**	**7.5**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N306A	1	Coordinator		2	2	2
	N306B	1	Coordination, Practicum & simula	4		4	4.5
Spring total				**4**	**2**	**6**	**6.5**
Grand Total				**8**	**5**	**13**	**14**

Dina Madi

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N304A	1	Coordinator		2	2	2
	N304B		Coordination, Practicum & simula	4		4	4.5
Fall total				**4**	**2**	**6**	**6.5**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N202A		Coordinator		1	1	1
	N202B		Clinical Coordinator	1		1	1.5
	N306B	2	Practicum & simulation	3		3	4
Spring total				**4**	**1**	**5**	**6.5**
Grand Total				**8**	**3**	**11**	**13**

Lina Younan

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N507	1	Coordinator		2	2	2
	N598			0	3	3	0
	N531	1	Coordinator	0	1	1	1
	N533	1	Coordinator	0	3	3	4
	N508		Coordinator	4		4	2
Fall total				**4**	**9**	**13**	**9**

4 Cr. 1st time informatics

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N410A	1	Coordinator		2	2	2
	N410B	1	Clinical Coordinator	1		1	1
	N411	1	Practicum	3		3	3
	N598				3	3	0
Spring total				**4**	**5**	**9**	**6**

Grand Total				**8**	**14**	**22**	**15**

Tamar Avedissian

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
	N408B	1	Practicum	3		3	3
	N304B	1	Practicum & simulation	3		3	4
Fall total				**6**	**0**	**6**	**7**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
	N306B			3		3	4
	N411		Practicum	1.5		1.5	2
	N408B	1	Practicum	3		3	3
Spring total				**7.5**	**0**	**7.5**	**9**

Summer 2019

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
	N307	1	Practicum	2		2	2

Grand Total				**15.5**	**0**	**15.5**	**18**

Danielle Damianos

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
	N304B	1	Practicum & simulation	3		3	4

	N304B	2	Practicum & simulation	3		3	4
Fall total				**6**		**6**	**8**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
	N306B	1	Practicum & simulation	3		3	4
	N410B	1	Practicum	2		2	3
Spring total				**5**	**0**	**5**	**7**

Summer 2019

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
	N307	1	Coordinator	2		2	2
CNE							
Grand Total				**13**	**0**	**13**	**17**

Taline Guilgulian

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
	N304B	1	Practicum & simulation	3		3	4
	N304B	1	Practicum & simulation	3		3	4
	NURS 200	2	Co-Coordinator		1	1	1
Fall total				**6**	**1**	**7**	**9**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
	N306B	1	Practicum & simulation	3		3	4

	N202B	Practicum	1		1	1.5
	N202B	practicum	1		1	1.5
Spring total			**5**		**5**	**7**

Summer 2019

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
	N307		Practicum	2		2	2
Grand Total				**13**	**1**	**14**	**18**

Angela Massouh

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N400A		Coordinator		2	2	2
	N400B		Coordination & Clinical Practicur	2		2	3
	IPEC 300		Facilitator		1.5	1.5	1.5
Fall total				**2**	**3.5**	**5.5**	**6.5**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N302	2	Guest lecturer		0.5	0.5	0.5
	N302B		Clinical practicum	1.5		1.5	0
	N503	1	clinical Coordinator	0.5		0.5	0.5
	IPEC 300		Facilitator		1.5	1.5	1.5
Spring total				**2**	**2**	**4**	**2.5**

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
Grand Total				**4**	**5.5**	**9.5**	**9**

Silva Salian

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N400B	2	Practicum & Simulation	2		2	3
	N300B	2	Practicum & Simulation	3		3	4
Fall total				**5**	**0**	**5**	**7**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N302B	1	Practicum & simulation	3		3	4
	N411		Practicum	3		3	3
Spring total				**6**	**0**	**6**	**7**

Summer 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N307		Practicum	2		2	2
Grand Total				**13**	**0**	**13**	**16**

Hanadi Massalkhi

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N402B		Practicum	3		3	3
Fall total				**3**	**0**	**3**	**3**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N402 B		Practicum	3		3	3
Spring total				**3**	**0**	**3**	**3**

Summer 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N307		Practicum	1.5		1.5	1.5
Grand Total				**7.5**	**0**	**7.5**	**7.5**

Nour Alayan

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
			On Maternity Leave				
Fall total							

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
	N302A	2	Coordinator		2	2	2

	N302B	2	Coordinator & practicum	4		4	4.5
	IPEC 300				1	1	1
Spring total				**4**	**3**	**7**	**7.5**

	Course	Section	Function	Clinical	Theory	Total Actual	Workload
Grand Total				**4**	**3**	**7**	**7.5**

Laila Farhood

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N601	1	Coordinator		1.5	1.5	1.5
	N598	1	Coordinator		3	3	0
	N501	1	Coordinator		2	2	2
Fall total				**0**	**6.5**	**6.5**	**3.5**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N519	1	Coordinator	4		4	2
	N598	1	coordinator		3	3	0
	N512	1	Coordinator	1	1	2	1.5
	N516	1	Coordinator		3		3
Spring total				**4**	**3**	**9**	**6.5**
Grand Total				**4**	**9.5**	**15.5**	**10**

Michael Clinton

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N500	1	Coordinator		2	2	2
	N598/599	1	Coordinator		3	3	0
	N601	1	Lecturer		1.5		1.5
Fall total				**0**	**5**	**5**	**3.5**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N606	1	Lecturer		1	1	1
	N598	1			3	3	0
Spring total				**0**	**4**	**4**	**1**
Grand Total				**0**	**9**	**9**	**4.5**

Samar Noureddine

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N505A	1	Coordinator	1	2	3	3
	N504	1	Lecturer		1	1	1
	N602	1	Coordinator		3	3	3
	N598/599	1			3		0
Fall total				**1**	**9**	**7**	**7**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N505B	1	Coordinator	0.5	1.5	2	2
	N598/599	1					0
	N503		Coordinator		2	2	2
Spring total				**0.5**	**3.5**	**4**	**4**
Grand Total				**1.5**	**12.5**	**11**	**11**

Hala Darwish

Fall 2018

	Course	Section	Function		Clinical	Theory	Total Actual	WorkLoad
				On	research leave			
	N599					3		0
				Will continue supervising Joelle Massouh's thesis				
Fall total								

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N 502		Coordinator		1.5	1.5	1.5
	N505B		Lecturer	0.5	0.5	1	1
	N598/599				3	3	0
	IPEC300				0.5	0.5	0.5
Spring total				**0.5**	**5.5**	**6**	**3**
Grand Total				**0.5**	**5.5**	**6**	**3**

Nuhad Dumit

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N527	1	Coordinator		3	3	3
	N598	1			3	3	0
	N599				6	6	0
Fall total				**0**	**12**	**12**	**3**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N508	1		4		4	2
	N599				3		0
	N520	1	Coordinator		3	3	3
	N598	1	coordinator		3		0
	N606	1	Coordinator		1	1	1
Spring total				**4**	**10**	**8**	**6**
Grand Total				**4**	**22**	**20**	**9**

Gladys Honein

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad	
	N523	1	Coordinator	1	2	3	1	tutorial 3 sts
	N406	1	Coordinator		3	4	4	Writing intensive
	N598				3	3	0	

Fall total				**1**	**8**	**10**	**5**

Spring 2019

	Course	**Section**	**Function**	**Clinical**	**Theory**	**Total Actual**	**WorkLoad**
	N524	1	Coordinator	4		4	2
	N522	1	Coordinator	1	2	3	2.5
	IPEC 300				1.5	1.5	1.5
Spring total				**5**	**3.5**	**8.5**	**6**

Summer

	Course	**Section**	**Function**	**Clinical**	**Theory**	**Total Actual**	**WorkLoad**
Grand Total				**6**	**11.5**	**18.5**	**11**

Hera Tashjian

Fall 2018

	Course	**Section**	**Function**	**Clinical**	**Theory**	**Total Actual**	**WorkLoad**
	N400B		Practicum & Simulation	2		2	3
	N300		Practicum & Simulation	2		2	3
Fall Total				**4**	**0**	**4**	**6**

Spring 2019

	Course	**Section**	**Function**	**Clinical**	**Theory**	**Total Actual**	**WorkLoad**
	N302B	1	Practicum & simulation	2		2	3

	N410 B	1	Practicum	3		3	3
	N 411			3		3	3
Total Spring				**8**	**0**	**8**	**9**

Summer 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N307		Practicum	**2**		**2**	**2**

Grand Total				**14**	**0**	**14**	**17**

Suzanne Dhaini

Fall 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N304A	2	guest		0.5	0.5	0.5
	NURS 406	2	Coordinator		4	4	4
Fall total				**0**	**4.5**	**4.5**	**4.5**

Spring 2019

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N306A	2	Coordinator		2	2	2
	N306B	2	Coordination, Practicum & Simul	3		3	4.5
Spring total				**3**	**2**	**5**	**6.5**

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad

Grand total			**3**	**6.5**	**9.5**	**11**

Ghada Assaf

Fall 2018

Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
N402A		Coordinator		2	2	2
N402B		Coordinator & Practicum	3		3	4
N200	1 & 2	Coordinator		2	2	2
Fall total			**3**	**2**	**5**	**8**

Spring 2019

Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
N402A		Coordinator		2	2	2
N402 B		Coordination & Practicum	3		3	4
Spring Total			**3**	**2**	**5**	**6**
Grand Total			**6**	**4**	**10**	**14**

Houry Puzantian

Fall 2018

Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
N504		Coordinator		2	2	2

Fall total				**0**	**2**	**2**	**2**

Spring 2018

	Course	Section	Function	Clinical	Theory	Total Actual	WorkLoad
	N502		Co-coordinator		1.5	1.5	1.5
Spring Total				**0**	**1.5**	**1.5**	**1.5**
Grand Total				**0**	**3.5**	**3.5**	**3.5**

coordinators of the course

Revised: December 29, 2017

CURRICULUM VITAE

Dr. MICHAEL EDWARD CLINTON

Professor in Nursing,
Rafic Hiriri School of Nursing
Faculty of Medicine
American University of Beirut, Lebanon
&
Professor Emeritus, Queensland University of Technology
Brisbane, Queensland, Australia

Former Professor and Chief Executive Officer
University of Calgary, Doha, Qatar
&
Former Professor & Dean Faculty of Nursing, and Conjoint Professor,
Faculty of Medicine University of Calgary
Alberta, Canada

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PERSONAL DETAILS

Name:	Michael Edward CLINTON
Telephone:	Home: (961) 350000 ext: 5956
Email:	mclinton@ucalgary.ca
Marital Status:	Married
Nationality:	Australian, British, and New Zealand, Citizenship Permanent residence status in Canada; residency status in Lebanon

QUALIFICATIONS

Registered Nurse, College and Association of Registered Nurses of Alberta

Registered Nurse, Nurses' Board of Western Australia

Registered Psychiatric Nurse, Nurses' Board of Western Australia

BA (Hons. Philosophy) University of London
July, 2005)

MSc (Philosophy and Ethics of Mental Health, with Distinction) University of Warwick
January, 2004

PhD (Sociology), University of East Anglia
7 April, 1982 *Training Psychiatric Nurses: A Sociological Study of the Problem of Integrating Theory and Practice*

BA (Distinctions in Psychology and the Sociology of Education) Open University, December, 1978

Registered Nurse Tutor, General Nursing Council for England and Wales
August, 1978

Post-Graduate Teachers' Certificate, University of London (Distinction)
August, 1978

BA (Hons. Social Studies) University of East Anglia
July, 1976

CURRENT EMPLOYMENT

- Professor in Nursing Science, Rafic Hariri School of Nursing, Faculty of Medicine,

American University of Beirut. (Pro Bono Visiting Professor 1 September, 2008 – 30 August, 2009). 1 September, 2009 (current). Vice-Chair AUB Social and Behavioural Sciences Institutional Review Board (50% FTE contribution to the Faculty of Medicine)

PREVIOUS EMPLOYMENT

- Administrative leave on completion of decanal appointment, University of Calgary, May 2008 – 30 June, 2009 (retired from University of Calgary, 30 June, 2009.)
- Professor & Foundation Dean and Chief Executive Officer, University of Calgary – Qatar, Doha Qatar
  1 December 2007 – 30 April, 2008.

- Professor and Dean, Faculty of Nursing, the University of Calgary, Calgary, Alberta
  1 July 2004 – 30 June 2007. Concurrent appointment as Professor, Department of Community Health Sciences, Faculty of Medicine, the University of Calgary from 1 December 2004.

- Dean (Organisational Management) Division of Health Sciences, Curtin University of Technology, Perth
  1 January 2004 – 30 June 2004.

- Professor in Health Sciences and Head, School of Public Health, Curtin University of Technology, Perth
  1 July 2002 – 30 December, 2003.

- Professor of Clinical Nursing, School of Nursing and Midwifery, Curtin University of Technology and Professorial Fellow in Clinical Nursing at Sir Charles Gairdner Hospital, Perth. 1 December, 1998 – 30 June, 2001.

- Professor of Clinical Nursing and Research, Ashford Community Hospital Incorporated Adelaide and Professorial Fellow in the Centre for Nursing and Health Care Research, University of South Australia.
  3 November, 1997 – 31 November, 1998

- Professor and Head, School of Nursing and Director, Centre for Mental Health Nursing Research, Queensland University of Technology, Brisbane.
  11 December, 1989 - 31 October, 1997: reappointed 1 January, 1995 for a period of a further five years.

- Professor of Nursing Studies and Head, Department of Nursing, Victoria University of Wellington, New Zealand.
  2 January, 1986 - 8 December, 1989

- Regional Nurse for Nursing Research and Acting Regional Nursing Officer, South West Thames Regional Health Authority, London.
  27 January, 1983 - 31 December, 1985

- Principal Lecturer in Applied Behavioural Science, School of Behavioural Science, Polytechnic of Newcastle-upon-Tyne.
  September 1980 - December 1983

- Area Training Officer/Senior Principal Administrative Assistant, Newcastle Health Authority (Teaching), Newcastle-upon-Tyne.
  October 1978 - August 1980

- D.H.S.S. Nursing Research Fellow, University of East Anglia.
  September 1976 - September 1978

- Part-time Lecturer in the Sociology of Education, Keswick Hall College of Education, Norwich.
  September 1976 - July 1978

RESEARCH SUPERVISION

Alessi, L. The Role of Quality Assurance Strategies in the Evaluation of New Zealand Nursing Services
Thesis submitted as part of the requirements for the Master of Public Policy Degree, Victoria University of Wellington
Completed: February 1989

Anderson, D. Charge Nurses and Phenomenology
Registered Candidate for the Degree of Master of Education (Leadership), Queensland University of Technology
Completed: July 1994

Anderson, D. The Health Behaviours of Australian Menopausal Women.
Registered Phd candidate, University of Queensland
Completed, November, 1999

Butler-Henderson, K. Mobile Dementia Respite Care Team: Initial evaluation from the carer's perspective.
Registered candidate for the Degree of Master of Public Health.
Curtin University of Technology.
Completed, December, 2001.

Brierley, J. A phenomenological study of the experience of distress in cancer patients in Adelaide.
Registered candidate for the Degree of Bachelor of Nursing (Honours) University of South Australia
Completed, December 1998.

Diabat, K. Grounded theory study of the smoking behaviours of Jordanian psychiatric mental health nurses.
Student enrolled for the Degree of Doctor of Philosophy (Nursing)
University of Calgary

Effendi, K. Magnitude and Management of Diabetes Mellitus in Brunei Darussalam
Thesis submitted as part of the requirements for the Master of Public Health

Degree, Curtin University of Technology
Completed: November 2002

Hirayama, F. Urinary Incontinence in Women with Chronic Obstructive Pulmonary Disease
Thesis submitted as part of the requirements for the Master of Public Health Degree, Curtin University of Technology
Completed: November 2003

Henderson, A. Consumer Conceptions of Recovery from Mental Illness
Registered Phd Candidate, University of Western Australia
Completed: October 2007

Hendricks, J. Relations of Power and Discourse: The Development of Contemporary Mental Health Nursing Practice in Queensland.
Registered Candidate for the Degree of Master of Nursing. Queensland University of Technology
Completed, August 1998.

Jonathon, E. Screening for Cervical Cancer and Indonesian Women Living in Perth
Thesis submitted as part of the requirements for the Master of Public Health Degree, Curtin University of Technology
Completed: July 2002

Kerrison, A. Feeding Behaviours in Young Children and Their Implications for the Training of Nursery Nurses
Dissertation for Diploma in Methods of Social Research, Polytechnic of Newcastle upon Tyne
Completed: July 1983

McDowell, J, Social Support, Burden and Psychiatric Symptomatology in Caregivers.
Registered candidate for the Degree of Bachelor of Nursing (Honours)
Queensland University of Technology
Completed: October 1995

McMahon, E.J. An Investigation of Selected Educational Aspects in the Preparation of Comprehensive Nurses for Hospital Services
Registered Candidate for the Degree of Master of Health Personnel Education, University of New South Wales
Completed: April 1989

Milde, K. A Hermeneutic Enquiry Exploring the Meaning of Nursing Care.
Registered candidate for the Degree of Bachelor of Nursing (Honours) University of South Australia
Completed, December 1998.

Moyle, W. The Lived Experience of Being Discharged From Hospital
Registered candidate for the Degree of Master of Applied Science by Research & Thesis, Queensland University of Technology
Completed, September 1992

Moyle, W. On Being Nurtured While Depressed.
Registered PhD candidate, Queensland University of Technology
Completed, October, 1997.

Reed, J. Nurses' Perceptions of Problems of Mobility in Elderly Hospital Patients
Registered Candidate for C.N.A.A. Degree of Doctor of Philosophy
Completed: May 1989

Sit, J. The Impact of Social Support on Stroke Rehabilitation Outcome in Hong Kong
Registered PhD candidate, Hong Kong Polytechnic University
Completed, September, 2000

Springer, A. Pharmaceutical discursives and the subjectivities of physicians, nurses and Multiple Sclerosis patients: A Foucauldian dipositive analysis.
Registered PhD candidate, University of Calgary
Completed: June 2009

Stephenson, M. A Review and Selective Test of Methods of Measuring Anxiety Levels on Admission to General Hospitals
Dissertation for Diploma in Methods of Social Research, Polytechnic of Newcastle upon Tyne
Completed: July 1983

Tandon, R. Spatial Analysis of General Practice Services After Hours in Metropolitan Perth
Thesis submitted as part of the requirements for the Master of Public Health Degree, Curtin University of Technology
Completed, November 2000.

Wollin, J. Assessing Disability: Validity and Reliability of the MS Disability Profile.
Registered PhD candidate, Queensland University of Technology
Completed, June, 1998.

Wollin, J. A Comparison of the Expectations of Residents with Multiple Sclerosis and Registered Nurses
Registered candidate for the Degree of Master of Applied Science by Research and Thesis, Queensland University of Technology
Completed, March 1994

Pearson, P. Professional and Lay Perceptions of the Health Visitor
Registered Candidate for C.N.A.A. Degree of Doctor of Philosophy
Completed, June 1988

Irving, K. An Investigation of the Use of Restraint on Elderly Patients in Acute Hospitals.
Registered Phd candidate, Curtin University of Technology.
Completed, January 2002.

Long, P.G. The Nursing Management of Persons with Self-Injurious Behaviour in an Acute Mental Health Service: A Grounded Theory Study.
Registered PhD candidate, Curtin University of Technology

Tsang, A. The Impact of Organisational Change on the Leadership Behaviours of Nurse Executives in Hong Kong
Registered PhD candidate, Queensland University of Technology
Completed, July 2002.

FUNDED RESEARCH

Challenges in creating a world-class nurse workforce in Hamad Medical Corporation Research Committee. $10,000 (2010-11). Hamad Medical Corporation Research Committee.

Exploring the problem of scarcity of nurses in underserved areas of the Middle East: Factors, reasons, incentives for recruitment and retention.
El-Jardali, F., Murray, S.F., Al-Rub, Raeda Abu, Dumit, N.Y., Al-Surimi, K., Clinton, M. Jamal, D., Jaafar, M. Alliance for Health Policy Systems Research.
$60,000 (2009-2011)

Creating an Interprofessional Learning Environment through Communities of Practice
Jointly with Calgary Health Region, University of Alberta, Southern Alberta Institute of Technology, Bow Valley College, Mount Royal College
Health Canada – Interprofessional Education for Collaborative Patient Centred Care Program
$1,295,519 (2004-7)

Elder Abuse Prevention Program.
Jointly with Horner, B.
Department of Community Development - Family and Children's Services
$14,769 (2001)

Literature Review - Mental Health Nursing Education and the Health Labour Force.
Jointly with: Cholowski, K. and Hazelton, M.
National Review of Nursing Education, Higher Education Innovation Programme, DETYA - $34,000

Investigation of Workforce Retention in the Western Australian Aged Care Industry
Jointly with Barbara Horner.
United Church Homes, Western Australia - $10,000

Evaluation of the Mobile Dementia Respite Team Service
Alzheimer Association of Western Australia - $17,500

Grant to establish the T.G. Smith Dementia Services Research and Development Unit in the Freemasons' Centre for Research into Aged Care Services.
Jointly with R. Marquis, D. Boldy and B. Horner
Fremasons of Western Australia - $400,000.

Evaluation of the Western Australian after-hours Primary Medical Care Trial
Jointly with I. Rouse. L. Adams. D. Boldy, R.Donovan. A. Mylvaganam
Health Department of Western Australia - $232,000 (2000)

Evaluation of a Renewal of Registration Course Conducted in the Aged Care Sector. Jointly with B. Horner. Nursing Resources Australia Pty Ltd - $10,000 (2000)

Randomised controlled trial to improve the outcomes of clients with dual diagnosis: Preliminary study.
Jointly with A. Bartu
Division of Health Sciences, Curtin University of Technology - $10,000 (2000)

Pilot Stroke patients and their carers in Perth, Western Australia
The Olive Anstey Nursing Fund Incorporated - $3000 (2000)

Mental health nursing workforce scoping study.
Jointly with Michael Hazelton
Commonwealth Department of Health, Mental Health Branch and the Australian and New Zealand College of Mental Health Nursing - $50,000.

Development, implementation and evaluation of a shared care model for the continuing treatment of heamatology cancer patients.
Jointly with A. Thomas. B. O'Connell, H. Myers, G. Russell, M. Surveyor, D. Joske
General Practice Innovation Fund, Western Australian Department of Health and Aged Care - $70,000.

Pilot study to evaluate an outpatient and community rehabilitation service.
Jointly with Ru Kitson and Millie Compare
Thebarton Community Trust Incorporated - $20,102.

A prospective longitudinal study of factors influencing the quality of life for cancer patients in an ambulatory setting.
Jointly with Patsy Yates, Beverley Mirilo, Dr Ken Sellick and Margaret Hargraves.
Queensland Cancer Fund - $25,152 (1998)

Promoting healthy grieving in organ donor families.
Jointly with Dr Ken Walsh, Professor Alan Pearson and Dr Nicholas Procter
South Australian Research Grants Committee - $19,400 (1998)

Project to define the role of nurse practitioners and to advise on their possible accreditation.
Jointly with Professor Julianne Cheek, Professor Sandra Dunn, Professor Alan Pearson and Dr Helen McCutcheon
Nurses Board of South Australia - $27,000 (1998)

Feasibility study to establish a respite care service.
Thebarton Community Trust Incorporated - $25,000 (1997)

Development of standards for the use of restraint and the administration of medications by nurses.
Jointly with Professor P. Darbyshire, Ms T. Gibson, Ms M. Heartfield, Ms J. Spry

Nurses' Board of South Australia - $50,000 (1997)

Development of a scale to assess cancer patient self-efficacy in managing symptoms and side effects.
Jointly with Ms J. Campbell, Ms P. Yates and Professor K. Sellick
Queensland Nursing Council - $12,749 (1997)

Social support for caregivers of stroke victims: Identification of foci for nursing interventions.
Jointly with Ms W.H.J. Sit, Dr. K.S. T. Wong, Dr. S.W.L. Li, Ms Y.M. Fong Hong Kong Polytechnic University Central Funding - HK$103,000 (1997)

Impact of ambulatory rehabilitation programs on the physical, psychosocial and economic well-being of cancer patients and their families.
Jointly with Professor Ken Sellick, B. Mirolo, Patsy Yates.
ARC Collaborative Research Grant Proposal - $143,406 (1997-1998)

A professional development program for rural nurses: Improving supportive communication in terminal care.
Jointly with Patsy Yates, Professor Gail Hart, Katie Evans.
Queensland Nursing Council - $13,083 (1996-1997)

Development of a scale to assess the self-efficacy of cancer patients.
Jointly with Jane Campbell and Patsy Yates.
Glaxo Wellcome Australia Limited Project Grants - $5000.

Development and evaluation of a professional development program to improve the practice of mental health nursing in rural and remote communities.
Jointly with Professor Gail Hart and Derek Weir.
RHSET Grant - $60,060 (1996-1997)

Needs of cancer patients and predictors of quality of life over a twelve month period.
Jointly with Professor Ken Sellick and Patsy Yates.
ARC Collaborative Research Grant Proposal - $1,999.08 (1995)

Mental health nursing interventions: Evaluation of a collaborative education program for people with schizophrenia and senior undergraduate students of nursing.
Jointly with Sioban Nelson, Helen Edwards, Professor Gail Hart and Jennie Barr
Commonwealth Health & Human Services Research & Development Grants - $89,426 1995-1998)

Strategies to promote graduate transition and lifelong learning for nurses.
Jointly with Professor Gail Hart, Robyn Nash, Diane Collins, Deanne Gaskill, Marilyn Harris, Dr Barbara Tooth and Patsy Yates
National Teaching Development Grant, Committee for the Advancement of University Teaching, DEET - $34,323 (1995)

A professional development program for enhancing supportive communication in palliative care
Jointly with Professor Gail Hart, and Patsy Yates
Commonwealth Department of Human Services and Health - $43,300 (1995 - 1996)

Comparison of personal care values of residents with MS and staff in a residential care facility
Jointly with Judy Wollin, School of Nursing, QUT
National Multiple Sclerosis Society of Australia - $10,000 (1993 -1994)

Stress experienced by nurses caring for patients with dementia
Jointly with Helen Edwards, Derek Weir and Associate Professor Tian Oei
Nurses Registration Board of Queensland - $25,000 (1993)

Community adaptation in schizophrenia: Identifying foci for mental health nursing interventions.
Jointly with Helen Edwards, Associate Professor Tian Oei and Derek Weir
Centre for Mental Health Nursing Research - $361,333 (1992 - 1996)

Accelerated Professional Development: Reflective practice and peer consultation in mental health nursing.
Jointly with Associate Professor Gail Hart, Helen Edwards, Associate Professor Tian Oei and Derek Weir
Centre for Mental Health Nursing Research - $262,663 (1992 - 1996)

Proposal to establish a Centre for Mental Health Nursing Research School of Nursing, QUT
QUT Research Initiatives Scheme - $750,000 (1992)

Home Help Review
Jointly with Dr Alan Hauquitz, Bond University
Queensland Department of Health - $100,000 ($25,000 to QUT) (1991)

Review of Domiciliary Nursing Services
Jointly with Dr Alan Hauquitz, Bond University
Queensland Department of Health - $100,000 ($25,000 to QUT) (1991)

Review of Community Options Projects in Queensland jointly with Dr Alan Hauquitz, Bond University. Queensland Department of Health - $100,000 ($25,000 to QUT) (1991)
A Delphi Survey of clinical nursing research priorities in New Zealand
Internal Research Committee, Victoria University of Wellington - $5,000

Evaluation of child health services in South Auckland
Medical Research Council of New Zealand $25,000
(April 1987 - March 1988)

Psychiatric Nursing Development Project jointly with J Crawshaw $221,000
Department of Health Workforce Development Fund, New Zealand
(January 1987 - December 1990)

Problems of un-met need in the management of urinary incontinence by community nursing services, Molnlyke Hospital Products
Jointly with Miss B Smith, Senior Nurse, Research, East
Surrey Health Authority and Mrs J Willmer, Senior Nurse, Research, Croydon Health Authority - 30,000 pounds

Cost-effectiveness in the nursing management of elderly people incontinent of urine at night
Nicholas Laboratories
Jointly with B Smith, Senior Nurse, Research, East Surrey Health Authority - 16,000 pounds

Training implications of transferring mentally handicapped people from hospital to community care
Nuffield Provincial Hospital Trust
Jointly with Dr B Salter, Department of Education Studies, University of Surrey -30,000 pounds

Training Psychiatric Nurses: A Sociological Study of the Problem of Integrating Theory and Practice
PhD Thesis, University of East Anglia
DHSS Nursing Research Fellowship - 30,000 pounds
(1981 - 1982)

FUNDED ACTIVITIES

State of Qatar. Competitive tender to deliver undergraduate and graduate nurse education programs by establishing a branch campus of the University of Calgary in Doha.
Value of the contract confidential under the terms of the Agreement signed with the State of Qatar. December 2006 – June 2016.

Alberta Advanced Education ACCESS Grant. Expansion of places in the Bachelor of Nursing Accelerated Track Program at The University of Calgary. $4.1 million. January 2007 – December 2011.

Australian and New Zealand College of Mental Health Nurses, (Honorarium) Commissioned to prepare the final draft of a proposal to establish an Institute of Mental Health Nursing in New South Wales, November, 1998.

Innovative Teaching and Learning Grant. Enhancing student learning through collaborative education for clinical education, University of South Australia. $9000. August, 1998.

Establishment grant, University of South Australia.
$42,000, March, 1998.

National Teaching Development Grant (Individual). Collaborative Education for Senior Undergraduate Students of Nursing and People with Disabilities, Committee on University Teaching and Staff Development. $20,117.05, 1998-1999.

Hospital Authority, Development and examination of a course in psychiatric rehabilitation, Hospital Authority of Hong Kong
HK$100,000, February, 1998.

Ministry of Education, Solomon Islands, Consulting and Technical Assistance to the School of Nursing and Health Studies, Solomon Islands College of Higher Education $199,019, August-December, 1997.

Senior Lectureship in Mental Health Nursing Research, $90,000, The Wolston Park Hospital

Complex, 1995-1997.

Senior Research Fellowship, $180,000, The Princess Alexandra Hospital, Brisbane, 1996-1997.

Senior Lectureship in Critical Care Nursing, $90,000, The Royal Brisbane Hospital, Brisbane, 1995-1997.

Senior Lectureship in Palliative Care, $90,000, The Royal Brisbane Hospital, Brisbane, 1995-1997.

Department of Employment, Education & Training, $193,628, Commissioned to develop a Graduate Diploma in Mental Health Nursing at Queensland University of Technology, 1995.

Australian and New Zealand College of Mental Health Nurses, (Honorarium) Commissioned to respond to Professor Gavin Andrew's report on the Measurement of Consumer Outcomes in Mental Health: A Report to the National Mental Health Information Strategy Committee, September 1994.

Griffith University Gold Coast, $10,000 External Examiner of the University's Bachelor of Nursing program for the academic year 1993-1994.

Lectureship in Oncology Nursing/Palliative Care $80,000 Roy McKenzie Foundation, The National Cancer Society of New Zealand Inc., and the Wellington Division of the Cancer Society 1987-1990.

Efficiency and Quality of Nursing Services, $5,000 Mary Potter Hospice, Wellington 1989

Review of Nursing Information Systems $10,000 Wellington Hospital Board 1988.

Development of Research Initiatives in Mental Health $2,000 Medical Research Council of New Zealand 1988.

Post-Doctoral Fellowship $63,000 New Zealand University Grants Committee (with L Fulcher) 1987-1988.

Consultation Exercise on the Review of Psychiatric Hospitals and Hospitals for Mentally Handicapped $1000 New Zealand Department of Health 1987.

Lectureship in Primary Health Care $55,000 New Zealand Alcoholic Liquor Advisory Council 1987

RESEARCH FUNDING ASSESSMENT

Alzheimers Association Research Grants

Australian Research Council Large Grants Scheme

Health, Housing and Community Services Research and Development Grants, Department of Human Services and Health, Commonwealth of Australia

National Health and Medical Research Council, Commonwealth of Australia

Public Health Research and Development Committee Research Grants, National Health and Medical Research Council, Commonwealth of Australia

Women in Business and Industry Grants, Department of Business, Industry and Regional Development, Queensland, Nurses Registration Board of New South Wales, Sydney, New South Wales

HIGHER DEGREE EXAMINER

2012-13
University of Newcastle, Newcastle, New South Wales, Australia. Ms. Sudkhanoung Plangpongpan (Doctor of Philosophy) *The Family Caregivers' Lived Experience in a Crisis During Their Care for Relatives with a Mental Illness.*

2009-10
University of Newcastle, Newcastle, New South Wales, Australia. Mr. Charles Harmon (Doctor of Philosophy) *The process of response of mental health nurses who have experienced physical assaults by their patients; A grounded theory study conducted in mental health inpatient settings.*

2008-9
Curtin University of Technology, Perth, Western Australia. Mr. Graeme Lee Dedman (Doctor of Business Administation) *The dimensions of efficiency and effectiveness of clinical directors in Western Australia's public teaching hospitals.*

Dublin City University, Dublin, Republic of Ireland. Mr. M. Philbin (Doctor of Philosophy) *Identity commitment in the context of psychosis: A grounded theory study.*

University of Sydney, New South Wales, Australia. Ms. R.C. Rossiter (Doctor of Philosophy) *Exploring the experience of dialectical behaviour therapists: Challenging therapeutic pessimism related to borderline personality disorder.*

University of Adelaide, Adelaide, South Australia. Ms Eileen Petrie (Doctor of Philosophy) *Action research in preventing workforce burnout in rural remote community mental health nursing.*

2000-2007
Chinese University of Hong Kong
University of Adelaide, South Australia
University of Auckland, New Zealand
Curtin University of Technology, Australia
Deakin University, Victoria, Australia
Edith Cowan University, Western Australia
Griffith University, Queensland
La Trobe University, Victoria, Australia
Macquarie University, Victoria, Australia
Queensland University of Technology, Queensland

University of Melbourne, Victoria, Australia
University of Newcastle, New South Wales
University of New South Wales, New South Wales
University of Sydney, Australia
Victoria University of Wellington, New Zealand

VISITING SCHOLAR

American University of Beirut (Academic Year 2008-9)

University of Adelaide (current)

Hong Kong Polytechnic University (February, 1998)

University of Tasmania, Launceston, Tasmania (July, 1996)

Bowling Green University, Ohio, USA (February, 1996)

PACE University, New York, USA (January, 1996)

St Joseph's College, Conneticut, USA (January, 1996)

HONOURS AND FELLOWSHIPS

Professor Emeritus, Queensland University of Technology

Fellow, Australian Institute of Management

Fellow of the Royal College of Nursing (Australia)

Fellow of the Australian College of Mental Health Nurses (Formerly the Australian and New Zealand College of Mental Health Nurses)

APPOINTMENTS

Member	Mental Health and Addictions Task Force, Calgary Health Region and Norlien Foundation
Member	Mental Health Research Partnerships Committee, Alberta Mental Health Board
Member	Mental Health Task Force, Hotchkiss Brain Institute, University of Calgary
Member	Reference Group for the Development of National Practice Standards for the Mental Health Workforce, National Education and Training Initiative, National Mental Health Strategy
Member	Education and Training For General Practitioners Task Group of the Committee for Incentives for Mental Health
Member	Reference Committee for the National Review of Nursing Education established by the Commonwealth Ministers for Education and Health
Member	Mental Health Integrated Projects National Reference Group

Honorary	Network for Psychiatric Nursing Research, United Kingdom Member
Chairperson	Committee of Presidents of Nursing & Midwifery Colleges (1999-2002)
President	Australian & New Zealand College of Mental Health Nursing (1999-2002)
Member	Mental Health Council of Australia (1999-2002)
Consultant	International Council of Nurses, Geneva
Editor	Australian & New Zealand Journal of Mental Health Nursing (1 January, 1992 - 31 December, 1998)
Editorial Board	International Journal of Mental Health Nursing, formerly the Australian & New Zealand Journal of Mental Health Nursing
Editorial Board	Journal of Psychosocial Nursing and Mental Health Services
Editorial Board	Journal of Mental Health
Editorial Board	Journal of Ethics in Mental Health
Review Panel	Contemporary Nurse
Review Panel	Infection Control & Hospital Epidemiology
Reviewer	Journal of Adolescent Health
Reviewer	Journal of Physical Activity & Health
Reviewer	Infection Control & Hospital Epidemiology
Reviewer	International Nursing Review

PUBLICATIONS

BOOKS

Clinton, M. (forthcoming) Mental Health Ethics in Australia IPCommnications

Clinton, M. (Ed), (2004) Management in the Australian Healthcare Industry 3rd edition, Sydney: Pearson Eduction Australia

Clinton, M. & Nelson, S. (Eds.), (1999) Advanced Practice in Mental Health Nursing. Oxford: Blackwell Science.

Clinton, M. & Scheiwe, D. (Eds.), (1998) Management in the Australian Healthcare Industry 2nd edition. Melbourne: Longmans.

Clinton, M. & Nelson, S. (Eds.), (1998). Mental Health and Nursing Practice 2nd edition.

Sydney: Prentice Hall.

Clinton, M. & Nelson, S. (Eds.), (1996). Mental Health and Nursing Practice. Sydney: Prentice Hall.

Clinton, M. & Scheiwe, D. (Eds.), (1995). Management in the Australian Healthcare Industry. Sydney: Harper Educational.

BOOK CHAPTERS

Clinton, M. (2016) Common urological diseases. In T. Capriotti & J.P. Frizzell (eds.) *Pathophysiology: Introductory concepts and clinical connections.* Philadelphia: F.A. Davis Company. (Includes material for instructors manual, power point slides for on-line learning, case studies, and NCLEX style questions).

Lee, H.C., Lee, A.H. & Clinton, M. (2009) Fire Safety of older Chinese migrants in Western Australia. In I. Sogaard & H. Krogh. (eds) *Fire safety.* Hauppauge, NY: Nova Science

Clinton, M. (2006) Cultural roots and new directions. In Margaret McAllister (Ed) Solution Focused Nursing: Rethinking Practice. Palgrave Macmillan: Houndmills, Basingstoke

Clinton, M. (2006) Biological psychiatry v humanism: Objectivity, causation and motivation in taking meaning seriously in mental health practice. In Cutcliffe & Ward (Eds.), *Key debates in psychiatric and mental health nursing,* Oxford: Elsevier Science.

Clinton, M. (2004) Overview of the Australian Healthcare Industry.
In M. Clinton (Ed), Management in the Australian Healthcare Industry 3rd edition, Sydney: Pearson Eduction Australia.

Clinton, M. (2004) Strategic Thinking and Planning.
In M. Clinton (Ed), (forthcoming) Management in the Australian Healthcare Industry 3rd edition, Sydney: Pearson Eduction Australia.

Hazleton, M., & Clinton, M. (2004) Human Rights, Citizenship and Mental Health Reform in Australia. In P. Morrall & M. Hazelton (Eds) Mental Health Global Policies and Human Rights. London : Whurr Publishers.

Clinton, M., de Boulay, S., Hazelton, M. and Horner, B. (2002) Mental Health Nursing Education and the Health Labour Force. In National Review of Nursing Education 2002: Literature Reviews. Canberra: Department of Education, Science and Training and Department of Health and Ageing.

Hazelton, M. & Clinton, M. (2001) Mental Health Consumers or Citizens with Mental Health Problems and Disorders? In S. Henderson & A. Petersen (Eds) Consuming Health: The Commodification of Health Care. Oxford: Routledge.

Hazelton, M. & Clinton, M. (2001) Mental Health and the Older Citizen. In T. Cluning Ed.) Ageing at Home: Practical Approaches to Community Aged Care. Ausmed Publications: Richmond.

Clinton, M. (1999) Classification and Assessment of Mental Disorder. In M. Clinton & Nelson, S. (Eds.) Mental Health and Nursing Practice 2nd edition. Sydney: Prentice Hall.

Clinton, M. & Baume, P. (1999) Suicide Prevention. In M. Clinton & S. Nelson (Eds.), Advanced Practice in Mental Health Nursing. Oxford: Blackwell Science.

Clinton, M. & Nelson, S. (1999) Recovery, mental illness and mental health nursing. In M. Clinton & S. Nelson (Eds.), Advanced Practice in Mental Health Nursing. Oxford: Blackwell Science.

Clinton, M. & Nelson, S. (1998) Quality Discourse and Nursing as Therapy. In R. McMahon & A. Pearson (Eds.), Nursing as Therapy. London: Chapman Hall.

Clinton, M. & Nelson, S. (1998). The Australian Healthcare System: An Overview. In M. Clinton & D. Scheiwe (Eds.), Management in the Australian Healthcare Industry 2nd Edition. Melbourne: Longmans.

Clinton, M. (1998). Comparative Healthcare Systems. In M. Clinton & D. Scheiwe (Eds.), Management in the Australian Healthcare Industry 2nd Edition. Melbourne: Longmans.

Clinton, M. & Hendricks, J. (1998). Issues and Trends in Nursing Management. In M. Clinton & D. Scheiwe (Eds.), Management in the Australian Healthcare Industry 2nd Edition. Melbourne:Longmans

Clinton, M. & Nelson, S. (1996). Mental Health Needs. In M.Clinton & S. Nelson (Eds.), Mental Health and Nursing Practice. Sydney: Prentice Hall.

Clinton, M. & Nelson, S. (1996). Mental Health Services. In M.Clinton & S.Nelson (Eds.), Mental Health and Nursing Practice. Sydney: Prentice Hall.

Clinton, M. & Nelson, S. (1996). Professional Issues. In M.Clinton & S.Nelson (Eds.), Mental Health and Nursing Practice. Sydney: Prentice Hall.

Clinton, M. & Nelson, S. (1995). The Australian Healthcare System: An Overview. In M. Clinton & D. Scheiwe (Eds.), Management in the Australian Healthcare Industry. Sydney: Harper Educational.

Clinton, M. & Nelson, S. (1995). Issues and Trends in Nursing Management. In M. Clinton & D. Scheiwe (Eds.), Management in the Australian Healthcare Industry. Sydney: Harper Educational.

Clinton, M. (1991). Nursing for Mental Health. In R.J. Kosky, H.S. Eshkevari & V.J. Carr (Ed.), Mental Health and Illness. Butterworth-Heinemann.

Clinton, M. (1985). Economic Aspects of High Dependency Care. In D. O'Brien and S. Alexander (Eds.), High Dependency Nursing. Churchill Livingstone.

Clinton, M. (1985). Training Psychiatric Nurses: Why theory into practice won't go. In A. Altschul. (Ed.), Psychiatric Nursing. Churchill Livingstone.

ARTICLES

Clinton, M.E., Madi, M., Doumit, M., Ezzeddine, S. & Rizk, U. "My greatest fear is becoming a robot: the paradox of transitioning to nursing practice in Lebanon in the robotic age. Submitted to *SAGE Open*. November, 10, 2017.

Madi, D. & Clinton, M.E. Pain and its impact on the functional ability of children treated at the Children's Cancer Center of Lebanon. *Journal of Pediatric Oncology Nursing*. .Accepted for publication December 12, 2017.

Madi, M., Clinton, M.E., Doumit, M., Ezzeddine, S. & Rizk, U. Transitioning to nursing practice in Lebanon: Challenges in professional, occupational and cultural identity formation. Submitted to Journal of Nursing Education and Practice. November, 2017. Accepted for publication December 18, 2017.

Clinton, M.E., Younan, L. & Fares, S. Multidimensional analysis of the Arabic version of the Actual Scope of Nursing Practice Scale. *Journal of Nursing Measurement*. Accepted for publication August, 2017.

Clinton, ME. (2017 Why Syrian refugees living in informal settlements in the Levant need the same research protections as U.S. prisoners. *International Journal of Evidence-Based Practice, 15*(1), 1-2. doi: 10.1097/XEB.0000000000000101

Springer, R.A. & Clinton, M.E. (2017) Inquiring into the effects of the corporatized university and its implications for graduate nurse education. *Nursing Inquiry* 2017; e12197. https://doi.org/10.1111/nin.12197

Clinton, ME. & Springer, R.A. (2017). Representation, archaeology and genealogy: Three "spatial metaphors" for inquiring into nursing phenomena with Foucauldian discourse analysis *Nursing Philosophy*. doi: 10.1111/nup.12166

Clinton, M.E. & Tchaparian, H. Rasch analysis of Lebanese nurses' responses to the Occupational Fatigue Exhaustion Recovery (OFER) Scale. *Journal of Nursing Measurement. 25*(3), 459-475. http://dx.doi.org/10.1891/1061-3749.25.3.459

Farah, N., Nasreddine, L., Al-Anoud, A., Al Thani, M., Yunis, K; **Clinton, M.E.**, Nassar, A., Jarrar, S.F., Moghames, P., Ghazeeri, G., Rahman, S., Al-Chetachi, W., Sadoun, E., Lubbad, N., Bashwar, Z., Bawadi, B., & Hwalla, N. (2016). Study protocol: Mother and Infant Nutritional Assessment (MINA) cohort study in Qatar and Lebanon. *BMC Pregnancy and Childbirth*. 16:98. doi: 10.1186/s12884-016-0864-5

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PERSONAL AND CONFIDENTIAL

Laila F. Farhood, Ph.D., M.S.N,C.S
Graduate Program Convener
Rafic Hariri School of Nursing
American University of Beirut
Riad El Solh 1107-2020
Beirut-Lebanon

December 20, 2017.

Dear Dr. Farhood,

Re-Appointment to the Hariri School of Nursing

I am writing in accordance with AUB Policy on the re-appointment of full-professors to request a further and final appointment to the Rafic Hariri School of Nursing for a for a period of two years.

Enclosed as required by the Re-Appointment Schedule is my updated Curriculum Vitae and a personal statement about my academic contributions to nursing and the University. My personal statement addresses the areas of research, teaching, and service.

I have written to my referees to ask for permission to submit their names to the University. Their names will be submitted as soon as confirmation is received

Sincerely,

Michael Clinton

cc: Dr. Huda Abu-Saad Huijer RN, PhD, FEANS, FAAN, Director, Hariri School of Nursing, American University of Beirut

Application for Re-Appointment to the Rafic Hariri School of Nursing – Michael Clinton

Personal Statement

Michael Clinton – Professor of Nursing

I am pleased to submit this personal statement in support of my application for re-appointment to the Rafic Hariri School of Nursing for a fixed term period of two years. I joined the Rafic Hariri School of Nursing as a Pro Bono Visiting Professor for the 2008-9 Academic Year and will complete ten years of service at the end of the current academic year. My contributions to the discipline of nursing and the University are described below and include statements about what I should like to contribute if reappointed. It should be noted that I am seconded half-time from the Rafic Hariri School of Nursing to the Faculty of Medicine to fulfil the responsibilities of Vice-Chair of the Social and Behavioural Sciences Institutional Review Board. This year I complete eight years of service to the Institutional Review Board.

Research:

My Curriculum Vitae shows that my field of research is mental health and that I had developed a track record in funded research before leaving Australia to take up decanal responsibilities in Canada. Since joining AUB, I have reoriented my research activities to fit in with my teaching and service responsibilities. My primary research focus is now the quality of the nursing workforce. I concentrate on two research emphases:

1. Psychometric analysis of measures used in nursing workforce research, including measures of occupational fatigue and the scope of nursing practice.
2. Preparation of nursing students for the nursing workforce with a strong emphasis on humanistic nursing care.

My psychometric studies go beyond factor analysis and internal consistency to focus on applications of unidimensional and multidimensional item response theory. My studies of the transition of Bachelor of Science in Nursing students to practice focus on the effect of curriculum structures, periods of clinical experience and healthcare systemic factors on the capacity of students to develop nursing competencies and their intentions to leave.

I bring a strong methodological focus to my research from my studies in continental philosophy and the ethics of mental health. Since joining AUB, I have published regularly as can be seen from my PhD. However, I have not pursued research funding for two reasons: lack of time to oversee externally funded research projects in the detail required due to my Institutional Review Board responsibilities; my preference to leave internal research funds for the support of less experienced scholars who need research funds to achieve promotion. My activities with the Institutional Review Board have encouraged my interest in empirical ethics and I have begun a research project that will compare perceptions of organizational research climates among university-based investigators in Lebanon, Canada, and Australia. Data collection in Lebanon is almost complete. Data will continue to be collected in Canada until December 31, 2018. Data collection in Australia will start in February, 2019.

If re-appointed, and subject to the responsibilities allocated to me, including the possibility of further involvement with the Institutional Review Board, I intend to undertake further psychometric studies as opportunities arise, including secondary analysis of data collected under my supervision

by graduate students. I will be writing more papers based on the data collected for the transition to nursing practice project, which I am leading with contributions from colleagues at the Lebanese American University, Makassed University of Beirut, and the University of Balamand. The study I am conducting on organizational research climates with my former PhD student Dr. Rusla Anne Springer at the University of Saskatchewan will lead to publications in 2018 and 2019. Other opportunities for publication will arise from my interest in the need for improved research protections for Syrian refugees. As well as engaging in research and scholarly activities, I will continue to mentor less experienced faculty.

My work with the American University of Beirut Institutional Review Board is another indirect contribution to research. I assist investigators with the ethical component of their applications for external funding and respond promptly when investigators need early ethical approval to meet the requirements of external funding agencies.

Teaching:

Before joining AUB, I developed in-depth expertise in curriculum development and teaching. My experience includes developing baccalaureate degree programs in nursing and health sciences in England and Bachelor of Nursing and Master of Science in nursing programs in Australia. I have supervised PhD students to completion in England, Canada and Australia and am able to make a substantial high-level contribution to teaching in the PhD in Nursing Science that will start at AUB in fall 2018.

Table 1. Summary of Instructor and Course Evaluations – 5 Years to 2016-17

	2012-13		2013-14		2014-15		2015-16		2016-17	
Course	MC	AUB	MC	AUB	MC	AUB	MC	AUB	MC	AUB
NURS 500	4.5	NA	4.5	NA	4.8	4.2	4.4	4.2	4.9	4.2
NURS 507	4.8	NA	4.4	NA						
NURS 525			4.4	NA	4.7	4.2	4.8	4.2	4.7	4.3

Notes: NURS 500: Theories, Concepts and Frameworks for Advanced, Nursing Practice; NURS 507: Nursing Administration and Management; NURS 525: Leadership Theories and Applications for Nurse Manages. The following are excluded from the table because they are not subject to OIRA Instructor and Course Evaluation: NURS 508: Advanced Practice in Nursing Education (Practicum); NURS 598: Project: NURS 599: Thesis.

Since coming to AUB, I have developed graduate courses in business communication in healthcare settings, interpersonal communication, transformational leadership, and interdisciplinary bases for nursing research and scholarship. My courses are well received by students and Table 1 shows that my Instruction and Course Evaluation results are consistently high. The following comments from students show that I engage students in learning and model attitudes that will help them succeed in nursing and life.

Dr. Clinton is friendly and gracious. He treated us as colleagues! He stimulated critical thinking and brought examples from practice that caused us to reflect on nursing's body of knowledge.

New horizons for thought were opened through discussion. The interaction in class was priceless. It intrigued my interest in the subject and offered help in understanding the theory more.

Dr. Clinton is an outstanding professor, approachable, interesting, well-informed and always well prepared.

Dr. Clinton is one of the reasons I joined the administration track, Excellent classes and interaction between fellow students. He listened and valued what we said and respected every student.

Ironically, my major contribution to facilitating student learning is not classroom instruction but supervision of Master of Science in Nursing projects and theses. Since almost all graduate students in nursing work full-time, completion of a capstone project on time is a daunting challenge for students and faculty. Supervision of each project requires dedicated time because graduate nursing students need a lot of help with selecting a topic, designing a study, obtaining Institutional Review Board approval and, especially, writing up a project report to lodge in the University Library by the cut-off date. Helping students with writing and editing their final reports requires many hours of work every semester. Since joining the American University of Beirut, I have supervised 24 projects and two theses. Nursing students are reluctant to write theses because they are eager to get finished as they approach the end of the Master of Science in Nursing Program. Some students are deterred because they have taken elective courses and cannot afford to pay for the additional three credits required for a thesis.

My success in teaching AUB students comes from my well-developed teaching philosophy and my excellent rapport with students. I consider myself an outsider in Lebanon and am open to learning from students about their work experiences and career aspirations. I do everything possible to help students resolve academic issues promptly. Students receive an email response to their queries immediately if I am in the office; otherwise I respond to students' questions and concerns within 12 hours. I have an open-door policy and students frequently drop in to talk about their studies and thoughts for theses and projects.

During my academic preparation, I studied critical social theory, emancipatory education, and empowerment. Later as a PhD student in sociology, I studied the hidden curriculum and its impact on the ability of nursing graduates to apply their academic knowledge. Later still, as a senior administrator in the National Health Service, I learned to apply action learning and psychodynamic strategies to the leadership, education, and development of the health workforce. I draw on all these experiences to facilitate student learning outcomes. I consider myself a master teacher and believe my success with students is due to my ability to understand their learning needs and devise strategies to help them achieve as closely as possible to their full potential.

I have continued to develop as a teacher since coming to AUB and was among the first faculty members to attend the workshops in blended learning offered by the Academic Core Process and Systems Team. In January 2018 I will attend additional workshops to learn about new online tools that can support student learning.

If re-appointed, I would like to continue teaching graduate courses in interdisciplinary theories to support nursing research and scholarship and leadership. I intend to focus the leadership course on ethical leadership to counter the paucity of ethical leadership witnessed in the United States, parts of Europe, and in non-democratic countries in Africa and the Eastern Mediterranean region. I will engage students in thinking about how to use ethical leadership theories in healthcare settings in an age of impoverished international and national leadership. The course will involve students in exploring ethical leadership theories and testing out their practical implications in everyday nursing work settings. My course in interdisciplinary theories will continue to rely on a case study approach in which students examine concepts, theories and theoretical frameworks to reflect on the care of a patient in their care. In addition, I will contribute to the PhD program by participating in teaching students about theoretical frameworks for research, qualitative research designs, and research ethics.

Service:

Current contributions to nursing include examination of PhD theses and manuscript review for international journals. I am regularly approached by universities in Australia to examine theses on mental health nursing, mental health policy, and mental health consumers. Since joining the American University of Beirut, I have examined PhD theses for candidates at the University of Central Queensland and the University of Newcastle, New South Wales. Before leaving Australia for Canada, I examined almost all PhD theses written on mental health nursing topics by nurses in Australia. I am a member of the editorial boards for the International Journal of Mental Health Ethics, and the International Journal of Evidence-Based Health Care. I frequently review articles for both journals and write occasional editorials for the Journal of Evidenced-Based Health Care. Other journals I review for include the Journal of Nursing Measurement and Collegian: The Australian Journal of Nursing Practice, Scholarship & Research. On average, I review one manuscript per month for an international refereed journal.

My principal service to the University is in my role as Vice-Chair of the Institutional Review Board. In this capacity, I contribute efficiency in reviewing applications for Institutional Review Board Approval. Typically, I review more than 150 applications from AUB faculty a year and additional applications for course required research. The Social and Preventive Medicine course offered by the Faculty of Health Sciences alone requires rapid review of up to 20 proposals per year, all of which must be reviewed within a tight timeframe if students are to graduate. Almost all the applications received from AUB investigators and on behalf of students, require modifications to secure approval. The correspondence required is voluminous. The Institutional Review Board considers between 15 and 20 applications a year in convened meetings. As Vice-Chair I am a reviewer for or a custodian for all studies considered by the Board. My role includes undertaking preliminary reviews of proposals, contacting investigators before board meetings to resolve queries, chairing meetings and pulling together the diverse comments of board members, interpreting the applicability of United States Federal Regulations, writing informally to investigators the day after meetings to let them know the status of their applications, editing draft approval, modification and deferral letters, and signing off on letters to investigators.

Additionally, I meet with investigators and students to help them prepare applications for Institutional Review Board approval. I guide investigators in such matters as recruiting and consenting research subjects/participants, safeguards for vulnerable subjects such as Syrian refugees, children employed illegally, street children, workers in the sex industry, helpers employed in households, users of illicit substances, men who have sex with men, victims and survivors of abuse in the home. The meetings almost always result in a shorter time between submission of an application and Institutional Review Board approval.

I completed a three-year term as elected Rafic Hariri School of Nursing representative to the University Senate in summer, 2017. As a Senator, I served as a Due Process Monitor for academic appointments, contributed to two working parties preparing documentation for Middle States Commission of Higher Education re-accreditation (Group II and Group VII), and was a member of the Senate Taskforce on Academic Grades. After each meeting, I wrote a detailed report on Senate discussions and decisions for immediate distribution to members of the Rafic Hariri School of Nursing. When writing my reports, I took care not to mention or comment on confidential or sensitive matters.

Service to the Rafic Hariri School of Nursing include membership of the Advisory Committee (seven years), former membership of the Research Committee (three years), Chair of the Graduate Studies

Committee (2017-18 Academic Year only) course convenorship of undergraduate courses (not current), convenorship of graduate courses (current).

My future contributions to service depend on whether my secondment to the Institutional Review Board is to continue and the duties to which I am assigned in the Rafic Hariri School of Nursing. I am willing to accept any leadership role assigned to me should the Rafic Hariri School of Nursing become an independent faculty.

Referees:

I have contacted my referees and will submit their names and contact details when they have confirmed that they are available to support of my application for re-appointment.

CURRICULUM VITAE

Angela Richard Massouh
Assistant Professor and Cardiology Clinical Nurse Specialist
Undergraduate Division | Hariri School of Nursing

Biography

I received my undergraduate nursing degree from the American University of Beirut [AUB] in 2004 and my graduate degree in Adult Care Nursing with a focus on Cardiology in 2008. After working for 5 years as a Registered Nurse in the Coronary Care Unit at AUB Medical Center [AUBMC], I later joined the Hariri School of Nursing [HSON] in 2009 as a Clinical Instructor. In 2011, I stared a joint appointment as the Cardiology Clinical Nurse Specialist at AUBMC where I co-led its Heart Failure Multidisciplinary Disease Management Program and the newly established Heart and Lung Transplant service. In 2020, I was appointed as the Nurse Leader for Research, Education, and Innovation at AUBMC.

In 2017, I finished my doctorate degree in Biobehavioral Nursing from the University of Colorado, Denver and as such was promoted to Assistant Professor. My research focus is on Chronic Disease Management and Self-Care. My dissertation research, which later won the 2017 Distinguished PhD Dissertation Award, examined Determinants of Self-Care in a Sample of Lebanese Patients with Heart Failure.

My clinical area of expertise is in Heart Failure and my research focus is driven by a keen interest in narrowing the gap between research, theory, and clinical practice in symptom science. My research is expected to provide new perspectives in understanding lived experiences and self-care in patients living with chronic illnesses in Lebanon and the region.

I. Educational Background

2013 through 2017 **PhD in Nursing**

University: University of Colorado Denver Anschutz Medical Campus, College of Nursing; Colorado, USA.
Dissertation Research: Determinants of Self-Care in a Sample of Lebanese Patients with Heart Failure.
Received the 2017 Distinguished Dissertation Award.

2005 through 2008 **Master of Science in Nursing**

University: American University of Beirut, Hariri School of Nursing.
Track: Adult Care Track with a subspecialty in Cardiology/ Heart Failure.
Graduating Project: Setting Up a Heart Failure Clinic in Lebanon, Practice and Recommendations.

2001 through 2004 **Bachelor of Science in Nursing**

University: American University of Beirut, Hariri School of Nursing.
Honors: Consistent placement on Dean's Honors List.
Received the 2004 Penrose Award.

Certificate Programs

July through August 2013 **Post-Graduate Degree in Health Research:** Scholars in HeAlth Research Program (SHARP)

This is a summer certificate program that expands the breadth and depth of research skills of postgraduate trainees, and provides the essentials quantitative skills in Epidemiology, Biostatistics, Research Ethics, Library Science-Informatics, with hands-on application modules in analysis and reporting of large datasets.

September through October 2007 **Clinical Residency** in Cardiovascular Care at Johns Hopkins University, Baltimore, USA.

This was a 6-week intensive training as part of the MSN program at AUB. Clinical residencies are planned with advisors at Johns Hopkins and with an aim to be shadow an Advanced Practice Nurse. Clinical rotations are done with Clinical Nurse Specialists, Case Managers, and Nurse Practitioners.

II. Employment History

Academic Roles

2017 and ongoing **Assistant Professor |** Adult and Critical Care

American University of Beirut
School of Nursing

2011 through 2017 **Clinical Instructor |** Adult and Critical Care

American University of Beirut
School of Nursing

2009 through 2011 **Assistant Clinical Instructor |** Adult and Critical Care

American University of Beirut
School of Nursing

2007 through 2008 **Clinical Preceptor |** Adult and Critical Care
American University of Beirut
School of Nursing

Administrative Roles

2020 and ongoing **Clinical Nurse Leader for Research, Education, and Innovation**
American University of Beirut Medical Center
Nursing Services Department

Clinical Roles

2011 and ongoing **Clinical Nurse Specialist |** Cardiology and Heart Failure
American University of Beirut Medical Center
Cardiology Department

2004 through 2009 **Registered Nurse |** Coronary Care Unit
American University of Beirut Medical
Nursing Services

III. Awards and Honors

2021 **Fellow** of the **Heart Failure Association** of the European Society of Cardiology.

2019 Recipient of the **2019 Best Moderated Poster Award** at the Euro Heart Care Conference by the Association of Cardiovascular Nursing and Allied Professions, Milan.

2017 Recipient of the **2017 Distinguished PhD Dissertation Award** at the University of Colorado, Denver.

2013 Recipient of the **Continuing Medical Education Award** in recognition of outstanding commitment and support as an activity director.

2004 Recipient of the **Penrose Award** of School of Nursing Faculty of Medicine, AUB that is given on basis of scholarship, character, contribution to university life, and for the outstanding graduate of the faculty.

2001 through 2004 Placed on the **Dean's Honor List** every semester at the American University of Beirut.

IV. Research and/or Creative Work Outputs

A. Published Books, Book Chapters, and Edited Volumes

B. Refereed Journal Publications

2020 **Massouh, A.,** Huijer, H., Meek, P., & Skouri, H. (2020). Determinants of Self-Care in Patients with Heart Failure: Observations from a Developing Country in the Middle East. *Journal of Transcultural Nursing,* 1-10. doi:10.1177/1043659619865587

2020 **Massouh, A.,** Skouri, H., Cook, P., Huijer, H., Khoury, M., & Meek, P. (2020). Self-Care Confidence Predicts Self-Care Management and Maintenance in Patients with Heart Failure. *Heart & Lung*, 1-6. doi: 10.1016/j.hrtlng.2019.07.008

2020 Anker, M. S., Bouleti, C., Christodoulides, T., Durante, A., Gara, E., Hadzibegovic, S., Keramida, K., Lena, A., **Massouh, A.**, … Jankowska, E. A. (2020). The heart failure specialists of tomorrow: a network for young cardiovascular scientists and clinicians. *ESC Heart Failure, 7,* 873-877. doi:10.1002/ehf2.12674

2019 Noureddine, S., & **Massouh, A.** (2019). Self-Care in Cardiovascular Nursing. *European Journal of Cardiovascular Nursing.* Retrieved from: https://journals.sagepub.com/page/cnu/collections/virtual-special-issues/self-care

2019 Noureddine, S., & **Massouh, A.** (2019). Factors Associated with Continued Smoking in Acute Coronary Syndrome Patients. *Journal of Cardiovascular Nursing, 34,* 94-98. di:10.1097/JCN.0000000000000514

2015 Dumit, N.Y., Abboud, S., **Massouh, A.,** & Magilvy, J. K. (2015). Role of the Lebanese family caregivers in cardiac self-care: a collective approach. *Journal of Clinical Nursing, 24*, 3318-3326. doi:10.1111/jocn.12949

2015 Kantar, L.D., & **Massouh, A.** (2015). Case-based learning: What traditional curricula fail to teach? *Nurse Education Today, 35*, e8-14. doi:10.1016/j.nedt.2015.03.010

2013 Noureddine, S., **Massouh, A.,** & Froelicher, E. (2013). Perceptions of heart disease in community-dwelling Lebanese. *European Journal of Cardiovascular Nursing, 12*, 56-63. doi:10.1177/1474515111430899

2011 **Massouh, A.** (2011). A Heart Failure Clinic in Lebanon: Proposal and Recommendations. *Lebanese Journal of Nursing, 2*, 73-76.

C. Manuscripts Under Review

2021 Deek, H., **Massouh, A.**, & Davidson, P. (2021). Heart Failure in Lebanon: A Review of Literature. *Submitted to the Journal of Nursing Studies*. Under Review.

2020 Tarkhan, M., Massouh, A. [Corresponding Author], & Badr, L. (2020). **Acculturation, Life-Style Behaviors, and Cardiovascular Disease Risk Factors Among Arab Americans in Southern California.** *Submitted to the Journal of Cardiovascular Nursing*. Under Review.

D. Refereed Conference Papers with Proceedings

E. Refereed Abstracts and Posters

2021 Jaafar, N. Taher, A., **Massouh, A.** [Presenter], & Skouri, H. I*ron Deficiency Testing and Prevalence in a Lebanese Heart Failure Population: Between Guidelines and Clinical Practice.* Poster Presentation at the HeartFailure2021 at the Heart Failure Association at the European Society of Cardiology.

2021 **Massouh, A.**, Chehade, M., Lambrinou, E., Skouri, H., & Dumit, N. July 2021. *Lived Experiences of Left Ventricular Assist Device Patient Caregiver Dyads*. Podium Presentation at the HeartFailure2021 at the Heart Failure Association at the European Society of Cardiology.

2021 Chehade, M., **Massouh, A.**, Lambrinou, E., Skouri, H., & Dumit, N. June 2021. *Dyadic Lived Experiences of Ventricular Assist Device in a Crisis Torn Country.* Poster Presentation at the EuroHeartCare2021 at the Association of Cardiovascular Nursing & Allied Professions (ACNAP) Congress.

2020 **Massouh, A.**, Aridi, H., Iskandarani, G., ElCheikh, J., Bazerbachi, A., & Skouri, H. May 2020. *An Elevated Heart Rate is Associated with*

Mortality in Cancer Patients after 1 year Follow Up. Poster Presentation at the Heart Failure Association at the European Society of Cardiology.

2020 Jaafar, N., **Massouh, A.,** & Skouri, H. May 2020. *Characteristics of Patients with Heart Failure in Lebano*n. Poster Presentation at the Heart Failure Association at the European Society of Cardiology.

2019 **Massouh, A.,** Huijer, H., Skouri, H., & Meek, P. (2019). *Self-Care Confidence Predicts Self-Care Management and Maintenance in Patients with Heart Failure*. Poster Presentation at the Association of Cardiovascular Nursing and Allied Professions at the European Society of Cardiology.

2018 **Massouh, A.,** Huijer, H., Meek, P., & Skouri, H. May 2018. *Determinants of Self-Care in a Sample of Lebanese Patients with Heart Failure.* Poster Presentation at the Heart Failure Association at the European Society of Cardiology.

F. Creative Works

G. Patents

H. Policy Briefs, Technical Reports, Professional Practice Reports, Magazines, etc.

2016 **Heart Failure in the Middle East and North Africa Region: A Roadmap for Policy Action** published by the Health Policy Partnership in collaboration with Novartis.

I. Presentations

February 2021 Massouh, A. **Cardiotoxicity: Putting the Heart into Long Term Cancer Care.** 9th Annual Beirut Breast Cancer Conference. Beirut, Lebanon.

September 2020 Massouh, A. **Heart Failure Care in Lebanon**. *Keynote Speech* at the Order of Nurses Heart Failure National Capacity Building Certificate Program. Le Royale, Dbayeh; Lebanon.

September 2019 Massouh, A. **The Heart Failure Program at the National and Nursing Professional Levels.** *Invited Oral Presentation*. Clemenceau Medical Center; Lebanon.

September 2019 Massouh, A. **Palliative Care in Patients Living with Heart Failure.** *Invited Oral Presentation* at the Palliative Care Conference. American University of Beirut; Lebanon.

June 2019 Massouh, A. **Heart Failure Guidance: What Nurses Should Know**. *Invited Oral Presentation* at the Novartis Heart Failure Clinic Workshop. Metropolitan Habtour; Lebanon.

June 2019 Massouh, A. **Role of Nurses in Heart Failure Care.** *Invited Oral Presentation* at the Roche Heart Failure Workshop for Primary Care Physicians. Hilton Habtour; Beirut, Lebanon. June 2019.

December 2018 Massouh, A. **Heart Failure Guideline Update: What Nurses Should Know?** *Invited Oral Presentation* at the 13th International Congress of the Lebanese Society of Cardiology and the 4th Middle East Heart Failure Meeting. Hilton Habtour; Lebanon.

December 2018 Massouh, A. **Heart Failure Symptom Science: The Lebanese Experience**. *Invited Oral Presentation* at the 13th International Congress of the Lebanese Society of Cardiology and the 4th Middle East Heart Failure Meeting. Hilton Habtour; Lebanon.

September 2018 Massouh, A. **Role of the Nurse in Heart Failure Care**. *Invited Oral Presentation* at the Novartis Cardiometabolic Summit. Hilton Habtour; Beirut, Lebanon.

August 2018 Massouh, A. **Heart Failure Symptom Management**. *Invited Oral Presentation* at the Novartis Workshop for Heart Failure Clinic Nurses. Smallville Hotel; Beirut, Lebanon.

May 2018 Massouh, A. **Determinants of Self-Care in a Sample of Lebanese Patients with Heart Failure**. *Invited Oral Presentation* at the 2nd International Nursing Conference at the Order of Nurses in Lebanon, Habtour Hotel; Lebanon.

May 2018 Massouh, A. **Heart Failure Symptom Science and Self-Care**. *Invited Symposium Lead and Oral Presentation* at the Novartis Heart Failure Symposium. Khartoum; Sudan.

May 2018 Massouh, A. **Chronic Heart Failure Outpatient Clinic Symptom Management**. *Invited Symposium Lead and Oral Presentation* at the Novartis Heart Failure Symposium. Khartoum; Sudan.

April 2018 Massouh, A. **Depression in Patients with Heart Failure**. *Invited Oral Presentation* at the 2018 Middle East Medical Assembly. American University of Beirut Medical Center; Lebanon.

December 2017 Massouh, A. **Heart Failure Self-Care Education and Symptom Management**. *Invited Oral Presentation* at the Novartis Road for Excellence in Nursing. Hilton Habtour; Lebanon.

August 2017 Massouh, A. **Hemodynamics Monitoring**. *Invited Oral Presentation* in the Critical Care Conference. Ragheb Harb Hospital; Lebanon.

August 2017 Massouh, A. **Ethics in Critical Care**. *Invited Oral Presentation.* Critical Care Conference. Ragheb Harb Hospital; Lebanon.

July 2017 Massouh, A. **Determinants of Self-Care in a Sample of Lebanese Patients with Heart Failure: A Lebanese Study.** *Invited Oral Presentation.* American University of Beirut Medical Center Grand Rounds; Lebanon.

July 2017 Massouh, A. **Educating Asthmatic Patients**. *Invited Oral Presentation* at the Back to Lebanon: The International Medical Forum. Regency Palace Hotel; Lebanon.

March 2017 Massouh, A. **Heart Failure Self-Care Education and Symptom Management**. *Invited Oral Presentation* at the Heart Failure Iraqi Physician Training Seminar hosted by Novartis. Metropolitan; Beirut, Lebanon.

January 2017 Massouh, A. **Heart Failure Self-Care Education and Symptom Management**. *Invited Oral Presentation* at the Heart Failure Physician Training Seminar. Tripoli; Lebanon.

February 2017 Massouh, A. **Heart Failure Self-Care Education and Symptom Management**. *Invited Oral Presentation* at the Heart Failure Physician Training Seminar. Marjeyoun; Lebanon.

April 2016 Massouh, A. **Heart Failure Self-Care Education: Non-pharmacological Management.** *Invited Oral Presentation* at the Heart Failure Nurse Training Seminar. Beirut; Lebanon.

October 2015 Massouh, A. **Psychosomatic Heart Disease**. *Invited Oral Presentation* at the Médecine, Psychothérapie et Transmission Culturelle. Beirut; Lebanon.

August 2015 Massouh, A. **Heart Failure Discharge Planning and Follow-up.** *Invited Oral Presentation* at the Iraqi Heart Failure Updates Conference. American University of Beirut Continuing Medical Education Office; Lebanon.

November 2014 Massouh, A. **Heart Failure in Lebanon: Current and Future Projects and Status Quo.** *Oral Presentation* at the Heart Failure National Conference. Order of Physicians; Lebanon.

November 2014 Massouh, A. **Symptom Management and Self-care in Heart Failure**. *Oral Presentation* at the Heart Failure National Conference. Order of Physicians; Lebanon.

September 2014 Massouh, A. **Follow up and Education of Patients with Heart Failure**. *Oral Presentation* at the Heart Failure Medical Training Course for Iraqi Physicians. American University of Beirut Continuing Medical Education Office; Lebanon.

June 2013 Massouh, A. **Heart Failure Disease Management Programs in Lebanon**. *Oral Presentation* at the Hariri School of Nursing Honor Society Meeting. American University of Beirut; Lebanon.

May 2013 Massouh, A. **Train the Trainers in Heart Failure Care**. *Invited Oral Presentation* at the Heart Failure Capacity Building Training. Order of Nurses; Lebanon.

May 2013 Massouh, A. **Adult Mild Therapeutic Hypothermia**. *Invited Oral Presentation* at the Middle Eastern Medical Association. American University of Beirut Continuing Medical Education Office; Lebanon.

May 2013 Massouh, A. **Updates in Clinical Cardiology**. *Invited Oral Presentation* at the Middle Eastern Medical Association. American University of Beirut Continuing Medical Education Office; Lebanon..

October 2012 Massouh, A. **Education and Counseling**. *Invited Oral Presentation* at the Hemoglobin Disorders Thalassemia and Sickle Cell Disease conference. Presentation at the Middle Eastern Medical Association. American University of Beirut Continuing Medical Education Office; Lebanon.

October 2012. Massouh, A. **Managing Adherence**. *Invited Oral Presentation* at the Hemoglobin Disorders Thalassemia and Sickle Cell Disease conference. Presentation at the Middle Eastern medical Association. American

University of Beirut Continuing Medical Education Office; Beirut, Lebanon.

May 2012 Massouh, A. **Heart Failure in Lebanon**. *Invited Oral Presentation* at the First Middle Eastern Heart Failure National Conference of the Lebanese Society of Cardiology. Bristol; Lebanon.

May 2012 Massouh, A. **Role of the Heart Failure Advanced Practice Nurse**. *Invited Oral Presentation* during the First Middle Eastern Heart Failure National Conference of the Lebanese Society of Cardiology. Bristol; Lebanon.

V. Grants

A. Grants Awarded

June 2020 **Appraisal, Burnout, and Coping in Dyads Living with Chronic Illness: The ABCs of Informal Caregiving.**

Research Category: Interdisciplinary, Clinical/Translational Research.
Funding: Application submitted to the Doha International Family Institute at Qatar Foundation; $44,467
Research Team: Dr. Angela Massouh (PI) and Drs. Nour Alayan [HSON] and Samar Noureddine [HSON].

2020 through 2021 **REflective Simulation-Based e-Training on Motivational Interviewing for Interprofessional Teams [RESeT-MI].**

Research Category: Nursing Education.
Funding: Application submitted to the Scholarship of Teaching and Learning (SOTL) Grants program at the American University of Beirut; $7,000.
Research Team: Dr. Angela Massouh (PI) and Dr. Nour Alayan [HSON].

2018 through 2020 **Dyad Engagement in Heart Failure Self-Care.**

Research Category: Interdisciplinary, Clinical/Translational Research.
Funding: University Research Board at the American University of Beirut; $25,000 over 2 years.
Research Team: Dr. Angela Massouh (PI) and Drs. Hadi Skouri [FM/ AUBMC], Souha Fares [HSON], Hala Darwish [HSON], Paula Meek [University of Colorado], and Dr. Huda Huijer [HSON].

2016 through 2017 **Determinants of Self-Care in a sample of Lebanese Patients with Heart Failure.**

Research Category: Interdisciplinary, Clinical/Translational Research.
Funding: University Research Board at the American University of Beirut; $6,500 over 1 year.
Research Team: Dr. Angela Massouh (PI), Drs. Huda Huijer [HSON], and Paula Meek [University of Colorado].

B. Grants Submitted and Currently Under Review

November 2020 **DETECT (DiagnosE TrEat Care): A Pilot Hypertension Management Program in Lebanon**

Research Category: Interdisciplinary, Clinical/Translational Research.
Funding: Application submitted to the World Health Organization, EMRO.
Research Team: HSON: Drs. Gladys Honein (PI), Houry Puzanian (Co-PI), Angela Massouh (Co-PI), Souha Fares (Co-PI), Samar Noureddine (Co-PI), Nuhad Dumit (Co-PI), and Huda Huijer (Co-PI). FM: Drs. Maya Romani (Co-PI) and Ali Abu Alfa (Co-PI), FHS: Dr. Marco Bardus (Co-PI).

September 2020 **A Longitudinal Randomized Control Trial of Smartphone-Assisted Heart Rate Variability Biofeedback for Smoking Cessation**

Research Category: Interdisciplinary, Clinical/Translational Research.
Funding: Application submitted to Fondacion Mapfre; 30,000 Euros.
Research Team: HSON: Dr. Nour Alayan (PI), Angela Massouh (Co-PI), and Samar Noureddine (Co-PI). FM: Drs. Maya Romani (Co-PI) and Dr. Martine Bejjani (CO-PI); and FHS: Dr. Marco Bardus (Co-PI).

February 2020 **Public Awareness of Indoor aiR Pollution and Health Threats-Beirut (PAIR-Beirut).**

Research Category: Interdisciplinary, Clinical/Translational Research.
Funding: Application submitted to the National Council for Scientific Research CNRS 2019-2020 Cycle.
Research Team: Dr. Angela Massouh (PI) and Drs. Najat Saliba [FAS], Samar Noureddine [HSON], and Hazem Assi [FM].

C. Grants Submitted and Not Awarded [Optional]

October 2019 Nurse-sensi**T**ive events in patients and the **A**ssociation with **I**ndividua**L** nu**R**se staffing levels in a **L**e**B**anese hospital: An International Multicenter Retrospective Longitudinal Observational Study **(TAILR.LB)**

Research Category: Health Systems
Funding: Application submitted to the University Research Board at the American University of Beirut; 2019-2020 Cycle.
Research Team: Drs. Suzanne Dhaini [PI, HSON]; Michael Simon [University of Basil]; Maria Unbeck [Karolinska University Hospital, Sweden]; Stephanie Bachnick [University of Basil]; **Angela Massouh** [HSON]; Martine El Bajjani [AUB, CRI].

VI. Teaching

A. Courses Taught

NURS 501 **Foundations of Advanced Practice Nursing**
Graduate Course; Existing but revised to a Blended Format
2 credits
2019 and Ongoing

NURS 503 **Advanced Health Assessment; Theory and Practicum**
Graduate Course; Existing
3 credits
2019 and Ongoing

NURS 400 **Introduction to Critical Care Nursing; Theory and Practicum**
Senior Undergraduate Course; Existing but majorly revised
4 credits
2010 and Ongoing

IPEC 300 **Interprofessional Education and Collaboration**
Senior Undergraduate Course; Existing but majorly revised
1 credit
2017 and Ongoing

NURS 302 **Nursing Care of Adults and Older Adults; Theory and Practicum**
Undergraduate Course; Existing but majorly revised
5 credits
2017 through 2019

NURS 210 **Introduction to Pathophysiology**
Undergraduate Course; Existing but majorly revised
2 credits
2011 through 2018

NURS 410 **Leadership and Management; Theory and Practicum**
Senior Undergraduate Course; Existing but majorly revised
5 credits
2010 through 2016

NURS 411 **Intensive Practicum**
Senior Undergraduate Course; Existing but majorly revised
3 credits
2010 through 2016

NURS 300 **Nursing Care of Adults and Older Adults; Practicum**
Undergraduate Course; Existing
3 credits
2009 through 2012

NURS 202 **Health Assessment; Practicum and Guest lecturer**
Undergraduate Course; Existing
2 credits
2010 and ongoing

B. Student Supervision and Advising

Academic Advising

Over the past 10 years, I have advised more than 45 *undergraduate* students and developed online files for all my students. My academic files are accessible to students and they are kept informed of their academic progress at all times.

As rules and regulations at AUB are in constant progress, advising is a huge responsibility and requires efforts. As an academic advisor, I constantly read the catalogue; update my information; understand the rules that govern transfer/probation; get familiar with the curriculum and General Education requirements; follow up on my advisees' grades; and set up regular meetings with weak students.

C. Service as Member on Thesis or Dissertation Committees

Fall 2020 and Ongoing — Project Title: **Asking Questions Can Help: Development and Preliminary Evaluation of a Question Prompt List and a Palliative Care Trigger List for Chronically Ill Patients**

Student: *Rim Itani*
School: American University of Beirut; School of Nursing
Program: Master of Science in Nursing, Adult Care Track
Role: Project First Reader

Fall 2020 and Ongoing — Thesis Title: **Frailty Interventions in Patients with Heart Failure: A Systematic Review**

Student: *Sally Atweh*
School: American University of Beirut; School of Nursing
Program: Master of Science in Nursing, Adult Care Track
Role: Thesis Chair

Spring 2020 and Ongoing — Thesis Title: **Association of Thirst and Fluid and Salt Intake in a Sample of Lebanese Patients Living with Heart Failure**

Student: *Kamar Younes*
School: American University of Beirut; School of Nursing
Program: Master of Science in Nursing, Adult Care Track
Role: Thesis Committee Member

Fall 2020 — Thesis Title: **Outcomes and Quality of Life of TAVR versus TAVI Patients.**

Student: *Dounia Iskandarani*
School: American University of Beirut; School of Nursing
Program: Master of Science in Nursing, Adult Care Track
Role: Thesis Committee Member

Fall 2020 — Thesis Title: **Lived Experiences of Dyads Living with Ventricular Assist Devices**

Student: *Mireille Chehade*
School: American University of Beirut; School of Nursing
Program: Master of Science in Nursing, Adult Care Track
Role: Thesis Committee Member

Spring 2019 — Thesis Title: **Psychometric Testing of the European Heart Failure Self-Care Behavioral Scale**

Student: *Nay Ezzeddine*
School: American University of Beirut; School of Nursing
Program: Master of Science in Nursing, Community Track

Role: Thesis Committee Member

Spring 2013 Thesis Title: **Advanced Home Care Department at a Tertiary Medical Center**

Student: *Maya Salloum*
School: Universite Saint Joseph; Faculty of Business
Program: Master of Business Administration
Role: Thesis Committee External Member

Spring 2010 Thesis Title: **Feasibility Study for a Heart Failure Clinic at a Tertiary Medical Center**

Student: *Lara Neaimeh*
School: Universite Saint Joseph; Faculty of Business
Program: Master of Business Administration
Role: Thesis Committee External Member

D. Student Advising Activities Summary

Academic Advising Over the past 10 years, I have advised more than 45 *undergraduate* students and developed online files for all my students. My academic files are accessible to students and they are kept informed of their academic progress at all times.

Mentorship Program I have also helped develop a new Mentorship program: **AMIN** [*AUB Mentors in Nursing*] at HSON that was modeled after the Office of International Programs Mentorship Program. This program was a success and continues to attract many undergraduate students at HSON.

Undergraduate Research Volunteering Program

Student: *Hiba Fadlallah*
School: American University of Beirut; School of Nursing
Program: Bachelors of Science in Nursing
Project Title: Dyad Engagement in Heart Failure Self-Care

Student: *Raneem Mahmoud*
School: American University of Beirut; School of Nursing
Program: Bachelors of Science in Nursing
Project Title: Appraisal, Burnout, and Coping in Dyads Living with Chronic Illness: The ABCs of Informal Caregiving.

Student: *Grace Haginazarian*

School: American University of Beirut; School of Nursing
Program: Bachelors of Science in Nursing
Project Title: Appraisal, Burnout, and Coping in Dyads Living with Chronic Illness: The ABCs of Informal Caregiving.

Student: *Nour Ezzeddine*
School: American University of Beirut; School of Nursing
Program: Bachelors of Arts in Psychology
Project Title: RESeT-MI

Student: *Mohammad Ramadan*
School: American University of Beirut; School of Nursing
Program: Bachelors of Science in Nursing
Project Title: RESeT-MI

E. Educational Innovations and Academic Contributions

Academic Policies for the Undergraduate Program

As part of the undergraduate convener team and coordinator of the undergraduate Adult Care division, I have developed policies that govern undergraduate education at HSON namely:

1. Incident/Exposure Reporting and Management
2. Incident Reporting Forms
3. Unsafe Behavior Policy
4. Documentation of At-Risk Performance
5. SimLab Competency Independent Practice Log

Objective Structured Clinical Exams

I introduced Objective Structured Clinical Exams to all my clinical courses. This is a form of performance-based testing used to measure students' clinical competence. I use high fidelity mannequins and standardized patients. The linear sequence of the multiple station and skill challenges bears remarkable similarity to that real environment.

Clinical Reflection

I introduced reflective writing to y courses. This is a qualitative medium where personal experiences and theoretical approaches to clinical practice are acknowledged. Reflective Writing's main objective is to get students to understand their personal experiences through writing which promotes critical thinking. This assignment has helped students develop clear understanding of them; and evaluate their ideas, their practices and what meaning they are making of them.
I have created a rubric using the Gibbs' reflective cycle.

Clinical Hero I added the concept of *Clinical Hero* and used it to stimulate students into better performance. This required the students to report on any achievement they have done (that goes beyond their day to day duties as nurses). This report included: a letter of intent from the student detailing the event, a letter of recommendation from the preceptor, colleague, RNs, or patient/family.

Clinical Review and Care Planning I created a *Clinical Review and Care Planning assignment* designed to provide students with the opportunity to perform an in-depth review of a phenomenon that may be encountered in a critical care setting. This has further helped identify major weaknesses in some students.

VII. Service

A. University/ Faculty/Department Service

University Service

2020 *Faculty Presenter,* Faculty Members Supporting Faculty Members Webinars on **Tools and strategies to engage students in online learning** at the Center for Teaching and Learning; American University of Beirut.

2019 and Ongoing *HSON Coordinator*, **Undergraduate Research Volunteer Program** at the Provost Office; American University of Beirut.

2018 Committee Member, Dean Search Committee at the School of Nursing. Office of the Provost; American University of Beirut.

Faculty/Department Service

2019 and Ongoing **Adult Track Coordinator** at the Undergraduate Division of the Hariri School of Nursing. American University of Beirut.

2019 and Ongoing *Chair* of the **Assessment Committee** at the Undergraduate Division of the Hariri School of Nursing. American University of Beirut.

2019 and Ongoing *Chair* of the **Newsletter Committee** at the Hariri School of Nursing. American University of Beirut.

2018 through 2019 *Faculty Facilitator* at the **Nursing Advancement Program**, a joint activity between Nursing Services Department and the Clinical Research

Institute at the American University of Beirut Medical Center. My advisees won the first and third prize.

2017 and Ongoing — *Current Member* of the **Research Committee** at the Hariri School of Nursing. American University of Beirut.

2015 and Ongoing — *Current Member* of the **Scientific Advisory Committee** at the Continuing Medical Education Office. American University of Beirut.

2012 through 2014 — *Committee Member* of the **Newsletter Committee** at the Hariri School of Nursing. American University of Beirut.

2011-2019 — *Committee Member* of the **Student Affairs Committee** at the Hariri School of Nursing. American University of Beirut.

2011- 2019 — *Faculty Advisor* for the **Nursing Student Society** at the Hariri School of Nursing. American University of Beirut.

2009 and Ongoing — *Current Member* of the **Academic and Curriculum Committee** at the Hariri School of Nursing. American University of Beirut.

B. Clinical Service

2020 and ongoing — **Clinical Nurse Leader for Research, Education, and Innovation [NL-REI]**

American University of Beirut Medical Center, Cardiology Department. The NL-REI:

- is expected to build up, maintain, and constantly evaluate research and evidence-based environment that informs and governs direct nursing practice.
- is expected to collaborate with the interprofessional team members to establish and promote research and evidence-based studies.
- is responsible and accountable for developing strategies and leading clinical interprofessional research.
- oversees the activities of the Clinical and Professional Development Center (CPDC) and the Life Support Center and the planning, implementation and evaluation of educational programs and CPDC activities for the Nursing Services Department.
- ensures that educational programs/ services are consistent with criteria and standards established by accrediting bodies and professional organizations.

2017 and ongoing — Runs the **Heart Failure Symptom Management Clinic**, a Clinical Nurse Specialist-led clinic at the American University of Beirut Medical Center, Cardiology Department.

2016 — Development of the **first Moodle Based e-CNE Course** on *Updates in Cardiology and Critical Care* at the American University of Beirut Medical Center, Nursing Services Department.

2015 through 2018 — Led the initiation of a Hospital Wide Initiative on **Mild Therapeutic Hypothermia Post Cardiac Arrest** at the American University of Beirut Medical Center, Cardiology Department.

2014 — Co-lead the **Acute Heart Failure Disease Management Program** at the American University of Beirut Medical Center, Cardiology Department.

2012 and ongoing — **Cardiology and Heart Failure Clinical Nurse Specialist**

American University of Beirut Medical Center, Cardiology Department. I lead in roles of the expert clinician, educator, consultant, leader, and researcher in the following clinical areas: Coronary Care, Inpatient Heart Failure, and Cardiac Surgery units as well as the Outpatient Heart Failure Clinics and Cardiac Invasive Laboratory.

C. Professional Service

Professional National

2020 — *Current Lead.* Committee on **COVID-19 Training for Critical Care Nurses** at the Order of Nurses, Lebanon.

February 2020 — *Seminar Director and Presenter*. **MENA Capacity Building Program for Heart Failure**. Novartis Training Program, Jordan.

February 2020 — *Seminar Director and Presenter*. **Development of the first Online Webinar Course on Updates in Anticoagulation Management.** American University of Beirut Medical Center, Continuing Medical Education.

2019 — *Activity Director.* The First Online Webinar on **Anticoagulation in Cardiology** for the Continuing Medical Education Office; American University of Beirut; Lebanon.

2019 *Member* of the Heart Failure Working Group Taskforce on **Raising Awareness on Heart Failure** in collaboration with Ministry of Public Health; Lebanon. This work led to the development of the first National Awareness Campaign on Heart Failure.

December 2019 *Seminar Director and Presenter*. **MENA Capacity Building Program for Heart Failure**. Novartis Training Program, Kuwait.

December 2019 *Seminar Director and Presenter*. **MENA Capacity Building Program for Heart Failure**. Novartis Training Program, Qatar.

November 2019 *Seminar Director and Presenter.* **MENA Capacity Building Program for Heart Failure**. Seminar Director and Presenter at the Novartis Training Program, Dubai.

June 2019 *Course Planner and Speaker*. **Heart Failure Training**. Order of Nurses, Lebanon.

April 2019 *Course Planner and Speaker*. **Updates in Critical Care**. American University of Beirut Regional External Programs; Ministry of Health; Sharjah, United Arab Emirates.

February 2019 *Course Planner and Speaker*. **Advanced Health Assessment**. American University of Beirut Regional External Programs; Ministry of Health; Sharjah, United Arab Emirates.

January 2019 *Course Planner and Speaker*. **Updates in Critical Care**. American University of Beirut Regional External Programs; Ministry of Health; Sharjah, United Arab Emirates.

2018 and Ongoing *Current Member* of the **Cardiovascular Nursing Society** at the Order of Nurses.

2018 and Ongoing *Current Member* of the **Critical Care Nursing Society** at the Order of Nurses.

September 2018 *Course Planner and Speaker.* **Basic and Advanced Electrocardiography**. American University of Beirut Regional External Programs; Ministry of Health; Sharjah, United Arab Emirates.

February 2018 Massouh, A., & Tashjian, H. **Advanced Health Assessment**. Course planner and speaker. American University of Beirut Regional External Programs; Ministry of Health; Sharjah, United Arab Emirates.

2018 Nursing Symposium Director at the **13th International Congress of the Lebanese Society of Cardiology and the 4th Middle East Heart Failure Meeting**. Hilton, Habtour, Beirut, Lebanon.

2017 Coordinated and delivered the **Cardiovascular Module in the National Capacity Building Program in Five Districts Across Lebanon** for the Order of Nurses, Lebanon.

2016 through 2018 *Board Member* of the **Lebanese Medical Association for Sexual Health (LebMASH)** organization that addresses issues related to equality in healthcare to all individuals with a special focus on LGBT.

2016 through 2017 Invited to review and develop **Colloquium Nursing Exam Questions** for the Order of Nurses in Lebanon. Ministry of Higher Education; Lebanon.

September 2016 *Course Director*. **Online eCME001 Hybrid Critical Care Nursing Updates**. American University of Beirut Continuing Medical Education, Lebanon.

April 2015 *Seminar Director and Speaker*. **Heart Failure Updates**. American University of Beirut Continuing Medical Education Office; Lebanon.

December 2015 *Seminar Director and Speaker*. **Critical Care Nursing Updates**. American University of Beirut Regional External Programs; Ministry of Health; Sharjah, United Arab Emirates..

December 2012 *Seminar Director and Speaker*. **Critical Care Course**. American University of Beirut, Continuing Medical Education Office; Lebanon.

April 2012 *Seminar Director and Speaker*. **Provision of Evidence Based Nursing Care for Cardiovascular Diseases**. American University of Beirut Continuing Medical Education Office; Lebanon..

February 2012 *Seminar Director and Speaker*. **Advances in Anticoagulation and Antithrombosis Management**. American University of Beirut, Continuing Medical Education Office; Lebanon.

2009 and Ongoing *Current Member* of the **Order of Nurses in Lebanon**.

Professional Regional

May 2020 Development of a Post Graduate Nursing **Critical Care Certificate Program** for the Syrian Medical Association; Kurdistan. American University of Beirut, Hariri School of Nursing.

November 2019 Developed a **MENA Region Heart Failure Capacity Building Program for Nurses** for Novartis Medical. This course was given in Lebanon, United Arab Emirates, Qatar, Jordan, and Kuwait.

April 2015 *Activity Director*. **Updates in Heart Failure Care for Iraqi Nurses Workshop**. American University of Beirut, Continuing Medical Education Office; Lebanon.

November 2013 **Site visit to assess Training and Simulation Facilities** at the Dubai Health Care City, UAE. American University of Beirut, Regional External Program Project.

April 2012 *Activity Director*. **Provision of Evidence Based Nursing Care for Cardiovascular Diseases Seminar.** American University of Beirut, Continuing Medical Education Office; Lebanon.

February 2012 *Activity Director*. **Advances in Anticoagulation and Antithrombosis Management Seminar.** American University of Beirut, Continuing Medical Education Office; Lebanon.

Professional International

2019 and Ongoing *Lebanon Ambassador* in the **Young Community** of the Association of Cardiovascular Nursing and Allied Professions at the European Society of Cardiology.

2018 and Ongoing *Nucleus Member* at the **Heart Failure Specialists of Tomorrow** of the Heart Failure Association at the European Society of Cardiology.

2018 and Ongoing *Current President* of the **Chi Iota Chapter** of the Sigma Theta Tau International.

2017 and ongoing *Current Member* of the **Global Heart Hub** representing Lebanon and leading yearly National Heart Failure campaigns.

2017 and Ongoing — *Current Member* at the **Association of Cardiovascular Nursing and Allied Professions** of the European Society of Cardiology.

2016-2018 — *Past Member* of the **Preventive Cardiovascular Nurses Association** (PCNA).

2016 — Represented Lebanon and Nurses from Lebanon and the Middle East and North Africa [MENA] region in the **Heart Failure MENA RoadMap,** United Arab Emirates.

2015 and Ongoing — *Current Member* at the **Heart Failure Association** of the **European Society of Cardiology** (HFA-ESC).

2014 and Ongoing — *Current Member* of the **Chi Iota Chapter** of the Sigma Theta Tau International.

2012 through 2015 — *Past Member* of the **National Association of Clinical Nurse Specialists**.

2010 and Ongoing — *Current Member* of the **American Association of Critical Care Nursing**.

Journal Reviewer

1. International Journal of Behavioral Medicine
2. Journal of Transcultural Nursing
3. European Journal of Cardiovascular Nursing
4. Journal of Cardiovascular Nursing
5. Nutrition and Food Science
6. Clinical Nursing Research

D. Public and Community Service

2019 — Worked in collaboration with Ministry of Public Health, Lebanese Society of Cardiology at the Order of Physicians, and the Order of Nurses on a National **Heart Failure Awareness Campaign**.

2017 and Ongoing — Collaborates with the **Global Heart Hub,** a global consortium of Patient Support Groups, and represents Lebanon in leading *yearly National Heart Failure campaigns.*

2012 and Ongoing — Co-leads the **Yearly National Heart Failure Awareness Campaign** in collaboration with Hadi Skouri and the Lebanese Society of Cardiology.

These campaigns have won several International Awards at the Heart Failure Association of the European Society of Cardiology.

2011 Offered a whole-day activity/session on **Healthy Lifestyle** for the City International School Students- Lebanon.

2011 Coordinates the **Heart Failure Community Outreach Program** at the American University of Beirut Medical Center. This is a multidisciplinary community program that aims to raise awareness on living with Advanced Heart Failure for patients and their caregivers.

2010 through 2019 *Advisor* to the **Nursing Student Society** where I led several student activities including health screening and awareness to various groups of populations including HIV/ AIDS/ Multiple Sclerosis/ Heart Failure, …

2007 through 2014 Coordinated yearly **AUBMC Awareness Campaigns on Heart Failure** including: Train the Trainers, Know your Risk, Check your Heart, and the Heart Failure Community Outreach.

APPENDIX - Publications Summary Table

Angela Massouh, PhD: Assistant Professor at Hariri School of Nursing

Publication Title	Type	Publication Venue	CiteScore Ranking	Other relevant quality measures
Determinants of Self-Care in Patients with Heart Failure: Observations from a Developing Country in the Middle East.	Journal Article	Journal of Transcultural Nursing	1.38	Impact Factor: 1.570 Cited by 1
Self-Care Confidence Predicts Self-Care Management and Maintenance in Patients with Heart Failure.	Journal Article	Heart & Lung	2.9	Impact Factor: 1.630 Cited by 7
The heart failure specialists of tomorrow: a network for young cardiovascular scientists and clinicians.	Journal Article	ESC Heart Failure	NA	Impact Factor: 3.902
Self-Care in Cardiovascular Nursing.	Journal Article	European Journal of Cardiovascular Nursing	3.7	Impact Factor: 2.497
Factors Associated with Continued Smoking in Acute Coronary Syndrome Patients.	Journal Article	Journal of Cardiovascular Nursing	2.07	Impact Factor: 2.350 Cited by 2
Role of the Lebanese family caregivers in cardiac self-care: a collective approach.	Journal Article	Journal of Clinical Nursing	2.07	Impact Factor: 1.972 Cited by 10
Case-based learning: What traditional curricula fail to teach?	Journal Article	Nurse Education Today	4.6	Impact Factor: 2.490 Cited by 70
Perceptions of heart disease in community-dwelling Lebanese	Journal Article	European Journal of Cardiovascular Nursing	3.7	Impact Factor: 2.497 Cited by 13

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AREAS OF STRENGTH

Communication & Organization	Work under pressure
Leadership & Coordination	Time management/deadline oriented
Excellent team player	Ability to work in diverse cultures
Teaching skills	Computer skills (Word, Excel, and PowerPoint)
Adapt to change	creativity

EDUCATION

2013	Master's Degree in Nursing Administration	American University of Beirut
2006	Bachelor of Nursing	American University of Beirut
2004	Lebanese Baccalaureate in Experimental Sciences	Ecole des filles de la charité-Clémenceau, Beirut.

PROFESSIONAL EXPERIENCE

American University of Beirut, Harriri School of Nursing

Feb 2016- present — **Clinical Instructor**

- Coordinating continuing Nursing education projects and workshops
- Coordinating the practicum course of the undergraduate program
- Co-coordinating the Leadership course of the undergraduate program
- Teaching in the Maternity course of the undergraduate program
- Teaching in the pediatric course of the undergraduate program

Springs 2013 – 2014 — **Part –time Clinical Instructor**

- Involved in the pediatric and leadership courses of the undergraduate Program

American University of Beirut, Continuing Medical Education office

2012 — **Residency (160 hours),** Part of the Nursing Administration graduate degree

American University of Beirut Medical Center

2012-2015 — **Pediatric Clinical Educator,** Clinical and Professional Development Center

- Responsible for all forms of education and training for nursing staff on Pediatric and pediatric oncology units. Assesses learning needs, designs, markets, and evaluates educational programs. Organizes orientation programs for new nursing staff, handles all policies and competencies, organizes workshops for insider, outsider and foreign healthcare providers based on American Nursing Credentialing Center (ANCC) criteria. Leads and coaches teams, projects and Researches that contribute to improvements in the healthcare settings

2010-2011 — **Charge nurse,** Children Cancer Center of Lebanon-Inpatient

2006-2012 **Registered Nurse,** Children Cancer Center of Lebanon-Inpatient

2006 **Cross trained,** Children Cancer Center outpatient clinics

2006 **Cross trained,** Bone Marrow Transplant Unit

AWARDS

2009 Community Award for the year 2009, Nursing department, AUBMC.

2006 Women's Auxiliary Najla Morsten Award for the year 2006, in recognition of academic achievement, professional integrity and contribution to professional and university life.

CERTIFICATIONS

2013-present Pediatric Advanced Life Support, American Heart Association

2006-present Basic Life Support, American Heart Association

2008-present Administration of chemotherapy, ANCC (American Nurses Credentialing center).

PROFESSIONAL MEMBERSHIPS

May 2016-present Active member in the CHI IOTA chapter Sigma Theta Tau international, Honor Society of Nursing

2013 till present Active member in the Pediatric Oncology Eastern Mediterranean group

2012 till present Active member in the American Pediatric Oncology and Hematology Nurses association

PROFESSIONAL ACHIEVEMENTS

American University of Beirut, Harriri School of Nursing

2020 Designed and coordinated the "I am a Scout and I love nursing at AUB" recruitment and Collaborative activity among students, faculty and the youth of the community.

2019 Contributed to the design of the first pre-college mentoring nursing Program and job Shadowing at AUB that introduces school students to the nursing profession

Order of Nurses in Lebanon/Ministry of Health

2016 Contributed to the development of immunization policy for primary care centers in Lebanon, order of nurses in Lebanon and Ministry of health

Trainer in the immunization training done by the Order of nurses in Lebanon and the Ministry of Health

Contributed to the development and review of colloquium questions, pediatric part, Order of nurses in Lebanon.

Providing training from nurses from all Lebanese areas on special health equipment as preparatory sessions before being involved in "liquaa fi kol Kada2" order of nurses' project

American University of Beirut Medical Center

2015 Involved in the ANCC re-accreditation process of the Clinical and professional Development Center as a provider unit. Reaccreditation achieved with distinction

2009 till present Planned and developed the ANCC: Administration of Chemotherapy Nursing Skill Competency Program that was reaccredited for the fourth time by ANCC in 2019

2014 Restructured both the preceptorship and the mentorship processes and Workshops for AUBMC nurses through integration of creative and interactive teaching Methods

2014 Involved in evaluating and recommending a healthcare IT program for AUBMC.

2013 Created an educational process and a pediatric specialty competency validation program for a "Pediatric ED team" in AUBMC: preparing selected emergency department nurses in providing pediatric specific care in the pediatric ED section.

2010 Lead the "proper handling of chemotherapy and hazardous materials" project in Children Cancer Center Inpatient Unit that

2009 Representing the Pediatric councils and the Nursing community committee in the Magnet Accreditation Visit

2008-2010 Lead the Pediatric Home of Hope task force (Nursing Community committee)

- Leading a group of pediatric nurses that Coordinates educational and Entertainment activities for the orphans of the "Home of Hope" organization, in collaboration with different AUB and AUBMC departments.

RESEARCH ACTIVITIES

2021 First prize for research proposal: "Clinical Nurse Perceptions and experience about online continuing education in Lebanon and its impact on nurses' clinical behavioral intentions in regards to patient safety". Faculty advancement program 2020-2021, Clinical Research Institute AUBMC."

2019-2020 Literature Review and participating in Manuscript writing in the following research study: "Continuing Nursing Education of Registered Nurses and Nurse Managers: Perceptions, Priorities and Barriers" with Dr. Nuhad Doumit, Associate Professor, AUB.

2019-2020 Collecting and prescribing data in the following research study: "Preceptors' Perspectives on their Teaching Practice: Implications for Academia and Service" with Dr. Lina Abi Fakhr, Clinical Associate Professor, AUB.

2016 submitted an abstract titled:" Media driven-skill in Nursing Education: Production and Impact that was accepted in the 43rd Annual Professional Nurse Educators Group (PNEG) conference in Ohio.

2013 Submitted an abstract titled: "innovative educational path to achieve Pediatric hematology oncology certification outside the united states of America" that was accepted in the Magnet and APHON conference and it was presented in the Childhood Advances conference, Beirut, 2013 and Sigma Teta Tau conference, Beirut, 2013.

COMMITTEES AND COUNCILS

American University of Beirut, Harriri School of Nursing

2017-present Member in the Governance committee, CHI IOTA chapter Sigma Theta Tau International, Honor Society of Nursing

2017-present Member in the Admission and Recruitment committee

2016-present Member in the Social committee

Order of Nurses in Lebanon

2016-2019 Member in the continuing Nursing Education committee

American University of Beirut Medical Center

2015-2016 Member in the Magnet steering committee

2015-2016 Facilitator of the Pediatric Education council
- Facilitating the pediatric work life council by counseling and guiding members and Chairs and facilitating channels and connections with other departments. This council helps in assessing needs, designing, evaluating educational programs for nurses.

2012-2015 Facilitator of the Pediatric Work Life Council
- Facilitating the pediatric work life council by counseling and guiding members and chairs and facilitating channels and connections with other departments. The pediatric work like council Contributes to all recruitment and retention plans, rewards and recognitions Strategies, staff injuries, and analysis of exit interviews

2012 -2015 Member in the pediatric Clinical Practice council
- Revising policies and procedures. Introducing and evaluating new equipment, revising and modifying processes.

2011 Member in the AUBMC medication administration task force
- Mapping the existing processes, identifying gaps, searching the market and the literature for better practices and recommending changes to the hospital Board.

2010 Chair of the Nursing Community Committee

- Coordinating all Nursing community committee events, projects and sessions given by AUBMC nurses inside and outside AUBMC, organizing community health related sessions for AUBMC population and Collaborating with the AUB wellness programs in health related events.

2008-2010 Vice Chair of the Nursing Community Committee

2008-2010 Vice Chair of the Pediatric Clinical Practice council

WORKSHOPS AND SESSIONS OFFERED

2012-present (Yearly)	Guest speaker for "ANCC Nursing Skills Competency Program: Administration of Chemotherapy" for AUBMC oncology nurses, AUBMC
October 2017	Presenter in the 11th regional meeting of the Lebanese Society of Hematology and Blood transfusion, Beirut, Lebanon.
September 2017	Co-coordinator and speaker in the "Medication Management" course provided to the nurses of the UAE ministry of health, Dubai.
September 2017	Coordinator and speaker in the "Oncology Nursing" course provided to the nurses of the UAE ministry of health, Dubai.
February 2017	Coordinator and speaker in the "Medication Management" course provided to the nurses of the UAE ministry of health, Dubai.
2016	Guest speaker in the "Oncology Nurses Program" provided for Iraqi healthcare providers, AUBMC.
2014	Course coordinator for the "Oncology Nurses Program" provided for Iraqi healthcare providers, AUBMC
2014	Guest speaker in the "Hemoglobin Disorders Thalassemia & Sickle Cell Disease Course", educational offering organized for foreign Health care professionals, UNRWA.
2013	Course coordinator for the "pediatric oncology course" provided for nurses from Zahraa Hospital.
2013	Guest speaker for "Hemoglobin Disorders Thalassemia & Sickle Cell Disease Course", educational offering organized for foreign Health care professionals, AUBMC.
2013	Presenter in the Nursing Innovations and Achievements, MEMA.
2009 and 2011	Guest speaker for "Adult/pediatric Oncology Course", educational offering for Palestinian health professionals, AUBMC.
2010	Guest speaker for "Hemoglobin Disorders Thalassemia & Sickle Cell Disease Course", educational offering organized for Saudi Arabian Health care professionals, AUBMC.
2009	Providing "Community overview "session during Nursing orientation program, AUBMC.

2009	Providing "Communication and role of council members" during the preparatory workshop for new council members.

CONFERENCES/WORKSHOPS/COURSES ATTENDED

Courses

2021	Faculty Advancement program (FAP) in clinical research, Clinical Research Institute, AUB.
October 2020	Master Class for teaching online, Arizona State University.
June-July 2020	Advanced Search of the Scientific Literature, Issam Fares Medical Library, AUB.
February 2019	CITI course and exam
Fall 2019	Auditing N530 (Statistical Reasoning and Application in Nursing Research), AUB.

Workshops

August 2020	Faculty On-Boarding: Guided Support for the novice and the Experienced in online teaching, AUB
January 2020	Qualitative Interviewing, HSON, AUB.
October 2019	Harriri School of Nursing Retreat, AUB.

Conferences

May 2018	MEMA, AUB.
October 2018	Pediatric Symposium, AUB.
October 2016	Development of Evidence-Based Nursing in an interdisciplinary Era: Achievements and Prospects, International Research Conference, HSON, Beirut.
May 2016	Celebrating Nursing Developments; Past and Present Achievements, Nursing Symposium, HSON, Beirut.
2016	The 2nd symposium on palliative care development in Lebanon, Beirut.
2014	MEMA 2014 updates : Focus on hematological Malignancies, Beirut.
2013	The 4th annual Pediatric Updates Symposium, Beirut.
2013	Childhood Cancers Advanced and Regional Challenged, Beirut.
2009	International Confederation of Childhood Cancer Parent Organizations, Asia regional Meeting, Beirut.
2008	Promoting Patient Safety Conference, Beirut.
2008	11th Congress of Nosocomial infections at the Hotel Dieu de France, Beirut.

COMMUNITY SERVICE/VOLUNTEER

2021	Participated in COVID-19 AUBMC Vaccination Campaign.
2016	Provided training session entitled:"Preventing communicable diseases in Nurseries" to the Capuche Nursery Staff, Zalka
2014	Participated in the Go Red AHA activity in screening and educating women for heart diseases prevention
2012-2014	Leading the Marathon AUBMC medical team,
2011	Providing awareness session on "children with cancer" to the talaeh youth association, Badaro, Lebanon.
2012	Providing First Aid session to JMV leaders, Zouk Mikeal Branch, Lebanon.
2009	Participated in the vaccination campaign for needy children hosted by Haigazian University, Beirut, Lebanon
2005-2012	Providing hygiene and emergency care session to children and youth, Bishmezin camp, St Mary Orthodox Church, Makhoul, Ras Beirut, Lebanon

FURTHER COMMUNITY INVOLVEMENT

2010-2013 National President of the Jeunesse Mariale Vincentienne in Lebanon (International Youth Activity)

- Planning and coordinating national activities, setting the yearly calendar, following up on budgets and fundraising activities, monitoring the activities and situations of all the organization branches in Lebanon. Training and mentoring the leaders of the organization through professional sessions and life experiences. And collaborating with the international secretariat in Madrid for International feedback, projects and events.

LANGUAGES

Fluent in three languages: Arabic, English and French.

CURRICULUM VITAE

Name: Dina M. Madi
Department: School of Nursing, American University of Beirut
Place of Birth: Beirut, Lebanon
Home Address: Hamra, Bliss Street, Daouk Bldg. Beirut-Lebanon
Home Telephone: NA **Mobile Telephone**: 03-136131
Office Telephone: 01-340460 or 350000 Ext. 5958
Email: dm01@aub.edu.lb

EDUCATIONAL BACKGROUND

May 2012: PhD in Nursing at the University of Manchester, England. School of Nursing, Midwifery & Social work. Dissertation titled "Pain in Lebanese Children with Cancer".

June 2002: Masters in Art, Educational Psychology, at the American University of Beirut Thesis titled "Sources and Levels of Stress as Perceived by Junior and Senior Bachelor of Science in Nursing Students at the American University of Beirut".

June 1987: Bachelor of Science in Nursing at the American University of Beirut

Other Educational Attainments

June 1996: Teaching diploma in Special Education, at the American University of Beirut

WORK EXPERIENCE

Academic

2020- : Clinical Associate Professor, American University of Beirut, School of Nursing

2013-2019: Clinical Assistant professor, American University of Beirut, School of Nursing.

2005-2013: Clinical Instructor, American University of Beirut, School of Nursing.

1991-2005: Instructor, American University of Beirut, School of Nursing.

1990-1991: Assistant Instructor, American University of Beirut, School of Nursing.

Administrative

2011-…. Coordinator of the second degree BS/BA-BSN Program, School of Nursing, AUB

2019- Undergraduate Coordinating Committee member, School of Nursing, AUB

Clinical

1987-1990: Registered Nurse, Maternal/Pediatric units, AUB Medical Center.

PROFESSIONAL SERVICE

RESEARCH

1. Publications in international journals

1- Nakamichi, M., & **Madi, D.** (2020). Intestinal microbiota and child health: A review of the literature. *Pediatric Nursing*, 46(3), 125-137.

2- **Madi, D.** & Badr, LK. (2019). Translation, cross-cultural adaptation, and validation of the Adolescent Pediatric Pain Tool (APPT) for Multidimensional Measurement of Pain in Children and Adolescents. *Pain Management Nursing,* 20(6): 549-555. doi: 10.1016/j.pmn.2019.06.004. Epub 2019 Aug 22

3- **Madi, D.** & Clinton, M.E. (2018). Pain and its impact on the functional ability of children treated at the Children's Cancer Center of Lebanon. *Journal of Pediatric Nursing*, 39, e11-e20. Published online January 12, 2018. https://doi.org/10.1016/j.pedn.2017.12.004/ 17 citations

4- **Madi, D** & Clinton, M. (2014). Rasch analysis of the Arabic language version of the functional disability inventory. *Journal of Pediatric Oncology Nursing*. Published online 7 November 2014. DOI: 10.1177/1043454214554010

5- Noureddine, S., Adra, M., Arevian, M., Yazbik, D.N., Puzantian, H., **Shehab-Madi, D**., & Abchee, A. (2006). Delay in seeking health care for acute coronary syndrome in a Lebanese sample. *Journal of Transcultural Nursing*, 17(4), 341-348.

2. Oral Presentations at Scientific International Conferences with Publications in proceedings/abstracts

1. **Sources and Levels of Stress in Nursing Students at the American University of Beirut**, Sigma Theta Tau International, 27th Biennial Convention, November 2002.

2. **Perceived Stressors in Nursing Students at the American University of Beirut**, Middle East Medical Assembly (MEMA), AUB, Beirut, Lebanon, May 2006.

3. **Pain in Lebanese Children with Cancer** has been selected for a poster presentation at the not 20th International Nursing Research Congress Focusing on Evidence-Based Practice, Mexico-Cancun, July 13-17, 2009. Not presented due to Swine Flu outburst in Mexico.

4. **Cancer Pain in Children and adolescents at the Child Cancer Center of Lebanon** accepted for a podium presentation at the 18th International Conference on Cancer Nursing (ICCN), Panama, 2014. Did not attend due to financial reasons.

3. Poster presentations with Publications in proceedings/abstracts

1- "**Translation, cross-cultural adaptation, and validation of the Adolescent Pediatric Pain Tool (APPT) for Multidimensional Measurement of Pain in Children and Adolescents**, ICN Congress, Singapore, 2019.

2- **Pain in Lebanese Children with Cancer**, 3rd World Congress on Controversies in Pediatrics (CoPedia), Barcelona, Spain, March 31-April 2, 2016.

3- **Pain in Lebanese Children with Cancer at CCCL**, the AUB-School of Nursing Research Conference and Chartering Ceremony, Beirut, Lebanon, September 2014

4. Research projects

1. *Using simulation-based experiential learning to integrate Screening, Brief Intervention, and Referral to Treatment (SBIRT) in the nursing curriculum*. Proposal submitted to Center of Teaching and Learning (CTL) for funding in May 2019. PI: Dr. Nour Alayan; Co-PI: MS. Tamar Avedissian**, Dr. Dina Madi,** Ms. Ghada Najjar Assaf. Status: Data collection completed

2. *Acceptability of Mobile Health Intervention for Supportive Pain Management for Adolescents with Cancer: A Qualitative Study.* February 2019. Amount: 10,000$. **PI: Dr. Dina Madi.** Status: Started data collection in July 2021 (delayed because of COVID-19)

3. *Maternal and Child Health Now! Improving Maternal and Child Health for the Most Vulnerable.* Proposal submitted to EU Horizon 2020 in 2018. Amount: 275000 Euro. I am a member of the team. Not funded. PI: Dr. Suzanne Dhaini; Co-PI: Dr. Gladys Honein, Dr. Nuhad Dumit, **Dr. Dina Madi**

4. *Characteristics of Pain and Fatigue and Their Effect on Functional Ability in Children and Adolescents with Cancer in Lebanon*. Proposal submitted to the MPP in 2016. PI: **Dr. Dina Madi.** Not funded.

TEACHING

1. Courses taught

- Community Health Nursing, (NURS 408, 3cr.), Practicum, Fall 2020.
- Interprofessional Education and Collaboration, (IPEC 300, 1 Cr), for senior nursing, medical [med III], and health science students [MPH 2nd year]; 2018-2019 **Facilitator**.
- Introduction to Nursing Practice, (NURS 201, 2cr.) **Co-Coordinator** 2004-2007
- Nursing Care of Expectant Family, (NURS 304, 6cr.) Theory & Practicum/ 1990-2011 (Team taught)
- Nursing Care of Expectant Family, (NURS 304, 5cr.) **Co-Coordinator** (Theory & Practicum)/ 2011-2014

- Nursing Care of Expectant Family, (NURS 304, 5cr.) **Coordinator** (Theory & Practicum)/ 2014-present

- Nursing Care of Children, (NURS.306, 6cr.) Theory & Practicum/1990-2011 (Team taught)

- Nursing Care of Children, (NURS.306, 5cr.) Theory & Practicum 2011-2015 **Co-coordinator**; 2016-2017 **Coordinator; Co-Coordinator** 2018, **Coordinator** 2020

- Nursing Care of Adults I (NURS. 301, 3 cr., Practicum), **Clinical instructor** 1995-2004

- Nursing Care of Adults II (NURS. 303, 3 cr., Practicum), **Clinical instructor** 1995-2004

- Health Assessment in Nursing (NURS. 202, 2 cr.)- **Coordinator** 2008-2020
- Fundamentals of Nursing Theory and Practicum, (NURS. 201-202); 1990-2003 (**Co-Coordinator**)During my clinical teachings for almost 29 years, I closely supervised students providing care at the bedside.

- Guest Lecturer in different courses at the school and Nursing Service (continuing education program for nurses).

2. Teaching Aids Developed

Date	**Teaching Aid**	**Course**
Fall 2020	Online teaching through Webex and Zoom	NURS 304-Maternal-Child
Spring 2020	Online teaching through Webex and Zoom	NURS 306-Pediatrics
Spring 2019	Online Simulation and OSCE	NURS 202- Health Assessment
Fall 2014 & 2017	Created and implemented clinical simulation scenarios	NURS 304- Maternal-Child
Spring 2015-17	Created and implemented clinical simulation scenarios	NURS 306-Pediatrics
Spring 2010	Created and implemented case studies for assessment	NURS 202- Health Assessment
Spring 2004	Created a lesson plan and poster design guide	NURS 306-304
Spring 2009	Designed a handout of normal VS values and lab. results for students for clinical use	NURS 306

3. Seminars and Teaching Project Supervised

1995-present, I supervised seminars and teaching projects done by BSN III students in both NURS 304- Maternal-Child and NURS 306-Pediatrics courses.

4. MSN Graduate Projects at the School of Nursing

2016: ***Second Reader***

- "In at the deep end" - A preliminary analysis of focus group discussions with novice nurses in Lebanon by Murielle Madi

5. Mentoring PhD Student in Higher Education at AUB

- Teaching mentor for Ms. Rima Saad a PhD student

6. Advising: Number of students advised per semester

- 20-25 BSN
- All BA-BS/BSN students

SERVICE

1-Professional Practice Training

A-Scholarly lectures and workshops

March-April 2019, Training Program for Nurses in Dubai: Best Practices in Maternity Nursing offered twice over three full days at the Continuing Education Center at Sharjah, UAE.

October-February 2017, Training Program for Nurses in Dubai: "Pain Assessment and Management" offered twice over three full days at the Continuing Education Center at Sharjah, UAE.

January 24-25, 2016, Training Program for Nurses in Dubai: "OBS Emergencies Workshop" offered over two full days at the Continuing Education Center at Sharjah, UAE.

December 7-19 & 20-22, 2015, Training Program for Nurses in Dubai: "Health Assessment Workshop", offered twice, each over three full days at the Continuing Education Center at Sharjah, UAE.

2015-2016, "Health Assessment Workshop", one day workshop in five Lebanese areas (total of 5 sessions) by the Lebanese Order of Nurses and the Ministry of Health.

Spring 2014, UNFPA Project on the national level: Given the increasing influx of Syrian refugees into Lebanon a project on "Building Capacity for Family Planning Education and Counseling in Humanitarian Settings" was designed and offered over two days in five Lebanese areas (total of 10 sessions) by United Nations Population Fund (UNFPA) and Hariri School of Nursing Spring 2014. I was an active **planner and presenter** in this project.

2014, 2015 & 2016, Training Program for Lebanese Nurses: ATCN workshops offered to Lebanese Nurses from different hospitals at the HSON, I was a **professional trainer** in these workshops

April 2013, Workshop on **"Comprehensive cleft care: A multidisciplinary team approach",** AUB-HSON, Hicham Jaroudi Auditorium. I was an active **planner** for this workshop.

May 2013, Thesis presentation: **'Pain in Lebanese Children with Cancer",** AUB-HSON, Hicham Jaroudi Auditorium.

2008, 2010 & 2014, Hospital Clown Training Course for Ibtisama candidates: offered sessions in this program.

B-Services to the School

2021: Teaching mentor for Ms. Rima Saad a PhD student at HSON

2019-…: BSN II Class Advisor, AUB-HSON

2017: Represented the President of the Order in Lion's Award ceremony and gave a word on her behalf, at AUB-Alumni Association, Wardieh.

2017-2018: Prepared a video with Ms. Lynn Berbary on BA-BS/BSN second degree program, the video is displayed on youtube.

2014 & 2016: AUB-School of Nursing Representative to the Colloquium examination

2014 & 2015: Represented the Hariri School of Nursing at AUB at the Oral Colloquium Exam/Nursing section.

2014-... Mentor, Ms. Talin Gulgulian (Clinical Instructor), AUB- HSON

2014, was involved in organizing the Chartering ceremony of the STTI-Chi Iota Chapter of the AUB-HSON. Planned a fashion show of Nurses uniforms across the different Eras

2014, moderated a session in the "HSON Research Conference and Chartering Ceremony"

2012-2014: BSN II Class Advisor, School of Nursing, AUB

1999: was a member in the Business, social, and homecoming committees of "the First International Nursing Conference".

C-Service to the University and the Medical Center

2016, member of the OBS Council, Nursing services at AUBMC

April 2013, "Professional Communication in Gathering Data", a presentation offered to the Family Medicine nursing staff.

April 2013, "Professional Communication in Gathering Data", a presentation offered to OPD and private clinic Staff.

1998, Obstetric Workshop for nurses at AUBMC: offered a session on fetal monitoring.

D-Community Service

Feb 25-March 25, 2014, Lamaze classes to pregnant women: Offered Lamaze Classes for pregnant women at the HSON- Simulation lab.

2006, during wartime, I was a member of the health care team lead by Dr. Hamadeh and was responsible for childhood immunizations in the refugee areas/Schools, buildings, etc.

2000-2010, as an advisor to the Nursing Student Society, I lead several student activities including health screening and awareness to various groups of populations. I also lead three fundraising activities and the three funds were offered to the Children Cancer Center of Lebanon (CCCL) at AUBMC; the Brave Heart Foundation at AUBMC; and to a national AIDS organization; Soins Infirmiers et Developpement Communautaire (SIDC). Another activity that I lead with the NSS members was a whole day of health teaching activities for students in elementary classes from different schools in Beirut, at AUB West Hall.

Association offices and/or committee membership held

1- AUB-School of Nursing Committees

2019-present, Undergraduate Division Assessment Committee, member

2011- present, Curriculum Committee (member - 2011-2012; Chair 2012-present)

2005-present, Admission Committee, member

2018-present, Admission Committee, Chair

2004-2005, AUB, Centennial celebration & conference:
Centennial Committees: Organizing, Homecoming, Gala Dinner

2004-2016, Student Affairs Committee, Chair

2004-2009, Catalogue Committee, member

1999, Business Sub-Committee of "the First International Nursing Conference", member

1999, Social Sub-Committee of "the First International Nursing Conference", member

1997-2004, Library Committee, member

1997-1999 Nursing Student Society (Co-Advisor) &
2000-2010 Nursing Student Society (Advisor)

1991- 1993, Recruitment Committee, member

1990-2004, Continuing Education Committee, member

1990- present, Academic Committee, member

2- University Committees

2018-present, University Core Curriculum Committee, HSON Representative

2018-present, University Disciplinary Committee, HSON Representative

2018-present, Center for Teaching and Learning Advisory Committee, member

2014, AUB, Advising Website Committee (representing HSON)

2010-2016, AUB, Commencement Committee- Reader

2004- present, AUB, Traditional Orientation Program Committee (TOP)/ School of Nursing Representative

1993, AUB, Task Force "Structure and Governance Subcommittee"

1990-present, AUB, Alumni Association/ Nurses' Chapter, member

3- Professional Associations/Societies

2018-present, Sigma Theta Tau International, Chi Iota Chapter, member

2016-2018 Sigma Theta Tau International, Chi Iota Chapter, President

2015-2016, Sigma Theta Tau International, Chi Iota Chapter, President-elect

2012-2015, Sigma Theta Tau International, Chi Iota Chapter, Board member as Counselor;

2014, Advanced Trauma Care for Nurses (ATCN); certified member and Instructor

2005-2007, Nurses Chapter, AUB Alumni, Secretary/Cabinet

2004-present, Order of Nurses in Lebanon, Member

2004-2012, Sigma Theta Tau International, XiPi Chapter, Member

2003-2007, Professional Committee of the Alumni Nurses' Chapter, Chairperson

2002-2003, Secretariat International des Infirmières et infirmiers de l'Espace Franchophone (SIDIIEF), Montreal, Quebec, member, member

1997, The Lebanese Osteoporosis Prevention Society, member

1989, The Lebanese Health Association, Board Member

4. Nursing Service, Nursing & Alumni Associations Committees

2016, member of the OBS Council, Nursing services at AUBMC

1987-2016, Member of the Nurses' Chapter of the AUB Alumni Association

1990-present, Nurses' Chapter, AUB Alumni Association, member

2002, Public Relations & Publicity Committee of the Federation of Nursing Associations in Lebanon, member

1987, Federation of Nursing Associations in Lebanon, member

HONORS AND AWARDS

- Received a **Certificate of Appreciation** from the director of the Training and Development Center in Dubai for my contribution to the success of the 3-day training program in "Best Practices in Maternity" March, April 2019.
- Received a **Certificate of Appreciation** from the director of the Training and Development Center in Dubai for my contribution to the success of the 3-day training program in "Pain Management" October, February 2017
- Received a **Certificate of Appreciation** from the director of the Training and Development Center in Dubai for my contribution to the success of the 2 –day training program in "OBS Emergencies" in January 2016.
- Received a **Certificate of Appreciation** from the director of the Training and Development Center in Dubai for my contribution to the success of the 3-day training program in "Health Assessment" in December 2015.
- An **Award of Honor** "Teacher of the year 2001-2002" from The University Students' Representative Committee (USRC).

PROFESSIONAL DEVELOPMENT

Conferences/Workshops and Training Programs Attended

- **2021,** Attended a webinar on how to **"Find and Incorporate Videos in Online Teaching".**

- **2021,** Attended a session on **Practice + Safe Medication Administration;** an e-learning simulation program.

- **2020**, Attended the CRI E-workshop on **"Arabic Psychometric Scales in Research: Methods of Cultural and Linguistic Adaptation (Part I)".**The workshop was held over 2 consecutive days on May 14 & 15, 2020, 10:30 am to 12:30 pm, received a certificate of attendance.

- **2020**, Attended the CRI E-workshop on **"Designing Search Strategies for Systematic Reviews".**The workshop will be held over 5 consecutive days on May 18, 19, 20, 21, and 22, 2020, 12:00 pm to 2:00 pm, received a certificate of attendance.

- **2020**, Attended the CRI E-workshop on **"Statistics Made Easy".**The workshop will be held over 3 consecutive days on July 21-23, 2020, 12:00 pm-2:30 pm, received a certificate of attendance.

- **2020**, Attended Webinar I on **"Faculty Members Supporting Faculty Members: Assessment in Online Learning"** that was organized by CTL on **Wednesday, September 30, 2020.**

- **2020**, Attended Webinar II on **" Faculty Members Supporting Faculty Members: Tools and strategies to engage students in online learning"** that was organized by CTL on Wednesday, October 28, 2020, 5- 6:30 pm.

- **2018**, the 2nd International Conference of the Order of Nurses, at Habtoor Hotel, Lebanon and moderated a session.

- **2018**, a presentation on "Overview of Reporting and Clinical Research in EPIC, presented by Dr. Ghassan Hamadeh, Dr. Khaldoun Hamade, Mr. Elie Dib, in the HSON Auditorium.

- **2017**, a presentation on "Information Extraction from Medical Documents", presented by Dr. Fadi Zaraket, in HSON classroom 104.

- **2017**, FMIS presentation by Ms. Marwa Soubra, in HSON conference room 605.

- **2017**, Introduction to Title IX. The Gender Equity Law at AUB, presented by Ms. Trudi Hodges, IX coordinator, in HSON conference room 605.

- **2017**, "Health 2025", presented by Dr. Fadi Saleh, in HSON conference room 605.

- **2017**, the "Program design to address employability", funded by Erasmus, at the Ministry of Education & Higher Education.

- **2016**, the ATLS Instructor Course in the capacity as course educator candidate at King Abdul Aziz Medical City- Riyadh, KSA

- **2015-2016**, the "Faculty advancement Program in Clinical Research" course organized by the Research Education Unit (REU) of the Clinical Research Institute (CRI) at AUB- FM,2014, a presentation about "Understanding virginity from the perspectives of Arab American women; a phenomenological approach", Sarah Abboud, 19-December-2014, 12-1 pm, Hisham Jaroudi Auditorium.

- **2014**, Assessment of Program Learning Outcomes: Rubrics and Multiple Choice Questions (MCQ's), CTL: Dr. Saouma BouJaoude and Dr. Amal BouZeineddine, West Hall, Auditorium A.

- **2014**, a presentation on "Interactive Lecturing in Large Classes", Dr. Malek Tabbal & Mr. Hani Hassan, West Hall, Auditorium A.

- **2014**, the STTI Chartering Conference at Hisham Jaroudi Auditorium, HSON.

- **2013**, Planned and attended the workshop on **"Comprehensive cleft care: A multidisciplinary team approach",** AUB-HSON, Jaroudi Auditorium.

- **2013**, Completed the Blended course offered by the Academic Core Processes & Systems office at AUB

- **2013**, A Public Lecture**:** Collaborative *Education and Practice by* Dr. Umayya Musharafieh. AUB Hisham Jaroudi Auditorium –Hariri School of Nursing.

- **2013**, the Faculty retreat, AUB.

- **2013**, the Defense of two masters projects

- **2013**, the Panel on Faculty Learning communities, by AUB Center for Teaching and Learning.

- **2013**, Translating research evidence into policy: The case of tobacco control

  Policy-making in Lebanon, by Dr. Rima Nakkash, AUB-Nabil Boustany Auditorium.

- **2013**, The Advanced Trauma Life Support (ATLS) Faculty course and Provider course at King Abdul Aziz Medical City- Riyadh, KSA.

- **2011**, A workshop on "Back and Neck Pain at Work: A Solution". AUB, HSON, Beirut, Lebanon.

- **2010**, Represented the HSON in a 4-day intensive training workshop for health professionals on child growth assessment using the new "WHO Child Growth Standards". Crown Plaza Hotel, Beirut, Lebanon.

- **2009**, ACC Workshop Series:
  - Website Creation. AUB, Beirut, Lebanon.
  - Moodle II. AUB, Beirut, Lebanon.
  - Moodle I. AUB, Beirut, Lebanon.

- **2009**, A workshop on Simulation. AUB, HSON, Beirut, Lebanon.

- **2006**, Clinical Evaluation Workshop, by Dr. Janice Hoffman. AUB, HSON, Beirut, Lebanon.

- **2005**, "Writing for Publications Workshop" by Dr. Mary Douglas. AUB, HSON, Beirut, Lebanon.

- **2005**, "Collaborative Models for Nursing Education and Practice, Workshop". AUB, HSON, Beirut, Lebanon.

- **2003**, Workshop on Community Based Medical Education. AUB, FM, Beirut, Lebanon.

- **2003**, Workshop on the Dissemination of the Health Care. MOPH, Beirut, Lebanon.

- **2001**, Workshop by UR Board Visiting Scholar, Dr. Lois. AUB, HSON, Beirut, Lebanon, 2001.

- **2000**, Workshop by URB visiting scholar Dr. Patricia D. AUB, HSON, Beirut, Lebanon.

- **2000**, Workshop on Cooperative Learning in College Classroom by Drs. R. And D. Johnson. AUB, HSON, Beirut, Lebanon.

- **2000**, Workshop on Student Information System, SIS Banner 2000. AUB, HSON, Beirut, Lebanon.

- **2000**, On-Line Learning Workshop: OL 10, Tool Book II. AUB, HSON, Beirut, Lebanon.

- **2000**, Workshop on Enhancing Teaching Effectiveness by Y.K. Bhada. AUB, HSON, Beirut, Lebanon.

- **1999**, a workshop on Freedom from Smoking Clinic Facilitator Training. Lebanon.

CURRICULUM VITAE

A. Personal Experience

Personal Background

Name :	**Ghada Najjar Assaf**
Title :	Clinical Assistant Professor
Institution :	American University of Beirut, Faculty of Medicine and Medical Center Hariri School of Nursing
Address:	American University of Beirut, Faculty of Medicine and Medical Center Bldg.: Hariri School of Nursing Floor: 5 – Street: Hamra

Languages

English	Professional Working
Arabic	Native or Bilingual

Academic Work Experience

2017 - Present — **Clinical Assistant Professor**
AUB, Lebanon

2011 - 2017 — **Senior Education Officer**
SEHA-School Health Services, Abu Dhabi, United Arab Emirates
Preparing, presenting, organizing and coordinating:
-Annual continuing education activities to school nurses.
-Educational materials: pamphlets, flyers, manuals, packages, educational comic books, Salim Episodes on TV.
-Awareness campaigns to all members within the school environment : students, staff, faculty members, and parents.
-Health programs and initiatives in schools.
-School Health Services Website
-School Health services Newsletter
-Chairing the Internal Communication committee and member in Management , professional and research committee in School Health Services

2000 - 2010 **Management course lecturer**
Department of Nursing
Abu Dhabi Institute of Nursing, Abu Dhabi, United Arab Emirates

2000 - 2010 **Mental Health course Lecturer**
Department of Nursing
Abu Dhabi Institute of Nursing, Abu Dhabi, United Arab Emirates

2000 - 2010 **Mental health course coordinator**
Department of Nursing
Institute of Nursing, Abu Dhabi, United Arab Emirates
Mental health course coordinator for the five institutes (Abu Dhabi, Al Ain, Sharjah, Fujeirah, and Ras Al Khaimah).

1989 - 1991 **Clinical Instructor.**
Department of Nursing
AUB, Beirut, Lebanon
B.T nursing program at the hospital as a clinical instructor

1989 - 1991 **teaching assistant trainee**
Department of Nursing
AUB, Beirut, Lebanon
I used to orient staff nurse, practical, nurse aids, orderlies, and clerks and evaluate them during their probation period. I shared in number of staff development teaching projects within the in- service department and with the W.H.O.

Professional Work Experience

1989 - 1989 **Registered Nurse**
Department of Obs-Gyn
AUB-MC, Beirut, Lebanon

Educational Background

2008 - 2011 **Doctor of Philosophy (PhD)**
Mental Health
Royal Melbourne Institute of Technology University

1999 - 2001 **Master of Science in Nursing (MSN)** with Re engaging with life after loss.(coping patterns used by Lebanese women living in Melbourne who have breast cancer and underwent mastectomy)
Mental Health
Royal Melbourne Institute of Technology University

1986 - 1989	**Bachelor of Science in Nursing (BSN)** Nursing American University of Beirut

Training and Fellowship

2018-2019	**Faculty Development Program in Clinical Research (CRI/AUB)**
2017-2019	**BLS Certificate (AHA)**
2018	**CITI**
2006	**Training** Nursing Control and Restraint Train the Trainer Course. California Board of Registered Nursing
2002	**Training** School Health Prepared and contributed in (Training program for school health employee. Institute of Health
1996	**Training** Obs-Gyn The best feeding counselling and lactation management course for a total of 52 hours. Institute of Health

Certificates

The 2nd Al Garbia International Nursing Conference, United Arab Emirates	2013
The 3rd Multi-Disciplinary Approach to Cancer Therapy Conference, United Arab Emirates	2013
The 12th Middle East Sugery Conference, United Arab Emirates	2013
. Harvard Medical School Dubai Centre., United Arab Emirates	2007
ICDL, United Arab Emirates	2007
Sheik Rashed Medical Library, United Arab Emirates	2006

Third annual conference on substance abuse(treatment and rehabilitation)., United Arab Emirates	2006
The First International Primary Health Care Conference, United Arab Emirates	2006
IZO, United Arab Emirates	2002
Institute of Health, United Arab Emirates	1995

B. Research

Peer Reviewed Journal Publications

* *Author is Senior/Corresponding*

1. **Assaf G*,** Holroyd E, Lopez V. Isolation And Prayer As Means Of Solace For Arab Women With Breast Cancer: An In-Depth Interview Study. Psycho-Oncology. 2017
2. Alayan, N**.**, Naal, H., Avedissian, T., & **Assaf, G**. (2021). Primary Care Screening, Brief Intervention, and Referral to Treatment for Adolescent Substance Use in Lebanon: A National Cross-sectional Study. *Substance Abuse: Research and Treatment*. Accepted for publication.
3. Alayan, N., Sayegh, R., Avedissian, T., **Assaf, G.,** & Madi, D. (2021). Student reflections on the use of Screening, Brief Intervention, and Referral to Treatment (SBIRT): A qualitative study. *In Progress*.
4. Alayan, N., Sayegh, R., Avedissian, T., **Assaf, G.,** & Madi, D. (2021). Integrating Screening, Brief Intervention, and Referral to Treatment (SBIRT) training in the undergraduate nursing curriculum. *In Progress*.
5. Screening Intervention and referral to treatment (SBIRT) for adolescent substance use Assaf G. Abstract.
6. Psychological well-being in overweight and obese Adolescents in Lebanese schools . Assaf G. Abstract.

Presentations – International

Coping Response

Title: Coping response, strategies and mental health in breast cancer
Role: Presenter
Event Type: 8th world congress for mental health
Organization: mental health organization
Year: 2019

Title: The 1st annual child mental and behavioral health conference
Role: Organizer
Event Type: Conference
Organization: Institute of Health
Year: 2013

Title: Coping response, strategies and mental health in breast cancer
Role: Presenter
Event Type: MEMA
Organization: AUB
Year: 2018

Title: The Child Protection Awareness
Role: Organizer
Event Type: Conference
Organization: Family Development Foundation
Country: United Arab Emirates
Year: 2013

Title: The Management Training for Charge Nurses
Role: Oral Presenter
Event Type: Conference
Organization: SHS
Country: United Arab Emirates
Year: 2013

Title: the Obesity Prevention Program with Unicef, Womens Union, and AHS.
Role: Organizer, Oral Presenter
Event Type: Conference
Organization: Unicef, Womens Union, and AHS.
Country: United Arab Emirates
Year: 2012

Title: The cervical Cancer Awareness Campaign
Role: Organizer
Event Type: Conference
Organization: The Family Development Foundation
Country: United Arab Emirates
Year: 2011

C. Teaching

Teaching Activities

Fall 2000-2010	Leadership & Management Institute of Nursing- Abou Dhabi
Fall 2000-2010	Mental Health Institute of Nursing- Abou Dhabi
2017-Present	Psychiatry Mental Health Nursing, Introduction to Nursing, and Fundamentals in Nursing(HSON/AUB)

D. Services

Institutional/Administrative Service

2000 - 2010	Public Relation Committee Chairman
2000 - 2010	Curriculum Committee Member

Community Service

2018 - Present	AUB Alumni Association- Abu Dhabi Chapter		Member
2018 - Present	STTI Committee	counselor	Member
2018 - Present	Advisory Committee (AUB)	BSN-II Class Co-advisor	Advisor
2018 - Present	Admission Committee HSON/AUB)		Member
2017 - 2019	Academic and Curriculum Committee (HSON/AUB)		Member
2011 - 2017	Internal Communication committee and member in Management , professional and research committee (	School Health Services- SEHA	Chairman
2000 - 2007	Public Relation Committee (SEHA-UAE)		Chairman
2000 - 2010	Curriculum Committee(SEHA-UAE)		Member

2011 - 2017	Internal Communication committee and member in Management , professional and research committee Chairman School Health Services- SEHA

Workshops And Seminars

2012	Leaders in healthcare Conference UAE Attendant Regional Institute of Health
2012	5th Middle East pediatrics Conference UAE Attendant Regional Institute of Health

2012	The 3rd Middle East Quality Management in Healthcare Conference UAE Attendant Regional Institute of Health
2006	Third annual conference on substance abuse(treatment and rehabilitation). UAE Attendant Regional Institute of Health
2006	First International Primary Health Care Conference. UAE Attendant Regional Institute of Health
2004	Workshop done by the red crescent on rehabilitation program for geriatrics health providers. UAE Attendant Regional Institute of Health
2003	Workshop on research proposal writing UAE Regional Institute of Health
2003	Workshop on Counselling UAE Regional Institute of Health
1997	Workshop on communication skills UAE Attendant Regional The third GCC (Gulf countries council) primary health care conference.
1991	National Workshop for nurses on management and counselling in HIV infection and Disease. Lebanon Attendant AUB AUB

1991	Workshop on Aids nursing management of patients with HIV Lebanon Contribution AUB AUB
1990	National Workshop for nurses on management and counselling in HIV infection and Disease. Lebanon Attendant AUB AUB

CURRICULUM VITAE

GLADYS N. HONEIN-ABOUHAIDAR
Assistant Professor
Hariri School of Nursing
email gh30@aub.edu.lb

BIOGRAPHY

Dr. Honein-AbouHaidar completed her Bachelor of Science in Nursing in 1984 and her Master in Public Health in 1992 at the American University of Beirut. She obtained her PhD in Health Services Research in 2012 from the Institute of Health Policy, Management and Evaluation, University of Toronto, Canada. She is a mixed-method researcher in community and public health. Her research focus is primary care system improvement and refugee health. She is a qualitative research consultant with the Clinical Research Institute and the Global Health Institute at the American University of Beirut.

Link to publications on google scholar:
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Honein-abouhaidar&btnG=
Link to personal page:
https://www.aub.edu.lb/pages/profile.aspx?memberId=gh30
ORCID: 0000-0001-6208-7859
H- Index: 11
Total Impact Factor (I-10) = 13

I- EDUCATIONAL BACKGROUND

2006 – 2012	**Institute of Health Policy, Management and Evaluation, Faculty of Medicine, University of Toronto** PhD, Health Services Research
2012	**Institute of Health Policy, Management and Evaluation, Faculty of Medicine, University of Toronto** Ontario Training Center in Health Services and Policy Research Collaborative Program Certificate
1991- 1992	**Faculty of Health Sciences, American University of Beirut** Master in Public Health
1981 – 1984	**Faculty of Medicine, Hariri School of Nursing, American University of Beirut** Bachelor of Science in Nursing

II- EMPLOYMENT HISTORY

2018-present	**Global Health Institute, American University of Beirut, Lebanon** Co-Director Refugee Health Program
2015-Present	**American University of Beirut, Lebanon** Assistant professor, Hariri School of Nursing
2014 – 2015	**Toronto General Research Institute, University Health Network** Scientific Associate III
2012 – 2013	**Li Ka Shing Institute, St. Michael's Hospital, Toronto, Ontario**

Post-doctoral fellow

2006 – 2009 **Li Ka Shing Institute, St. Michael's Hospital, Toronto, Ontario**
Research coordinator, POWER study

2002 – 2006 **Clinical Epidemiology Program, Institute of Health Policy Management and Evaluation, University of Toronto, Toronto, Ontario**
Course manager

2001 – 2002 **Inner Health City Research Unit, St. Michael's Hospital, Toronto, Ontario**
Research coordinator

1993 – 2001 **Preventive Medicine Department, Ministry of Health, United Arab Emirates**
Acting Nursing Director, Health Promotion Specialist

1985 – 1991 **Dhahran Health Center, Saudi Arabian Oil Company (ARAMCO), Saudi Arabia**
Registered Nurse

III- AWARDS & HONORS

2011-2012 Canadian Cancer Society Research Institute. Doctoral Fellowship

2011 **Robert Duff Baron Award- University of Toronto**
Public health policy award

2009-2010 **Primary Health Care System, Ontario Ministry of Health and Long Term Care**
Fellowship award

2007-2009 **Ontario Training Center in Health Services and Policy Research Collaborative Program.**
Fellowship award

2008-2011 **Canadian Institute for Health Research Doctoral Award, Institute for Gender and Health**. *PhD award (PI):* ($60,000 CAD for 3 years)

2006- 2008 **Institute of Health Policy, Management, and Evaluation-University of Toronto**
Internal fellowship

IV- RESEARCH

B. Refereed Journal Publications

Year	Impact factor	Peer Reviewed Journal Publications
2021	**5.02**	**Public Health Effects of Travel-Related Policies on the COVID-19 Pandemic: A Mixed-Methods Systematic Review.** Lama Bou Karroum, Joanne Khabsa, Mathilda Jabbour, NadeenHilal, ZeinabHaidar, PamelaAbi Khalil, Rima AbdulKhalek, JanaAssaf, GladysHonein-AbouHaidar, Clara AbouSamra, LayalHneiny, SamehAl-Awlaqi, JohannaHanefeld, FadiEl-Jardali, Elie A.Akl, Charbel ElBcheraoui. Journal of Infection, 2021. https://doi.org/10.1016/j.jinf.2021.07.017.
2021	**2.74**	**People who use drugs in rehabilitation, from chaos to discipline: Advantages and pitfalls: A qualitative study.** Mahboub N, Honein-AbouHaidar G, Rizk R, de Vries N. PloS One. 2021 16(2).

2020 **2.74** **Voices of the vulnerable: Exploring the livelihood strategies, coping mechanisms and their impact on food insecurity, health and access to health care among Syrian refugees in the Beqaa region of Lebanon.** Nabulsi D, Ismail H, Abou Hassan F, Sacca L, Honein-AbouHaidar G*, Jomaa L. PloS One. 2020 15(12).

2020 **2.46** **The long-term burden of war injuries in LMICs: Case of the Lebanese war in 2006.** Kobeissi E., Menassa M, Honein-AbouHaidar G**,** Abdul Khalek R, Chaya B, Elamine A, Abu Sitta G, Al Achi N, The European Journal of Public Health. 2020 Sept 30: (supplement 5).

2020 **2.43** **Assessing the capacity for conflict and health research in Lebanon: a qualitative study.** El Achi N, Honein-Abouhaidar G, Rizk A, Kobeissi E, Papamichail A, Meagher K, Ekzayez A, Abu-Sittah GS, Patel P. Confl Health. 2020 Aug 18;14:59.

2020 **2.06** **Users Acceptance of Electronic Patient Portals in Lebanon** Honein-AbouHaidar, G*, Antoun, J., Badr, K., Hlais, S., Nazaretian, H. BMC Medical Informatics and Decision Making (2020) 20:31

2020 **2.37** **Perspectives Of Registered Nurses On Refugee Healthcare In Lebanon And Jordan (Profile): A Multi-Site Cross-Sectional Study Protocol.**
Dhaini SR, Dumit N, Honein-Abouhaidar G, Al Zaru IM, Gharaibeh M, Reynolds NR, Davidson PM, Nabulsi D
Journal Of Advanced Nursing. 2020, vol.76, no.1, pp-328-336

2019 **1.93** **Factors Associated With The Public's Trust In Physicians In The Context Of The Lebanese Healthcare System: A Qualitative Study.**
Shaya B, Al Homsi N, Eid K, Haidar Z, Khalil A, Merheb K, Honein-Abou Haidar G, Akl EA
BMC Health Services Research. 2019, vol.19, no.1, pp-525

2019 **2.54** **The Impact Of The Syrian Refugee Crisis On Nurses And The Healthcare System In Lebanon: A Qualitative Exploratory Study.**
Dumit NY, Honein-AbouHaidar G
Journal Of Nursing Scholarship : An Official Publication Of Sigma Theta Tau International Honor Society Of Nursing. 2019, vol.51, no.3, pp-289-298

2019 **2.77** **Perceived Impact Of Community Kitchens On the Food Security of Syrian Refugees and Kitchen Workers in Lebanon: Qualitative Evidence in A Displacement Context.**
Ibrahim N, Honein-AbouHaidar G, Jomaa L
Plos One. 2019, vol.14, no.1, pp-e0210814

2019 **2.69** **Informal Healthcare Provision In Lebanon: An Adaptive Mechanism Among Displaced Syrian Health Professionals In a Protracted Crisis.**
Honein-AbouHaidar G*, Noubani A, El Arnaout N, Ismail S, Nimer H, Menassa M, Coutts AP, Rayes D, Jomaa L, Saleh S, Fouad FM
Conflict And Health. 2019, vol.13, pp-40

2018 **2.51** **The Interaction of Personal, Contextual, and Study Characteristics and Their Effect on recruitment and Participation of Pregnant Women In Research: A Qualitative Study In Lebanon.**
Ayoub JJ, Abiad M, Forman MR,, Honein-AbouHaidar G, Naja F
BMC Medical Research Methodology. 2018, vol.18, no.1, pp-155

2018 2.37 **Anaphylaxis Management: A Survey of School and Day Care Nurses in Lebanon.**
Avedissian T, Honein-AbouHaidar G, Dumit N, Richa N
BMJ Paediatrics Open. 2018, vol.2, no.1, pp-e000260

2018 2.47 **Barriers and Facilitators to Implementation, Uptake and Sustainability of Community-Based Health Insurance Schemes in Low- And Middle-Income Countries: A Systematic Review.**
Fadlallah R, El-Jardali F, Hemadi N, Morsi RZ, Abou Samra CA, Ahmad A, Arif K, Hishi L, Honein-AbouHaidar G, Akl EA
International Journal For Equity In Health. 2018, vol.17, no.1, pp-13

2017 4.34 **Using Media to Impact Health Policy-Making: an integrative systematic review.**
Bou-Karroum L, El-Jardali F, Hemadi N, Faraj Y, Ojha U, Shahrour M, Darzi A, Ali M, Doumit C, Langlois Ev, Melki J, Honein-Abouhaidar G, Akl EA
Implementation Science : Is. 2017, vol.12, no.1, pp-52

2017 1.96 **Cost Analysis of Breast Cancer Diagnostic Assessment Programs.**
Honein-AbouHaidar G*, Hoch JS, Dobrow MJ, Stuart-McEwan T, McCready DR, Gagliardi AR
Current Oncology (Toronto, Ont.). 2017, vol.24, no.5, pp-e354-e360

2017 2.40 **How Do the Characteristics of Breast Cancer Diagnostic Assessment Programmes Influence Service Delivery: A Mixed Methods Study.**
Gagliardi AR, Honein-AbouHaidar G, Stuart-McEwan T, Smylie J, Arnaout A, Seely J, Wright FC, Dobrow MJ, Brouwers MC, Bukhanov K, McCready DR. European Journal Of Cancer Care. 2017

2017 10.23 **Do Primary Care Provider Strategies Improve Patient Participation in Colorectal Cancer Screening?**
Baxter NN, Sutradhar R, Li Q, Daly C, Honein-AbouHaidar G, Richardson DP, Del Giudice L, Tinmouth J, Paszat L, Rabeneck L
The American Journal Of Gastroenterology. 2017, vol.112, no.4, pp-622-632

2017 2.41 **How Do Organisational Characteristics Influence Teamwork and Service Delivery in Lung Cancer Diagnostic Assessment Programmes? A Mixed-Methods Study.**
Honein-AbouHaidar G*, Stuart-McEwan T, Waddell T, Salvarrey A, Smylie J, Dobrow MJ, Brouwers MC, Gagliardi AR
BMJ Open. 2017, vol.7, no.2, pp-e013965

2017 2.76 **Characterizing the Interaction between Physicians, Pharmacists and Pharmaceutical Representatives in A Middle-Income Country: A Qualitative Study.**
Hajjar R, Bassatne A, Cheaito MA, Naser El Dine R, Traboulsy S, Haddadin F, Honein-AbouHaidar G, Akl EA
Plos One. 2017, vol.12, no.9, pp-e0184662

2016	**4.14**	**Systematic Review and Meta-Study Synthesis of Qualitative Studies Evaluating Facilitators and Barriers to Participation in Colorectal Cancer Screening.** Honein-AbouHaidar G*, Kastner M, Vuong V, Perrier L, Daly C, Rabeneck L, Straus S, Baxter NN Cancer Epidemiology, Biomarkers & Prevention : A Publication Of The American Association For Cancer Research, Cosponsored By The American Society Of Preventive Oncology. 2016
2014	**3.36**	**Evaluating the Impact of Public Health Initiatives on Trends in Fecal Occult Blood Test Participation in Ontario.** Honein-AbouHaidar G, Rabeneck L, Paszat LF, Sutradhar R, Tinmouth J, Baxter NN BMC Cancer. 2014, vol.14, pp-537
2014	**2.27**	**Benefits and Barriers to Participation in Colorectal Cancer Screening: A Protocol for a Systematic Review and Synthesis of Qualitative Studies.** Honein-Abouhaidar G*, Kastner M, *Vuong V*, Perrier L, Rabeneck L, Tinmouth J, Straus S, Baxter NN BMJ Open. 2014, vol.4, no.2, pp-e004508
2013	**2.55**	**Trends and Inequities in Colorectal Cancer Screening Participation in Ontario, Canada, 2005-2011.** Honein-AbouHaidar G*,* Baxter NN, Moineddin R, Urbach DR, Rabeneck L, Bierman AS Cancer Epidemiology. 2013, vol.37, no.6, pp-946-56
2009	**3.25**	**Sex And Age Differences in Heart Failure Management In Ontario - Results From The Power Study (Project For An Ontario Women's Health Evidence-Based Report).** Azad N, Abramson BL, Jaakkimainen RL, Kapral M, Hall R, Degani N, Honein G, Bierman AS Journal Of Cardiac Failure. 2009, vol.15, no.6, pp-S107-S107
2007	**0.76**	**Bridges and Barriers to Health: Her Story - Emirati Women's Health Needs.** Winslow WW, Honein G Health Care For Women International. 2007, vol.28, no.3, pp-285-308
2002	**1.91**	**The Determinants of Breast Cancer Screening Behavior: A Focus Group Study of Women in The United Arab Emirates.** Bener A, Honein G, Carter AO, Da'ar Z, Miller C, Dunn EV Oncology Nursing Forum. 2002, vol.29, no.9, pp-E91-8
2002	**1.49**	**Seeking Emirati Women's Voices: The Use of Focus Groups with an Arab Population.** Winslow WW, Honein G, Elzubeir MA Qualitative Health Research. 2002, vol.12, no.4, pp-566-75

SUBMITTED FOR PUBLICATIONS (under review)

Submission date	**Journal**

March 2021	**The Experience of a Middle Eastern Smoking Cessation Program: A Focus Group Study of Providers' Perspective** Koubaissi, S, Jawhar, S., Romani, M., Honein-AbuHaidar, G. Kanj, N. Medical Journal of Babylon. Accepted for publication on July 28, 2021
March 2021	**Views of medical residents on a research training program: a qualitative study** Pamela Abi Khalil, Honein-AbouHaidar G. El Achi D, Al-Hakim, L. Tamim, H. Akl, EA. Research Square, DOI: 10.21203/rs.3.rs-71467/v1
January 2021	**Views towards a novel conflict of interest management approach for the Canadian opioid guideline: a qualitative study** Honein-AbouHaidar*, G. El-Rayes,C. Craigie,S. Akl, EA Canadian Journal of Pain

MANUSCRIPT- IN PREPRATION

Towards an organized colorectal cancer screening program in Lebanon. Caren Daou, Nathalie Awada, Layla Al Hajj, Rasha Ghassani, Malak Tabajja, Joodi Morhli, Noor El Robae, Hana Nimer, Marco Bardus, Tamar Kabakian, Honein-AbouHaidar (Corresponding)

Community Health Assessment of Needs and Continuous Empowerment (CHANCE): A cross sectional study targeting primary health care nurses in Lebanon. Honein-AbouHaidar, Reem Hoteit, Nuhad Dumit, Tamar Avedissian, Bahia Abdallah, Nathalie Richa, Randa Hamadeh.

An interdisciplinary approach to primary health care in Lebanon: strengths and shortcomings. Honein-AbouHaidar, Reem Hoteit, Tamar Avedissian, Randa Hamadeh

Arabic version of the Resilience Scale 14 (RS-14): A validity study. Honein-AbouHaidar G, Bou Hamad I., Dhaini, S. Davidson, P., Reynolds, N., Ibtisam, Muntaha, Dumit, N.

Kickbacks Between Physicians and Diagnostic Centers in Lebanon: A Qualitative Study. Ousta A, Cheaito R, Diab M, Bejjani M, Chahrour M, Honein-AbouHaidar G, Akl EA

Research fellowship in a Lebanese medical school: what does it take to shift from an informal to a formal program? Chakhtoura M, Karam E, El Rassi R, Akl EA, Honein-Abou Haidar G (corresponding)

Contextual and practical factors in using chest imaging to monitor COVID-19 pulmonary sequelae: A qualitative study.
Honein-AbouHaidar G, Rizkallah C, Bou Akl I, Morgano GP, Vrbová T, van Deventer E, del Rosario Perez M, Akl EA

C. Refereed Conference Papers with Proceedings

Gender and Regional Variation in Quality of Care for Ischemic Heart Disease in a Large Canadian Cohort. Abramson BL, Jaakkimainen RL, Degani N, Honein-AbouHaidar G, Azad N, Kapral MK, Bierman AS. The American College of Cardiology 58th Annual Scientific Session, Orlando, FL March 29, 2009

D. Refereed Abstracts and Posters

An interdisciplinary approach to primary health care in Lebanon: strengths and shortcomings Honein-AbouHaidar G.*, Dyer E., Avedissian T., Arevian M. International Council of Nurses, Singapore, June 2019

Towards an Interdisciplinary Approach to Primary Health Care in Lebanon: One of the Largest Host Country of Syrian Refugees in the Eastern Mediterranean Region. Honein-AbouHaidar G.*, Dyer E., Avedissian T., Arevian M. North American Primary Care Group, Montreal, Canada, November 2017

User acceptance of electronic patient portal (EPP) for self-management of diabetes and chronic high blood pressure at the Family Practice Clinic of the American University of Beirut, Lebanon Honein-Abouhaidar G.*, Antoun J., Nazaretian H. International Council of Nurses Conference, Barcelona, May 26-June 1, 2017

A systematic review and meta-study synthesis of qualitative studies evaluating facilitators and barriers to participation in colorectal cancer screening Honein-AbouHaidar G.*, Kastner M., Vuong V., Perrier L, Daly C., Rabeneck L., Straus S., Baxter N. The Primary Healthcare Partnership Forum. St. John's, New Foundland, Canada. June 30, 2015

Benefits and barriers to participation in colorectal cancer screening: Systematic review and synthesis of qualitative studies. Honein-Abouhaidar G*, Kastner M, Vuong V, Perrier L, Rabeneck L, Tinmouth J, Straus S, Baxter N. Canadian Center for Applied Research in Cancer Control, May 11, 2014

Evaluating the impact of public health initiatives on trends in fecal occult blood test participation in Ontario. Honein-AbouHaidar G*, Rabeneck L, Paszat LF, Sutradhar R, Tinmouth J, Baxter NN. Ontario Institute for Cancer Research, April 11, 2013

The effect of relational continuity with a primary care provider on compliance and disparities in colorectal cancer screening in Ontario. Honein-AbouHaidar G.*, Bierman AS.. Canadian Association for Health Services and Policy Research (CAHSPR). Toronto, Canada. June 8, 2011

Does Continuity of Care Mitigates Disparities in Screening: The case of the Colon Cancer Check Program. Honein-AbouHaidar G*., Bierman AS. Canadian Association for Health Services and Policy Research (CAHSPR), May 11-13, 2010.

Did the Colon Cancer Check Program Reduce the Gender Gap in Colorectal Cancer Screening in Ontario? Honein-AbouHaidar G.*, Bierman AS. The Annual Research Day, HPME, University of Toronto, May 5, 2010

Sex and Age Differences in Heart Failure Management in Ontario Results from the POWER Study (Project for an Ontario Women's Health Evidence-Based Report. Azad N, Abramson B, Jaakkimainen RL, Kapral M, Hall R, Degani N, Honein-AbuHaidar G.*, Bierman AS. " The 13th Annual Scientific Meeting of the Heart Failure Society of America (HFSA). Boston, MA. September 13, 2009

Interventions for Improving Uptake of Colorectal Cancer Screening among Marginalized Populations: The results of the Systematic Review and Meta-Analysis. Honein-AbouHaidar G., Bierman AS. Canadian Association for Health Services and Policy Research (CAHSPR), May 2009

Gender and Socioeconomic Inequities in Health and Functional Status Among Individuals with Heart Disease or Stroke in Ontario: Insights from the POWER Study. Degani N, Abramson BL, Jaakkimainen L, Kapral MK, Azad N, Hall R, Honein-AbouHaidar G, Bierman AS. Oral Presentation. CSEB/APHEO 2009 Joint Conference. Fairmont Chateau Laurier, Ottawa, ON May 25, 2009

Gender, Socioeconomic and Ethnic Disparities in Cancer Screening in Ontario: Insights from POWER study. Honein-AbouHaidar G.*, Kryzanowska M, Barbera L, Elit L, Saskin R, Yeritsyan N, Bierman AS. CSEB/APHEO 2009 Joint Conference. Fairmont Chateau Laurier, Ottawa, ON May 26, 2009

The Project for an Ontario Women's Health Evidence-Based Report Card – Gender and Regional Variation in Quality of Care for Congestive Heart Failure. Azad N, Bierman AS, Abramson BL, Degani N, Jaakkimainen RL, Honein-AbouHaidar G. Canadian Geriatric Society 2009 Annual Meeting in Toronto, ON April 24, 2009

The Project for an Ontario Women's Health Evidence-Based Report Card – Gender and regional variation in quality of care for congestive heart failure. Azad N, Abramson B, Degani N, Jaakkimainen L, Rambihar S, Damba C, Honein-AbouHaidar G, Vahabi M, Bierman AS. 3rd International Congress in Gender Medicine. Stockholm Sweden. September 12-14, 2008

POWER Study: Action-Oriented Performance Measurement in Women's Health. Clark J, Bierman AS, Vahabi M, Honein-AbouHaidar G. Community Campus Partnership for Health (CCPH) 10th Anniversary Conference. Toronto ON, April 11-15, 2007

G. Technical reports

Development of a generic protocol on evaluation of patients and stakeholders' values and preferences, with focus on COVID 19 patients. Joanne Khabsa, Gladys Honein-AbouHaidar, Elie A. Akl. World Health Organization, June 2021 (Refereed)

The scope of the planned work focuses on development of a WHO generic research protocol for evaluation of patient's values and preferences. The generic protocol would serve as a template by different WHO teams/units and be easily adapted to facilitate in the future generation of primary data on people's values and preferences.

Health effects of travel policies on the COVID-19 pandemic: rapid mixed-methods systematic review and policy mapping. Lama Bou-Karroum, Joanne Khabsa, Mathilda Jabbour, Nadine Hilal, Zeinab Haidar, Pamela Abi Khalil, Rima Abdul Khalek, Jana Assaf, Gladys Honein-AbouHaidar, Clara Abou Samra, Layal Hneini, Charbel El Bcheraoui, Fadi El-Jardali, Elie A. Akl. Robert Koch Institute, January 2021 (Refereed)

The main objective of this report is to conduct a rapid mixed-methods systematic review of the health effects of travel policies related to the COVID-19 epidemic and review the evidence on contextual factors relevant to these policies. An additional objective was to conduct a mapping of the travel restriction policies adopted by 31 countries.

Report on the qualitative study of contextual factors that influence chest imaging in patients with COVID-19. Honein-AbouHaidar G.*, Rizkalla C, del Rosario Perez, M., Akl E. World Health Organization, November 2020. (Refereed)

The purpose of this report is to use a qualitative approach to explore the valuation of stakeholders, including providers and patients, on chest imaging policy for monitoring resolution or development of COVID-19 sequelae (pulmonary, cardiac) following recovery from an acute episode, the preference of the chest imaging modality, equity, perceived acceptability and feasibility of this policy in addition to practical issues acting as facilitators and barriers. The results of this report are meant to complement the updated guideline prepared by the Radiation and Health Unit, which were presented together during the Guideline Development Group (DGD) virtual meeting on November 25, 2020.

Towards a Family-Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce. Honein-AbouHaidar G.*, Avedissian T., Arevian M. Dyer E. World Health Organization, July, 2017

The overall aim is to gather evidence based on actual practices to evaluate and scale up the primary care workforce in support of implementing family practice in Eastern Mediterranean Region. In this report, the main focus is describing the nurses and midwives' roles as part of an inter-disciplinary team and the factors that influence these roles.

Cardiovascular Disease. In: Bierman AS (ed). Project for an Ontario Women's Health Evidence-Base Report: Volume 1. Bierman AS, Jaakkimainen RL, Abramson B, Kapral MK, Azad N, Hall R, Lindsay P, **Honein G,** Degani N. Toronto; December, 2009 (refereed)
In the first section, we report on the health and functional status of Ontario women and men with cardiovascular diseases (CVD) including self-rated health, health transitions, activity limitations and disability, health behaviours and CVD risk factors. In the subsequent three sections, we examine the leading causes of

CVD-related morbidity and mortality - heart failure (HF), ischemic heart disease (IHD) and cerebrovascular disease (including stroke and transient ischemic attack). We report on indicators that assess the types of physicians providing care, medication management in the acute setting and for secondary prevention, diagnostic testing and clinical interventions. In addition, we report on patient outcomes including health service use (emergency department visits and hospital readmissions) and mortality.

H. Presentations

Informal Provision of Health Services for Syrian Refugees in Lebanon. "Overturn Stories: How Europe can create good practices of migrant's inclusion" Honein-AbouHaidar G.*, Noubani A., El Arnaout N., Ismail S., Nimer, H. Menassa M., Coutts A., Rayes D. Jomaa L. Saleh S., Fouad F. Syracuse, Italy. May 2018

Mother and Child cohorts in the MENA: the challenge of subjects' recruitment. Naja, F. Honein-AbouHaidar G. Sidra Infertility and Reproductive Health Conference, QNCC, Doha, Qatar. October 13-14, 2017

The transformative role of the community health nurse. Primary Healthcare Nursing Conference: The Way Forward. Honein-AbouHaidar, G.* (keynote speaker) United Arab Emirates, December 5, 2016

Management of cancer screening in Ontario: A provincial survey of practicing primary care physicians. Honein-Abouhaidar G.*, Baxter NN. North American Primary Care Research Group. New York, United States. November 24, 2014

The impact of Family Health Teams on screening for colorectal cancer in Ontario: A population-based study. Honein-AbouHaidar G.*, Baxter N. Trillium Primary Health Care Research Day. Toronto, Canada. June 6, 2012

Did the Colon Cancer Check Program Reduce the Gender Gap in Colorectal Cancer Screening in Ontario? Honein-AbouHaidar G.*, Bierman AS. The Annual Women's College Research Day. Toronto, Canada. May 10, 2010

Women behind their veil: identify their needs, plan their programs. Honein G.*, Winslow W. and El Zubeir M. International Union for Health Education and Health Promotion, Paris, 2001.

Emirati Women in Al Ain Knowledge, Attitude, Beliefs, Practices and Perceptions on Breast Cancer Screening Tests. Honein G.*, Dar Z. and Bener A.B. Third International Conference for Cancer, Abu Dhabi, January 28-31, 2001.

Client satisfaction with Nursing Services in Al Ain Medical District. Skarie M.and Honein G. Third Gulf Conference for Primary Health Care, Abu Dhabi, April 1998.

Patient Education Status in Al Ain Medical District. Honein G.and Skarie M. First Gulf Health Education Conference in UAE, Abu Dhabi, June 4-6, 1997. Prize award for a best paper.

Knowledge, Attitudes, Beliefs and Practices of health care workers towards AIDS patient. Honein G.and Khateeb L. International Conference for Nursing, Irbid, Jordan, May 1996.

Determinants of Breast Cancer Screening. Oyejide C.O., Shalabi A.G.and Honein G. Annual Meeting of the American Public Health Association (APHA), Washington D.C., November 1994.

V. GRANTS

A. Grants Awarded

AUB, Lebanon

2019-2022 Loulou Koubaissi (PI)**,** Fouad M. Fouad, FHS-AUB, (Co-PI), Gladys Honein-AbouHaidar, HSON-AUB (Co-I), Shadi Saleh, SHI-AUB (Co-I)**.** SEEK Trial: The effect of increased Self- Efficacy and Knowledge (using an innovative psychosocial SRH package) on sexual and reproductive health service use among young refugee women and adolescents. World Health Organization. $377,510 (Jordan, Lebanon & Turkey)

2019-2022 Nuhad Dumit, HSON-AUB (PI), Gladys Honein-AbouHaidar (Co-PI), Suzanne Dhaini, HSON-AUB (Co-PI), Raeda Abu Al Rub, Jordan University of Science and Technology, Jordan (Co-I), Nancy Reynolds, John Hopkins School of Nursing (Co-I), Patricia Davidson John Hopkins School of Nursing (Co-I). Perspectives of Registered Nurses On Refugee Healthcare In Lebanon and Jordan: A multi-site cross-sectional study (PROfILE), Global Health Institute, AUB, ($15,000)

2019-2021 Ghada Assaf HSON-AUB (PI), Gladys Honein-AbouHaidar HSON-AUB (Co-I), Fadi Maalouf FM-AUB (Co-I), Lamis Jomaa FAFS-AUB (Co-I). Psychological well-being in overweight and obese adolescents in Lebanese schools: A cross-sectional study, University Research Board, American University of Beirut, ($10,000)

2019-2021 Gladys Honein-AbouHaidar, AUB-HSON (PI); Jean Abdelnour, AUB-PPD (co-I); Walid El Khazen, AUB-IT (Co-I); Darine Hachem, AUB-FAFS (Co-I); Farouk Merhebi, AUB-EHSRM (Co-I); Randa Salamoun, AUB-OSB (Co-I); Elizabeth Saleh, AUB-FAS (Co-I)**.** Reduce, Recover, Recycle (3 Rs)- Food Waste Management Initiative. Water- Energy- Food- Health Nexus Renewable Resources Initiative: WEFRAH , American university of Beirut (AUB), Total grant budget: $10,000.

2018-2019 Gladys Honein-AbouHaidar, AUB-HSON (PI), Tamar Kabakian AUB-FHS (Co-I), Marco Bardus AUB-FHS (Co-I), *Caren Daou* FHS-AUB, *Nathalie Awada* FHS-AUB, *Layla Al Hajj* FHS-AUB, *Rasha Ghassani* FHS-AUB, Malak Tabajja FHS-AUB, Hana Nimer (Co-I) SAID NGO. Towards an organized colorectal cancer-screening program: An action-oriented research, AUB & Global Compact Network Lebanon, $10,000

2017-2019 Gladys Honein-AbouHaidar, AUB-HSON (PI), Nuhad Dumit, AUB-HSON (Co-PI), Nathalie Richa, Order of Nurses in Lebanon (Co-I), Mary Arevian HSON-AUB (Co-I), Tamar Avedissian, HSON (Co-I), Bahia Abdallah, FHS- Balamand University (Co-I). Community Health Assessment of Needs and Continuous Empowerment (CHANCE) - An experience-based co-design approach, American University of Beirut, $13,500

2017-2019 Fouad M. Fouad, FHS-AUB, (PI), Gladys Honein-AbouHaidar, HSON-AUB (Co-PI), Lamis Jomaa, FAFS-AUB (Co-I), Mona Osman, FM-AUB (Co-I), Nasser Yassin, IFI-AUB (Co-I), Shadi Saleh, SHI-AUB (Co-I)**.** Informal Provision of Health Services for

Syrian Refugees in Lebanon, Collaborative Research Stimulus, American University of Beirut, $38,727

2017-2019 Gladys Honein-AbouHaidar, AUB-HSON (PI), Mary Arevian HSON-AUB (Co-I), Tamar Avedissian, HSON (Co-I), Elizabeth Dyer HSON-AUB (Co-I), Towards a Family-Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce**,** World Health Organization, Eastern Mediterranean Regional Office, $6,875

2016-2018 Tamar Avedissian, HSON (Co-I), Gladys Honein-AbouHaidar, AUB-HSON (Co-PI). Anaphylaxis management in Lebanese schools and day cares: current practices, needs and recommendations for practice guidelines**,** Order of Nurses in Lebanon, $2,684

2016-2019 Gladys Honein-AbouHaidar HSON-AUB (PI), Jumana Antoun FM-AUB (Co-PI)**.** User acceptance of electronic patient portal (EPP) for self-management of diabetes and chronic high blood pressure at the Family Practice Clinic of the American University of Beirut, Lebanon, Medical Practice Plan-American University of Beirut (MPP-AUB) Intramural Funding, $11,300

Toronto, Canada

2019 - 2021. Kteily-Hawa, R. (Nominated Principal Investigator), Loutfy, M. (Co-Principal Investigator) & Vijayanathan, H. (Principal Knowledge User), Honein-AbouHaidar (collaborator). *Exploring Youth Sexual Health Needs in Middle Eastern and North African Communities (YSMENA Study): A Planning and Knowledge Exchange Initiative to Develop a Research Network to Address Barriers in HIV Prevention.* Canadian Institutes of Health Research (CIHR), HIV/AIDS Planning and Dissemination Grant. Global Health Institute. $18,500

2012-2014 Nancy N. Baxter (PI), Gladys Honein-AbouHaidar (post-doctoral fellow). Canadian Cancer Society Research Institute & Cancer Care Ontario. ($130,000 CAD).

B. Grants Submitted and Currently under Review

2021 Consortium multidisciplinary team of researchers from the American University of Beirut (AUB), the Lebanese University, University of Saint Joseph, CNRS-LAEC, and MSF/Epicentre, in collaboration with researchers at different academic and research institutes in France (INSERM; Université de Paris; Santé Publique France). A Household and a Pilot Environmental Survey of the Impact of the August 4 Beirut Blast and Concurrent Crises on the Environment and Health and Wellbeing of Affected Communities Lebanon Country Office of the World Health Organization (WHO-Lebanon). Budget: $1,000,000

2021 Melhem N, Estaquier J, Nuwayhid I, Habib R, Honein-AbouHaidar G, Yazbik-Dumit N. Understanding and Mitigating Impact of the August 4 Beirut Blast and Concurrent Crises on the Community Spread of COVID-19. National Research Agency, National Council for Scientific Research of Lebanon (CNRS-L. Budget: 100,000 Euros

2021 Nuhad Dumit HSON-AUB (PI), Gladys Honein-AbouHaidar HSON-AUB (co-PI), Frontline Agents for Community Health Care (FACe): Empowering trained nurses and young women community agents in Karantina, Canada Fund for Local Initiatives (CFLI). Budget: 49,450 CAD

2021 Nuhad Dumit HSON-AUB (PI), Gladys Honein-AbouHaidar HSON-AUB (co-PI), Wassim Hajj (Co-I), Najat Saliba N (Co-I), Lina Daouk Oryr (Co-I), Fida Kanaan (Co-I). Nurses and women champions of low-carbon recovery: adapt,
adopt, and act (AAA) a nurse-managed initiative. Canada's International Development Research Centre (IDRC). Budget: $ 745,597

C. Grants submitted- not Awarded

2021 Nuhad Dumit HSON-AUB (PI), Gladys Honein-AbouHaidar HSON-AUB (co-PI), Randa Hamadeh MOPH (Co-I), Michel Matar –Karantina Government Hospital (Co-I), Khalil Ashkar Lebanese University (Co-I), Huda Huijer FHS Balamand (Co-I)**.** Scalable Community Responsive PHC Model (SCORE). European Commission: Support to Civil Society to improve governance and accountability. Budget Euro

2020 Houry Puzantian, HSON-AUB (PI), Gladys Honein-AbouHaidar, HSON-AUB (co-PI), Karen Saliba, Karantina MOPH (Co-I), Randa Hamadeh, MOPH (Co-I), Ali Abu Alfa, FM-AUB (Co-I), Maya Romani, FM-AUB (Co-I), Marco Bardus, FHS-AUB (Co-I), Huda Huijer, FHS-Balamand (Co-I), Nuhad Dumit, HSON-AUB (Co-I), Samar Noureddine, HSON-AUB (Co-I), Angela Massouh, HSON-AUB (Co-I). DETECT (**D**iagnos**E** **T**r**E**a**t** **C**are): A pilot hypertension management program in Lebanon. WHO-RTSL partnership on LINKS: Hypertension Proposal. Budget $ 181,546

2020 Suzanne Dhaini, HSON-AUB (PI), Gladys Honein-AbouHaidar, HSON-AUB (Co-PI), Martine El-Bejjani, FM-AUB (Co-I), Hala Kerbage, Universite St. Joseph (Co-I). NuRsEs' Self-PErceived COVID-19 Burden in Lebanese HospiTals: A mixed method study (RESPECT). The National Council for Scientific Research – Lebanon (CNRS-L). LBP: 26,700,000.

2018 Gladys Honein-AbouHaidar, HSON-AUB (PI), Caroline El Rayes, (Co-I)). Meaningful Use of the Primary Health Care Information System in Lebanon: An Implementation Research. Canada's International Development Research Centre (IDRC). Budget: CAD 556,859

2018 Gladys Honein-AbouHaidar, HSON-AUB (PI), Tamara Lotfi AUB (Co-I, Suzanne R. Dhaini HSON-AUB (Co-I), Ahmad Firas Khalid, McMaster University (Co-I), Wissam Haj-Ali, University of Toronto (Co-I). Strengthening the primary health care workforce in Jordan, Lebanon and UAE: A systematic learning mechanism towards improved health-related sustainable development goals. World Health Organization- ALLIANCE for health policy and systems research. Budget: $ 188,265

VI- TEACHING

A. Courses taught

2019-present

N 604: Measurement course
Guest-class session
PhD level course
Teaching hours per semester: 2 hours
Student evaluation is not applicable

2017-present

N 502: Advanced Nursing Research
Guest- class sessions
Master level course
Teaching hours per semester: 5 hours
Student evaluation is not applicable

2015- present

N 522: Principles and practice of advanced community and public health nursing
Master level course
Course coordinator (Since 2017)
Teaching hours per semester: 28 hours
Average of 5 students per term
Student course evaluation is appended

2015- till present

N 523: Advanced Community Assessment and Interventions
Master level course
Course coordinator- Fall 2018- Present
Teaching hours per semester: 30 hours
Average of 5 students per term
Student course evaluation is appended.

2015-present

N 408: Community/public health nursing
Course coordinator: 2019-Present
Undergraduate-senior level course
Teaching hours per semester: Theory 48; clinical 44
Student course evaluation is appended

2019-2020

N 527: Systems approach to the development and evaluation of health care services
Guest-class session
Master level course
Teaching hours per semester: 15 hours
Student evaluation is not applicable

2017- 2020

N 406: Nursing Research
Undergraduate level course
Course coordinator
Teaching hours per semester: 40 hours
Student course evaluation is appended

2017- 2019 IPEC : Inter professional Education and Collaboration
300 Class- moderator
Moderation hours per semester: 10
Student evaluation is not applicable

B. Student supervision and advising

B2. PhD students

2021- present Title: Influenza Vaccine Hesitancy and its Associated Factors among the Lebanese Public Transportation Drivers: A Cross Sectional Study
Date of graduation: expected June 2023
PhD level student
Student name: Mahmoud Salam

2021- Present Title: Primary Prevention for Cardiovascular Diseases among Primary Health Care Nurses in Lebanon: Attitudes and Practices
Date of graduation: expected June 24
PhD level student
Student name: Mariam Assaf

B3. Master's Students

2021- Present Title: A Protocol for a Nurse-led Self-Care Diabetes Program in Federal Medical Center Abeokuta Ogun State, Nigeria Based on Lessons Learned from a Systematic Review of Literature.
Date of graduation: Fall 2021
Master level student
Student name: Abina Mosunmola Aminat

2021- Present Title: The ten steps of breast feeding in primary health care
Date of graduation: Fall 2021
Master level student
Student name: Patricia Halby

2020- Present Title: From under the rubble : A descriptive study on the emergency response done by Medecins sans frontier post the Beirut port blast, August 4th 2020
Date of graduation: Fall 2021
Master level student
Student name: Nada Kazoun

2020- Present Title: Self-care for patients with diabetes mellitus: A pilot project in Karantina primary health care center.
Date of graduation: Fall 2021
Master level student
Student name: Nanor Bedweyan

2020- Present	Title: Home Care for Elderly and Homebound: A pilot project in Karantina Area. Date of graduation: Fall 2021 Master level student Student name: Celine Shaar
2020- 2021	Title: Factors influencing implementation of the accreditation process in primary health care centers in Lebanon Date of graduation: January 18, 2021 Student name: Miray Harake
2018- 2020	Identifying additional measures for the psychosocial aspect of fatigue in multiple sclerosis- A project proposal for the Multiple Sclerosis Center at the American University of Beirut Date of graduation: January 13, 2020 Student name: Nada Issa
2017-2019	Exploring the determinants of prenatal education utilization among expectant women in Lebanon: a qualitative study Date of graduation: May 7, 2019 Student name: Cynthia Rizkalla
2017- 2019	Validation of the heart failure index 9-item European Heart Failure Scale Arabic version Date of graduation: April 24, 2019 Nay Ezzeddine
2018-2018	Developing and Disseminating a New Approach for Cancer Screening in Primary Health Care Centers in Lebanon: A Panel Management Approach Date of graduation: December 6, 2018 Student name: Mariam Assaf
2016-2017	Proposal for Establishing a Nurse-Led International Normalized Ratio Outpatient Clinic at The American University of Beirut Medical Center Date of graduation: August 23, 2017 Student: Ahmad El Ghaddar
2016-2017	The role of an advanced practice nurse in coaching pediatric congenital heart disease patients transitioning into young adulthood: a systematic review of the literature. Date of graduation: April 27, 2017 Student: Lynda Hashem
2016-2017	A protocol for a Nurse-Led Patient Navigator for Newly Referred Patients for Colorectal Cancer Investigation in Oncology Clinic Based on a Systematic Integrative Review of Literature Date of graduation: April 5, 2017 Student: Wafaa Skaff
2016-2017	Applying Healthcare Failure Mode Effect Analysis to Improve the Process of Chemotherapy Administration at AUBMC- Outpatient Infusion Center Date of graduation: March 24, 2017 Student: Mariam El Sebae

2015-2016	Quality Improvement of Interdepartmental patient handoff involving adult patients on high alert medication Date of graduation: April 19, 2016 Student: Hayat Zaatar

B5. Service as Member on Thesis or Dissertation Committees

2021- Present	Title: Palliative care trigger list: A Delphi survey study Date of graduation: Fall 2021 Student name: Rim Itani
2020- Present	Title: The relationship between nurses' work environment, resilience, and nurse and patient outcomes in primary health care centers serving Syrian refugees: A secondary data analysis Date of graduation: Spring 2021 Student name: Maral Vassilian
2019-2021	People Who Use and/or Inject Drugs Undergoing Detoxification or Opioid Substitution Therapy in Lebanon: Nutrition Assessment and Dietary Habits. Maastricht University Date of graduation: 2021 PhD level student- Project Student name: Nadine Mahboub
2015-2018	Perceptions and Experiences of Community Workers and Syrian Refugees towards Community Kitchens in Lebanon: A Qualitative Study Date of graduation: January 2018 Student name: Nadiya Ibrahim

B6. Student Advising Activities Summary

Fall 2021-2022	I provide advising services to students at the Master and PhD levels including assisting students identify the courses they require to complete their program, when to enroll in these courses, monitor their academic standing, provide remedies for academic challenges, and supervise their theses and projects. Total number of students: 17 students PhD students: 4 Master students: 13

C. Educational Innovations and Academic Contributions

Development of a mentoring program for researchers interested in conducting qualitative research

Since I joined AUB, I developed a workshop to train novice researchers on how to conduct qualitative research. This workshop is an annual activity held as part of the Clinical Research Institute at AUB and the

Institute for Population Health- Weill Cornell Medicine in Qatar. I also offered it as part of the Global Health Institute and the Nursing Advancement Program at AUB.

Introduction to qualitative research E-workshop. *Institute for Population Health*. Weill Cornell Medicine-Qatar- July 2020 & March 2021

Introduction to qualitative research E-workshop. *Clinical Research Institute*. American University of Beirut. January 2021, March 2020, January 2020, January 2019, January 2018, January 2016

Introduction to qualitative research workshop. Center For Research And Education In The Ecology Of War (CREEW) *Global Health Institute*. American University of Beirut. February 2020

Introduction to qualitative research. *Nursing Advancement Program*, Clinical Research Unit, April 13, 2017

Introduction to qualitative research. *Research Education Unit.* American University of Beirut, November 19, 2015

As part of the AUB Regional External Program (REP), I also offered workshops focusing on community health care services

Self-care non-communicable diseases symposium-team-based. *International Family Medicine* Conference-Dubai February 2020

Self-care non-communicable diseases workshop. *Regional Educational Program- Dubai*. October 2019

Patient-education workshop. *Regional Educational Program- Dubai*. March 2019

Fiscal management and self-care. *Clinical Leadership course*. United Arab Emirates, March 7, 2017

The transformative role of the community health nurse. *Primary Healthcare Nursing Conference: The Way Forward. Dubai* December 2016

Accreditation

In 2021, I sat on the self-study working group responsible for assessing standard IV of the Commission on Collegiate Nursing Education (CCNE) Accreditation. The purpose of this working group was to examine whether the HSON program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

In 2017, I represented HSON on the self-study working group V as part of the Middle States Commission on Higher Education (MSCHE) Accreditation. The purpose of this working group was to demonstrate how AUB educational assessment activities meet the criteria of Standard V and satisfy the requirements of affiliation to (MSCHE).

VII. Service

A. University/ Faculty/Department Service

HSON

2021- Present	Research Committee Chairperson
2019 – 2020	Graduate Studies Committee Member
2015 – 2019	HSON newsletter Chairperson
2015 – Present	Faculty Graduate Division Member

AUB

2020 – Present	Expert Committee on COVID-19 Member
2017 – Present	Accreditation, Working Group V: Educational Effectiveness Assessment Representative
2016 – Present	Title IX HSON Representative
2018 - Present	Senate Committee: University Publications Committee Member
2018 - Present	Refugee Health Program: Global Health Institute Co-Director

B. Clinical Service

In July, 2021 I am leading a chronic disease management clinic at the primary health care center- Karantina

C. Professional Service

Scientific committee

2019 – 2020	Order of Nurses in Lebanon Member of the Scientific Committee

Reviewer

2020- Present

Clinical Epidemiology
Reviewer

2019 - Present

Health Research Policy and Systems
Reviewer

2018 - Present

Journal of Nursing Scholarship
Reviewer

2015 - Present

Cancer Causes and Control
Reviewer

2015 - Present

ClinicoEconomics and Outcomes Research
Reviewer

2015 - Present

European Journal of Cancer Care
Reviewer

2015 - Present

PLOS One
Reviewer

2015 - Present

Women's Health Issues
Reviewer

2015 - Present

British Medical Journal
Reviewer

2015 - Present

International /journal of Health Policy and Management
Reviewer

PROFESSIONAL AFFILIATION

2003 – Present **College of Nurses of Ontario**
Registration Number: 03- 0138 2 (non practicing)

2002 – Present **Order of Nurses of Lebanon**
Registration Number: 14671

D. Public and Community Service

2016 - Present	SAID NGO- Our mission is founded on the values of care, empathy, respect and dedication without discrimination in class status, and religion. We aim for all eligible Lebanese males and females to be up-to-date with CRC screening.
	Vice- President & Head of the research committee & advisory board member
2020- Present	Khaddit Beirut- As a grassroots initiative, Khaddit Beirut applies an agile, evidence-based, inclusive, and holistic approach driven by local needs, accountable to people, and focused on sustainable solutions in the areas of community health, education, environmental health, and local business
	Community Health Initiative Steering Committee Member

CURRICULUM VITAE

Hala J Darwish
Mobile: 734-373-8582
Email: hala1darwish@gmail.com

A. PROFESSIONAL EXPERIENCE

1. Educational Qualifications

Ph.D. (2007)	University of Michigan in Ann Arbor Medical-Surgical Nursing Department Bio-Behavioral Program- Neuroscience concentration ***Dissertation Title:*** Characterizing patterns of damage to recognition, temporal order memory, and spatial learning following mild traumatic brain injury.
MSN (2007)	University of Michigan in Ann Arbor Medical-Surgical Nursing Acute Care Nurse Practitioner Program ***Clinical Nursing Training Focus:*** Neurology, Neurosurgery, Neurorehabilitation, Outpatient Cognitive Rehabilitation, Neuropsychological Assessment.
Teaching Diploma (2000)	American University of Beirut Special Education ***Practicum:*** Schools where special needs children are integrated into the mainstream classrooms
BSN (1997)	American University of Beirut, School of Nursing

2. Post-Graduate Fellowships and clinical training

Post-doctorate (2007-2009)	University of Illinois at Chicago ***Research Focus:*** Epigenetic modification, post-traumatic brain injury and the role of vitamin D in cognitive aging
September 6-18, 2010	Partners Multiple Sclerosis Center of the Brigham and Women's Hospital Harvard Medical School in Boston Formal Invitation from Dr. Samia Khoury (Co-Director of the Partners Multiple Sclerosis Center) to visit the MS center. The purpose of the visit was to learn about the current MS clinical care, database management, and the setup of the outpatient infusion unit To receive training before taking on the Managing Director responsibilities of, at the time, the newly established MS center at American University of Beirut Medical Center (AUBMC)

June and October 2018	Mayo Clinic Rochester- Minnesota and Spaulding Rehabilitation Hospital (Harvard Medical School Hospital) Formal Invitations to visit the Mayo Clinic in Rochester, Minnesota, and Spaulding Hospital In Boston. The purpose of the visit was to learn about the brain rehabilitation program at both hospitals before establishing a cognitive rehabilitation program at AUBMC

3. Work and Professional Experience

Aug 30 2021-present	Associate Professor-Tenure Track University of Michigan- Ann Arbor
Aug 30-2021- 2022	Associate Professor (unpaid Leave of Absence) American University of Beirut (AUB) Hariri School of Nursing
2016 - Aug 30 2021	Associate Professor American University of Beirut (AUB) Hariri School of Nursing
2016- Present	Academic Associate American University of Beirut, Department of Anatomy, Cell Biology and Physiological Sciences (Basic Neuroscience division), Faculty of Medicine
2019- Present	Clinical Associate, Department of Psychiatry, Cognitive Rehabilitation

Key achievements and Impact in Role:

Pursued a career path in translational research that encompasses both basic neuroscience and clinical research design and methods targeting cognitive performance and rehabilitation with a focus on the factors that lead to its impairment and enhancement.

Research in Clinical Cognitive Neuroscience

- Examined the role of Vitamin D in cognitive performance in adults and older adults, and in Multiple Sclerosis patients. Low serum 25-hydroxyvitamin D was associated with low memory performance in adults and older adults. Vitamin D supplementation for 3 months led to an improvement in spatial memory performance in Multiple Sclerosis patients. The longitudinal effect of Vitamin D3 replacement on cognitive performance and MRI markers in Multiple Sclerosis patients; a single-blind randomized clinical trial is being examined. These findings added more evidence to the role vitamin D plays in cognitive performance in adults and multiple sclerosis patients. This is leading to a change in clinical practice and emphasizing the importance of monitoring vitamin D levels and replacement which will halt the cognitive impairment and disease progression, and bolster cognitive performance.
- Validated neuropsychological assessment tools in Arabic and established the normative values of well-known cognitive assessment battery. Developed the first Verbal Memory Test in Arabic (VMAT) collaboratively. This adds validity to the research on cognitive performance in Arabic speaking populations and will support the development of more targeted and accurate interventions.
- Collaborated on projects that examined the epidemiology of dementia and traumatic brain in the Lebanese population, and related clinical management practices. These studies will lead to an improvement of the clinical care of dementia and traumatic brain injury patients along with their caregivers, and the establishment of evidence-based clinical management protocols.
- Initiated intervention research targeting cognitive fatigue in Multiple Sclerosis. Using an innovative technique, virtual reality is being used to examine the effect of nature walks compared to urban walks on cognitive fatigue.

Research in Basic Neuroscience

- Investigated the effect of traumatic brain injury on the cognitive functions of learning and memory. Using a rat and mouse model we discovered that even mild to moderate brain injury could lead to persistent cognitive deficits for as long as 35 days post-injury, the injury impaired synaptic function and these deficits benefited from pharmacological and behavioral interventions, such as simvastatin, environmental enrichment, and exercise.
- Explored, collaboratively, the role of microglia activation post-traumatic brain injury and its' protective and damaging role, and associated learning and memory deficits.
- Investigated agents that could improve learning and memory. The effect of vitamin D on neurogenesis is also being explored as an additional protective and restorative function of vitamin D.
- Established a small animal behavioral laboratory housed in the animal facility at the faculty of medicine at AUB.

2009-2016	Assistant Professor American University of Beirut Hariri School of Nursing
2008-2009	Adjunct Lecturer De Paul University- Chicago
2007-2009	Teaching Assistant University of Illinois at Chicago
2005-2007	Research Assistant University of Michigan in Ann Arbor Molecular and Behavioral Neuroscience Institute [Dr(s). Huda Akil/Stanley Watson/Elaine Hebda Bauer, mentors]
2005-2007	Adjunct lecturer Eastern Michigan University
2003-2005	Research Assistant University of Michigan in Ann Arbor Bio-Psychology Department (Dr. Seema Bhatnagar)
2000-2003	Research Assistant University of Michigan in Ann Arbor School of Nursing (Dr. Karen Stein)
2000-2003	Registered Nurse (Emergency Department) University of Michigan Health System
1997-2000	Registered Nurse (Emergency Room) American University of Beirut Medical Center

4. Professional Qualifications

2018 Present	Cognitive Rehabilitation Training *American Academy of Rehabilitation Medicine*
2015 Present:	Multiple Sclerosis Certified Specialist *The Consortium of Multiple Sclerosis Centers*
2013 Present:	Multiple Sclerosis Certified Nurse *International Organization of Multiple Sclerosis Nurses*

2000 2013 Registered Nurse License in the State of Michigan (License 4704226574)
Michigan Board of Nursing- Department of Licensing and Regulatory Affairs

1997- Present Lebanese Registered Nurse License
Ministry of Health and Labor and Order of Nurses in Lebanon (#08886)

B. ADMINISTRATIVE EXPERIENCE

2011-2021 Managing Director Abou Haidar Neuroscience Institute- American University of Beirut Medical Center (AUBMC)

2011-2021 Managing Director, Nehme and Therese Tohme Multiple Sclerosis Center and Ahmad and Jamila Bizri Neuroscience Outpatient Center- American University of Beirut Medical Center (AUBMC)

Key Achievements and Impact in Roles:
Opening of the AUBMC Nehme and Therese Tohmeh Multiple Sclerosis Center (MSC) in 2011 and Ahmad and Jamila Bizri Neuroscience Outpatient Center (NOC) in 2013

- The Nehme and Therese Tohme Multiple Sclerosis Center is the first center of excellence in clinical and research in the Middle East and North Africa dedicated to providing patients and their families with compassionate, comprehensive, innovative, and technologically advanced care of the highest quality.
- In my role as managing director of the Neuroscience Institute and the MS center, I am involved in the strategic planning of the neuroscience institute and managing the MS center's staff and supervising daily operations, as well as coordinating the neuroscience outpatient center patient care and training of nurses in the area of multiple sclerosis and outpatient neuroscience nursing. In coordination with the medical center's human resources, I am responsible for staffing the center, interviewing, and selecting the staff, nurses, and auxiliaries. The nurse manager of the unit reports to me concerning staff performance and development plans. I also finalize staff performance appraisals and promotion/career ladder criteria. In this role, I also serve as a resource to the nurses and patients to eliminate barriers to operative work performance. I have contributed to the growth and development of the role of professional nurses in ambulatory care and outpatient services at AUBMC and Lebanon.
- I have consulted and collaborated with the AUB evidence-based health management unit to develop performance improvement projects for both the MSC and NOC to improve the patients' flow, experience, and make it more efficient.
- I collaborated on a number of clinical research projects conducted on the unit. I was involved in the development of databases and registries, of importance is the AUBMC Multiple Sclerosis Interdisciplinary Research (AMIR), a clinical MS registry and bio-bank of more than 1000 patients followed annually since 2011. In addition to the interdisciplinary nature of care, patients receive at the MS center, the research is interdisciplinary as well. I have been involved as a co-investigator or primary investigator along with some physicians and other healthcare providers in most of the research projects conducted on the unit.
http://www.aubmc.org/clinical/ms/Pages/index.aspx
- Contributed since 2011 to the Abou Haidar Neuroscience Institute-AHNI (main constituents are: Neurology and Psychiatry Department, Neurosurgery and Basic Neuroscience divisions) to strategic planning, academic activities and produced and edited the AHNI newsletter. http://www.aubmc.org/patientcare/coes/ahni/Pages/ahni.aspx.

- Played a leading role in launching an outpatient cognitive rehabilitation, the first comprehensive cognitive rehabilitation program that serves patients with cognitive impairment at AUBMC, Lebanon, and the region. In this role, I am leading a multidisciplinary team of specialists to provide this unique evidence-based service.

Professional membership

2019	Present	Member of the International MS Cognition Society
2018	Present	Fellow of the American Academy of Nursing
2018	Present	Member of the American Congress of Rehabilitation Medicine
2013	Present	Member of the International Organization of MS nurses
2010	2015	President of the AUB Alumni Nurses Chapter
2010	2012	Member of the European Brain and Behavior Society
2004	Present	Member of the Order of Nurses in Lebanon
2003	Present	Member of the Society for Neuroscience
2002	2010	Member of the Midwest Nursing Research Society
2000	2013	Member of the Michigan Nurses Association
1997	Present	Member of the AUB Alumni Nurses Chapter

C. AWARD AND HONORS

2018	Fellow of the American Academy of Nurses
2017	Awarded the International Organization of Multiple Sclerosis Research Award. This research award recognizes the work done by a nursing professional who specializes in Multiple Sclerosis, which adds to the body of knowledge about Multiple Sclerosis Nursing
2014 – Present	Member of the Nursing Honor Society, Chi- Iota Chapter, Sigma Theta Tau International, American University of Beirut
2002 - Present	Member of the Nursing Honor Society - Sigma Theta Tau International - Rho Chapter- University of Michigan- Ann Arbor

D. RESEARCH

1. Grants and Research Projects

Projects I lead as Principle Investigator or Co-Principle Investigator:
Role: Designing the research study and overall scientific supervision of experimentation, data collection, analysis, and dissemination

Ongoing Research Projects

Projects funded in 2020

MENACTRIMS- (Extramural) 2020-2022
Title: Longitudinal effect of Vitamin D3 replacement on cognitive performance and MRI markers in Multiple Sclerosis patients: A Single-Blind Multisite Randomized Clinical Trial (Approved for 3 years)

Role: PI
Amount: $ 20,000 (2 years)
Projects funded in 2019

MS National Society (Extramural) 2019-2022
Title: Interacting with Nature using virtual reality: A pilot intervention to restore cognitive fatigue in patients with Multiple Sclerosis (MS)
Role: PI
Amount: 50,000 USD (2 years)

Projects funded in 2018

AUB University Research Board (Intramural) 2018-2020
Title: Patient and Caregiver Dyad Engagement in Heart Failure Self-Care
Role: Co-PI
PI: Angela Massouh
Amount: $ 12,400 (2 years)

AUB Collaborative Research Stimulus (Intramural) 2018-2020
Title: Interacting with Nature using virtual reality: A pilot intervention to restore cognitive fatigue in patients with Multiple Sclerosis (MS)
Role: PI
Co-Lead: Mariette Awad (Electrical and Computer Engineering Department)
Amount: 34,000 USD CRS (2 years)

Projects funded in 2017

Lebanese National Council of Research (Extramural) 2018-2021
Title: Environmental Enrichment and Exercise affects memory and epigenetic events post severe traumatic brain injury
Role: PI
Amount: $ 39,333 (3 years)

AUB Faculty of Medicine Medical Practice Plan- (Intramural) 2018-2021
Title: Longitudinal effect of Vitamin D3 replacement on cognitive performance and MRI markers in Multiple Sclerosis patients: A Single-Blind Randomized Clinical Trial (Approved for 3 years)
Role: PI
Amount: $ 32,000/First year

AUB Faculty of Medicine Medical Practice Plan- (Intramural) June 2017-May 2019
Title: Young versus Old: A Potential Role for Vitamin D Supplementation in Modulating Adult Neurogenesis and Hippocampal-Related Functions
PI: Wassim Abou Kheir (Anatomy, cell biology and physiology Department)
Role: Co-PI
Amount: $ 20,000 (2 years)
Collaborative Projects where I serve as Co-Investigator

Role: Contribute my expertise in clinical cognitive neuroscience and testing, and basic behavioral neuroscience experimentation

Projects funded in 2020

Medical Practice Plan (Intramural) 2020-2023
Title: Development and validation of a multidisciplinary protocol to assess driving abilities in cognitively impaired patients, using in-clinic tests on-road driving and a driving simulator
PI: Dr. Marc Barakat (Department of Psychiatry)
Role: Co-Investigator
Amount: 32,000 (1st year)

Research projects I serve on as a consultant (percent contribution 1%), the primary responsibility is overseeing the cognitive testing, data collection, or behavioral testing)

AUBMC-Multiple Sclerosis Centre Funds – Intramural (10 years) Oct 2012- Sept 2022
Title: American University of Beirut Medical Center Multiple Sclerosis Interdisciplinary Research (AMIR): A Comprehensive Multiple Sclerosis Database.
Principle Investigator: Samia Khoury (Neurology Department, Faculty of Medicine)

AUBMC Multiple Sclerosis research Funds-Intramural (10 years) Oct 2012- Sept 2022
Title: Immunological pattern during Multiple Sclerosis relapses and response to treatment
Principle Investigator: Samia Khoury

AUBMC Multiple Sclerosis research Funds-Intramural (10 years) Oct 2012- Sept 2022
Title: Cerebrospinal fluid, urinary and plasma biomarker in multiple sclerosis
Principle Investigator: Samia Khoury (Neurology Department, Faculty of Medicine)

Novartis-Extramural (10 years) Oct 2012- Sept 2022
Title: Correlation of Retinal Optical Coherence Tomography Findings with Cognitive Function in Patients with Multiple Sclerosis
Principal Investigator: Samia Khoury (Neurology Department, Faculty of Medicine)

Completed Research Projects

Office of Naval Research- US Department of Defense (Extramural) June 2017-Dec 2020
Title: Microglial activation and neural stem cells cross-talk post Traumatic Brain Injury
PI: Samia Khoury (Neurology Department)
Role: Co-PI
Amount: $ 383,278 (3 years)

Lebanese National Council of Research (Extramural) 2018-2020
Title: Modulation of metabolic stress-induced neuro-inflammation by oral anti-diabetic drugs: A proposed role for activation of autophagy".
PI: Ahmad el Yazbi (Pharmacology Department, Faculty of Medicine)
Role: Co-Investigator
Amount: $ 32,000 (2 years)

AUB Faculty of Medicine Medical Practice Plan- (Intramural) Feb 2017-Jan 2019
Title: Dual Neurotherapeutic Effects of Docosahexaenoic Acid (DHA) and Arachidonic Acid (AA) with Neonatal Neural Stem Cell transplantation Post Traumatic Brain Injury
PI: Firas Kobeissy (Biochemistry Department, Faculty of Medicine)
Amount: $ 40,000 (2 years)
Role: Consultant

Farouk Jabre Interfaculty Award (Intramural-Related to MPP above) June2017-May 2018
Title: A novel neurotherapeutic approach for neural stem cell delivery using injectable GelMA hydrogel for brain tissue repair post-traumatic brain injury (TBI)
Amount: $ 10,000 USD (1 year)
Role: Consultant

Two related projects:
AUB- University Research Board (Intramural) Amount: $ 7,800 USD (2 years) June 2017-May 2019
Lebanese National Council of Research (Extramural) Amount: $ 8,000 (2 years) April 2016-Mar 2018

Title: Dementia in Lebanon: a follow-up study and Building the cohort of older adults in Lebanon: Establishing the baseline in Beqaa
PI: Monique Shaaya (Epidemiology Department, Faculty of Health Sciences)
Role: Co-Investigator

AUB Faculty of Medicine Medical Practice Plan- (Intramural) June 2016-May 2019
Title: Assessment of Traumatic Brain Injury in Lebanon: A Retrospective Cohort Study Role: Co-PI
PI: Hani Tamim (Clinical Research Institute, Faculty of Medicine)
Role: Co-Investigator
Amount: $ 32,000 (2 years)

Novartis and MENACTRIMS (Extramural) June 2015-May 2018
Title: Brief International cognitive assessment for MS (BICAMS)- Arabic
Role: PI
Amount: Novartis $ 18,000 USD and MENACTRIMS $ 25,000 (3 years)

AUB Faculty of Medicine Medical Practice Plan- (Intramural) 2018-2019
Title: Characterization of post-traumatic seizures and cognition and emotional behavioral disturbances in a clinically-relevant model of closed head injury in adolescent rats
Role: Co-PI
PI: Makram Obeid (Pediatrics Department)
Amount: 10,000 USD (2 years)

AUB Faculty of Medicine Medical Practice Plan- (Intramural) June 2016- May 2017
Title: Environmental enrichment affects spontaneous object recognition, temporal order memory, and epigenetic events post mild traumatic brain
Role: PI
Amount: $ 10,000 (2 years)

AUB Faculty of Medicine Medical Practice Plan- (Intramural) June 2016- May 2017
Title: Dementia in Lebanon: a follow-up study
PI: Ramzi Hajjar (Geriatric Department, Faculty of Medicine)
Role: Co-Investigator
Amount: $ 20,000 (2 years)

Farouk Jabre Award (Intramural) April 2015- March 2017
Title: "Developing Sensitive and Specific Biosensor for Traumatic Brain Injury Biomarkers"
PI: Firas Kobeissy (Biochemistry Department, Faculty of Medicine)
Role: Co-Investigator
Amount: $ 20,000 (2 years)

AUB Faculty of Medicine Medical Practice Plan- (Intramural) Feb 2014- Feb 2015
Title: The EBV Seropositivity, Vitamin D Level and Smoking Rate among Multiple Sclerosis patients compared to Healthy Individuals in Lebanon
Role: PI
Amount: $ 32,000 (2 years)

AUB Faculty of Medicine Medical Practice Plan- (Intramural) Feb 2012- Feb 2013
Title: Inflammatory pattern, vitamin D level and cognitive performance in adults and older adults
Role: PI
Amount: $ 13,650 (1 year)

AUB Faculty of Medicine Medical Practice Plan- (Intramural) Feb 2012- Jan 2014
Title Effect of Vitamin D replacement on immune function and cognition in MS patients
Principle Investigator: Samia Khoury (Neurology Department, Faculty of Medicine)
Role: Co-Investigator
Amount: $ 40, 000 (2 years)

Lebanese Center of National Research (Extramural) April 2012- March 2014
Title: The Effect of Aspirin and Clopidogrel on Bleeding, platelet aggregation and neuronal damage after moderate brain injury
Principle Investigator: Samir Atweh (Neurology Department, Faculty of Medicine)
Role: Co-Investigator
Amount: $ 12,000 (2 years)

Lebanese Center of National Research (Extramural) April 2012- March 2014
Title Effect of Vitamin D replacement on immune function and cognition in MS patients
Principle Investigator: Samia Khoury
Role: **Co-Investigator**
Amount: $ 12,000 (2 years)

AUB Faculty of Medicine Medical Practice Plan- (Intramural) May 2011- May 2012
Title: Cognitive function and vitamin D in adults and older adults in Lebanon
Role: PI
Amount: $ 20,000 (1 year)

University Research Board- American University of Beirut Feb 2010 – Sept 2010

Title: Effect of Vitamin D supplementation on cognitive function and inflammatory processes in older adults.
Role: PI
Amount: $ 7,000 (1 year)

Completed Projects Non AUB

T32 NR007075-14 NIH/NINR 08/27/07 - 12/22/08
Postdoctoral fellowship
Univ. of Illinois at Chicago, College of Nursing, Bio-Behavioral Program.
Program Director: Dr. Laurie Quinn.

5P30 NR009014 NIH/NINR 08/01/08 - 08/01/09
Effect of Vitamin D Supplementation on Cognitive Function and Inflammatory Responses in Aged Animals
Center for Reducing Risks in Vulnerable Populations
University of Illinois at Chicago/ College of Nursing
Role:PI

1F31NR009741 NIH/NINR 09/1/06- 08/26/07
Recognition Memory after Mild Traumatic Brain Injury
Role: PI-Doctorate student

T32 NR007074 NIH/NINR 10/1/02 - 8/31/06
University of Michigan, School of Nursing,
Center for Enhancement and Restoration of Cognitive Function. Program Director: Dr. Barbara Therrien

2. Publications

Jabbour R, Harakeh M, Dakessian Sailan S, Nassar V, Tashjian H, Massouh J, Massouh A, Puzantian H, **Darwish H (2021).** Nurses' stories from Beirut: The 2020 explosive disaster on top of a pandemic and economic crises. *Int Nurs Rev*. Mar;68(1):1-8. doi: 10.1111/inr.12675. PMID: 33891770; PMCID: PMC8250565 (Corresponding) https://pubmed.ncbi.nlm.nih.gov/33891770/

Published in Peer-Reviewed Journals

Clinical Cognitive Neuroscience Research

Darwish,H., Zeinoun, P., Farran , N., Ghusn , H., Yamout, B., Khoury, S.J (2021). The Brief International Cognitive Assessment in Multiple Sclerosis (BICAMS): Validation in Arabic and Lebanese Normative Values. *Journal of the International Neuropsychological Society*, 1-10. (First and Corresponding)

El Ayoubi, N. K., Bou Reslan, S. W., Baalbaki, M. M., **Darwish, H**., & Khoury, S. J. (2021). Effect of fingolimod vs interferon treatment on OCT measurements and cognitive function in RRMS. *Multiple sclerosis and related disorders, 53*, 103041. Advance online publication. https://doi.org/10.1016/j.msard.2021.103041

Zeinoun, P., Farran, N., Khoury, S., **Darwish, H** (2020). Development, Psychometric Properties, and Norms of the first Arabic Indigenous Memory Test: The Verbal Memory Arabic Test (VMAT) (2020) *Journal of Clinical and Experimental Neuropsychology*-Online June 22. (Corresponding)

Puzantian, H., and **Darwish, H** (2020). Redesigning a PhD Measurement Course for a New Era in Nursing Science. *Journal of Professional Nursing*- Accepted- Epub ahead of print (First and Corresponding)

Darwish, H., Farran, N., Hannoun, S., Tadros, N., Yamout, B., El Ayoubi, N., Khoury, J.S.(2020) Serum Vitamin D Is Associated With Speed Of Processing In Multiple Sclerosis Patients. *Journal of Steroid Biochemistry and Molecular Biology- Feb;200:105628* (First and Corresponding)

Farran, N., Safieddine, B., Bayram, M., Abi Hanna, T., Massouh, J., Alkhawajah, M., Tamim, H., **Darwish, H** (2020)**.** Factors Affecting MS patients' Health-Related Quality of Life and Measurement Challenges in Lebanon and the MENA Region. *Multiple Sclerosis Journal, Experimental, Translational and Clinical- 6(1), 1-12* (Corresponding)

Maalouf, F.T., Alamiri, B., Atweh, S., Becker, Cheour, A E., **Darwish,H**., Ghandour,L.A., Ghuloum,S., Hamze,M., Karam,E., Khoury,B., Khoury,S.J., Mokdad,A., Meho,L.I., Okasha,T., Reed,G.M., Sbaity, E., Zeinoun, P., Akl, E.A. (2019). Mental health research in the Arab region: challenges and call for action. *The Lancet Psychiatry, 1-6.*

Fares, S., Dirani, J., **Darwish, H** (2019). Arabic Validation of the Hopkins Symptom Checklist-25 (HSCL) in a Lebanese sample of Adults and Older Adults. *Current Psychology, 1-8* (Corresponding)

Darwish, H., Farran, N., Assaad, S., Chaaya, M (2018). Cognitive Reserve Factors in a Developing Country: Education and Occupational Attainment Lower the Risk of Dementia in a Sample of Lebanese Older Adults. *Frontiers of Aging Neuroscience,* Sept 10: 277. (First and Corresponding)

Darwish, H., Zeinoun, P., Farran,N., Fares, S (2018). Rey Figure Test With Recognition Trial: Normative Data for Lebanese Adults. *The Clinical Neuropsychologist*, Jun 12:1-12. (First and Corresponding)

Darwish, H., Haddad, R., Osman, S., Ghassan, S., Yamout, B., Tamim, H., and Khoury, S. (2017) Effect of Vitamin D Replacement on Cognition in Multiple Sclerosis Patients. *Scientific Reports* 7, 1-9

El Ayoubi, N. K., Ghassan, S., Said, M., Allam, J., **Darwish, H**., and Khoury, S. J. (2016) Retinal measures correlate with cognitive and physical disability in early multiple sclerosis. *Journal of Neurology* 263, 2287-2295

Farran, N., Ammar, D., and **Darwish, H**. (2016) Quality of life and coping strategies in Lebanese Multiple Sclerosis patients: A pilot study. *Multiple Sclerosis and Related Disorders* 6, 21-27

Fawaz, C. N., Makki, I. S., Kazan, J. M., Gebara, N. Y., Andary, F. S., Itani, M. M., El-Sayyed, M., Zeidan, A., Quartarone, A., and **Darwish, H**. (2015) Neuroproteomics and microRNAs studies in multiple sclerosis: transforming research and clinical knowledge in biomarker research. *Expert Review of Proteomics* 12, 637-650 (Corresponding)

Darwish, H., Zeinoun, P., Ghusn, H., Khoury, B., Tamim, H., and Khoury, S. J. (2015) Serum 25-hydroxyvitamin D predicts cognitive performance in adults. *Neuropsychiatric Disease and Treatment* 11, 2217

Mouhieddine, T. H., **Darwish, H**., Fawaz, L., Yamout, B., Tamim, H., and Khoury, S. J. (2015) Risk factors for multiple sclerosis and associations with anti-EBV antibody titers. *Clinical Immunology* 158, 59-66 (Co-First author)

Al-Gharib, R. M., Abu-Saad Huijer, H., and **Darwish, H**. (2015) Quality of care and relationships as reported by children with cancer and their parents. *Annals of Palliative Medicine* 4, 22-31

Darwish, H., Adra, M., and Huijer, H. (2014) Incorporating gerontological concern in the nursing curriculum at AUB School of Nursing. *Lebanese Medical Journal* 62, 269

Basic Neuroscience Research

Saba, E. S., Karout, M., Nasralla, L., Kobeissy, F., **Darwish, H.**, & Khoury, S. J. (2021). Long-term cognitive deficits after traumatic brain injury associated with microglia activation. Clinical immunology (Orlando, Fla.), 108815. Advance online publication. https://doi.org/10.1016/j.clim.2021.108815 *(Co-Corresponding)*

Jalloul, D., Hajjar, H., Asdikian, R., Maawie, M., Nasrallah, L., Medlej, Y., Darwich, M., Karnib, N., Lawand, N., Abdel Rassoul, R., Wang, K., Kobeissy, F., **Darwish, H**., & Obeid, M. (2021). Potentiating Hemorrhage in a Periadolescent Rat Model of Closed-Head Traumatic Brain Injury Worsens Hyperexcitability but Not Behavioral Deficits. *International journal of molecular sciences*, *22*(12), 6456. https://doi.org/10.3390/ijms22126456 *(Co-Corresponding)*

Fakih, W., Mroueh, A., Salah, H., Eid, A.H., Obeid, M., Kobeissy, F., **Darwish,H.**, El Yazbi, A.F (2020) Dysfunctional cerebrovascular tone contributes to cognitive impairment in a non-obese rat model of prediabetic challenge: Role of suppression of autophagy and modulation by anti-diabetic drugs. *Biochemical Pharmacology, 178 (Co-Corresponding)*

Medlej, Y., Asdikian, R., Wadi, L., Salah, H., Dosh, L., Hashash, R., Karnib, N., Medlej, M., **Darwish, H.,** Kobeissy, F. and Obeid, M., (2019). Enhanced setup for wired continuous long-term EEG monitoring in juvenile and adult rats: application for epilepsy and other disorders. *BMC neuroscience*, *20*(1), p.8.

Medlej, Y., Salah, H., Wadi, L., Saad, S., Bashir, B., Allam, J., Atouim Z., Darwish, N., Karnib, N., **Darwish, H.**, Kobeissy, F., Wang, K., Hamade, E., Obeid, M. (2019). Lestaurtinib (CEP-701) modulates the effects of early life hypoxic seizures on cognitive and emotional behaviors in immature rats. *Epilepsy & Behavior*, 92, 332-340.

Ghazale, H., Ramadan, N., Mantash, S., Zibara, K., El-Sitt, S., **Darwish, H**., Chamaa, F., Boustany, R. M., Mondello, S., and Abou-Kheir, W., Soueid, J., Kobeissy, F. (2018) Docosahexaenoic acid (DHA) enhances the therapeutic potential of neonatal neural stem cell transplantation post—Traumatic brain injury. *Behavioural Brain Research* 340, 1-13

Dekmak, A., Mantash, S., Shaito, A., Toutonji, A., Ramadan, N., Ghazale, H., Kassem, N., **Darwish, H**., and Zibara, K. (2018) Stem cells and combination therapy for the treatment of traumatic brain injury. *Behavioural Brain Research* 340, 49-62

Abou-Abbass, H., Bahmad, H., Ghandour, H., Fares, J., Wazzi-Mkahal, R., Yacoub, B., **Darwish, H**., Mondello, S., Harati, H., and El Sayed, M. J., Tamim, H., Kobeissy, F. (2016) Epidemiology and clinical characteristics of traumatic brain injury in Lebanon: a systematic review. *Medicine* 95, 1-8

Gazalah, H., Mantash, S., Ramadan, N., Al Lafi, S., El Sitt, S., **Darwish, H**., Azari, H., Fawaz, L., Ghanem, N., and Zibara, K., Boustany, RM., Kobeissy, F., Soueid, J. (2016) Postnatal Neural Stem Cells in Treating Traumatic Brain Injury. *Injury Models of the Central Nervous System: Methods and Protocols*, 689-710

Nasser, M., Bejjani, F., Raad, M., Abou-El-Hassan, H., Mantash, S., Nokkari, A., Ramadan, N., Kassem, N., Mondello, S., and Hamade, E., **Darwish, H.,** Zibara, K., Kobeissy, F.(2016) Traumatic brain injury and blood-brain barrier cross-talk. *CNS & Neurological Disorders-Drug Targets (Formerly Current Drug Targets-CNS & Neurological Disorders)* 15, 1030-1044

Abou-Abbass, H., Abou-El-Hassan, H., Bahmad, H., Zibara, K., Zebian, A., Youssef, R., Ismail, J., Zhu, R., Zhou, S., and Dong, X., Nasser, M., Bahmad, M., **Darwish, H.**, Mechref, Y., Kobeissy, F. (2016) Glycosylation and other PTMs alterations in neurodegenerative diseases: Current status and future role in neurotrauma. *Electrophoresis* 37, 1549-1561

Abou-Abbass, H., Bahmad, H., Abou-El-Hassan, H., Zhu, R., Zhou, S., Dong, X., Hamade, E., Mallah, K., Zebian, A., and Ramadan, N., Mondello, S., Fares, J., Comair, Y., Atweh, S., **Darwish, H.**, Zibara, K., Mechref, Y., Kobeissy, F. (2016) Deciphering glycomics and neuroproteomic alterations in experimental traumatic brain injury: Comparative analysis of aspirin and clopidogrel treatment. *Electrophoresis* 37, 1562-1576

Darwish, H., Mahmood, A., Schallert, T., Chopp, M., and Therrien, B. (2014) Simvastatin and environmental enrichment effect on recognition and temporal order memory after mild-to-moderate traumatic brain injury. *Brain Injury* 28, 211-226. (First and Corresponding)

Briones, T. L., and **Darwish, H**. (2012) Vitamin D mitigates age-related cognitive decline through the modulation of pro-inflammatory state and decrease in amyloid burden. *Journal of Neuroinflammation* 9, 244

Darwish, H., Mahmood, A., Schallert, T., Chopp, M., and Therrien, B. (2012) Mild traumatic brain injury (MTBI) leads to spatial learning deficits. *Brain Injury* 26, 151-165 (First and Corresponding)

Hebda-Bauer, E. K., Pletsch, A., **Darwish, H**., Fentress, H., Simmons, T. A., Wei, Q., Watson, S. J., and Akil, H. (2010) Forebrain glucocorticoid receptor overexpression increases environmental reactivity and produces a stress-induced spatial discrimination deficit. *Neuroscience* 169, 645-653

Palu, M., **Darwish, H**., and Briones, T. (2010) The role of chemokines in immune-mediated cognitive functioning. *International Journal of Evidence-Based Healthcare* 8, 232

Book Chapters

Darwish, H., Hasan, H. (2019). Y-Shaped Maze to Test Spontaneous Object Recognition and Temporal Order Memory After Traumatic Brain Injury. In Psychiatric Disorders. Published by Humana, New York, NY.p. 383-392 Methods Mol Biol. 2019;2011:383-392. doi:10.1007/978-1-4939-9554-7_22

Darwish, H. (2016). Cognitive and Behavioral Neuroscience Research. In S. Ketefian (Ed). Shaping Nursing Science and Improving Health: The Michigan Legacy. Published by: Ann Arbor, MI: Michigan Publishing, University of Michigan Library, DOI: http://dx.doi.org/10.3998/mpub.9497632; https://quod.lib.umich.edu/m/maize/mpub9497632/1:53/--shaping-nursing-science-and-improving-health-the-michigan?rgn=div1;view=fulltext

Davis, A., Park, S., **Darwish, H**., Deveiski, S., and Rossini.,D. (2004). Neurodiagnostic Tests. In M.Bader & L.R. Littlejohns (Eds). American Association of Neuroscience Nursing Core Curriculum for Neuroscience Nursing, 4th ed., p. 174-198. St Louis, MO: Elsevier Inc.

Monograph

Eid, L., **Darwish, H.,** and Noureddine, S. Assessing the need for a fast track unit at AUBMC emergency department: A retrospective blind chart review. LAP Lambert Academic Publishing.

Articles Published In Service To The Profession.

Myths Vitamin D and Dementia. *MainGate*, Fall 2011-2012. Pages14-15. https://website.aub.edu.lb/maingate/Documents/MainGate_Fall_2011.pdf

The MS Connection. *MainGate*, Spring 2014, Pages 34-35. https://website.aub.edu.lb/maingate/Documents/Spring-2014.pdf

Research Meetings Coverage

Vitamin D Supplements Improve Cognition in Patients With MS. *Medscape*, October 2015. https://www.medscape.com/viewarticle/852467

Correcting Vitamin D Deficiency May Bolster Cognition in MS—Small study suggests benefit for high-dose vitamin D supplementation in MS patients- *MedPage Today*, October 2015 https://www.medpagetoday.com/meetingcoverage/sfn/54172

Conference and Seminar Presentations

Published in conference proceedings

Darwish, H., Zeinoun,P., Farran,N., Ghusn, H., Yamout, B., Khoury, SJ (2019). The First Arabic Brief International Cognitive Assessment for Multiple Sclerosis (BICAMS) in *multiple sclerosis journal*, sage publications 25 (8), NP13-NP14.

El Ayoubi, N., Baalbaki, M., **Darwish, H.**, Yamout, B., and Khoury, S. (2018) Correlation between retinal Optical Coherence Tomography Measures and cognitive/physical disability in patients with early multiple sclerosis: a prospective study. in *multiple sclerosis journal*, sage publications.

Karout, M., Nasrallah, L., Kurdi, M., Ismail, H., Kobeissy, F., **Darwish, H**., and Khoury, S. J. (2018) Microglial activation, recognition and spatial learning and memory post traumatic brain injury. in *journal of neurotrauma*, mary ann liebert, inc 140 huguenot street, 3rd fl, new rochelle, ny 10801 usa

Zeinoun, P., Farran, N., Khoury, S., and **Darwish, H.** (2018) Development of the Verbal Memory Arabic Test (VMAT). in *multiple sclerosis journal*, sage publications ltd 1 olivers yard, 55 city road, london ec1y 1sp, england

Darwish, H., Farran, N., Zeinoun, P., Yamout, B., and Khoury, S. (2017) Modified brief international cognitive assessment for multiple sclerosis (mBICAMS): towards validating the first Arabic version. in *Multiple Sclerosis Journal*, Sage Publications Ltd 1 Olivers Yard, 55 City Road, London Ec1y 1sp, England

El Hassan, H. A., Abou Abbass, H., Bahmad, H., Zhu, R., Zhou, S., Dong, X., Hamade, E., Atweh, S., **Darwish, H**., and Zibara, K. (2017) Glycomic and neuroproteomic alterations in experimental TBI: Comparative analysis of aspirin and clopidogrel treatment. in *Brain Injury*, Taylor & Francis Inc 530 Walnut Street, Ste 850, Philadelphia, Pa 19106 USA

Fakih, R., **Darwish, H.,** Issa, N., Hannoun, S., Yamout, B., and Khoury, S. (2017) MRI brain atrophy measures and processing speed in a cohort of MS patients. in *Multiple Sclerosis Journal*, Sage Publications Ltd 1 Olivers Yard, 55 City Road, London Ec1y 1sp, England

Said, M., El Ayoubi, N., Msan, A., Alam, J., Ghassan, S., **Darwish, H**., and Khoury, S. (2016) Correlation of fatigue with physical and cognitive disability in multiple sclerosis. in *Multiple Sclerosis Journal*, Sage Publications Ltd 1 Olivers Yard, 55 City Road, London Ec1y 1sp, England

Oral Presentations

Basic Neuroscience Research

Darwish, H. Improving Cognitive Function after Traumatic Brain Injury (TBI): The Use of Environmental Enrichment and Exercise- October 2017-Invited. **Psychology Colloquium** at AUB-Lebanon**.**

Darwish, H. Behavioral Assessment Techniques of Small Animals. Nov 23-2017-Invited. **International Brain Research Organization (IBRO) Middle East and North Africa (MENA) advanced School -** Irbid, Jordan.

Clinical Neuroscience Research

Darwish, H. Cognitive Rehabilitation in Multiple Sclerosis- Invited.
and Chair of the symposium on Cognition in MS at the MENACTRIMS 5th Annual Pre-Congress activity Dubai. December 5th, 2019.

Darwish, H. Traumatic Brain Injury Patient Characteristics and Outcomes in Lebanon:
A Multicenter Retrospective Cohort Study. **IBRO MENA/AUB conference (October, 2019) on Trauma, Stress and Neurodegeneration Molecular, Cellular & Behavioral Perspectives. Organizer**

of the conference, Chair of session, and presenter.

Darwish, H. Protecting Cognitive Function in Multiple Sclerosis: The role of vitamin D. 14-16 March, 2019-Invited. **Abu-Dhabi Annual International Conference on Vitamin D Deficiency and Human Health**- UAE

Darwish, H. Cognitive Sequelae of Traumatic Brain Injury. 26-29 July 2018- Invited. **Traumatic Brain Injury (TBI) Translational approach, Novel directions & Challenges Symposium proposal 14th Annual meeting of the Japan Neuroscience Society (JNS)** - Japan

Darwish H. The Impact of Cognitive Rehabilitation on the Brain's functioning. Invited. May 9, 2018, **Psychological Assessment Center.** - AUB. Lebanon.

Darwish, H. Exploring the Role of Cognitive Reserve in Dementia among Lebanese Older Adults**. April 19-22, 2018. Oral presentation. Middle East Medical Assembly (MEMA)-** Beirut, Lebanon

Darwish. H., Farran, N., Zeinoun, P., Yamout, B., Khoury, S. Modified Brief International Cognitive Assessment for Multiple Sclerosis (mBICAMS): Towards validating the first Arabic version. November. 2017. **Second meeting on Neuropsychology - Lebanon memory group for clinical research,** at Le Gabriel Hotel, Beirut Lebanon
Darwish, H. Cognitive performance and physical activity before and early after MS diagnosis- October 2017. **MS weekly conference**-AUB, Lebanon.

Darwish, H. Protecting cognitive function in older adults: Vitamin D and Beyond. October 2016. **Hariri School of Nursing International conference to commemorate 110 years of nursing at AUB. Conference title: Development of Evidence Based-Nursing in an Interdisciplinary Era: Achievements and Prospects**- AUB- Lebanon.

Darwish, H., Haddad, R., Osman, S., Ghassan, S., Yamout, B., Khoury, S. "Effect of vitamin D replacement on cognition in multiple sclerosis (MS) patients. October 2015. **Congress of the European Committee for Treatment and Research in Multiple Sclerosis** in Barcelona, Spain.

Darwish, H. Vitamin D, Cognition and the Risk for Dementia. April 2014-Invited. **Faculty of Health Science Monthly Research Seminar**-AUB, Lebanon.

Darwish, H. Vitamin D and cognitive performance among older adults in Lebanon. May 2013-Invited. **Middle East Medical Association Conference Symposium: Care of Older Adults with Cognitive Impairment**. –AUB, Lebanon.

Darwish, H. Review of Depression and Multiple Sclerosis. June 2012**. MS weekly seminar**- AUB, Lebanon.
Darwish, H. Memory in Women, the role of Estrogen. May 2012-Invited. **Middle East Medical Association conference in Beirut**, AUB. Lebanon.

Darwish, H. Learning and memory and cognitive function in Multiple Sclerosis, October 2012.
MS weekly seminar- AUB, Lebanon.

Darwish, H., Habre, M., Zeinoun, P., Khoury, B. Cognitive function and Vitamin D in adults and older adults in Lebanon: A pilot study. May 2011. **Lebanese Order of Nurses conference,** Habtour Hotel, Beirut, Lebanon

Darwish, H. Cognitive impairment follows mild traumatic brain injury. May 2009. **AUB Alumni Nurse's Chapter, Annual Nursing Research Day,** AUB, Lebanon.

Poster presentations at conferences

Ayoubi, N., Baalbaki, M., **Darwish, H.**, Haddad. R., Yamout, B., Khoury, D. (Poster presentation) Correlation between Retinal Optical Coherence Tomography Measures and Cognitive/Physical Disability in Patients with Early Multiple Sclerosis: a prospective study. ECTRIMS conference. 10-12 October, Berlin, Germay

Darwish, H., Saba, E., Karout, M., Nasrallah, L., Kurdi, M., Ismail, H., Kobeissy, F., and Khoury, S. Microglia Activation, Recognition and Spatial Learning and Memory Post Traumatic Brain Injury. August 2018. **Neurotrauma Meeting** in Toronto, Canada.

Darwish, H., Kaafarani, A., Nasrallah, M., Karout, M., Kobeissy, F. Environmental Enrichment and Exercise affects memory and epigenetic events post severe traumatic brain injury. November 2017. **Annual Society for Neuroscience meeting** in Washington DC, USA.

Darwish, H., Farran, N., Zeinoun, P., Yamout, B., Khoury, S. Modified Brief International Cognitive Assessment for Multiple Sclerosis (mBICAMS): Towards validating the first Arabic version. October 2017. **European Congress of the European Committee for Treatment and Research in Multiple Sclerosis (ECTRIMS)** in Paris- France and April 2017 **AUB Annual Biomedical Research Day-** AUB, Lebanon and November 2017 **3rd MENACTRIMS meeting-** Dubai, United Arab Emirates.

Zeinoun, P., Farran, N., Khoury, S., **Darwish. H**. Development of the Verbal Memory Arabic Test (VMAT). November 2017. **2nd meeting on neuropsychology,** Lebanon and November 2017 **3rd MENACTRIMS meeting**- Dubai, United Arab Emirates

Fakih, R., **Darwish**, H., Issa, N., Hannoun, S., Yamout, B., and Khoury, S. MRI brain atrophy measures and processing speed in a cohort of MS patients- October 2017. **32nd Congress of the European Committee for Treatment and Research in Multiple Sclerosis in** Paris, France-

Haddad, R., **Darwish**, **H.,** Hannoun, S., Khoury, S. MRI measures, Cognitive function, and 25-Hydroxyvitamin D (25(OHD) in Multiple Sclerosis (MS): A pilot Study- February 2016. **AUB Annual Biomedical Research Day,** AUB, Lebanon.

Fakih, R., **Darwish**, H., Ayoubi, N., Hannoun, S., Haddad, R., Khoury, S. Effect of Vitamin D level on cognitive and radiologic findings in a 3 year cohort of Multiple Sclerosis patients. February 2016. **AUB Annual Biomedical Research Day,** AUB, Lebanon.

Said, M., Ayoubi, N., Msan, A.K., Allam, J., Ghassan, S., **Darwish, H.,** Khoury, S. Correlation of fatigue with physical and cognitive disability in multiple sclerosis.-October 2016. **32nd Congress of the European Committee for Treatment and Research in Multiple Sclerosis in** London, England.

Ayoubi, N., Ghassan, S., Said, M., Allam, J., **Darwish, H.,** Khoury, S. Retinal measures correlate with cognitive and physical disability in early multiple sclerosis. Poster Presentation-October 2016. **32nd Congress of the European Committee for Treatment and Research in Multiple Sclerosis in** London, England**. Shortlisted for a poster prize.**

Darwish, H., Haddad, R., Osman, S., Ghassan, S., Yamout, B., Khoury, S. "Effect of vitamin D replacement on cognition in multiple sclerosis (MS) patients. February 2016. **AUB Annual Biomedical Research Day,** AUB, Lebanon**.**

Darwish, H., Zeinoun, P., Ghusn, P., Khoury, B., Tamim, H., Khoury, S.J. Effect of vitamin D on cognitive performance in adults and older adults. November 2014. **Annual Society for Neuroscience meeting in** Washington DC- US.
Darwish, H., Habre, M., Zeinoun, P., Khoury, B., Khoury, S. Cognitive function and Vitamin D in adults and older adults in Lebanon: A pilot study. Sept 2011. **Middle East Medical Association conference and European Brain and Behavior Meeting- Seville, Spain and** Nov 2011 **the Society for Neuroscience annual meeting** Washington DC, USA.

Darwish, H., Yang, T., and Briones, T. Long-term epigenetic modifications after mild traumatic brain injury. Nov 2008. **38th Annual Meeting Society for Neuroscience-San Diego** Washington-DC, USA.

Darwish, H and Therrien, B. Characterizing Patterns of Damage to Recognition, Temporal Order Memory and Spatial Learning Following Mild Traumatic Brain Injury-2008. **Midwest Nursing Research Society Annual Meeting-** Indianapolis, USA.
Hebda-Bauer, EK., Pletsch, AE., **Darwish, H.,** Fentress, H., Simmons, TA., Wei, Q., Watson, SJ., and Akil, H. Overexpression of a Stress Gene Alters Environmental Reactivity- 2008. **Midwest Nursing Research Society Annual Meeting-**Indianapolis, USA.

Darwish, H., Lu, D., Goussev, A., Schallert, T., Chopp, M., Therrien, B. (2007). Mild traumatic brain injury leads to object recognition, temporal order memory and spatial learning deficits-Nov 2007. **37th Annual Meeting Society for Neuroscience-** San Diego, USA.

Hebda-Bauer, E.K., **Darwish, H.,** Wei, Q., Watson, SJ., Akil, H. Members of the fibroblast growth factor family are altered in glucocorticoid receptor overexpressing mice. Nov 2006. **36th Annual Meeting Society for Neuroscience-** Atlanta, USA.

Darwish, H., Reddy, S., Iyer, V., Denski, K., Vining, C., Bhatnagar, S. Role of corticotrophin releasing factor (CRF) in the basolateral amygdala (BLA) on the hypothalamic pituitary adrenal (HPA) responses to stress and anxiety-like behaviors.2005.**35th Annual Meeting Society for Neuroscience** - Washington D.C, USA

Darwish,**H.,** & B. Therrien. Recognition Memory after Mild Traumatic Brain Injury. 2005. **Centennial Nursing Conference: 100 years of Nursing Education at the American University of Beirut,** Beirut-Lebanon.

Darwish, H., & Therrien, B. Recognition Memory after Mild Traumatic Brain Injury: Research Plan. 2005. **Biennial Meeting International Network for Doctoral Education in Nursing,** Taipei-Taiwan.

Metzger, B., **Darwish, H.,** Davis, A. Drummond, B., & Therrien, B. Cognitive and Physical Resources Impact on Spatial Cognition in The Presence of Stress-Induced Cachexia.2004**. 34th Annual Meeting**

Society for Neuroscience- San Diego- CA, USA and 2005 **29th Annual Midwest Nursing Research Society,** Cincinnati- OH, USA

Therrien, B., Drummond, B., Davis, A., **Darwish, H.,** Metzger, B. Corticosterone Impact on Cognitive Function and Physical Resource in Aging. 2004. **34th Annual Meeting Society for Neuroscience- San** Diego- CA, USA and 2005 **29th Annual Midwest Nursing Research Society,** Cincinnati- OH, USA

Darwish, H., & Therrien, B. Object Recognition Memory after Mild Traumatic Brain Injury in Rats.- 2004. **4th International Doctoral Student/Faculty Symposium: Perspectives on Nursing & Health Services Research,** Toronto- Canada.

Editorial Activities

Reviewer

Journal of Neurotrauma, Electrophoresis, Clinical Immunology, Plos One, Brain Injury, Frontiers of Neuroscience, Scientific Reports, Journal of Nursing Scholarship, JAMA, Biological Research for Nursing

Editorial Board Member

2013-Present, *Frontiers of Neurotrauma*
2011- Present, Editor: *The Institute- Abu Haidar Neuroscience Newsletter*

D. TEACHING

1. Classroom Teaching

Interprofessional Courses

Interfaculty Graduate Neuroscience Program
IDTH 230- Brain and Cognition (Second-year medical students)
2 lectures on Implicit and Explicit Memory
Spring 2019-2020
Spring 2018-2019
Spring 2016-2017
Spring 2015-2016

InterProfessional Education Course (IPEC) 300
Spring 2017-2018
Fall 2017-2018
Fall 2016-2017

PSYC237- Introduction to Cognitive Science ()
Spring 2018-2019 **2 lectures: 6 hours**
Spring 2017-2018 **2 lectures: 4 hours**

Graduate Courses

Nursing 608 (Doctorate)- Nursing Scholarship and Grant Writing
Summer 2019-2020 (Coordinator)

Nursing 609 (Doctorate)- Research Seminar
Fall 2020-2021 (Coordinator)
Spring 2019-2020 (Coordinator)

Nursing 604 (Doctorate)- Doctorate course, Measurement in Health Research
Spring 2020-2021 (Coordinator)
Spring 2019-2020 (Coordinator)
Spring 2018-2019 (Coordinator)

Nursing 529A-Neurobiology of Learning and Memory: Rethinking Patient Education!
Summer 2012-2013 (Coordinator)
Summer 2011-2012 (Coordinator)
Summer 2010-2011 (Coordinator)

Nursing 504: Advanced Pathophysiology
Fall 2020-2021 (Lecturer)
Fall 2019-2020 (Lecturer)
Fall 2017-2018 (Co-Coordinator)
Fall 2016-2017 (Co-Coordinator)
Fall 2015-2016 (Co-Coordinator)
Fall 2014-2015 (Co-Coordinator)
Fall 2014-2015 (Co-Coordinator)
Fall 2013-2014 (Co-Coordinator)
Fall 2012-2013 (Co-Coordinator)

Nursing 502: Advanced Nursing Research
Spring 2019-2020 (Coordinator)
Spring 2018-2019 (Coordinator)
Spring 2017-2018 (Coordinator)
Spring 2016-2017 (Coordinator)
Spring 2015-2016 (Coordinator)
Spring 2014-2015 (Coordinator)
Spring 2013-2014 (Coordinator)
Spring 2012-2013(Coordinator)
Spring 2011-2012 (Coordinator)
Spring 2010-2011 (Co-Coordinator)

Nursing 505A: Advanced Practice in Adult Care I
Fall 2020-2021 (Coordinator)
Fall 2019-2020 (Coordinator)
Fall 2017-2018 (Coordinator)

Nursing 505B: Advanced Practice in Adult Care II
Spring 2020-2021 (Co-Coordinator)

Spring 2019-2020 (Co-Coordinator)
Spring 2018-2019 (Co-Coordinator)- 1 lecture 2 hours on TBI management
Spring 2017-2018 (Co-Coordinator)

Nursing 505: Advanced Practice in Adult Care I
Spring 2016-2017 (Co- Coordinator) and Clinical Supervision
Spring 2015-2016 (Co- Coordinator) and Clinical Supervision
Spring 2014-2015 (Co-Coordinator) and clinical Supervision
Spring 2013-2014 (Co-Coordinator) and clinical supervision.

Nursing 506: Advanced Practice in Adult Care II
Spring 2016-2017
Spring 2015-2016
Spring 2014-2015
Spring 2013-2014

Undergraduate Courses

Nursing 400- Critical Care Nursing Theory and Practicum
Fall 2012-2013 (Coordinator)
Fall 2011-2012 (Coordinator)
Fall 2010-2011 (Coordinator)
Fall 2009-2010 (Co-Coordinator)

Nursing 406- Nursing Research- Writing Intensive
Fall 2015-2016 (Co-Coordinator)
Fall 2013-2014 (Coordinator)
Fall 2012-2013 (Coordinator)
Fall 2011-2012 (Coordinator)
Fall 2010-2011 (Coordinator)

Nursing 406- Nursing Research- Not Writing Intensive
Fall 2014-2015 (Coordinator)

Nursing 302-Nursing Care of Adults Patients II Theory and Practicum
Spring 2010-2011 (Co-Coordinator)
Spring 2009-2010 (Co-Coordinator)
Spring 2008-2009 (Co-Coordinator)

Nursing 203- Biostatistics for Nurses
Spring 2010-2011 (Coordinator)
Spring 2009-2010 (Coordinator)
Spring 2008-2009 (Coordinator)

Nursing 202- Health Assessment
Summer 2009-2010 (Coordinator)
Summer 2008-2009 (Co-Coordinator)

Guest Lectures:

Nursing 503-Neurologic Assessment of the Adult Patient (3 hours lecture and 2 hours simulation)
Spring 2019-2020
Sprin 2018-2019
Spring 2017-2018
Spring 2016- 2017
Fall 2015- 2016
Fall 2014-2015
Fall 2013-2014
Fall 2012-2013

Nursing 501 Foundation of advanced practice (1-hour presentation)
Fall 2019-2020
Fall 2017-2018
Fall 2016-2017
Fall 2015-016
Fall 2014-2015
Fall 2013-2014
Fall 2012-2013

Undergraduate Courses

Altered Neurologic Function
N 210 Pathophysiology Course
Summer 2009-2010
Summer 2010-2011

Nutritional Assessment
Assessment of the Older Adult
Spring 2010-2011
Spring 2011-2012

N 202-Health Assessment: Neurological Assessment
Spring 2019-2020
Spring 2018-2019
Spring 2017-2018
Spring 2016-2017
Spring 2015-2016
Spring 2014-2015
Spring 2013-2014
Spring 2012-2013
Spring 2011-2012

Graduate Courses
N 503: Advanced Health Assessment: Neurological Assessment
Fall 2014-2015
Fall 2013-2014
Fall 2012-2013

Fall 2011-2012
Fall 2010-2011

N 504- Advanced Pathophysiology Course: Altered Neurologic Function
Fall 2009-2010
Fall 2010-2011

N 503-Advanced Psychiatric Assessment Course: Neurologic Assessment of the Adult Patient
Spring 2009-2010
Spring 2010-2011

2. List of Master's thesis and projects supervised

Ongoing Doctorate Students Thesis

Rachel Bejjani
Title: TBD
Role: Advisor

Mahmoud Salam
Title: TBD
Role: Advisor

Mark Doumit (Biomedical Sciences with a concentration in neuroscience)
Title: TBD
Role: Advisor

Ongoing Masters Students Projects and Thesis

Hratch Maskofian
Title: A Tailored Delirium Prevention Bundle for Intensive Care Unit (ICU)
Role: Chair of the thesis committee

Completed Master's Students Projects and Thesis:

Joelle Massouh
Title: Association of Social Support with Resilience as Moderated by Depression, Anxiety, and Personality in Multiple Sclerosis Patients
Role: Chair of the thesis committee

Helen Ismail
Title: Distribution of Phosphorylated Neurofilament Heavy, Accumulation of Beta-Amyloid Precursor Protein, and Behavioral Changes Following Mild Repetitive TBI.
Role: Chair of the thesis committee (Basic Neuroscience Division, Faculty of Medicine)

Reem Salem
Title: The assessment and management of dementia-related challenging behavior in the Emergency Department: A proposed evidence-based algorithm for emergency nurses.
Role: First Reader

Youssef Al Masri
Title: Post-Traumatic Stress Syndrome and Traumatic Brain Injury: Comorbid Clinical Outcomes in the Middle East and North Africa (MENA)Region.
Role: Project committee member (Biochemistry Department, Faculty of Medicine)

Zeena Hashem
Title: The cost of helping: the relationship between self-compassion and burnout among healthcare professionals in Lebanon.
Role: Thesis committee member (Psychology Department, Faculty of Arts and Science)

Rita Asdikian
Title: A novel peri-adolescent model of hippocampal Non-Convulsive Status Epilepticus: Evidence of early alterations in synaptic plasticity and cognitive and emotional behaviors.
Role: Thesis committee member (Interfaculty Graduate Program of Neuroscience
Department of Anatomy, Cell Biology, and Physiological Sciences of the Faculty of Medicine)

Abeer Kaafarani
Title: Neurogenesis and Changes in Dnmt1, H3acK9, and Memory Performance in Mice Exposed to Environmental Enrichment and Exercise Post Severe Traumatic Brain Injury
Role: Co-Chair thesis committee (Lebanese University, Faculty of Medicine, Neuroscience Research center)

Grace Hakim
Title: Sex Differences in Outcomes of Adult Patients with Traumatic Brain Injury
Role: Chair of the thesis committee (HSON)

Alaa Awad
Title: NonConvulsive Status Epielpticus Management: Evidence-Based Clinical Pathway for AUBMC
Role: First Reader (HSON)

Ali Karayani
Title: Implementing a Screening protocol for post-stroke depression at AUBMC
Role: First Reader (HSON)

Abdel Wahab El Firikh
Title: Development of an evidence-based clinical pathway for patients with aneurysmal subarachnoid hemorrhage
Role: First Reader (HSON)

Najla Moufarrej
Tile: Chemotherapy and Cognitive Function; an Educational Program for Nurses
Role: First Reader (HSON)

Joyce Abi Kharma
Title: Improving Nutritional Status in Head and Neck Cancer Patients: A Clinical Guideline
Role: Second Reader (HSON)

Solange Shoueifaty
Project Title: Clinical Guideline for a headache clinic at AUBMC
Project defense: September 2014

Role: First Reader (HSON)

Achraf Emara
Project Title: Establishing an acute stroke management program at AUBMC
Project defense: May 2014
Role: First Reader (HSON)

Sameera Hilal
Thesis title: Nursing students' and clinical faculties' perceptions of effective clinical instructors characteristics in Bahrain
Role: Thesis committee member (HSON)

Amaly Saab (2nd Reader)
Project title: Early mobility protocol in critically ill patients
Project defense: May 2014 (HSON)

Rasha Shehadeh
Thesis Title: Knowledge, Attitudes, Beliefs, and Screening Practices of Domestic Violence against Women among Emergency Departments' Health Care Providers in Lebanon
Role: Chair of the thesis committee September 2013 (HSON)

Rania Mosleh
Project title: Quality of life of pediatric oncology patients and their parents in the palliative care
Role: Second Reader September 2013 (HSON)

Madice Merheb
Project Title: Evidence-based clinical pathway for atrial fibrillation
Role: Second Reader May 2013 (HSON)

Sabat Jamous
Project title: Discharge Planning for patients requiring complex nursing needs
Role: Second Reader June 2012 (HSON)

Maha Habre
Title: Evaluation of Mild Traumatic Brain Injury Management in the Emergency Department at AUBMC
Role: First Reader (HSON)

Noyemi Kasbarian
Title: The need for an Asthma Protocol in the Emergency Unit at AUBMC
Role: Second Reader June 2011 (HSON)

Lamia Eid
Title: Assessing The Need For The Creation of a Fast Track Unit at AUBMC Emergency Department
Role: First Reader. August 2010 (HSON)

Hisham Bawadi
Title: An Acute Care Stroke Unit at AUBMC: Proposal and Recommendation
Role: Second reader June 2009 (HSON)

Farah Salha
Title: Outcome of Patients Presenting to the Emergency Department with Chest Pain
Role: Second Reader. May 2009 (HSON)

3. **Number of Students advised each semester**
Spring 2008-2009 Undergraduate: 6
Summer 2009-2009 Undergraduate: 6
Fall 2009-2010 Undergraduate: 13
Spring 2009-2010: Undergraduate: 13
Summer 2009-2010 Undergraduate: 13
Fall 2010-2011 Undergraduate 13 Graduate 5
Spring 2010-2011 Undergraduate: 13 Graduate 5
Summer 2010-2011 Undergraduate: 13 Graduate: 5
Fall 2011-2012: Undergraduate: 14 Graduate: 5
Fall 2012-2013: Undergraduate: 14 Graduate 5
Fall 2012- 2013: Undergraduate: 14 Graduate 5
Fall 2014-2015: Graduate 5
Spring 2014-2015: Graduate: 5
Fall 2015-2016: Graduate 5
Spring 2015-2016: Graduate 5
Fall 2016-2017: Graduate 5
Spring 2016-2017: Graduate 5
Fall 2017-2018: Graduate 5
Spring 2017-2018: Graduate 5
Spring 2018-2019: Graduate 5
Fall 2019-2020: Graduate 5
Spring 2019-2020: Graduate 8
Fall 2019-2020: Graduate 8
Spring 2020-2021: Graduate 8

E. SERVICE

1. AUB and HSON Committees:

Fall and Spring 2020-2021
HSON Graduate Studies Committee (Chair)
HSON- Research Committee (URB representative, Member)
HSON, Promotion and Reappointment Committee, Undergraduate and Graduate (Member)
AUB Senate Committee on Academic Development (Chair)
AUB- University Research Board (HSON representative)
AUB- HSON Senator and Senate Committee on Faculty Affairs

Fall and Spring 2019-2020
HSON Graduate Studies Committee (Chair)
HSON- Research Committee (URB representative, Member)
HSON, Promotion and Reappointment Committee, Undergraduate and Graduate (Member)
AUB Senate Committee on Academic Development (Chair)
AUB- University Research Board (HSON representative)

AUB- HSON Senator and Senate Committee on Faculty Affairs (member)

Fall and Spring 2018-2019
Graduate Studies Committee (Member)
FM Biomedical Conference organizing committee (Member)
AUBMC- Ambulatory Co-Lead for Epic
AUB- FM- Capital Budget committee (Member)
AUB Ad-hoc Committee for Grievance for Tenure and Promotion
AUB Senate Committee on Academic Development (Chair)
HSON, Promotion and Reappointment Committee, Undergraduate and Graduate (Member)

Fall and Spring 2017-2018
Graduate Studies Committee (Member)
FM Biomedical Conference organizing committee (Member)
AUB task force: Teaching effectiveness (Member)
AUBMC- Ambulatory Co-Lead for EPIC
AUB- FM- Capital Budget committee (Member)
AUB- FM MEMA Co-Chair of Scientific Committee (Mental Health Across the lifespan)
AUB Ad-hoc Committee for Grievance for Tenure and Promotion
AUB Ad-hoc Committee for University Laboratory Equipment
AUB Master Card Scholarship Foundation Program (Selection committee member)
Fall and Spring 2016-2017
HSON Research Committee (Member)
FM Biomedical Conference organizing committee (Member)
HSON task force on the creation of a center of nursing research (Chair)
HSON task force revision of by laws (Member)
HSON task force on tenure and promotion (Member)
AUB task force: Strategic Partnership Initiative (Member)
AUB task force: Teaching effectiveness (Member)
AUBMC- Ambulatory Co-Lead for EPIC
AUB- FM- Capital Budget committee (Member)
AUB MasterCard Scholarship Foundation Program (Selection committee member)

Fall and Spring 2015-2016
HSON Research Committee (Member)
HSON Graduate Studies Committee (Member)
FM Biomedical Conference organizing committee

Fall and Spring 2014-2015
HSON Research Committee (Chair)
FM Research Committee (member)
AUB task force on faculty compensation
AUB Faculty of medicine search committee for chair of anatomy, physiology and cell biology department
AUB Faculty of medicine task force for professionalism

Fall and Spring 2013-2014
HSON Research Committee (Chair)
FM Research Committee (member)

Fall 2012-2013
HSON Research Committee (Chair)
HSON Graduate Committee (member)
FM Research Committee (member)

Fall 2011-2012
HSON Research Committee (Chair)
HSON Graduate Committee (member)
FM Research Committee (member)
FM Simulation Taskforce (member and Co-Coordinator)

Spring 2008-2009 and Fall 2009-2010
HSON Undergraduate Academic and Curriculum Committee (member)
HSON Research Committee (member)

Spring 2008-2012
HSON simulation task force (Coordinator)
Spring 2010-2011 and Fall 2011-2012
Served on HSON by laws task force in preparation for faculty status

Fall 2010-2011 and Fall 2011-2012
Worked on the preparation of the CCNE interim Report (Standard IV, program effectiveness, aggregate student performance and faculty accomplishments, aggregate faculty outcomes and formal complaints)

2. Consultation

Spring 2011-2012
Consultation for the European MS Nurses Professional Curriculum Evaluation. Meeting held in Malta to evaluate a pilot online training program for European MS nurses certification.

Spring 2009-2010
Consultation for Jabal Amel Women Association (JAWA) to evaluate the Kfar Hatta Technical School of Nursing (KHTSN), skills lab and nursing computer lab; the evaluation was performed at the request of the JAWA president and council members. The focus of the consultation was to assess the scope and quality of the nursing skills' lab and assess the quality of the computer lab, staffing, leadership, networking and educational software and database.

Fall 2009-2010
Consultation for the Nursing Service at AUBMC to assist Mr. Anthony Shamoun with the preparation of the flow chart to be used by the nurses at the newly opened Neuro-ICU

3. Professional Practice

Workshop for UAE Nurses :
Ministry of Health, Training, and Development Center Sharjah (Training with the AUB (HSON and Regional Educational Program).
Advanced Health Assessment- **Spring 2018-2019 March 2019**

Lectures for Iraqi Nurses and physicians

- Neurological Overview & Multiple Sclerosis
  Two days' workshop for MS Iraqi Nurses and physicians- **Summer 2017**
  Location: MS center AUBMC- Lebanon
  Sponsored by Novartis in coordination with AUB CME office
- Neuropsychiatric issues in MS
  Two days workshop for MS Iraqi physicians- **Fall 2012-2013**
  Sponsored by Algorythm in collaboration with AUB CME office
- Neurological Overview & Multiple Sclerosis
  Two days' workshop for MS Iraqi Nurses- **Fall 2011-2012**
  Location: MS center AUBMC
  Sponsored by Bayer Pharmaceutical and in coordination with AUB CME office
- Traumatic Brain Injury Management
  Audience: Iraqi Emergency Nurses- **Spring 2010-2011**
  In collaboration with AUB CME office
- Pre-Hospital Trauma Assessment & Pre-Hospital Head Injury Management
  Audience: Iraqi Pre-hospital Nurses- **Fall 2010-2011**
  In collaboration with AUB CME office

Lectures for Lebanese Nurses

- MS Nurse Workshop
  Two days' workshop for MS Nurses- **Fall 2012-2013 and Fall 2013-2014**
  Sponsored by Novartis Pharmaceutical and in coordination with Lebanese order of nurses
- Continuing education program/curriculum for the Lebanese neuroscience nurses. Leading a team of 5 neuroscience nurses, we will train 180 nurses. This is part of a capacity building, train the trainer program, project led by the Lebanese order of nurses. **– Spring-Summer 2018**

4. Service to the community

Webinar with AUBMC and Department of Psychiatry on Preserving Psychological Wellbeing and cognitive performance among older adults during the Covid-19 pandemic. (May 2020)- Target Health Care Workers and Caregivers.

Tips for Preserving the cognitive abilities and psychological wellbeing of the older adults in times of social distancing. For AUBMC social media (March 2020) Target: Public.

Video. Covid-19. Challenges of older adults during a pandemic, the role of municipalities, and society. https://www.youtube.com/watch?v=nRuaaW3yuDs&feature=youtu.be (April 2020) Target: Public (1 min at min 14:10)

Video. Covid-19: precautions for older adults long term care facilities health care worker. In collaboration with the Lebanese Order of Nurses (April 2020) Target : Healthcare workers. https://www.facebook.com/orderofnurseslb/videos/590483088213325/

Coordinated MS awareness campaign on AUB campus. Event organized by the AUBMC MS center, the objective is to educate AUB students on various aspects of the disease. The event led by Nursing and medical students. **Spring 2017-2018**, **Summer 2014-2015 and Fall 2012-2013.**

Speaker in the third MS awareness patient education day held in Kesserwan. Event organized by the AUBMC MS center, the objective is to educate MS patients on various aspects of the disease. **Summer 2012-2013.**

Among the coordinator of the MS awareness patient education day that is organized by the AUBMC MS center and the ministry of public health that took place in Bekaa to educate patients and the public about the various aspects of the disease. **Spring 2012-2013.**

Guest in a TV Health Program "Ainak a Sohtak", an episode about Multiple Sclerosis aired on Future TV on **Dec 27, 2011**.

Speaker in the first MS awareness patient education day held in Beirut. Event organized by the AUBMC MS center, the objective is to educate MS patients on various aspects of the disease**. Spring 2011-2012.**

F. PERSONAL

Languages: Fluent in French (French Baccalauréat), English, and Arabic. Completed three levels of Spanish.**Citizenship:** Lebanese/American (US) **Hobbies:** Hiking

CURRICULUM VITAE

NAME Hera Tashjian

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American University of Beirut
Lebanon
Phone: 961-1350000 ext 5962
Personal phone: 961-3496844
Email: ht17@aub.edu.lb

EDUCATION

2002 **Masters in Nursing**; Clinical Nurse Specialist in Adult Acute and Critical Care at Duke University School of Nursing, North Carolina, US.

1995 **BS in Nursing** at American University of Beirut (AUB) School of Nursing, Beirut, Lebanon

SPECIALTY CERTIFICATION

2004 - now: Certified by American Association of Critical Care Nurses (AACN) as Adult Acute and Critical Care Clinical Nurse Specialist (CCNS).

LICENSURE

1. Licensed to practice nursing in Lebanon since 1995.
2. Licensed to practice nursing in North Carolina, US, since 1999.

WORK EXPERIENCE

- **Jan 2017- current:** Clinical Instructor at Hariri School of Nursing at American University of Beirut (AUB).
- **August 2014- Sept 2016:** Chief Nursing Officer at Lebanese American University Medical Center- Rizk Hospital (LAUMC-RH).
- **August 2014- Nov 2016:** Clinical Instructor at Lebanese American University Alice Ramez Chagoury School of Nursing.
- **Sept 2012-August 2014:** Clinical Instructor at Hariri School of Nursing at American University of Beirut (AUB).
- **Oct 2002- Aug 2012:** Critical Care Clinical Nurse Specialist/Advanced Practice Nurse at AUB

Medical Center, Nursing Services.

- **Aug 2010 – Sept 2012:** Academic Associate at AUB Rafik Hariri School of Nursing. Taught the BSN IV Critical Care Course in 2010. Precepting masters students in their residency since 2005.

- **Oct 2009 – Sept 2012:** Adjunct faculty at AUB Rafik Hariri School of Nursing.

- **Feb 2000 - July 2002:** Charge Nurse and Clinical Nurse III in Cardiac Intensive Care Unit (CICU) at Duke Medical Center.

- **Oct 2001- June 2002:** Clinical Nurse Specialist residency at:
    - Duke Medical Center, Durham, North Carolina. Focus on comprehensive care of the cardiovascular patient; research utilization at the bedside; research on heart failure.
    - Duke Medical Center, Durham, North Carolina. Focus on comprehensive care of the critically ill patient.
    - Rex Hospital, Raleigh, North Carolina: Focus on comprehensive care of patient with heart failure (consultations, case management, teaching, follow up).

- **Feb 1999-Feb 2000:** Clinical Nurse II in Heart Center Step-down units at Duke Medical Center.

- **Oct 1995-Oct 1998:** Registered Nurse in Coronary Care Unit (CCU) at AUBMC.

ADDITIONAL INFORMATION/MEMBERSHIPS

- Member of American Association of Critical Care Nurses (AACN), since 2000.

- Member of the scientific committee of the Lebanese Society of Critical Care Medicine since 2011.

- Served as subject matter expert of the national project by Lebanese Ministry of Health, TrAcc project- Transforming Hospital Accreditation System in Lebanon, Sept 2016-ongoing

- Member of the taskforce on Professional Regulation of the Lebanese Order of Nurses, Sept 2016-ongoing.

- Founding member of the Lebanese Order of Nurses' Society for Nurse Managers, August 2016.

- Founder and leader of interdisciplinary committees and projects at LAU Medical Center in the capacity of Chief Nursing Officer, 2014-2016.

- Member of the Faculty and curriculum committee at LAU School of Nursing, 2014-current.

- Chair of the Social Committee at AUB School of Nursing, 2012-2014.

- Leader of multidisciplinary task force on Hospital-Associated Infections (HAIs), 2008-2012. Developed three prevention and care bundles for Ventilator Associated Pneumonia (VAP),

Catheter Associated Urinary Tract Infections (CAUTI), and Central line Associated Blood Stream Infections (CLABSI).

- Member of the AUBMC ICU and CCU Performance Improvement Committees, 2011-2012.
- Team leader of Adult Critical Care Manual, 2003-2012.
- Leader of development and implementation of evidence-based and quality improvement projects in critical care. E.g. oral care protocol, pressure ulcer prevention, enteral feeding protocol, patient education material, etc…
- Leader of accreditation activities in critical care: LMOH preparation and visit, 2004 &2011; JCI preparation and visit, 2007 &2010.
- Leader of development of adult critical care units' annual plan, 2009, 2010, 2011.
- Structured the critical care educational program at AUBMC (2007) that includes: Critical care course, Basic Critical Care Exam (BCCE), Advanced Critical Care Exam (ACCE), Take-home articles, unit-level sessions, code team certification.
- Member, Nursing Executive Council at AUBMC Nursing Services, 2004-2010.
- Force owner (Force of Autonomy and Force of Consultation) in Magnet Recognition process at AUBMC Nursing Services, 2004-2009.
- Chair, Nursing Research Council, 2009-2011.
- Member, HSON Research and Continuing Education Committee, 2009-2011.
- Chair, Nursing Evidence-Based Practice committee, 2005-2008. Led the development of the AUBMC Nursing EBP model, 2008.
- Leader of establishment of Shared Governance Councils, 2005-2006.
- Leader of restructuring of Shared Governance model in 2008.
- Facilitator, Critical Care Clinical Practice Council, 2006-2011.
- Member, Advanced Practice Nurse Council, 2009.
- BLS (Basic Life Support) and ACLS (Advanced Cardiac Life Support) Provider and Instructor certification by American Heart Association (AHA) (latest updated 2011).
- Chief leader of the establishment of International Training Organization (ITO) with American Heart Association at AUBMC, 2005.
- Co-chair, Code Team Committee at AUBMC, 2003-2007.
- Member, AUBMC Ethics Committee, 2004-2008, 2011.

- Has participated in the development of many organizational policies/procedures, e.g. end-of-life care, patient assessment and reassessment, etc…

PUBLICATIONS

Mouro, G., Tashjian, H., Bashir, R, Hess, R.. Comparing nurses' perception of governance related to hospitals' Journey to Excellence status in the Middle East. *Nursing Economics*, July/Aug 2013, 31(4):184-189.

Mouro, G., Tashjian, H., Daaboul, T., Kozman, K., Alwan, F., Shamoun, A. (2011). On the Scene: American University of Beirut Medical Center, Beirut, Lebanon. *Nursing Administration Quarterly*, July/Sept, 35(3):219-226.

Granger, B. B., Sandelowski, M., Tashjian, H., Swedberg, K., Ekman, I. (2009).A Qualitative Descriptive Study of the Work of Adherence to a Chronic Heart Failure Regimen: Patient and Physician Perspectives. *Journal of Cardiovascular Nursing*, Jul-Aug;24(4):308-15.

Bejjani, J., Tashjian, H., Huijer, H. (2008). End-of-life care for Muslims and Christians in Lebanon. *European Journal of Palliative Care*, 15 (1), 38-43.

Bejjani, J, Tashjian, H. (2006). End-of-life practices at a Lebanese hospital: Courage or knowledge? *Journal of Transcultural Nursing*, 17 (4), 381-388.

AWARDS AND HONORS

1. Awarded by Lebanese Order of Nurses for "Exemplary Contributions in Nursing", December 2012.

2. Member of the AUB School of Nursing Honor Society, since 2011.

3. Advisory Board on the Forum for Shared Governance since 2009.

4. Who's Who Among Students in American Universities and Colleges, Duke University 2002.

PRESENTATIONS AND CONFERENCES:

- Local, national, and international speeches and lectures on the following:
    - Various topics in nursing management and leadership
    - Patient assessment
    - Critical care nursing protocols and standards
    - Infection control Bundles of Prevention (Ventilator-Associated Pneumonia, Central Line Associated Blood Stream Infections, and Catheter-Associated Urinary Tract Infections).
    - Hemodynamic monitoring
    - Sepsis and septic shock

  - Pain and sedation management.
  - Weaning patients from mechanical ventilation (spontaneous breathing trials)
  - Implementing evidence-based practice (EBP) in nursing
  - Prevention of deep vein thrombosis
  - Acute Coronary Syndromes
  - 12-lead ECG interpretation
  - End-of-life care
  - Multidisciplinary approach to patient care
  - Shared governance

- Attended workshop Professional Regulation beyond Legislation provided by ICN consultant Fadwa Affara at Lebanese Order of Nurses, Oct 2016.

- Attended three day conference on Development of Evidence-Based Nursing in an Interdisciplinary Era: Achievements and Prospects, AUB, Oct 2016.

- Organizer and speaker at Annual congress of Lebanese Society of Critical Care Medicine (LSCCM), March 2015, 2014 and 2013.

- Attended AACN's National Teaching Institute and Advanced Practice Institute, May 2011.

- Poster presentation at AACN conference. Authors: Ellis, M., Granger, B., Tashjian, H... Title: International study buddies: Partners in research across the continents, May 2010.

- Organized nursing critical care conference in collaboration with Lebanese Society of Critical Care Medicine (LSCCM), Dec 2009, 2010 and 2011.

- Session presented at LSCCM conference. Title: Implementing evidence-based practice in Nursing, Dec 2011.

- Session presented at LSCCM conference. Title: Pathways, protocols, guidelines: which one do I need in my critical care unit?, Dec 2010.

- Session presented at LSCCM conference. Title: VAP- the evidence behind the bundle for prevention, Dec 2009.

- Session presented at a workshop organized by Lebanese Syndicate for Hospitals. Title: Patient Assessment: the experience at AUBMC, Nov 2010.

- Workshop presented to national and regional physicians on Prevention of VAP, February and April 09.

- Grand Round titled: VAP, not on my watch!, June 09.

- Session titled: 12 leads and beyond, given to AUB HSON masters' students annually.

- Workshop presented to all AUBMC nurses in preparation for a new shared governance model, October 2008.

- House-wide sessions titled: Evidence-based Practice: This is how we do it, June 2008, June 2009.
- AUBMC Nursing Critical Care course annually.

HOURY PUZANTIAN, PhD, MSc, MTR, BSN, RN, FAHA
CURRICULUM VITAE
e-mail: hp00@aub.edu.lb; houry@uic.edu

Dr Puzantian's research is directed at understanding mechanisms linking **risk factors to cardiovascular disease** (CVD), with a focus on **arterial stiffness** in various **metabolic conditions** such as **hyperglycemia, hyperinsulinemia, obesity, and chronic kidney disease** (CKD). Her work on the cardiovascular-renal cross-talk may reveal **therapeutic targets** for prevention and treatment of CVD and CKD.

EDUCATION

2013 **Postdoctoral Training**
Master of Science in Translational Research, Focus: **Cardiovascular/Renal**
Institute for Translational Medicine & Therapeutics (ITMAT)
University of Pennsylvania

2011 **Doctor of Philosophy,** Major: **Nursing Science**
University of Pennsylvania

2009 Teaching Certificate, Center for Teaching and Learning
University of Pennsylvania

2001 **Master of Science,** Major: **Pharmacology & Therapeutics**
American University of Beirut (Lebanon)

1996 **Bachelor of Science in Nursing**
American University of Beirut

1993 Baccalaureate II, Focus: Experimental Sciences
Armenian Evangelical College, Beirut

PROFESSIONAL EXPERIENCE

ACADEMIC POSITIONS

Fall 2018-current **Assistant Professor** (Tenure-track)
American University of Beirut (AUB), Hariri School of Nursing

Fall 2018-current **Adjunct Assistant Professor**
University of Illinois at Chicago, College of Nursing

Fall 2013-2018 **Assistant Professor** (Tenure-track)
University of Illinois at Chicago, College of Nursing

Spring 2013 **Lecturer N / Associate Course Director**
University of Pennsylvania, School of Nursing

Fall/Spring 2011-12 **Lecturer N**
University of Pennsylvania, School of Nursing

Summer 2010, 2011 **Lecturer B, Course Coordinator**
University of Pennsylvania, School of Nursing

Summer 2009 **Lecturer B**
University of Pennsylvania, School of Nursing

2007-2011 **Teaching Assistant**
University of Pennsylvania, School of Nursing

2001-2005 **Lecturer** (part-time, on Saturdays)
Lebanese University, School of Nursing
Beirut, Lebanon

Spring 2001 **Clinical Instructor**
University of Balamand, School of Nursing, Beirut

CLINICAL, RESEARCH & ADMINISTRATIVE POSITIONS

2003- 2007 **Clinical Research Unit (CRU) Coordinator**
(CRU Operations Management/Development, Implementation of Trials)
Department of Internal Medicine
American University of Beirut Medical Center

2001-2002 **Research Assistant-Research Unit nurse**
(Clinical Research Unit initiation with medical team)
Department of Internal Medicine
American University of Beirut Medical Center

1996-1998 **Registered Nurse, Coronary Care Unit**
American University of Beirut Medical Center

LANGUAGES

Excellent reading, writing and speaking skills in English, Arabic, Armenian; fair in French.

HONORS AND AWARDS

2017 **Fellow, American Heart Association (FAHA),** Council on Cardiovascular & Stroke Nursing (CVSN)

2013 **Early Career travel award**, CVSN, American Heart Association Scientific Sessions

2010 **Educational Stipend,** Council of Nephrology Nurses and Technicians (CNNT), National Kidney Foundation Spring Clinical Meetings

2010 **The 2010 Teaching Assistant Award**, School of Nursing, University of Pennsylvania-*Graduation Ceremony*

2009 **Inducted member, Sigma Theta Tau International**, Honor Society of Nursing (Xi Chapter)

2007-11 **PhD Scholarship**, School of Nursing, University of Pennsylvania

2007 **Outstanding Service Award** for assisting with the establishment/ development of, and management of the Clinical Research Unit, Department of Internal Medicine
American University of Beirut Medical Center

1996 **The Penrose Award -** American University of Beirut-*Graduation Ceremony*

FUNDED GRANTS

2021-current
University Research Board (URB) and Medical Practice Plan (MPP), AUB
Mediterranean, Low Carbohydrate and Control diet in Obese Patients on Liraglutide: a Randomized Controlled Trial (secondary outcome of visceral adipose tissue (VAT), and other body composition parameters).
Role: Co-I (PI: Chakhtoura M, co-PI: Nasreddine L)
Amount: $10,000 (URB) and $5870 (MPP)

2021 June-current
University Research Board, AUB
Type 1 Diabetes in Emerging Adults in Lebanon: A Mixed Methods Study.
Role: Co-PI (**Dissertation** of PhD student: Amani Bayrakdar, Advisor/PI: Dr Samar Noureddine)
Amount: $10,352

2020 Aug-current (Program awarded for 5 years till May 2025)
NIH D43 Fogarty International Research Training Award (NCD-LIFESPAN):
Expanding Capacity Building in Non-Communicable Diseases: Scholars in HeAlth Research Program (SHARP) at the American University of Beirut. (PI: Ghada El-Hajj Fuleihan)
Role 1: Co-Mentor
Role 2: Instructor (Upcoming Course Module title: **Global Cardiovascular Disease Prevention**" in collaboration with the Lown Cardiovascular Program, Department of Global Health and Population, Harvard T.H. Chan School of Public Health, Boston)
Amount: $241,093 (annual direct costs)

2019-current
Medical Practice Plan, AUB
*The correlation between vascular reactivity as detected by **Pulse Wave Velocity** and increased **vascular specific markers** of inflammation in HIV-Infected Individuals.*
Role: Co-PI (PI: Rizk, N)
Amount: $26,250

2019-current
Farouk Jabre Interfaculty Award, AUB
Mediterranean, Low Carbohydrate and Control diet in Obese Patients on Liraglutide: a Randomized Controlled Trial (primary outcome: CV profile/**Arterial Stiffness**)
Role: Co-I (PI: Chakhtoura M, co-PI: Nasreddine L)
Amount: $30,109

2019-current
Seed grant for Assistant Professors, Hariri School of Nursing, AUB
*The **Macrovascular and Microvascular Profile** of Patients with Diabetes, With and Without Kidney Disease: Role of Oxidative Markers in Early Vascular Aging*
Role: PI
Amount: $5000

Completed Role in Funded Grant
Contribution to methodology for pharmacologic clamping of the pancreas
Nov 2017- Aug 2018
NIH R01 DK-107605-01 (04/01/16-03/31/20)
Treating Inflammation in PCOS to Ameliorate Ovarian Dysfunction
Examining the effects of salsalate administration on the ovarian capacity to secrete androgens, menstrual function, *insulin sensitivity and lipid- and glucose-induced inflammation* in Polycystic Ovary Syndrome.
Role: Co-I (PI: González, F, co-I: Quinn, L at UIC)
Amount: $2,979,779

Completed Grants
Early Career
2014-2017
Campus Research Board Pilot Grant / Office of Vice Chancellor for Research, University of Illinois at Chicago:
*Non-traditional Factors and **Cardiovascular Disease** in Patients with Chronic Kidney Disease (Ancillary to the Chronic Renal Insufficiency Cohort)*

Role: PI [Co-Is, UIC/UPenn: Townsend, R, Piano, M, Lash, J, Quinn, L, Park, C]
Amount: $19,889

Postdoctoral Research – Training Grant
2011-2013
Clinical and Translational Science Award **(CTSA-K12)**-based program, Institute for Translational Medicine & Therapeutics, Perelman School of Medicine– University of Pennsylvania.
*The effect of glucose on **aortic pulse wave velocity** in healthy individuals.*
[Postdoc Mentors at UPenn: Dr Raymond Townsend (co- PI), Dr Karen Teff (co-I)]
Role: Co-PI
Amount: $96,000

Dissertation
2010-2011
National Kidney Foundation, Council of Nephrology Nurses and Technicians
*Differences in **cardiovascular event-free survival** by age in patients with moderate and severe chronic kidney disease.* [Dissertation Chair: Dr Barbara Riegel (PI Sponsor, UPenn)]
Role: PhD Student
Amount: $5000

OTHER FUNDED SCHOLARLY ACTIVITIES

2010 Lynch Fund support / Office of Nursing Research funding - School of Nursing, University of Pennsylvania: travel/poster presentation at the American Heart Association, Chicago, Illinois.

2010 Lynch Fund support - School of Nursing, University of Pennsylvania: for certification course by the NIH Clinical Center: "Principles of Clinical Pharmacology".

2009 Graduate and Professional Student Assembly (GAPSA) / Lynch Fund support / Office of Nursing Research funding - School of Nursing, University of Pennsylvania: travel/poster presentation at the American Heart Association, Orlando, Florida.

2006 Boston Scientific - travel support for oral presentation at the 7th Annual Interdisciplinary Research Conference, School of Nursing and Midwifery, University of Dublin - Trinity College, Dublin, Ireland.

PUBLICATIONS

PUBLISHED PROTOCOL

2020 **Houry Puzanian**, Malak Ghezzawi, Rachelle El-Haber, Elias Abi Kharma, Ola El Zein, **Marlene Chakhtoura**. The association and the predictors of mortality in obese patients with COVID-19 infection: A Systematic Review and Meta-analysis. Registered protocol on PROSPERO 2020 (CRD42020220140) Available from: https://www.crd.york.ac.uk/prospero/display_record.php?ID=CRD42020220140

JOURNAL ARTICLES *(peer reviewed: *denotes data-based; senior author underlined)*

2021 Jabbour R, Harakeh M, Dakessian S, Nassar V, Tashjian H, Massouh J, Massouh A, **Puzantian H** and Darwish H. Nurses stories from Beirut: The 2020 explosive disaster on top of a pandemic and economic crises. *International Nursing Review; 68*: 1-8. PMID: 33891770.

2020 **Puzantian, H** and Mead, D. Advanced Kidney Disease: What the Non-Nephrology Nurse Practitioner Needs to Know. *The Nurse Practitioner; 45*(12): 16-24. PMID: 33497079. [**Invited by the National Kidney Foundation**]

2020 **Puzantian H** and Darwish H. Redesigning a PhD Measurement Course for A New Era of Nursing Science. *Journal of Professional Nursing; 37*(2): 387-390. PMID: 33867095.

2019 Lockwood, M, Chung, S, **Puzantian, H,** Bronas, U, Ryan, C, Park, C, and DeVon, H. Symptom Cluster Science in Chronic Kidney Disease: A Literature Review. *Western Journal of Nursing Research; 41*(7):1056-1091. PMID: 30378466.

2018 ***Puzantian, H**, Akers, SR, Oldland, G, Javaid, K, Miller, R, Ge, Y, Ansari, B, Lee, J, Suri, A, Hasmath, Z, Townsend, R, and Chirinos, JA. Circulating dp-ucMGP is associated with kidney dysfunction and **arterial stiffness**. *American Journal of Hypertension*; 31(9): 988-994. PMID: 29788226.

2017 *Vuckovic, K and **Puzantian, H.** Estimated glomerular filtration rate and 6-minute walk distance in African Americans with mild to moderate heart failure. *Cardiorenal Medicine;* 7: 227-233. PMID: 28736563.

2017 Swallow, V, **Puzantian H**, Bronas UG, and Krischok L. Insights into Living with Kidney Disease. *BioMed Research International;* Volume 2017. PMID: 28656140. [**Invited Editorial,** special issue in nephrology]

2017 Bronas, UG, **Puzantian, H** and Hannan, M**.** Cognitive impairment in chronic kidney disease: **Vascular milieu** and the potential therapeutic role of exercise. *BioMed Research International;* Volume 2017, Article ID 2726369, 10 pages. PMID: 28503567.

2015 *** Puzantian, H**, Teff, K, and Townsend, R. Investigating the effect of glucose on **aortic pulse wave velocity** using pancreatic clamping methodology. *Biological Research for Nursing;* 17(3): 270-275. PMID: 25802385.

2014 *****Masterson Creber, R, Topaz, M, Lennie, TA, Lee, CS, **Puzantian H**, Riegel B. Identifying predictors of high sodium excretion in patients with heart failure: a mixed effect analysis of longitudinal data. *European Journal of Cardiovascular Nursing;*13:549-558. PMID: 24366985.

2013 **Puzantian, H** and Townsend, R. Understanding Kidney Function Assessment: The Basics and Advances. *Journal of the American Association of Nurse Practitioners; 25*(7): 334-341. PMID: 24170616. **(Selected as CE Article)**

2013 ***Puzantian, H**, Mosenkis, A, and Townsend, R. **Vascular Compliance** during Insulin Infusion and Oral Glucose Challenge. *Artery Research; 7*(1): 36-41. PMID: 23997837.

2012 Davidson, P, Meleis, AI, McGrath, SJ, Digiacomo, M, Dharmendra, T, **Puzantian, H**, Song, M, and Riegel, B. Improving Women's Cardiovascular Health: A position statement from the International Council on Women's Health Issues. *Healthcare for Women International; 33*(10): 943-55. PMID: 22946595.

2011 *Touma, Z, Ghandour, L, Sibai, A, **Puzantian, H**, Hamdan, A, Hamdan, O, Menassa, J, Uthman, I, and Arayssi, T. Cross-cultural adaptation and validation of Behcet's disease quality of life questionnaire. *BioMed Central Medical Research Methodology, 11*(1):52. PMID: 21507231

2010 *Youhanna, S, Platt, DE, Rebeiz, A, Lauridsen, M, Deeb, ME, Nasrallah, A, Alam, S, **Puzantian**, **H**, Kabbani, S, Ghoul, M, Zreik, TG, El Bayeh, H, Abchee, A, Zalloua, P; FGNETCARD consortium. Parental consanguinity and family history of coronary artery disease strongly predict early stenosis. *Atherosclerosis,* 212(2): 559-63. PMID: 20691447

2010 *Abchee, A, El-Sibai, M, Youhanna, S, Yeretzian, JS, Estephan, H, Makhoul, NJ, **Puzantian**, **H**, Sawaya, J, Nasrallah, A, Rebeiz, AG, Zreik, TG, Azar, ST, and Zalloua, PA. The I allele of the Angiotensin Converting Enzyme I/D polymorphism confers protection against coronary artery disease. *Coronary Artery Disease, 21*(3):151-6. PMID: 20299978

2008 *Noureddine, S, Arevian, M, Adra, M, and **Puzantian, H**. Response to signs and symptoms of acute coronary syndrome: Differences between Lebanese men and women. *American Journal of Critical Care*, 17(1):26-35. PMID: 18158386

2006 *Abchee, A, **Puzantian, H**, Azar, S, Shbaklo, H, Nasrallah, A, Sawaya, F, Alam, S, and Zalloua, P. Predictors of coronary artery disease in the Lebanese population. *Thrombosis Research*; 117(6): 631-7. PMID: 15985286

2006 *Badr LK, **Puzantian H**, Abboud, M, Abdallah A, Shahine, R. Assessing procedural pain in children with cancer in Beirut, Lebanon. *Journal of Pediatric Oncology Nursing*, 23(6): 311-320. PMID: 17035621

2006 *Noureddine, S, Adra, M, Arevian, M, Dumit, N, **Puzantian, H**, Shehab, D, and Abchee, A. Delay in seeking health care for acute coronary syndromes in a Lebanese sample. *Journal of Transcultural Nursing*; 17(4): 341-348. PMID: 16946116

Non Peer-reviewed

1997 **Puzantian, H.** Review on Preventing Mother-Infant Transmission of HIV. *NUTRIX*, 3; Mar-Apr. (AUBMC publication)

BOOK CHAPTER

Prows, C and **Puzantian, H**. (2012). Pharmacogenetics. In C. Kenner & J. Lewis (Eds.), *Genetics and Genomics for Nursing*. Pearson; NJ, USA.

NEWS, MEDIA, LIVE SESSIONS

For Dec 2016-Dec 2018

Puzantian H. The Cardio-Renal Cross-Talk: A Focus on **Arterial Stiffness**. Invited talk (Spring Clinical Meetings 2016) published as an **enduring live course session** on the Professional Education Resource Center (PERC) website of the **National Kidney Foundation**, with **CME/CE credits** for physicians, physician assistants, & nurse practitioners; for 2 years. http://education.kidney.org/courses

2014 **Puzantian H**, Zuber K, and Davis J. The status of advanced practitioners in nephrology: The 2014 report. *Nephrology News & Issues; 28*(12):20-26. **PMID: 26012117**. (Invited paper, National Kidney Foundation initiative) [Featured at American Society of Nephrology, Kidney Week, Nov 2014; also at: http://www.nephrology-digital.com/112014#&pageSet=11]

2013 **Puzantian, H** and Townsend, R. Understanding Kidney Function Assessment: The Basics and Advances. Article featured on **social media (July 2, 2013) by the Minnesota Nurse Practitioners** as "A valuable piece of information that qualifies for CE": https://www.facebook.com/MNNP.org/posts/318964994905368

CLINICAL ADVISORY FORUM

2014 **Puzantian, H.** "What is it about dialysis that improves psoriasis?" *The Clinical Advisor*, July 2014. Volume 17, issue 7, p. 55. http://www.clinicaladvisor.com/what-is-it-about-dialysis-that-improves-psoriasis/article/360102/

ABSTRACTS

2021 Abudayah F, Bronas U, Collins E, Fink A, Murks C, Park C, **Puzantian H**, Vuckovic K. Frailty, quality of life, and renal dysfunction in African Americans with preserved ejection fraction heart failure. *Heart & Lung; 50*(4): P559. (Virtual 17th Annual Meeting, June 17-18: American Association of Heart Failure Nurses)

2021 El Zibaoui R, Mezher H, **Puzantian, H**. Blood pressure assessment in an outpatient hemodialysis unit: A pilot study. (Faculty mentor, poster presentation, The 37th Annual Nursing Research Conference (Online). Scholarly Engagement: A Pathway to Excellence. School of Nursing, Widener University; Eta Beta Chapter, Sigma Theta Tau International), March 19, Chester, Pennsylvania

2018 **Puzantian, H**, Akers, SR, Oldland, G, Javaid, K, Miller, R, Ge, Y, Ansari, B, Lee, J, Suri, A, Hasmath, Z, Townsend, R, Chirinos, JA. Chronic Kidney Disease is

Associated with Increased dp-uc-MGP, a Marker of Vascular Vitamin K Deficiency. North American Artery meetings, June 15-16, Chicago, Illinois

2017 Shin, H, **Puzantian, H**, and Vaez, K**.** The Cardiovascular Risk Profile for Hypertensive Patients At a Nurse-Managed Integrated Clinic: Implications for Self-Management Support Strategies. (Faculty mentor, Poster presentation, Global Korean Nursing Foundation, Chicago, IL)

2017 Salce, S, Murks, C, and **Puzantian, H**. Examining the effect of a care kit for first admission or readmission for patients with reduced ejection fraction heart failure. [Faculty mentor on Salce's abstract; Salce was selected for sponsorship by the Research Committee, College of Nursing at UIC, as a DNP student representative for the Midwestern Nursing Research Society (MNRS) 2017 Student Poster Competition, Minneapolis, MN]

2017 Abudayah, F, **Puzantian, H,** Kim, J, Song, M, Eldeirawi, K, & Park, C**.** Does physical activity moderate the association between sleep duration and kidney function? National Health and Nutrition Examination Survey (NHANES) 2009-2010. (Faculty Mentor on AbuDayah's abstract; accepted for poster presentation, MNRS 2017)

2015 **Puzantian, H**, Quinn, L, and Townsend, R.R. Insulin sensitivity and plasma norepinephrine during hyperinsulinemic euglycemic clamp setting. Poster, Diabetes & Obesity Research Day, UIC, October 13, 2015

2013 **Puzantian, H**, and Townsend, R.R. The effect of glucose on aortic pulse wave velocity. Poster, Diabetes & Obesity Research Day, UIC, October 8, 2013

2012 **Puzantian, H**, Mosenkis, A., Townsend, R.R. Vascular Reactivity during Insulin Infusion and Oral Glucose Challenge. Poster, Council for High Blood Pressure Research, American Heart Association, Sept 2012, Washington, DC.

2012 **Puzantian, H**. and Boullata, J. Pharmacogenetics in the Advanced Practice Nursing Curriculum. (poster, National State of the Science Congress on Nursing Research, the Council for Advancement of Nursing Science, Sept 2012) Published online: http://www.epostersonline.com/cans2012/?q=node/1448

2011 **Puzantian, H.** and Riegel, B. Kidney function predicts cognition in patients with heart failure with chronic kidney disease. *Advances in Chronic Kidney Diseases*, 18(2), 153.

2011 **Puzantian, H.** and Riegel, B. Daytime sleepiness impacts quality of life in heart failure patients with chronic kidney disease. (poster, Eastern Nursing Research Society, March 2011)

2010 **Puzantian, H.** and Riegel, B. Factors associated with daytime sleepiness in heart failure patients with kidney disease. *Circulation*, 122: S21. (poster, American Heart Association, Nov, 2010, Chicago, Illinois.)

2009 **Puzantian, H,** Riegel, B, Huan, Y, Kumar, AM., Rosas, SE. Predictors of physical

activity in kidney transplant recipients. *Circulation*, 120: S495. (poster, American Heart Association, Nov 2009, Orlando, Florida)

2006 **Puzantian, H.** and Noureddine, S. The need for structured nursing care in clinical trials. Presented and published in the *conference proceedings*, 7th Annual Interdisciplinary Research Conference: Transforming Healthcare through research, education and technology - School of Nursing and Midwifery, University of Dublin, Trinity College, Ireland, Nov 8-10.

2005 Noureddine, S., Adra, M., Arevian, M., Dumit, N., **Puzantian, H.,** Shehab, D. and Abchee, A. Factors related to delay in seeking health care among persons experiencing symptoms of Acute Coronary Syndromes. *Program and Abstracts book*, Centennial Nursing Conference: Pioneering Achievements and Global Vision, School of Nursing, American University of Beirut, Lebanon, Jun30 - Jul 2.

2005 Noureddine, S., Adra, M., Arevian, M., Dumit, N., **Puzantian, H** and Shehab, D. Factors associated with delay in seeking health care among persons experiencing Acute Coronary Syndromes. *European Journal of Cardiovascular Nursing*, 4(1): 56-57.

2005 Shahine, R., Badr, L., **Puzantian, H**., Kanazi, G. and Abboud, M. A new tool to assess pain in lebanese pediatric oncology patients undergoing invasive procedures: *Program and Abstracts book*, Centennial Nursing Conference: Pioneering Achievements and Global Vision, School of Nursing, American University of Beirut, Lebanon, Jun30 - Jul 2.

2004 Shahine, R., Badr, L., **Puzantian, H**., Kanazi, G. and Abboud, M. The efficacy of a new tool to assess pain in Lebanese pediatric oncology patients undergoing invasive procedures (Doll versus FLACC and Wong-Baker): (poster, second prize winner at the Association of Pediatric Oncology Nurses, Oct 2004, Kansas City, Ohio.)

1999 Dumit, N., Doumit, M., kais, N., Kanaan El Hajj, K.and **Puzantian, H**. A comparison of patient and staff outcomes in functional and modular nursing-a pilot study. *Book of Abstracts*, The First International Nursing Conference in Lebanon, School of Nursing, American University of Beirut, Lebanon, Jun 21-23.

OTHER RESEARCH EXPERIENCE / PERFORMANCE IMPROVEMENT/ GUIDELINES / STANDARD OPERATING PROCEDURES

Appendix I

ORAL PRESENTATIONS

2021 COVID-19 Vaccine: Community Immunity and Mitigation of Dire Outcomes. (**Invited Speaker,** Nursing Grand Round Feb 8 by Sigma Chi Iota Chapter, HSON AUB). Attendees: AUBMC nurses; nursing faculty and students.

2019 Focusing the Spotlight on Cardio-Vascular-Renal Interactions. (**Invited Speaker**, 5th Nursing Kidney Symposium, Lebanon: "Kidney Health for Everyone Everywhere". On the occasion of World Kidney Day organized in collaboration with the **Lebanese Society of Nephrology and Hypertension**, and

the Division of Nephrology and Hypertension at AUBMC - April 6; **CE credits for nurses by the ANCC**).

2018 Chronic Kidney Disease is Associated with Increased dp-uc-MGP, a Marker of Vascular Vitamin K Deficiency. **North American Artery** meetings, Chicago, Illinois - June 16

2018 Cardio-Vascular Outcomes "in Context": A Focus on Arterial Stiffness in Various Metabolic Conditions. (**Invited speaker**, **American University of Armenia.** Conference on "The power of nursing in caring for people who are at risk for or are living with cardiovascular disease" – June 8)

2016 The cardio-renal cross-talk: A focus on arterial stiffness. (**Invited speaker**, Research Studies Session / Council of Advanced Practitioners, Spring Clinical Meetings / **National Kidney Foundation** – April 30)

2016 The role of glucose in arterial stiffness. Faculty Research Presentation, Department of Biobehavioral Health Science, College of Nursing, **University of Illinois at Chicago**, IL, Apr 15.

2015 eGFR and risk of cardiovascular events. (**Invited Speaker**: Risky Business/Prevention & Rehabilitation Track, **American Heart Association**, Scientific Sessions **-** Nov 10)

2015 Cardio-vascular investigations in kidney dysfunction, hyperglycemia, and aging. (**Invited Speaker**: Research Seminar, Hariri School of Nursing, **American University of Beirut**, Lebanon - Jan 9)

2014 Is cardiovascular risk prediction improved by new GFR estimation methodology? Faculty Research Presentation, Department of Biobehavioral Health Science, College of Nursing, **University of Illinois at Chicago**, IL, Oct 24.

2013 Making the transition from graduate student to professor. (**Invited Speaker**: Center for Teaching & Learning, Session for doctoral students at School of Nursing, **University of Pennsylvania**, Philadelphia, PA, Jan 23).

2012 Glucose and Aortic Pulse Wave Velocity: preliminary data. **North American Artery** meetings, Philadelphia, PA, Aug 7.

2011 Differences in cardiovascular event-free survival by age in patients with moderate and severe chronic kidney disease. (**Keynote Speaker**, **National Kidney Foundation**, Council of Nephrology Nurses and Technicians, Las Vegas, NV, April)

2010 A Tale of Urbanization in a Middle Eastern Culture: Cardiovascular Disease in Lebanese Women. [**Invited Speaker**: **International Conference on Women's Health Issues (ICOWHI)**, University of Pennsylvania, PA, April 7.

2009 Pharmacogenetics: An era of personalized care, (Ms Puzantian & Dr Boullata), Biomarkers Special Interest Group. School of Nursing, **University of**

Pennsylvania, Philadelphia, PA, Aug 5.

2007 Clinical Research: An emerging dimension in nursing practice at AUBMC. Session for Nurse Managers and Clinical Nurse Specialists, organized by the Nursing Research Committee at the **American University of Beirut Medical Center**, Beirut, Lebanon, Aug 8.

2007 On the Clinical Research Unit at AUMBC. The 1st Lebanese Research Day organized by the Standing Committee on Research Exchange (SCORE) of the the Lebanese Medical Students' International Committee (LeMSIC), **American University of Beirut**, Beirut, Lebanon, Mar 3.

2006 The need for structured nursing care in clinical trials. The 7th Annual Interdisciplinary Research Conference: Transforming Healthcare through research, education and technology. School of Nursing and Midwifery, **University of Dublin, Trinity College**, Dublin, Ireland, Nov 8.

2006 Research in the Department of Internal Medicine: a focus on the Clinical Research Unit. The First Clinical Research Day, LeMSIC, medical students, residents and registered nurses, **American University of Beirut Medical Center**, Beirut, Lebanon Jun 10.

2005 Introduction to Clinical Research. Residency Journal Club session, **American University of Beirut Medical Center**, Beirut, Lebanon, Nov 9.

2004 Introduction to Clinical Research: Infrastructure and Principles of Conduct. Residency Core Curriculum session for Interns and Residents, **American University of Beirut Medical Center**, Beirut, Lebanon Nov 25.

2000 Prevention of bad cardiac remodeling after myocardial infarction: Angiotensin-Converting Enzyme Inhibitors (ACE-Inhibitors). Coronary Care Unit, registered nurses, **American University of Beirut** Medical Center, Beirut, Lebanon, Apr 26. The Research Seminar and Journal Club Series, graduate students in medicine, School of Medicine, American University of Beirut, Beirut, Lebanon Apr 7.

1999 Resistance to Furosemide.
Staff Development Department, nurse managers and registered nurses, **American University of Beirut** Medical Center, Beirut, Lebanon Jul 28. Coronary Care Unit, registered nurses, American University of Beirut Medical Center, Beirut, Lebanon Mar 17. The Research Seminar and Journal Club Series, graduate students in medicine, School of Medicine, American University of Beirut, Beirut, Lebanon, Feb 26.

INVITED PANELIST

2016 Representative of Nursing Sciences – Mentorship of AUB Alumni; Healthcare and Life Sciences Forum. The Sixth North American Regional Summit, Worldwide Alumni Association of the American University of Beirut. Philadelphia, Oct 8

INVITED MEMBER, SCIENTIFIC PLANNING COMMITTEE

2020 Sep-Dec The **Association of American Medical Colleges** (AAMC) Visiting Student Learning Opportunities (VSLO) Program and **Weill Cornell Medicine-Qatar** (WCM-Q) - webinar series on transformation of healthcare education during COVID-19: **COVID-19 Healthcare Education Series: A Global Perspective.**

GUEST EDITOR

2015-2017 BioMed Research International-Nephrology:
Co-edited special issue on "Insights into living with kidney disease"

MANUSCRIPT REVIEWER

As of 2021 *PLoS ONE*
As of 2020 International Journal of Older People Nursing
As of 2019 Journal of Nursing Scholarship
As of 2016 Western Journal of Nursing Research
As of 2015 Canadian Journal of Cardiovascular Nursing
As of 2015 American Journal of Physiology – Heart & Circulatory Physiology
As of 2011 Journal of Cardiovascular Nursing

GRANT REVIEWER

2018 Farouk Jabre Interfaculty Grant, Faculty of Medicine, American University of Beirut
2015, 16 Sigma Theta Tau International, Honor Society of Nursing, Alpha Lambda Chapter

ABSTRACT REVIEWER

Reviewer, Prevention, Education, and Disease Management category, Scientific Sessions, **American Heart Association**, Council on Cardiovascular and Stroke Nursing
2021: 35 abstracts
2020: 25 abstracts
2019: 25 abstracts
2018: 54 abstracts
2017: 58 abstracts
2016: 26 abstracts

REVIEWER, AHA CVSN FELLOWSHIP (FAHA) APPLICATIONS

2021 Feb, Aug
2020 Aug

PROFESSIONAL MEMBERSHIPS & ROLES

2021-current ***Chair, Research Committee***, Lebanese Cardiovascular Nursing Society
2020-current *Member, Nominating Committee*, Council on Cardiovascular and Stroke Nursing (CVSN), *",* American Heart Association (AHA)
2018-current ***Founding Member***, Lebanese Cardiovascular Nursing Society
2017 Policy Advocate with *"You're the Cure",* AHA, in support of Cardiovascular Disease Prevention
2016 ***Moderator,*** cardiovascular seminar entitled "Cardiovascular Disease in Type 1 Diabetes, State of the Science: Prevalence, Prevention and Management Strategies" (PR.CVS.235), Scientific Sessions, AHA
2015 & 2016 ***Research Chair***, Alpha Lambda Chapter-UIC, Sigma Theta Tau

International (STTI), Honor Society of Nursing
2014-2018 *Member, International Committee,* CVSN, AHA
2014-2018 Board member-at-large, Alpha Lambda Chapter, STTI
2014-current Council of Advanced Practitioners, National Kidney Foundation (NKF)
2013-current North American Artery Society
2013-current Council on Kidney in Cardiovascular Disease, AHA
2010-2013 Eastern Nursing Research Society
2009-current CVSN, AHA
2009-2014, 16 Council of Nephrology Nurses & Technicians, NKF
2009-2014 Chi Chapter, STTI
2003-current Order of Nurses in Lebanon
1996-2003 Lebanese Nursing Federation

MEMBER, RESEARCH CENTERS/INTEREST GROUPS (RIG)
2018-current Vascular Medicine Program, AUB
2018-current Biobehavioral RIG, AUB HSON
2017-2018 Exercise RIG, UIC CON
2015-2018 Diabetes Interest Group, UIC CON
2015-2018 Cardiopulmonary Research Interest Group (CPRIG), UIC CON
2007-2013 Biobehavioral Research Center, UPenn SON

MENTORSHIP/ADVISING –
[Junior Faculty in Medicine, Students in PhD, DNP, MSN Programs]
American University of Beirut
2020/12-current **Chair**, Masters Thesis Committee
Ahmed-Rufai Yaheya (adult gerontology track): Polypharmacy in patients with Type II Diabetes in a primary care setting

2020/10-current Member, PhD Dissertation Committee of Amani Bayrakdar
Dissertation Topic: Type 1 Diabetes in Emerging Adults in Lebanon: A Mixed Methods Study. (Advisor: Dr Samar Noureddine)

2020/11-current Member, Masters Thesis Committee (Chair: Dr Angela Massouh)
Salli Atweh (adult gerontology track): Systematic Review on interventions for frail adults with heart failure

2019/11-current Member, Masters Thesis Committee (Chair: Dr Samar Noureddine)
Noura Jannoun (adult gerontology track): Feasibility of Implementing Early Mobilization of Patients in the Intensive Care Unit: Views of Physicians and Nurses.

2018/09-current Mentor on Scientific Writing, Dr Georges Assaf
(Department of Family Medicine)

MSN Academic Advisor - Adult/Gerontology Track
2020-current Adnan Kreik
2020-current Vanessa Al Haddad
2020 Houry Kazarian
2020-current Aya Azzam
2020-current Farah Farroukh

2019-current Ahmed-Rufai Yaheya
2019-current Ahmad Al Jammal
2019-current Steven Frangieh

University of Illinois at Chicago

2018/7-2020/12 Member, PhD Dissertation Committee (Chair: Dr Eileen Collins)
Fatimah AbuDayah **Successfully defended Dec 3, 2020**
(Puzantian moved to Beirut; per protocol, not eligible to continue as Chair)

2017-2018/6 **Chair**, PhD Dissertation (in proposal phase) and Preliminary Exam Committee
Fatimah AbuDayah: successfully passed Preliminary Exam - November 21, 2017. Dissertation Topic: To determine the association of HF biomarkers, quality of life and frailty in patients with HF with preserved ejection fraction, with and without kidney disease.

2015-2018 PhD Academic Advisor-Fatimah AbuDayah
(co-advising with Dr Mariann Piano up to Summer 2017)

2015-17 Member, PhD Dissertation Committee & Preliminary Exam Committee
(Chair: Dr Mariann Piano)
Minkyung Kang: Dissertation Defended - January 30, 2017:
Cardiovascular effects of binge drinking among Korean college students.
Preliminary Exam successfully passed- Dec 2, 2015

2014-16 Member, PhD Dissertation Committee & Preliminary Exam Committee
(Chair: Dr Catherine Ryan)
Jongwon Yoo: Dissertation Defended - March 14, 2016:
Predicting one-year kidney graft failure and death with cardiovascular and immunologic factors.
Preliminary Exam successfully passed- Apr 2014

Faculty Mentor, DNP Project
2018 Alexandra Zago (Faculty Preceptor: Tocarra Dantzler, Transplant ICU at UIH)- Impact of an educational intervention on documentation and nursing knowledge of care of patients readmitted after kidney transplant.

2016-17 Faculty Mentor, DNP Project
*****Sarah Salce (Faculty Preceptor: Dr Catherine Murks, University of Chicago)-Examining the effect of a care kit on first admission or readmission for patients with reduced ejection fraction heart failure.
***** Salce received the ***Dean's Award of Excellence in Practice***

2016-17 Faculty Mentor, DNP Project
Hyunjung Shin (Faculty Preceptor: Dr Kelly Vaez, UIC)-The cardiovascular risk profile for hypertensive patients at a nurse-managed, integrated clinic: Implications for self-management support strategies.

DNP Academic Advisor
2017-2018 Meagan Pollina - Adult/Geriatric-Acute Care

2015-2018 Anna Duchnowska - Adult/Geriatric-Acute Care
2015-2017 James Dumonde - Adult/Geriatric-Acute Care
2014-2017 HyunJung Shin - Adult/Geriatric-Primary Care
2014-2017 Sarah Salce - Adult/Geriatric-Acute Care

SUPERVISING

Graduate Assistant, Mastercard Foundation Scholars Program
Spring 2020-current Ahmed-Rufai Yaheya [MSN Student/**International (Ghana)**, Adult Gerontology Track]
Spring 2019 Mohammad Taha (MSN Student, Adult Gerontology Track)
Graduate Assistant, HSON AUB Scholarship (MSN Students, Adult Gerontology Track)
Fall 2021-current Mohamad Mubarak
Fall 2019-2021 Steven Frangieh
Undergraduate, Research Volunteers
Summer 2021 Saleh Awada
Spring 2021 Roba El-Zibaoui - **Undergrad Research Volunteer Program (URVP)**
Spring 2020 Sary Faraj - URVP

TEACHING

American University of Beirut, Hariri School of Nursing
Fall 2020 NURS 504 Advanced Pathophysiology (Course Coordinator)
NURS 406 Nursing Research (Course Coordinator)

Summer 2020 Guest faculty, N608 Scholarship in Nursing Grant Writing (Scientific Merit, Innovation, the NIH Review Process)

Spring 2020, 2021 N604 Measurement in Health Research (PhD) Co-coordinator
N502 Advanced Nursing Research Co-teaching/Co-coordinator
PHRM 314 Advanced Pharmacology for Nursing (co-teaching)
HUMR248 Anatomy/Physiology (Course Instructor for review sessions)

Fall 2019 NURS504 Advanced Pathophysiology (Blended course; Course Faculty)

Spring 2019 N604 Measurement in Health Research (PhD) Course Development/Co-coordinator
N502 Advanced Nursing Research (co-teaching)
PHRM 314 Advanced Pharmacology for Nursing (co-teaching)
HUMR248 Anatomy/Physiology (Course Instructor for review sessions)

Fall 2018 NURS504 Advanced Pathophysiology (Blended course; Course Faculty)
HUMR244/248 Anatomy/Physiology (Course Instructor for reviews)

University of Illinois at Chicago, College of Nursing

Spring 2018 NURS422 Pharmacology (Course Coordinator & Instructor)

Fall 2017 NURS377 Integrative Practice Experience (Course instructor, 1 of 5 faculty)
NURS422 Pharmacology (Additional course revision for Spring 2018)
NUEL594 The Nature and function of sleep (new online course for various professions; Guest Lecturer, Medications for Sleep Disorders)

Spring 2017 NURS422 Pharmacology (Co-coordinator, course Instructor)
Course Faculty:
NUEL593 PhD Research Practicum-Fatimah AbuDayah
Laboratory technique for ELISA / Measurement of Arterial Stiffness
NUEL596 PhD Independent Study- Fatimah AbuDayah
Self-study in biomarkers relevant to Heart Failure

Fall 2016 NURS531 Advanced Pharmacology (Course Instructor/co-teaching)
NURS204 Professional Nursing 1 (Course development, & Instructor, Introduction to Research & Professional Ethics)
NURS422 Pharmacology (Major course revision for Spring 2017)

Spring 2016 NURS531 Advanced Pharmacology (Course Instructor/co-teaching)
NURS534 Advanced Physiology (Guest Lecturer, Cardiovascular & Renal)

Spring 2015, 2016 NURS535 Advanced Pathophysiology (Guest Lecturer)
NURS422 Pharmacology (Guest Lecturer)

Fall 2014, 2015 NURS531 Advanced Pharmacology (Guest Lecturer/Course Instructor)
NURS421 Pathophysiology (Guest lecturer)

University of Pennsylvania, School of Nursing

Spring 2013 Lecturer N / Associate Course Director
N165 Integrated Pathophysiology, Pharmacology & Therapeutics
Lecturer N
N608 Advanced Pharmacology & Therapeutics for Nursing Practice

Fall/Spring 2011-12 Lecturer N
N242 Basic Concepts of Pharmacology & Therapeutics
N508 Applied Pharmacology in Nursing Practice

Summer 2010 & 2011 Lecturer B, Course Coordinator
N242 Basic Concepts of Pharmacology & Therapeutics

Summer 2009 Lecturer B
N637 Introduction to Research Methods & Design

Fall/Spring 2007-10 Teaching Assistant
N242 Basic Concepts of Pharmacology & Therapeutics
N508 Applied Pharmacology in Nursing Practice
N560 Pediatric Pharmacology for Nurses

Lebanese University, School of Nursing, Beirut, Lebanon

2001- 2005 Lecturer, part-time
Fundamentals of Nursing, Medical-Surgical Nursing,
Nursing Informatics, Psychiatric Nursing

University of Balamand, School of Nursing, Beirut, Lebanon
Spring 2001 Clinical Instructor
Critical Care Nursing (Coronary Care, Emergency Unit, Dialysis)

UNIVERSITY SERVICE

American University of Beirut

Campus

2021-curent University Senate, HSON representative
2020-current Member, Taskforce on Laboratory Equipment
2020, 2021 Faculty Judge, Post-Doctoral/research fellow proposal presentations,
Faculty, Journal Club
Research Personnel Program, Clinical Research Institute
Fall 2019-current Elected HSON Representative, Research Committee,
Faculty of Medicine (Medical Practice Plan funding)
Interviewer, MasterCard Scholarship Foundation (10 interviews), May19

Hariri School of Nursing

2020-current Member, Faculty Workload Taskforce
2020-current Member, Graduate Assessment Committee
2018-current Member, Research Committee (re-elected 2021)
2018-current Member, Graduate Studies Committee (re-elected 2021)
2018-current Member, Graduate Division

University of Illinois at Chicago

Campus

2018 Faculty facilitator, Interprofessional Education Program, April 13
2016 Interviewer, Honors College Admissions (5) – March 7
2015 Faculty Judge, UIC student research forum – April 2
2014 Faculty Judge, UIC student research forum – April 8
2013 Member, Graduate Faculty

College of Nursing

2018 Interviewer, Holistic interviews/admissions-Graduate Entry Program
2017 Application reviewer- Graduate Entry, Master of Nursing (17)
2016-2018 Member, Diversity Faculty and Staff Retention & Recruitment Subcommittee/
Diversity Committee
2016 Interviewer, Holistic interviews/admissions-Graduate Entry Program (8)
2015-16 ***co-Chair***, Faculty Retreat Committee
2015-16 Member, BSN Curriculum Revisions Workgroup
2015-2018 Member, Diversity Committee
2015 Interviewer/Application reviewer - BSN and Graduate Entry Program:
Holistic interviews (84) / Application reviews (10)

Department of Biobehavioral Health Science

2016-2018 ***Chair*****,** Faculty Search Committee
2015 Member, Interim Faculty Search Committee
2014-2016 Member, Appointment, Promotions, & Tenure Committee

University of Pennsylvania

2012 Member, Institutional Review Board (MTR program/ITMAT, Feb-Jul 2012)
2011-current Member, UPenn Alumni
2011 Student Awards Taskforce, SON, Doctoral student representative
2010 Member, Organizing committee- Doctoral Student Spring Colloquium
2008-2010 Research Committee, SON, Doctoral student representative
2009 Doctoral student leader, School of Nursing, UPenn, PhD Program Review
2008-2009 President, Doctoral Student Organization-Nursing
2007-2008 GAPSA (graduate student government), Nursing doctoral student representative
2007-2011 Member, Doctoral Student Organization- Nursing
2007-2011 Member, Armenian Student Association

American University of Beirut

2016-current Member, Public Relations Committee, WAAAUB Nurses' Chapter
2009-2013 Member, AUB Alumni, Philadelphia-Delaware-New Jersey Tristate Chapter
2009 Member, Programs Committee, Philadelphia-Delaware-New Jersey Tristate Chapter Alumni
2001-2007 Member, Professional Development Committee AUB Alumni, Nurses' Chapter
2004-2006 Member, Health Seeking Behavior Research Group, School of Nursing (SON)
2001-2007 Member, Clinical Research Committee, Department of Internal Medicine, AUBMC
2001-2007 Member, Nursing Research Committee, AUBMC
1998-2001 Member, Financial Committee, AUB Alumni, Nurses' Chapter
1997 Member, Publications Committee, NUTRIX (AUBMC Nursing Services Newsletter)
1996-current Member, AUB Alumni, Beirut
1995-1996 President, Nursing Student Society
1993-1996 Member, Nursing Student Society
1993-1994 Class Representative, BSN II, SON

COMMUNITY ACTIVITIES

Beirut, Lebanon

2021 COVID-19 vaccination campaign volunteer-adverse events monitor, AUBMC
2020 Volunteer nurse, Quick Aid wound care clinic, Aug 4th Beirut port explosion neighborhood
2020 Support Coordinator, Disaster Management Unit - Lebanese Red Cross: Aug 4th Beirut Port Explosion sites

Chicago, Illinois

2016 Presenter, Community Stroke Education session (AHA/ASA) at senior home: Flannery Apts: 1507 N Clybourn Ave, Chicago, IL 60610 (May 12)
2015 Presenter, "FAST" Community Stroke Education sessions (AHA/ASA)
Audience: African American seniors in a BP management program.
Chicago Housing Association (CHA) sites-Senior Homes:
Lorraine Hansberry Apts: 5670 W Lake str, Chicago, IL 60644 (May 19)
Minnie Riperton Apts: 4250 S Princeton Ave, Chicago, IL 60609 (May 22)
2014-2018 AHA Volunteer Health Educator– Midwest Affiliate – High blood pressure program-*Check. Change. Control.*

Philadelphia, Pennsylvania

2007-2013 Young Professionals, Armenian General Benevolent Union (AGBU)

Beirut, Lebanon

2006 Refugee relief nurse-volunteer-performing triage, health assessment and drug dispensing for refugees (organized by Green Line & Medicins sans Frontiers)

2005-2007 Board member, Rainbow Nursery, First Armenian Evangelical Church

2002-current Member, Spears Friends Association of former first-responders of sector 101, Lebanese Red Cross

2002 Medical techniques committee, Lebanese Red Cross (sector 101)

1999-2002 Certified Volunteer Ambulance Paramedic in the Lebanese Red Cross (certf. no. 99-2298)

1995-6,1999 Participant in AUB Career Guidance and Recruitment to Nursing

1995 Participant in the National Polio Campaign, Lebanon, April 1995

1991-1992 President of the History Club, Armenian Evangelical College

1989-1991 Member of the History Club, Armenian Evangelical College

1989-1991 Member of the Armenian Club, Armenian Evangelical College

1988-2001 Member of Christian Endeavour Youth Group & Juniors' group

APPENDIX I

RESEARCH WORK EXPERIENCE

University of Pennsylvania, School of Nursing 2011

Clinical Trial

A long term, open label study with *Teduglutide* for subjects with parenteral nutrition dependent short bowel syndrome who completed study CL0600-020 (*Quintiles*-managed study, study coordination support)

American University of Beirut Medical Center 2001-2007

Clinical Studies Last Involved in

i) Investigator-driven studies

Obesity management research team (assisted in the development and submission of an *NIH R01* Proposal)

Coronary angiographic findings and clinical risk factors in Lebanese patients with *Chronic Kidney Disease***,** Division of Cardiology (initiated and prepared the proposal, Investigator)

Assessment of *Anti-apolipoprotein AI* as a risk factor for CAD in a Lebanese population, Division of Cardiology (initiated and prepared the proposal, Co-investigator)

Cross sectional study on the *quality of life* in the Lebanese *Behcet population*, Division of Rheumatology (prepared the proposal as Co-investigator)

Devising and maintaining a *Cardiovascular Database*, Division of Cardiology (Research nurse)

ii) Sponsored studies

A randomized, double-blind, placebo-controlled, multicenter, *Phase II* dose-finding study of *Atacicept* given subcutaneously in subjects with rheumatoid arthritis and inadequate response to TNFα antagonist therapy (Study nurse)

Thallasemia Cardiac Research Network *(TCRN)* & National Heart, Lung and Blood Institute *(NHLBI): Phase II* randomized, double- blind, placebo-controlled trial comparing the effect of *Deferoxamine* with or without oral *Deferiprone* (L1) on cardiac left ventricular function assessed by MRI in adults with transfusion-dependent Beta-Thalassemia (Study nurse)

MSD *Phase IV*: The *HEAAL* Study: A randomized clinical study to evaluate the effect of *Losartan* 50mg and Losartan 150mg in Heart Failure patients with ACEI Intolerance. (Study coordinator)

Completed Clinical Studies

MSD *Phase IV* Study: The A to Z Study (*TIMI 21***)**: A multicenter, randomized, controlled, double-blind trial to investigate the clinical efficacy and tolerability of early treatment with *Simvastatin* 40mg daily for 30 days, followed by Simvastatin

80mg daily thereafter in *Tirofiban*-treated Acute Coronary Syndrome patients who have been randomized to receive Enoxaparin or Unfractionated Heparin in conjunction with Aspirin, and in optimally-treated ST Elevation Acute Coronary Syndrome patients. (Study coordinator)

MSD *Phase III* Study: A randomized, double-blind study to evaluate the safety and efficacy of *Etoricoxib* 60mg and *Diclofenac Sodium* 150mg in patients with Osteoarthritis of the knee or hip. (Study coordinator)

Treatment of Behcet's Uveitis with *Infliximab* (TNF-α antagonist): a pilot study. Division of Rheumatology (Study nurse)

MSD *Phase III*: The *EDGE II* Study: A randomized, double-blind, multicenter, study to evaluate the tolerability and effectiveness of *Etoricoxib* 90mg Q.D. versus *Diclofenac Sodium* 75mg B.I.D. in patients with Rheumatoid Arthritis (Study coordinator)

Sanofi-Synthelabo *Phase IV*: *AMISH* Study: *Aprovel* for the Management of Isolated Systolic Hypertension (Study initiation, study not conducted)

Boston Scientific *Milestone II* Registry: Evaluation of TAXUS Express II stents (Registry coordinator)

Causes of death in patients with End Stage Renal Disease on Hemodialysis at AUBMC, Division of Nephrology (Data entry, analysis, presentation prep)

Comparison of systemic inflammatory parameters between patients undergoing percutaneous coronary intervention with drug-eluting versus bare-metal stent placement, Division of Cardiology (Study coordinator)

Boston Scientific Olympia Liberte' TAXUS coronary stent Registry (Registry coordinator)

MSD Retrospective SMART Study: Evaluation of medical therapy in Coronary Artery Disease

Sanofi-Aventis *Phase III*: The ExTRACT (*TIMI 25*) Trial: A randomized, double-blind, double-dummy, parallel group, multinational, clinical study to evaluate the efficacy and safety of enoxiparin versus unfractionated heparin in patients with acute ST-segment elevation myocardial infarction receiving fibrinolytic therapy (study coordinator)

Clinical Trial Investigator Meetings Attended

2006 Atacicept local Investigators' Meeting, Dec, Beirut, Lebanon
2006 TCRN L1/DFO NIH-funded study training, Oct, New England Research Institutes, Watertown, Massachussets, USA
2006 HEAAL Local Investigators' Meeting, Sep, Beirut, Lebanon
2006 HEAAL Investigators' Meeting, May, Nice, France
2004 AMISH Local Investigators' Meeting, Beirut, Lebanon
2004 HEAAL Investigators' Meeting, Mar, Frankfurt, Germany

2003 EDGE II Local Investigators' Meeting, Jul, Beirut, Lebanon
2003 ExTRACT TIMI 25 Investigators' Meeting, Jun, Paris, France
2003 HEAAL Investigators' Meeting, Feb, Frankfurt, Germany

Nursing Research Projects (other than published)

2002 Knowledge, attitude and practice of nurses concerning organ donation in Lebanon. A research project with the Professional Development Committee of the AUB Alumni Nurses' Chapter.
2001 Nursing Job Satisfaction Survey, Nursing Research Committee, AUBMC: worked on data entry and analysis.

SITE FACILITATOR (on External Quality Assessments)

2007 Clinical Research Unit Coordinator, AUBMC, Research Services evaluated by the Joint Commission for International Health Organizations: facilitated the review process on appropriate research conduct at AUBMC
2004-5 Study coordinator in the Boston Scientific Taxus Milestone II Registry monitored by Quintiles
2004 Member of the administrative team, Department of Internal Medicine, AUBMC, evaluated by the Johns Hopkins University visiting team: coordinated the reviews of the Division of Pulmonary and Critical Care Medicine, and of Departmental Research
2003 Study coordinator on the MSD Phase III Study "EDGE II": the AUBMC site passed an audit by the Merck Research Laboratories (MRL) with "Excellent Review from the Worldwide Quality Assurance Resources,...and high acknowledgement from MRL headquarters..."

PERFORMANCE IMPROVEMENT PROJECTS

(Department of Internal Medicine-AUBMC)

2002-2003 Determination of the utility of Duplex Scan and MRA of renal arteries in diagnosing Renal Artery Stenosis (taking angiography as standard) at AUBMC: Division of Nephrology. Presented in the Radiology Department (Data entry, analysis, preparation of presentation)
2002 Frequency and distribution of ACE Inhibitors and Angiotensin II Blockers used in diabetic patients with proteinuria at AUBMC: Divisions of Nephrology and Cardiology. Presented in Morbidity and Mortality Conference. (Data entry, analysis, preparation of presentation)

STANDARDS/GUIDELINES

2001-2005 Guidelines and policies development for conducting nursing research and RN involvement in research studies at AUBMC. Nursing Research Committee, AUBMC, Beirut, Lebanon.
2003-2004 Development of Standard Operating Procedures for the Clinical Research Unit: Clinical Research Unit Manual. Department of Internal Medicine, AUBMC, Beirut, Lebanon.

CURRICULUM VITAE

Name: Huda Abu-Saad Huijer R.N., PhD, FEANS, FAAN

Current Title and Position:
Professor of Nursing Science
Founding Dean, Hariri School of Nursing
American University of Beirut
huda.huijer@aub.edu.lb

Place of Birth:	Beirut, Lebanon
Marital Status:	Married with two children
Nationality:	Dutch, Lebanese
Languages:	English, French, Arabic, Dutch

Other Positions
Adjunct Professor; Johns Hopkins University School of Nursing, USA

Awards & Honours

- Received the AAAH (Asia-Pacific Action Alliance on Human Resources for Health) Recognition Award 2020 on my work in developing the healthcare workforce.
- Received the Lebanese National Center for Scientific Research (CNRS) Career Excellence Award for 2018 in recognition of contributions to the field of pain management and palliative care nationally and globally.
- Received the AUB Nurses' Alumni Chapter Award in 2018, in recognition of her HSON, national, and international nursing achievements.
- Received the Princess Mona Regional Award for Excellence in Nursing for 2017 in recognition of significant contributions to health care across borders, dedication, and leadership in nursing at the regional level, 2017.
- Appointed Honorary Member, International Association for the Study of Pain (IASP) for outstanding contribution to the fields of pain research and management, 2016.
- Inducted into the International Nurse Researcher Hall of Fame of Sigma Theta Tau International (STTI) Honor Society, 2016.
- Pioneers Award from the Order of Nurses in Lebanon 2015.
- Excellence award for distinguished faculty member and researcher & excellence award for distinguished academic institution from the Scientific Society of Arab Nursing Faculties for the year 2014.
- Life Time Achievement Award by McMillan Cancer Support Fund and International Journal of Palliative Nursing, London, UK, 2010.
- High Achievement Award by the American University of Beirut Alumni Association, Nurses Chapter, 2010.
- Elected International Fellow to the American Academy of Nursing, 2010.
- Fellow, founding member, served as vice president 2000-2003 of the European Academy of Nursing Science, 2000.

EDUCATION

1967 – 1968	Diploma Laboratory Technology, American University of Beirut, Lebanon
1968 – 1971	BSc Nursing, American University of Beirut, Lebanon
1974 – 1975	MN Pediatrics & Infant Care Nursing, University of Florida, Gainesville
1975 – 1977	PhD Curriculum & Instruction, Nursing Science, University of Florida, Gainesville

PRINCIPAL POSITIONS HELD

1971 – 1972	Staff Nurse, Medicine & Pediatrics, American University of Beirut Medical Center, Beirut, Lebanon
1972 – 1974	Instructor, Dept. of Maternal & Child Nursing, American University of Beirut, School of Nursing, Beirut, Lebanon
1974 – 1977	Graduate Assistant, Research & Teaching, University of Florida, Schools of Nursing & Education, Gainesville, Florida
1977 – 1978	Nurse-Coordinator, University of Florida, School of Medicine, Pediatric Pulmonary Center Gainesville, Florida
1978 – 1985	Assistant Professor, University of California School of Nursing, San Francisco, CA
1983 – 1984	Sabbatical Leave, Cross-cultural Research in Children, Paris, France
1985 – 1986	Associate Professor, University of California San Francisco, School of Nursing, **Tenured**.
1986 – 1990	Associate Professor, University of Limburg, Department of Nursing Science, the Netherlands
1990 – 1999	Professor and Chairperson, Department of Nursing Science, Maastricht University, Maastricht, the Netherlands. **Tenured**.
2000 – 2003	Professor & Director, Centre for Nursing Research, Maastricht University, the Netherlands
1998 – 2003	Visiting Professor, European Institute for Health & Medical Sciences (EIHMS), University of Surrey, UK
1998 – 2003	Honorary Visiting Professor, University of Manchester, UK
2003 – 2006	Honorary Visiting Professor, EIHMS, University of Surrey, UK
2003 – 2010	Honorary Visiting Professor, Faculty of Health Sciences, Nursing Science, University of Maastricht, the Netherlands
2003 – 2018	Professor, Director Hariri School of Nursing, AUB
2007 – now	Adjunct full professor, Johns Hopkins University School of Nursing
2018 – now	Founding Dean, Hariri School of Nursing. **Tenured**
2019 – now	Member of the Board of Trustees, St. Georges University of Beirut (SGUB)

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

1971 – now	Nurses Alumni Chapter, American University of Beirut
1975 – now	Sigma Theta Tau International Nursing Honour Society
1976 – now	Phi Kappa Phi National Teaching Honour Society
1979 – 1986	Association for the Care of Children's Health
1980 – 1985	American Nurses Association
1980 – 1985	California Nurses Association
1980 – 1985	Division of Maternal Child Health Nursing
1980 – 1985	Golden Gate Nurses Association
1981 – 1985	Council of Nursing and Anthropology
1986 – 2003	NU91 Dutch Nurses Association
1986 – now	International Association for the study of Pain (IASP)
1986 – 2003	Dutch Association for the study of Pain
1990 – now	IASP Special Interest Group on Pain in Children-Board & Founding Member
1992 – 1996	North American Nursing Diagnosis Association (NANDA)
1999 – 2010	European Association for Palliative Care, Member Research Network
2000 – now	International Association for the Study of Pain, served as Member of PR & Education Committee, Curriculum Committee, Research Committee, Fellowships, Grants, and Awards Committee, Special Interest Group on Childhood Pain
2003 – now	Lebanese Order of Nurses, Member
2003 – now	Lebanese Society for the Study of pain; Elected Board Member, Chair Scientific Committee and President Elect 2007; President LSSP 2010-2013
2008 – 2015	Lebanese Cancer Society, Elected Board Member

2008 – now	Member of the American Association of Colleges of Nursing (AACN)
2010 – 2013	President, Lebanese Society for the Study of Pain
2011 – now	International Association for the Study of Pain; Member of the Advisory Board. eNewsletter, IASP Insight.
2011 – now	Vice-President, National Committee on Pain Relief and Palliative Care in Lebanon & chair of the research committee

OTHER ADMINISTRATIVE AND PROFESSIONAL POSITIONS HELD

1989	Organiser of the First European Conference on Pain in children, Maastricht, June
1990 – 1999	Chairperson, Erasmus European Working Group on Shared Curricula in Nursing; funded by European Community
1990 – 1993	Board Member, European Nursing Congress 1992, Chairperson Scientific Program Committee
1990 – 1993	Member Committee 'Positiebepaling Verpleegkundige en Verzorgende Beroepen' Ministry of Wellbeing, Health and Culture, Netherlands, appointed by the Minister
1991 – 1995	Member Scientific Program Committee, International Conference on Pain in Children
1992 – 1996	Member of the Board of Governance STOOM (Foundation for research and development in social health care)
1993 – 1997	Member Refresher Courses Committee, VII &VIII World Congress on Pain
1993 – 2003	Member of the Quality of Care Committee of the Dutch Foundation for Scientific Research (NWO)
1993 – 2003	Member of the Scientific Research Committee, Commission on Chronic Illness, Program Pain, Dutch Foundation for Scientific Research (NWO)
1994 – 2003	Member of the Board of Governance, National Centre for Nursing and Care (LCVV)
1994 – 2003	Member of the Scientific Research Committee National Centre for Nursing and Care (LCVV)
1994 – 1996	Member of the advisory committee nursing practice in residential psychiatry, national inspectorate of public health, the Netherlands
1994 – 1996	Member of the advisory committee of Differentiated Practice in home care, the Netherlands
1994 – 1996	Member of the advisory committees, Multidisciplinary Pain Control, Guidelines for Pain in Children, & Guidelines for Pain Management in Nursing, Central Advisory Body for Intercollegiate Testing (CBO), the Netherlands
1994 – 2003	Chair of the selection committee of the Dekkers Nursing Researcher, Netherlands Heart Foundation
1994	Member of the advisory committee on research at the University Hospital, Maastricht
1994	Member of the scientific program committee 1st, 2nd and 3rd European conference on Nursing Diagnosis and Interventions, Amsterdam, Copenhagen, & Brussels
1994 – 1996	Chair of VerVe, the Dutch Society for Nurse Scientists
1995 – 2003	Member of the advisory council Pain Knowledge Centre, Groningen/the Netherlands
1995	Member workgroup of the Dutch Foundation for Scientific Research (NWO)
1995 – 2003	Consultant and reviewer to Netherlands Heart Foundation, Royal Wilhelmina Fonds (KWF), Dutch Foundation for Scientific Research (NWO), Commission on Chronic Illness.
1995 – 1996	Consultant to the Aga Khan Foundation in Kenya, Tanzania, India, & Pakistan
1995 – 2003	Member of the Advisory Council of the Ronald McDonald Kinderfonds (Children Fund)
1996 – 2003	Member of the Advisory Committee, Stress and Pain in Neonates, Groningen
1996 – 2003	Member of the user group, NIGHTINGALE project on Nursing Informatics in Europe. Funded by the European Community
1996	Chair of the scientific program committee, Conference on Research in Nursing and Care, Maastricht
1996 – 2003	Chair of the Board, Institute of Experimental Psychopathology (EPP), Maastricht

1996 – 1997	Member of the scientific program committee, Cochrane Conference on Health Services Research, Amsterdam
1996 – 1997	Member of the scientific program committee, 2nd European Nursing Conference, Empowerment of the Chronically Ill, Amsterdam
1997	Member of the Scientific Program Committee, International Conference on Community Nursing, August, Edinburgh, Great Britain
1997 – 2003	Member of the Landelijk Oncologie Beraad (National Oncology Council), appointed by the Minister of Health
1997	Member of the Site-Visit Committee, Pieter Clement Foundation, AIDS Funds.
1997 – 2001	Member of the Scientific Advisory Committee, Effects of the Resident Assessment Instrument (RAI) on Quality of Life and Quality of Care in Somatic Nursing Homes, NWO/ZOB project, NiVeL, Utrecht
1997 – 2001	Member of the Scientific Advisory Committee, Process and Outcome variables by CVA Patients, NWO/KWAZO, Rotterdam
1997 – 2001	Member of the Scientific Advisory Committee, Rehabilitation and CVA - NWO/KWAZO, Amsterdam
1998 – 2001	Member, Scientific Committee, Leadership and Management Course for Nurses. University of Modena, Italy
1998	Member, International Consensus Group Neonatal Pain, Nice, France
1999	Member, International Consensus Group Procedural Pain in the Neonate, Baden, Austria
1999 – 2002	Member, Steering Committee, European Course on Palliative Care in Children
2000	Member, Invitational Conference, Pain Management in the Cognitively Impaired, Toronto, Canada
2000 – 2010	Member, Research Network, European Association for Palliative Care
2000 – 2003	Member, Advisory Board, Asthma Foundation
2000 – 2003	Board Member, Domicura Home Care Organization, Maastricht
2000 – 2003	Vice-President, European Academy for Nursing Science
2000	Reviewer, Canadian Institute of Health Research CIHR
2002	Member, Scientific Organizing Committee, 2nd Research Forum of the European Association for Palliative Care, Lyons, France
2003	Member, Scientific Organizing Committee, 8th Congress of the European Association for Palliative Care, The Hague, the Netherlands
2003	Member, Scientific Program Committee, 3rd European Nursing Congress, Vulnerable groups in society; a nursing issue. Amsterdam, the Netherlands
2003	Member, Scientific Organizing Committee, 3rd Research Forum of the European Association for Palliative Care, Stressa, Italy
2003	Member of the Steering Committee, Pediatric Palliative Care Course. Warsaw, Poland
2003 – 2010	Chair, task Force on Paediatric Palliative Care in Europe
2004 – 2006	Reviewer, Dutch Organization for Scientific Research
2005	Reviewer, Canadian Institute of Health Research CIHR
2006	Reviewer, Austrian Science Fund
2006 – now	Public Advisory Board, Lebanese Society of Family Medicine
2006	External Assessor; Personal Chair, School of Nursing and Midwifery, University of Dundee, Scotland, UK
2008	External evaluator, qualifications and merits of 6 applicants to Professorship of Nursing Science position, University of Tampere, Finland
2008 – now	International Scientific Advisory Board, Centre of Excellence in Paediatric Pain Management, Faculty of Medicine, Kuwait University, Kuwait
2009 – now	Member of the World Health Organization (WHO) Expanded Review Panel on Pain Guidelines
2010	Member, Initiative to Improve Cancer Care in the Arab World (ICCAW).
2012	Member Organizing Committee, International Breast Cancer and Nutrition (IBCN) Conference planned to be held at AUB in 2013
2012 – now	Member of the AUBMC Palliative Care Committee

2012 – now Member of the Scientific Committee, 15th World Congress on Pain, Buenos Aires, International Association for the Study of Pain (IASP)
2012 – now Member, IASP Newsletter *Insight* Advisory Board
2012 – now Member of SHARP executive board, FM AUB
2013 – now Member, IASP Developing Countries Working Group
2014 – now Official member of the Lancet/Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP)
2016 – now Member, UC Davis, Advancing Pain Relief Education: Anchoring Pain Competencies around the World
2015 – now Member of the Scientific Committee, Oxford Global Health Research Congress, St. Hughes College, Oxford.
2015 – now Member of the Advisory Board of the Order of Nurses in Lebanon.
2015 – now Member of the Association of Dean and Directors of Schools of Nursing in Lebanon.
2016 - now Member of the Global Advisory Core Panel on the Future of Nursing (GAPFON) Panel

INTERNATIONAL POSITIONS HELD

1978 – 1985 University of California San Francisco
1983 – 1984 Sabbatical leave, Institut Gustave Roussy, Villejuif, France
1995 – 1996 Consultant to the Aga Khan Foundation in Kenya, Tanzania, India, & Pakistan, conducted a feasibility study, which led to the establishment of the Institute of Advanced Nursing Studies in East Africa
1998 – 2003 Honorary Visiting Professor in Nursing Science, University of Manchester, UK
1998 – 2007 Visiting (Honorary) Professor in Nursing Science and Pain Management, European Institute of Health and Medical Sciences, University of Surrey, Guildford, UK
2003 – 2010 Honorary Visiting Professor, University of Maastricht, the Netherlands
2007 – now Adjunct Professor, Johns Hopkins University School of Nursing

EDITORIAL POSITIONS HELD

1984 – 1990 Member of the Advisory Board, Issues in Comprehensive Pediatric Nursing
1993 – 2003 Member of the Advisory Board, Verpleegkunde (Nursing)
1994 – 2017 Associate editor and later member of Advisory Board, International Journal of Nursing Studies
1995 Reviewer of the Clinical Journal of Pain
1995 – 2003 Member of the Advisory Board, Kwaliteit van Zorg (Quality of Care)
1995 – 2003 Member of the Advisory Board, Dutch Journal for Pain and Pain Relief
1996 – 1999 Topical Editor, European Journal of Pain
1996 – 2003 Member of the Advisory Board, Kind en Ziekenhuis (Child and Hospital)
1997 Reviewer, International Journal of Behavioural Medicine
1998 Reviewer, PWS Pharmacy World & Science
1998 Reviewer, Social Science and Medicine
1998 Reviewer, Clinical Nursing Research
1999 – now Member of the Advisory Board, Journal of Transcultural Nursing
1999 Reviewer, Pain Research and Management.
1999 – 2003 Reviewer, Patient Education and Counselling
2000 – 2003 Member of the Advisory Board, Journal of Palliative Care (Dutch)
2000 Commentary, Lancet (Invited)
2000 Commentary, Archives of Diseases in Childhood (Invited)
2000 – now Member of the Editorial Board, Scandinavian Journal of Caring Science
2002 Reviewer, Pain
2002 Co-Editor, the Suffering Child
2003 Reviewer, Child: Care, Health, & Development
2005 – now Member of the Editorial Board, Supportive and Palliative Cancer Care

2005 – now Reviewer, Journal of Interprofessional Care
2005 – now Member of Editorial Board, Journal of Nursing Scholarship
2005 – now Reviewer Lancet
2005 – now Reviewer European Journal of Pain
2006 – now Member of Editorial Board Japanese Journal of Nursing Science
2008 Reviewer, Journal of Cross-Cultural Gerontology
2008 – now Reviewer, Lebanese Medical Journal
2009 Reviewer Pediatric Pain Newsletter, International Association for the Study of Pain
2011 – now Reviewer, Journal of Palliative Medicine
2011 – now Member of Editorial Board Nursing Children and Young People
2012 – now Reviewer, Health Promotion International.
2012 – now Reviewer, Journal of Pain and Symptom Management
2013 – now Member of the Editorial Board, Annals of Palliative Medicine
2014 – now Member of the Editorial Board, Alexandria Scientific Nursing Journal (ASNJ)
2019 Reviewer, the Lebanese Science Journal

OTHER SCIENTIFIC ACTIVITIES
SUPERVISOR/CHAIR DISSERTATIONS

1992 Karen Cox, Quality of Sleep in Hospital Settings, Maastricht, 9 October 1992
1995 Jan Hamers, Postoperative Pain in Children, Assessment and Intervention, Maastricht, 12 October 1995
1996 Corry Ketelaars, Aftercare and Specialized Community Nursing; Implications for Patients with Chronic Obstructive Pulmonary Disease, Maastricht, 24 May 1996
1996 Anneke Francke, Continuing Pain Education; the Impact on Nursing Practice, Maastricht, 13 June 1996
1996 Thijs Melchior, Burnout and Work in Long-stay Psychiatric Nursing, Maastricht, 24 October 1996
1996 Patrick Jansen, Differentiated Practice and Specialization in Community Nursing, Maastricht, 17 December 1996
1999 Rianne de Wit, Cancer Pain and How to Relieve It? Effects of a Pain Education Program in Cancer Patients with Chronic Pain, 16 June, 1999
1999 Tiny Jaarsma, Heart Failure: Nurses Care. Effects of Education and Support by a Nurse on Self-Care, Resource Utilization, and Quality of Life of Patients with Heart Failure, 28 October, 1999
2000 Afke Berkhout, Resident-Oriented Care in Nursing Homes. October 13, 2000
2000 Denise Temmink, Transmural Clinics; a Nursing Innovation Explored, November 24, 2000
2001 Ireen Proot, Changing Autonomy; New Perspectives on the Care for Stroke Patients in Nursing Homes, 26 January 2001
2002 Suzanne Arts, Caring as an Occupation. Content and Quality of Working Life among Home Helps, February 1, 2002
2003 Inez Bandell-Hoekstra, Headache, Coping, and Quality of Life in Children. April 10, 2003
2003 Gerrie Bours, Pressure Ulcers; Prevalence Measurements as a Tool for Improving Care, September 18, 2003
2003 Michele Peters, Migraine & Chronic Daily Headaches: The Patient's Perspective. November 3, 2003. UK
2004 Katinka van Dongen, Translating Pain; Assessing Expressive Pain Behaviour of Children with Severe and Profound Intellectual Disabilities, November 10, 2004
2006 Myrna Doumit, the Lived Experience of Lebanese Oncology Patients Receiving Palliative Care, Dusquesne University, USA. March 24, 2006
2006 Hong-Gu He, Non-Pharmacological Methods in Children's Postoperative Pain Relief in China, External examiner, University of Kuopio, Finland. June 9, 2006
2006 Gerda Kraag, Learn Young, Learn Fair – Development and Evaluation of a Stress Management Programme for Fifth and Sixth Graders, University of Maastricht, the Netherlands. September 7, 2006

2007 Nynke de Jong, Fatigue in Breast Cancer Patients Receiving Adjuvant Chemotherapy, University of Maastricht, the Netherlands. May 30, 2007
2009 Ada van Bruchem-van de Scheur, The Role of Nurses in Medical End-of-Life Decisions, University of Maastricht, January 16, 2009
2011 George Sakr, Defining Stochastic Inference to Improve Pattern Recognition (application on agitation detection in the elderly with dementia). AUB Faculty of Engineering and Architecture, October 7, 2011.
2012 Anne Vaajoki, "Postoperative Pain in Adult Gerontological Patients – Music Intervention in Pain Alleviation" External Examiner. University of Eastern Finland, Kuopio, Finland. September 2012.
2014 Farhan Alshammari. Nursing Leadership in the Ministry of Health Hospitals of Saudi Arabia. External Examiner. Royal Melbourne Institute of Technology, University of Melbourne, Australia. February 2014.
2017 Angela Massouh, Determinants of self-care in a Lebanese sample of Heart failure patients. University of Colorado Health Sciences Center. May 2017.
2017 Farah Chamaa, Modulation of Hippocampal Neurogenesis by Electrical Stimulation and Chemical Treatment. Member of the dissertation committee, AUB. Ongoing.
2017 Hassan Abbas Reslan. Effect of Patients' Education on Functional Outcomes for Those Undergoing Total Knee Replacement Surgery, External reviewer, Beirut Arab University, Lebanon, December 2016.

Member of the PhD evaluation committee of at least 40 dissertations
External reviewer for a number of dissertations in Scandinavian countries

EDUCATIONAL RESPONSIBILITIES

University of California San Francisco; School of Nursing
Major responsibilities included redesigning the curriculum for the Pediatric Clinical Specialist program and in developing and co-teaching a number of doctoral-level courses**.**

1978 – 1981 Health Assessment in Nursing, baccalaureate level course
1978 – 1981 Acute care Pediatrics, baccalaureate level course. Redesigned course content
1978 – 1981 Pediatric Teaching Residencies, Provided clinical supervision and guidance
1980 – 1985 Teaching Strategies in Nursing, graduate level course
1980 – 1985 Microteaching, Theories and Evaluation in Teaching, Designed and taught course, Masters level course
1980 – 1985 Critique of Studies in High Risk Maternal and Child Nursing, Developed and taught course. Masters level course
1981 – 1985 Phenomena Common to the Ill and Injured, Designed and taught course, Masters level course
1981 – 1985 Physiological Research Seminar, Doctoral seminar
1982 – 1985 Description: Theory and Practice, Doctoral seminar
1982 – 1985 Measurement: Theory and Practice, Doctoral seminar
1982 – 1985 Developmental Pathophysiology. Developed and taught course. Masters level course.
1982 – 1985 Testing Theory and Practice, Doctoral seminar

University of Maastricht; Nursing Science
Major responsibilities included the development and participation in a number of courses as well as redesigning the curriculum of the part-time Masters of Science in Nursing in Maastricht which was offered under the auspices of Maastricht at two university sites in the Netherlands, the universities of Utrecht and Groningen as well as the Red Cross School of Nursing in Switzerland.
The development of the PhD program and the Centre for Nursing Research and the supervision of a large number of PhD dissertations and junior faculty.

1987 – 1999 Nursing Diagnosis, Coordinator and later member of the course planning committee

1987	Instrumental in developing and redesigning part-time program of study in Nursing Science offered in Maastricht, Utrecht, and Groningen
1989 – 1994	Nursing Interventions, Developed and participated in coordinating course
1990 – 1999	Research on Care, Member of the course planning committee
1986 – 2003	Supervised on the average 10-15 Master's thesis research per year

American University of Beirut; School of Nursing

2003 – 2004	Developed and launched the MSN program
2003 – 2004	Revised and launched RN-BSN program
2003 – now	Involved in ongoing BSN curriculum revisions
2003 – 2005	Developed and co-taught Nursing Theories
2003 – now	Coordinated Nursing Administration Residencies
2005 – 2006	Coordinated Nursing Administration Track
2003 – now	Supervised a large number of Projects and Thesis
2003 – now	Assisted in the development of graduate level courses
2006 – now	Coordinated Accreditation and Reaccreditation of BSN and MSN programs
2014 – now	Chaired task force to develop the PhD in Nursing Science proposal
2016 – 2019	Chair, PhD Steering Committee

International Courses

Developed and taught courses on Pain and Pain Management in the United States, France, UK, the Netherlands, and Lebanon

Developed and taught European course on Pediatric Palliative care, held once a year in a different European country

Co-developed and taught in the intensive European PhD Program in Nursing Science held once a year in a participating European country.

Developed the Master Class on Palliative and End-of-Life Care offered at AUB.

INVITED PAPERS AND SCHOLARLY PRESENTATIONS

1978 – Nov	Huijer Abu-Saad, H. Cystic Fibrosis and the Role of the Nurse, UCSF, School of Nursing
1978 – Nov	Huijer Abu-Saad, H. Nursing Issues: An International Perspective. Sponsored by the American Nursing Foundation, UCSF, School of Nursing
1980 – Sep	Huijer Abu-Saad, H. School-Age Children's Subjective Assessment of Pain, Department of Physiological Nursing Workshop, UCSF
1981 – Feb	Huijer Abu-Saad, H. International Nursing Issues, Nursing Grand Rounds, Stanford University Medical Center
1982 – Mar	Huijer Abu-Saad, H. Pain Assessment in School-Age Children, Advances in Pediatric Nursing, San Francisco
1982 – May	Huijer Abu-Saad, H. Measuring Children's Self-Assessment of Pain, Fifteenth Annual Communicating Nursing Research Conference, The Western Society for Research in Nursing, Denver, Colorado
1983 – Apr	Huijer Abu-Saad, H. Cross-Cultural Indicators of Pain in Children, Sigma Theta Tau, Zeta Pi Chapter, University of Texas, Houston
1983 – May	Huijer Abu-Saad, H. Cross-Cultural Indicators of Pain in Children, Sixteenth Annual Communicating Nursing Research Conference, The Western Society for Research in Nursing, Portland, Oregon
1983 – Jun	Huijer Abu-Saad, H. International Nursing Issues: The Arab-American Patient. Department of Nursing Service, Moffitt Hospital, UCSF
1983 – Aug	Huijer Abu-Saad, H. Transcultural Pain Indicators in Children, International Congress of Anthropological & Ethnological Studies, Transcultural Nursing Symposium, Quebec City, Canada
1983 – 1984	Huijer Abu-Saad, H. Workshops on Pain and Pain Management, in Paris/France

1987 – Aug	Huijer Abu-Saad, H. "Assessing Children's Pain: Dutch study" and "Assessing Children's Pain: French study" V World Congress on Pain, Hamburg
1987 – Oct	Huijer Abu-Saad, H. Pain Assessment in Children, Refereeravond Department of Pediatrics Academic Teaching Hospital, Maastricht
1987 – Jul	Huijer Abu-Saad, H. Pain; a Nursing Problem, Integraal Kankercentrum, Amsterdam
1988 – Jun	Huijer Abu-Saad, H. Assessing Children's Pain, Combined Meeting NVBP and IPS, Maastricht
1988 – Jun	Huijer Abu-Saad, H. Pijnbeoordeling bij Kinderen, Refereeravond Pediatric Anesthesiology, Utrecht
1988 – Jun	Huijer Abu-Saad, H. The development of an instrument to assess pain in children, Stress Reduction Project, University of Groningen
1988 – Jul	Huijer Abu-Saad, H. towards the Development of an Instrument to Assess Pain in Children, First International Symposium on Pediatric Pain, Seattle, U.S.A
1988 – Jul	Huijer Abu-Saad, H. Pain in Children: Current Issues and Future Directions First International Symposium on Pain in Children, Nursing Colloquium, Seattle, U.S.A
1988 – Jul	Huijer Abu-Saad, H. Assessing Children's Pain: A crosscultural perspective. 12th International Congress of Anthropological and Ethnological Sciences, Zagreb, Yugo-slavia
1988 – Nov	Huijer Abu-Saad, H. Pain Assessment in Children, Nederlandse Vereniging voor Kindergeneeskunde, 10e Congres - Lustrumcongres, Veldhoven
1988 – Nov	Huijer Abu-Saad, H. Pijn: Een theoretische Analyse. Medische Studenten Vereniging "Reflex", Maastricht
1988 – Dec	Huijer Abu-Saad, H. Beoordeling van Pijn bij Kinderen. Gezondheids-zorgonderzoekdag, Maastricht
1989 – Jun	Huijer Abu-Saad, H. Pain Assessment in Children: The School-Age Child, First European Conference on Pain in Children, Maastricht
1989 – Jun	Huijer Abu-Saad, H. Hoe wordt pijn in de praktijk beoordeeld? First European Conference on Pain in Children, Maastricht
1989 – Oct	Huijer Abu-Saad, H. L'Evaluation de la Douleur chez l'Enfant. Colloque Infirmier Europeen "Vaincre la Douleur", Paris
1989 – Dec	Huijer Abu-Saad, H. Pain Assessment in Children, Psychological Assessment in the Medical Situation, Erasmus University, Rotterdam
1990 – Jan	Huijer Abu-Saad, H. The Assessment of Pain in Children: The School-Age Child, Nursing Research Round Table Conference, Utrecht
1990 – Mar	Huijer Abu-Saad, H. Pijn: een verpleegprobleem. Vlaamse Vereniging voor Verplegingswetenschappers, Leuven, Belgium
1990 – Mar	Huijer Abu-Saad, H. Pijn: Van theorie naar praktijk. HBO-V, Alkmaar
1990 – Apr	Huijer Abu-Saad, H. Verplegingswetenschap in Maastricht. European Nursing Conference, Lausanne.
1990 – Jul	Huijer Abu-Saad, H. Pain in Children, Queen Margaret College, Edinburgh/Scotland,
1990 – Oct	Huijer Abu-Saad, H. Theoretische en praktische implikaties van verplegingswetenschappelijk onderzoek. Nederlandse Hartstichting, Bunnik
1990 – Nov	Huijer Abu-Saad, H. Pain Assessment in Children, Nursing Science Conference, Osnabrück, Germany.
1990 – Nov	Huijer Abu-Saad, H.Verplegingswetenschap en de verpleegkundige praktijk: een onderlinge relatie. Inaugurale rede Rijksuniversiteit Limburg, Maastricht
1991 – Jan	Huijer Abu-Saad, H. Verpleging; de discipline en de praktijk. Capita Selecta, Rijksuniversiteit Limburg, Maastricht
1991 – Jan	Huijer Abu-Saad, H. De rol van de verpleging bij Aids patienten. Congres Aids en het verpleegkundig onderwijs, NMV, Ede-Wageningen
1991 – Mar	Huijer Abu-Saad, H. Verplegingswetenschap en de verpleegkundige praktijk. Agora, Rijksuniversiteit Limburg, Maastricht
1991 – Apr	Huijer Abu-Saad, H. Pain in Children, Second International Conference on Pain in Children, Montreal/Canada

1991 – May Huijer Abu-Saad, H. Verplegingswetenschap in Nederland. Faculteit Geneeskunde, Maastricht

1991 – May Huijer Abu-Saad, H. Pain Assessment in Children. Scandinavian Association for the Study of Pain, Ebeltoft/Denmark

1991 – May Huijer Abu-Saad, H. Pediatric Nursing Research in the Netherlands, Nursing in Europe: Research Meeting, Alfriston/Sussex

1991 – May Huijer Abu-Saad, H. Verpleging, de wetenschap en de praktijk. Catharina Ziekenhuis, Eindhoven

1991 – Jun Huijer Abu-Saad, H. Verpleegkundige interventies: de kern van verplegingswetenschappelijk onderzoek. Symposium Verpleegkundige Interventies, The Helen Dowling Institute, Rotterdam

1991 – Aug Huijer Abu-Saad, H. Nursing in the 21st Century Conference, the Hospital in the 21st Century, Maastricht

1991 – Oct Huijer Abu-Saad, H. Verpleegkundig onderzoek: het belang van verpleegkundig onderzoek voor de verdere professionalisering van de verpleegkundige beroepsgroep. Zr. Meijboom Studiedag, Heeze

1991 – Oct Huijer Abu-Saad, H. Verpleging, professie van de toekomst. Cara-Vereniging voor Verpleegkundigen, Hilversum

1991 – Nov Huijer Abu-Saad, H. The Contribution of Nursing Science to the Care of Patients with Aids, Second European Conference for Nurses in Aids Care, Noordwijkerhout

1991 – Nov Huijer Abu-Saad, H. Pijn bij kinderen. Topics in Intensive Care, RAI-Amsterdam

1991 – Dec Huijer Abu-Saad, H. Self-Report Pain Evaluation in Children, Europain, Brussels

1992 – Jan Huijer Abu-Saad, H. De wetenschap en de verpleging: een transcultureel perspectief. Symposium Ver-Vreemd of Vreemdeling, Amsterdam

1992 – Mar Huijer Abu-Saad, H. Implementatie van verplegingswetenschappelijke onderzoekgegevens in het curriculum een noodzaak? HBO-Verpleegkundige Docenten Onderzoeksdag, Utrecht

1992 – May Huijer Abu-Saad, H. Pediatric Nursing Research. Pain in Children: A Program of Study. Alferink/United Kingdom

1992 – May Huijer Abu-Saad, H. Promoting the Professional Image of Nursing and Trends in Nursing Research, Middle East Medical Association Conference, International Nurses Day, American University of Beirut, Lebanon

1992 – May Huijer Abu-Saad, H. Werken met twee deskundigheidsniveaus binnen de wijkverpleging. Symposium VVVM, Den Bosch

1992 – Oct Huijer Abu-Saad, H. Nursing Practice Research, a Must! First Euregional Nursing Symposium, Nederlandse Hartstichting, Mecc/Maastricht

1992 – Oct Huijer Abu-Saad, H. Nursing Research: does it make a difference. European Nursing Congress, Amsterdam

1992 – Oct Huijer Abu-Saad, H. Pain in Children: A Program of Research. International Nursing Conference East Meets West, Veldhoven

1992 – Nov Huijer Abu-Saad, H. Nursing and Nursing Education in the Netherlands, National Board for Nursing, Midwifery and Health Visiting for Scotland, Edinburgh/England

1992 – Nov Huijer Abu-Saad, H. Nursing Diagnosis. NANDA: line of action for the Netherlands. Congress Leo Verpleegkundig Management, Amsterdam.

1992 – Nov Huijer Abu-Saad, H. L'Enseignement de Diagnostic Infirmier en Hollande. Enseigner les Diagnostics Infirmiers. Association Francophone Europeénne de Diagnostics Infirmiers, Rennes, France

1992 – Nov Huijer Abu-Saad, H. Nursing Science, Senate Hearing, University of Bieleveld, Germany

1993 – Mar Huijer Abu-Saad, H. Nursing Research, does it make a difference? European Conference on Thoracic Nursing, Gothenburg, Sweden

1993 – Jun Huijer Abu-Saad, H. Multidisciplinary Pediatric Pain Teams, International Pediatric Intensive Care Conference, Padova, Italy

1993 – Aug Huijer Abu-Saad, H. Age-related response to EMLA emulsion and effect of music distraction on the pain of intravenous cannulation in children,

	Age-related responses to brief sharp physiological (needle) pain in children Pain Curricula in Nursing Education Effectiveness of a Nursing Program Entitled Pain Assessment and Management in Surgical-Oncological Patients. 7th World Congress on Pain, IASP, Paris/France
1993 – Sep	Huijer Abu-Saad, H. Innovations in Pediatric Pain Control, 1st United International Paediatric Nursing Conference, Cambridge, England
1993 – Oct	Huijer Abu-Saad, H. Pijn en Pijninterventies bij Kinderen. Refereeravond Kindergeneeskunde, Maastricht
1993 – Oct	Huijer Abu-Saad, H. Pijn. Tweede Wetenschappelijk Congres Stichting Bevordering Wetenschappelijk Onderzoek in de Verpleging: Prioriteit voor Verpleegkundig Onderzoek, Groningen
1993 – Nov	Huijer Abu-Saad, H. Nursing Diagnosis; the Core of University Nursing Education, First European Conference on Nursing Diagnosis, Copenhagen
1994 – Mar	Huijer Abu-Saad, H. The displaced premise: Care before Medicine, Symbos, Amsterdam
1994 – Jul	Huijer Abu-Saad, H. Children with chronic pain, Pediatric Week Holland, Rotterdam, the Netherlands
1994 – Jul	Huijer Abu-Saad, H. Recent developments in nursing education research and practice, Lectures given in Nairobi, Mombasa and Kisumu (Kenya), Dar es Salaam (Tanzania), Karachi (Pakistan) and Bombay (India)
1994 – Oct	Huijer Abu-Saad, H. Nursing Science now and in the future, Verve, Maastricht
1994 – Nov	Huijer Abu-Saad, H. The evolution of nursing research in Pakistan, The Aga Khan University Decade Celebration, Karachi
1994 – Nov	Huijer Abu-Saad, H. ‘Aga Khan Health Network Nursing vision, directions and goals' 'Nursing research, does it make a difference', 'Management of pain: A program of research'. Aga Khan nursing conference, preparing network nurses to meet the challenges of the 21st century. Mombasa, Kenya
1994 – Dec	Huijer Abu-Saad, H. Nursing Science in Maastricht: perspectives for the future. Nursing Science in Maastricht: what can practice do? University of Limburg, Maastricht, the Netherlands
1995 – Mar	Huijer Abu-Saad, H. Pain Assessment and Management in Children, Belgian Nursing Association. Ostende, Belgium
1995 – Mar	Huijer Abu-Saad, H. Clinical Specialization in Nursing, Dutch Society for Clinical Nurse Specialists. Utrecht, the Netherlands
1995 – Mar	Huijer Abu-Saad, H. Nursing Science in the Netherlands in relation to the Nijmegen Model. St. Radboud Hospital, Nijmegen/the Netherlands
1995 – Apr	Huijer Abu-Saad, H. Nursing Science in Maastricht, Lecture given in Maastricht to a delegation from Ramathibodi School of Nursing and Ramathibodi Hospital, Mahidol University, Thailand
1995 – Apr	Huijer Abu-Saad, H. Nursing Science in Maastricht, Lecture given to a delegation of nursing students from Bremen, Germany
1995 – May	Huijer Abu-Saad, H. Nursing Diagnosis Revisited: Implications for Nursing Education, Second European Conference on Nursing Diagnosis and Interventions, Brussels, Belgium
1995 – May	Huijer Abu-Saad, H. Pain in Children; A Program of Research, Quality in Nursing; Realities and Visions. Athens, Greece
1995 – May	Huijer Abu-Saad, H. Roundtable discussion children's health care, Quality in Nursing; Realities and Visions, Athens, Greece
1995 – May	Huijer Abu-Saad, H. Welcome and Introduction, Symposium organized by the Society for graduates in Nursing Science. Maastricht, the Netherlands.
1995 – Sep	Huijer Abu-Saad, H. Pain Assessment in Children, A Program of Research, Nordic Conference on Pain in Infants and Children. Stockholm, Sweden (Keynote speaker)
1995 – Dec	Huijer Abu-Saad, H. Lecture on cardiovascular nursing research; selection of research fellows, Netherlands Heart Foundation, Dekkers Day, Utrecht, the Netherlands

1996 – Apr	Huijer Abu-Saad, H. Pain Assessment and management in Children, ASIC (Associacao de saude Infantil de Coimbra), University of Coimbra, Coimbra, Portugal (keynote speaker)
1996 – Apr	Huijer Abu-Saad, H. Problem-based learning in the Netherlands, International Nursing Education Conference Create the Future- Celebrate the past; Global Connections in Nursing Education, McMaster University, Faculty of health Sciences. Hamilton, Canada
1996 – May	Huijer Abu-Saad, H. Research Fellowships in Cardiovascular Nursing, The Netherlands Heart Foundation, Dr. Dekkers day. Utrecht, the Netherlands
1996 – Jun	Huijer Abu-Saad, H. Recurrent Pains in Children, The Nordic School of Public Health. Gothenburg, Sweden
1996 – Jun	Huijer Abu-Saad, H. Pain assessment in the neonate; A State of the Art, World Congress on Pediatric Intensive care. Rotterdam, the Netherlands (Keynote speaker)
1996 – Aug	Huijer Abu-Saad, H. Pain Assessment and management in Children: A Nursing Perspective. 8th World Congress on Pain, International Association for the Study of Pain. Vancouver, Canada
1996 – Aug	Huijer Abu-Saad, H. Chairperson, Pain Assessment and Management in Nursing, Refresher Course, International Association for the Study of Pain, 8th World Congress on Pain, Vancouver, Canada
1996 – Sep	Huijer Abu-Saad, H. Recognition of Courses in Higher Education; A European Perspective, 1st Telematics Conference in Nursing, Corfu, Greece (keynote speaker)
1996 – Oct	Huijer Abu-Saad, H. Nursing Science, Dutch Society for Nurse Scientists, Maastricht, the Netherlands
1996 – Oct	Huijer Abu-Saad, H. Nursing science Curriculum; Possibilities for Change, Invitational Conference MUG, Utrecht, the Netherlands
1996 – Nov	Huijer Abu-Saad, H. Research in Nursing and Care; the State of the Art in the Netherlands, LCVV Conference Relationship between nursing research and clinical practice, Maastricht, the Netherlands
1996 – Nov	Huijer Abu-Saad, H. Quality of Care in Health Care; the patient in the centre, University of Maastricht, Maastricht, the Netherlands
1997 – Jan	Huijer Abu-Saad, H. Quality of Care in Health Care Community Nursing, Symposium, Quality of Care; Science and Practice, Dutch Organization for Scientific Research (NWO), Ede
1997 – Jan	Huijer Abu-Saad, H. Nursing in the 21st Century. Diaconessen Hospital, Eindhoven
1997 – Feb	Huijer Abu-Saad, H. Pain Assessment and Management in Children; A State of the Art, Congress Dolor en Pediatria, Barcelona, Spain (keynote speaker)
1997 – Mar	Huijer Abu-Saad, H. Nursing and Cancer Care in the 21st Century. Cancer Center (IKN), Groningen
1997 – Jun	Huijer Abu-Saad, H. Clinical Decision making in Nursing; A State of the Art, Fourth International Symposium on Pediatric Pain, June 29-July 4, Helsinki, Finland, (Keynote Speaker)
1997 – Jun	Huijer Abu-Saad, H. This house believes that the treatment of pain in children should be based on self-reporting of pain, Debate, Fourth International Symposium on Pediatric Pain. Helsinki, Finland (invited)
1997 – Sep	Huijer Abu-Saad, H. Chronic Pain in Children; Towards a Conceptual Model, Fifth Congress of the European Association for Palliative Care, 10-13 September, London, UK (Keynote Speaker)
1997 – Nov	Huijer Abu-Saad, H. Linking Nursing Variables to patient Outcomes: A Challenge for Computer-Based Systems, HET Conference Health Telematics Education, Lisbon, Portugal (Keynote Speaker)
1998 – Jan	Huijer Abu-Saad, H. Pijn in verpleegkundig perspectief. Symposium, De Andere Kant van Pijn, Medisch Centrum, Leeuwarden (invited)
1998 – Jan	Huijer Abu-Saad, H. De Nurse Practitioner in het Ziekenhuis 2000, Symposium organized by the hospital in Zwolle (invited)
1998 – Mar	Huijer Abu-Saad, H. Organized workshop on Patient Outcomes, Maastricht

1998 – Mar Huijer Abu-Saad, H. Disease Management. A Work Visit to Phoenix, Arizona organized by Glaxo and Elli Lilly

1998 – Apr Huijer Abu-Saad, H. Pain assessment in the neonate, Consensus meeting neonatal pain, Invitational Conference organized by Astra, Nice

1998 – Apr Huijer Abu-Saad, H. Pain in Children; A Program of Research, Mahidol University, School of Nursing, Bangkok, Thailand

1998 – Apr Huijer Abu-Saad, H. Pain Assessment and Management in Children, Red Cross School of Nursing, University of Bangkok, Thailand

1998 – May Huijer Abu-Saad, H. Pain Assessment and Management in Children; Myth or Reality, International Congress of Child Care Nursing, Tenerife (Keynote Speaker)

1998 – May Huijer Abu-Saad, H. Leadership and Management Course for Nurses, Scientific consultant, University of Modena, Italy

1998 – Jun Huijer Abu-Saad, H. Health Telematics Education Conference, Nightingale User's Group Meeting on Nursing Informatics Curriculum, Athens, Greece (invited)

1998 – Aug Huijer Abu-Saad, H. Chronic Pain in Children; Towards a Conceptual Model, Palliative Care and Pain Prevention, XXII International Congress on Pediatrics, Amsterdam (invited)

1998 – Sep Huijer Abu-Saad, H. Pain Assessment Tools in Children, EuroPain Scientific Meeting, Geneva, Switzerland (invited)

1998 – Sep Huijer Abu-Saad, H. De Toekomst van Verplegingswetenschap; het ontwikkelingsproces nationaal en internationaal in het jaar 2000 en verder, VerVe Lustrum -Congres, Intuitie en ratio in de verpleging. Utrecht (invited)

1998 – Oct Huijer Abu-Saad, H. Debate: An Expert of the New Millennium, the 5th Australian and New Zealand Pediatric and Neonatal Intensive Care Conference, Adelaide (Keynote Speaker)

1998 – Oct Huijer Abu-Saad, H. Qualitative Research Workshop: Qualitative or Quantitative; A Challenge for Researchers, the 5th Australian and New Zealand Pediatric and Neonatal Intensive Care Conference. Adelaide (invited)

1998 – Oct Huijer Abu-Saad, H. Pain Assessment in Children; A Challenge, The 23rd Australian and New Zealand Annual Scientific Meeting on Intensive Care, Adelaide (Keynote Speaker)

1998 – Nov Huijer Abu-Saad, H. Cultural Variations in the Pain Experience; Patient and Caregiver Perspective, 6th national meeting of children's pain teams, Rotterdam (invited)

1999 – Mar Huijer Abu-Saad, H. Nursing Research Priorities in Europe, building a European Nursing Research Strategy, Salamanca, Spain (invited)

1999 – Mar Huijer Abu-Saad, H. Nursing Research for Nursing Practice, EIHMS symposium, University of Surrey, Royal Surrey County Hospital, UK (Keynote Speaker)

1999 – Jun Huijer Abu-Saad, H. Women's Health Care, ZONTA congress, Maastricht (invited)

1999 – Jun Huijer Abu-Saad, H. Pain Assessment and Management in Neonates and Prematures, Pain Management in Emergencies. 6th International Congress on Pediatric Emergency and Intensive care, Abano Terma, Padova (Keynote Speaker)

1999 – Jun Huijer Abu-Saad, H. Clinical decision Making and Pediatric Pain, International Council of Nurses Centennial Congress, London.

1999 – Jun Huijer Abu-Saad, H. Partnership in Care: A New Challenge for Nursing in the 21st Century, International Council of Nurses Centennial Congress, London

1999 – Jul Huijer Abu-Saad, H. Nursing Research for Nursing Practice: The Challenge of Utilization, 4th International Nursing Conference, "Nursing: Entering the 21st Century", under the patronage of her Majesty Queen Noor Al-Hussein, Amman, Jordan (invited, representative of the Dutch Ministry of Health)

1999 – Aug Huijer Abu-Saad, H. Pediatric Pain: A Program of Research, American University of Beirut, Faculty of Medicine, Dept. of Pediatrics, Beirut, Lebanon

1999 – Aug Huijer Abu-Saad, H. Procedural Pain in the Neonate, Invitational Conference, ASTRA, Baden, Austria (invited)

1999 – Aug	Huijer Abu-Saad, H., Pediatric Palliative Care Models, 1st European Course on Palliative Care for Children, Budapest
1999 – Sep	Huijer Abu-Saad, H. Symposium on Palliative Care in Children, 6th Congress of the European Association for Palliative care, Geneva (invited)
1999 – Sep	Huijer Abu-Saad, H. Pain Assessment in Children, Refereeravond Kindergeneeskunde, Maastricht (invited)
1999 – Oct	Huijer Abu-Saad, H. Nursing Leadership Course, consultation, University of Modena, Modena
1999 – Nov	Huijer Abu-Saad, H. Pain Assessment in the Neonate, XIII Norwegian Perinatal Medicine Congress, Stavanger (invited)
1999 – Nov	Huijer Abu-Saad, H. European Academy of Nursing Science, Founding Meeting, Abano Terme, Padova
1999 – Dec	Huijer Abu-Saad, H. Quels sont les facteurs qui decide l'infirmiere à prendre en charge la douleur chez l'enfant? (Factors influencing the decision making of nurses with regard to pain in children), 7th Symposium "La Douleur de L'enfant, Quelles Reponses?" UNESCO, Paris (Keynote Speaker)
2000 – Jan	Huijer Abu-Saad, H. Pain Assessment in the Cognitively Impaired Child; the challenges of Tool Development, Invitational Conference, Toronto, Canada, (Invited)
2000 – Mar	Huijer Abu-Saad, H. Pain in Children; A Program of Research, Dutch Foundation for Scientific Research, Invitational Conference. Utrecht, (Invited)
2000 – Mar	Huijer Abu-Saad, H. Pain in the Neonate; Clinical Guidelines for Procedural Pain, AstraZeneca Invitational Conference, Vienna (Invited)
2000 – May	Huijer Abu-Saad, H. Pain Assessment in Children. Pediatric Pain Symposium, University of Surrey, Guildford, UK (Symposium Organiser)
2000 – May	Huijer Abu-Saad, H. Pain in Children; Evidence for Practice, British Association for Pediatric Nursing, York (Keynote Speaker)
2000 – Jun	Huijer Abu-Saad, H. Procedural Pain in the Neonate; Development of Clinical Guidelines, Erasmus University, Rotterdam
2000 – Jun	Huijer Abu-Saad, H. Assessment of Pain in the Cognitively Impaired Child, ISPP Pediatric Pain Conference, London
2000 – Jun	Huijer Abu-Saad, H. Palliative Care Research in Children; Problems & Pitfalls, ISPP Pediatric Pain Conference, London
2000 – Sep	Huijer Abu-Saad, H. Pain Assessment & Management in the Neonate, ESPNIC Conference, Innsbruck, Austria (Keynote Speaker)
2000 – Sep	Huijer Abu-Saad, H. Sedation in Palliative Care, Meeting of the Research Network, Nice
2000 – Oct	Huijer Abu-Saad, H. The Future of Nursing Science; International Developments for the Year 2000 and beyond, Future Developments in Health Care in Sudan, Conference organized by Sudanese Government & Ministry of Health Khartoum, Sudan (Keynote Speaker)
2000 – Nov	Huijer Abu-Saad, H. Partnership in the Care of COPD Patients; Contribution of Nursing Science, 20th Anniversary, Dept of Pulmonology, AZM, Maastricht (Invited)
2000 – Dec	Huijer Abu-Saad, H. Priorities in Palliative Care Research in Nursing, Symposium Organiser, Ist Scientific Conference of the European Association for Palliative Care. Berlin
2000 – Dec	Huijer Abu-Saad, H. Invitational Conference Research Priorities in Nursing in the Netherlands, Short reaction on proposed strategy, ZON (Invited)
2001 – Feb	Huijer Abu-Saad, H. A success story, Gelddag voor ondernemende onderzoekers. University of Maastricht (Invited)
2001 – Feb	Huijer Abu-Saad, H. Verleden, heden, en toekomst van de verpleging bij pijn bij kinderen. Meer invloed van de Verpleging bij Pijnbestrijding. Pijnkenninscentra Nederland, Rotterdam (Invited)
2001 – Mar	Huijer Abu-Saad, H. Pain assessment & management in children, Pain management; ethical and cultural issues. University of Modena, Italy (Invited)

2001 – Apr Huijer Abu-Saad, H. End of Life Care in Children, 7thCongress of the European Association for Palliative Care, Palermo (Keynote Speaker)

2001 – Apr Huijer Abu-Saad, H. Pain Assessment in the Cognitively Impaired, 7th Congress of the European Association for Palliative Care, Palermo (Invited)

2001 – Apr Huijer Abu-Saad, H. Nursing Research in Palliative care; symposium organiser, 7th Congress of the European Association for Palliative Care, Palermo (Invited)

2001 – May Huijer Abu-Saad, H. Developing a Program of Research, European Institute of Health & Medical Sciences, University of Surrey

2001 – May Huijer Abu-Saad, H. International Guidelines on Neonatal Pain, AstraZeneca lecture, Rotterdam

2001 – May Huijer Abu-Saad, H. Palliative care Models for Children. 2nd European Course on Pediatric Palliative Care, Warsaw, Poland (Invited)

2001 – May Huijer Abu-Saad, H. Pain Assessment in Terminally Ill Children. 2nd European Course on Pediatric Palliative Care, Warsaw, Poland (Invited)

2001 – May Huijer Abu-Saad, H. The Future of Pediatric Palliative Care in Europe. 2nd European Course on Pediatric Palliative Care, Warsaw, Poland (Keynote Speaker)

2001 – Jun Huijer Abu-Saad, H. Centre for Nursing Research, University of Maastricht Alumni Day

2001 – Sep Huijer Abu-Saad, H. The Challenges of Pain Assessment in the Cognitively Impaired Child, 2nd Nordic Congress on Pain in Children, Stockholm (Keynote Speaker)

2001 – Sep Huijer Abu-Saad, H. Clinical Decision Making and Pain in Children, 2nd Nordic Congress on Pain in Children, Stockholm (Invited)

2001 – Sep Huijer Abu-Saad, H. Headache and Stress Prevention in Children; A Program of research, 2nd Nordic Congress on Pain in Children, Stockholm (Invited)

2003 – Feb Huijer Abu-Saad, H. Research Priorities, School of Nursing Research Committee, AUB

2003 – Mar Huijer Abu-Saad, H. Partnerships in care. HTCL, Order of Physicians, Beirut, (Invited)

2003 – Apr Huijer Abu-Saad, H. Partnerships in Care in the Netherlands, Valedictory lecture, University of Maastricht, The Netherlands, April 11th

2003 – Apr Huijer Abu-Saad, H. Clinical research in palliative care; the perspectives of patients and nurses, Symposium, 8th Congress of the European Association for Palliative Care, The Hague, The Netherlands, 2-5 April

2003 – Apr Huijer Abu-Saad, H. Culture and Values; Children, Workshop, 8th Congress of the European Association for Palliative Care, The Hague, the Netherlands, 2-5 April

2003 – Apr Huijer Abu-Saad, H. The Multidisciplinary Team: Fact or Fiction, Chairperson of Plenary and discussion sessions. 8th Congress of the European Association for Palliative Care, The Hague, the Netherlands, 2-5 April

2003 – Apr Huijer Abu-Saad, H. Member of the best poster award committee, 8th Congress of the European Association for Palliative Care, The Hague, The Netherlands, 2-5 April

2003 – Apr Huijer Abu-Saad, H. Pediatric palliative care, Meet the Expert session, 8th Congress of the European Association for Palliative Care, The Hague, The Netherlands, 2-5 April

2003 – May Huijer Abu-Saad, H. Nurses as partners in care; challenges for nursing in the new millennium, Makassed Symposium; International Nurses day, Makassed, May 15th

2003 – Jun Huijer Abu-Saad, H. Headaches in Children; the effectiveness of a self-management training program, FHS seminar series, June 4th

2003 – Aug Huijer Abu-Saad, H. 'Clinical Nursing Research' & 'Developing a Theoretical Framework in Nursing Research; Culture & Pain', European Academy of Nursing Science, Intensive PhD Course, University of Lund, Sweden

2003 – Nov Huijer Abu-Saad, H. Cultural Challenges in Family-Centred Pediatric Palliative Care, the Initiative for Pediatric Palliative Care National Symposium, New York Academy of Medicine New York, November 6-7 (Keynote Speaker)

2004 – Feb Huijer Abu-Saad, H. "Role of Nurses in Palliative Care" and "Perspectives on Pediatric Palliative Care", The Ministerial Steering Committee of the Middle East

	Cancer Consortium (MECC), Organized by the National Cancer Institute (NCI) & NIH, February 2-3, Larnaca, Cyprus (Invited speaker)
2004 – Mar	Huijer Abu-Saad, H. The Scientific Association of Arab Nursing Faculties; Association of Arab Universities, March 19-20, Amman, Jordan (Invited)
2004 – Mar	Huijer Abu-Saad, H. The International Work Group on Death, Dying and Bereavement IWG Meeting, March 28-April 2, Tucson, Arizona, USA (Invited)
2004 – May	Huijer Abu-Saad, H. Innovations in Medical, Nursing and Public Health Education: Towards Collaborative Practice, A Workshop organized in close collaboration with SoN, FM, & FHS. Lecture on "Collaborative Practice Models; A Challenge for Inter-Professional Education", MEMA, May 14-15. AUB
2004 – Jun	Huijer Abu-Saad, H. "Measurement tools in palliative care – towards a new common standard?", & Measurement Tools in Palliative Care; The Need for New Approaches 3rd Research Forum of the European Association for Palliative care EAPC, 3-6 June, Stresa, Italy (Invited Speaker)
2005 – Feb	Huijer Abu-Saad, H. "Pain in Children; Myth or Reality", Update on Pain Management in Lebanon, First National Scientific Meeting of the Lebanese Society for the Study of Pain LSSP, February 12. Beirut, Lebanon
2005 – Jun	Huijer Abu-Saad, H. "The Challenges of conducting research in palliative care", SON International Scientific Centennial Conference, June 30 – July 2 Beirut
2005 – Jun	Huijer Abu-Saad, H. Opening Address "Cherishing the Past and Embracing the Future" SON International Scientific Centennial Conference, June 30 – July 2. Beirut
2005 – Sep	Huijer Abu-Saad, H. "Ethical Challenges in Pediatric Palliative Care Research", The Ethics of Research in Children and Young People, September 8-10, University of Hull, UK
2005 – Nov	Huijer Abu-Saad, H. Nursing Education at AUB; Cherishing the Past and Creating the Future, November 16-18, AANA Convention, Houston, Texas, USA
2005 – Nov	Huijer Abu-Saad, H. Partnership in nursing education; a challenge for Schools of Nursing in the Middle East. November 13-14, Arab Nursing Association, Alexandria, Egypt
2005 – Nov	Huijer Abu-Saad, H. Ethical challenges in conducting research in palliative care, November 14-16, MECC, Larnaca, Cyprus
2006 – Mar	Huijer Abu-Saad, H. Symptom prevalence in pediatric palliative care. March 7-12 European Workshop on Pediatric Palliative Care, Trento, Italy
2006 – Mar	Huijer Abu-Saad, H. Needs Assessment for Pediatric Palliative Care in the Netherlands, March 7-12, European Workshop on Pediatric Palliative Care. Trento, Italy
2006 – May	Huijer Abu-Saad, H. Palliative Care in Lebanon; Knowledge, Attitudes, & Practices of Health Professionals. May 11-14, 2006, MEMA. Beirut, Lebanon
2006 – May	Huijer Abu-Saad, H. Medical Futility; Controversial Issues in the Definition, May 11-14, MEMA. Beirut, Lebanon
2006 – Oct	Huijer Abu-Saad, H. Chair Invitational Meeting, Pediatric Palliative Care, Maruzza Le Febvre D'Ovidio Foundation, October 16-17. Rome. Italy
2006 – Nov	Huijer Abu-Saad, H. Interprofessional Education in Pediatric Palliative Care; A Must November 7-8, Pediatric Palliative Care Conference, Milan, Italy
2007 – Mar	Huijer Abu-Saad, H. Pain in Children; Myth or Reality, March 4-5, International Pediatric Nursing Symposium; King Fahd Medical City, Riyadh, Saudi Arabia (keynote speaker).
2007 – Mar	Huijer Abu-Saad, H. Symptom Prevalence in Pediatric Palliative Care. March 4-5, International Pediatric Nursing Symposium; King Fahd Medical City, Riyadh, Saudi Arabia
2007 – Mar	Huijer Abu-Saad, H. Evidence-Based Palliative Care in Children, March 31, Conference on Palliative and Supportive Care for Cancer Patients, organized by Lebanese Order of Physicians, Tripoli, Lebanon (Keynote Speaker)

2007 – Apr Huijer Abu-Saad, H. Palliative care in Lebanon; knowledge, attitudes, and practices of physicians and nurses, Faculty of Health Sciences Research Seminars, AUB, April 12, 2007. Beirut, Lebanon

2007 – May Huijer Abu-Saad, H. Chair Task Force on Pediatric Palliative Care in Europe, Symposium organized at the European Association for Palliative Care Congress May 6-10, 2007, Budapest, Hungary

2007 – Jun Huijer Abu-Saad, H. Palliative Care in Lebanon, Workshop organized by the Pain Relief and Palliative Care Workgroup under the auspices of the Lebanese Cancer Society, June 16, 2007, Beirut, Lebanon (Postponed)

2008 – Jan Huijer Abu-Saad, H. 'Standards of Pediatric Palliative Care in Europe', Inaugural meeting of the Scientific Advisory Board for the Establishment of a Center of Excellence in Pediatric Pain Management and Palliative Care in Kuwait. January 14-15, 2008, Kuwait

2008 – Mar Huijer Abu-Saad, H. 'The nursing workforce in Lebanon; challenges and opportunities' Human Health & Environmental Challenges in the Middle East, Conference organized by Fulbright Academy and Qatar Foundation. March 23-25, 2008. Doha, Qatar (Invited)

2008 – Mar Huijer Abu-Saad, H. Workshop Co-Leader 'Regional priorities for nursing', Human Health & Environmental Challenges in the Middle East, Conference organized by Fulbright Academy and Qatar Foundation, March 23-25, 2008. Doha, Qatar

2008 – Mar Huijer Abu-Saad, H. Chair Closing Session 'Action Plan, Recommendations & Reports Human Health & Environmental Challenges in the Middle East. Conference organized by Fulbright Academy and Qatar Foundation. March 23-25, 2008. Doha, Qatar

2008 – Apr Huijer Abu-Saad, H. 'Health Care System in Lebanon', Lecture presented at the University of Michigan School of Nursing, April 7-10, 2008, Ann Arbor, Michigan

2008 – Jun Huijer Abu-Saad, H. Welcome and Introductory Remarks, Developing the Nursing Workforce in Lebanon; Challenges and Opportunities, June 20, American University of Beirut, Lebanon

2008 – Jun Huijer Abu-Saad, H. Making a nursing career attractive for the youth of Lebanon; Challenges in nursing education, Developing the Nursing Workforce in Lebanon; Challenges and Opportunities, June 20, American University of Beirut, Lebanon

2008 – Nov Huijer Abu-Saad, H. Palliative care in Lebanon. Recent Developments in Pain Management. Third Meeting of Lebanese Society for the Study of Pain (LSSP), October 31 – November 1, 2008. Beirut, Lebanon

2008 – Dec Huijer Abu-Saad, H. Role of the Nurse in the Coordination of Care. Education and Research in Health Care. Conference organized by Faculty of Health Sciences Balamand University and Order of Nurses, December 1-3, 2008. Beirut, Lebanon.

2009 – Feb Huijer Abu-Saad, H. Caring for the suffering child – what nurses can do? German Conference on Children's Pain Therapy and Paediatric Palliative Care. Feb 5-8, 2009, Recklinghausen, Germany (Invited speaker)

2009 – Feb Huijer Abu-Saad, H. School of Nursing Building Inauguration Lecture. February 19, 2009. AUB

2009 – Apr Huijer Abu-Saad, H. Palliative Care for Infants, Children and Young People; the Facts. ICCCPO Asia Regional Meeting, April 2-3, 09. Beirut, Lebanon

2009 – May Huijer Abu-Saad, H. Nursing Research for Nursing Practice; the Contribution of AUB Nursing. Nurses Alumni Chapter Annual Research Day. May 23, 2009, AUB.

2009 – Jun Huijer Abu-Saad, H. The Future Directions for Nursing Education; National and Global Priorities. Jordan University of Science and Technology 25th Anniversary. June 4, 2009. Irbid, Jordan

2009 – Sep Huijer Abu-Saad, H. Nursing Research and Global Health Challenges. Keynote address at the 30th anniversary of the Finnish Nursing Science Education and Research, University of Kuopio. September 30, 2009. Kuopio, Finland. Keynote Speaker

2010 – Mar Huijer Abu-Saad, H. Interoperability in Academia, Industry, and Government; Innovations in Health Care Informatics. Third Middle East Conference on Health Informatics; LIMIA. March 31-April 1. Beirut

2010 – Apr Huijer Abu-Saad, H. Holistic family Centred Supportive Care. Third Regional Congress of Cancer and Blood Disorders of Childhood. April 15 -17, Amman, Jordan.

2010 – Apr Huijer Abu-Saad, H. Successful Academic Career in Nursing; A Personal Experience. Third Regional Congress of Cancer and Blood Disorders of Childhood. April 15 -17, Amman, Jordan

2010 – May Huijer Abu-Saad, H. Innovations & Challenges in Health Care Informatics 1st International Nursing and Healthcare Informatics Training Course in the Eastern Mediterranean Region. May 6-12, HSON AUB

2010 – May Huijer Abu-Saad, H. Opening Address. 1st International Nursing and Healthcare Informatics Training Course in the Eastern Mediterranean Region. May 6-12, HSON AUB

2010 – Jul Huijer Abu-Saad, H. Accreditation of the AUB Rafic Hariri School of Nursing. 6th Workshop on Quality Assurance organized by the Committee on Inter-University Cooperation of the Association of Universities in Lebanon. July 8, AUB

2010 – Oct Huijer Abu-Saad, H. Planning for Late Life Issues; Round Table, Linking Research to Policy in the Middle East Region: Family Ties and Aging. Oct 19-21, AUB

2011 – May Huijer Abu-Saad, H. Quality of Life & Symptom Management of Cancer Patients in Lebanon. Updates on Cancer Pain and Palliative Care. MEMA May 6. AUB

2011 – May Huijer Abu-Saad, H. Care Coordinator: A Key Role in Health Care. 6th International Conference on Health Issues in Arab Communities in May 1-7. Aleppo, Syria (Cancelled)

2011 – May Huijer Abu-Saad, H. Instructional Reforms. Launch of the International Commission Report on Education of Health Professionals in the 21st Century. May 20. AUB

2011 – Jun Huijer Abu-Saad, H. Transforming Nursing Education to meet the needs of the older adult. Centre for Studies on Aging, June 15, AUB

2012 – Jan Huijer Abu-Saad, H. Opening and lecture on Ethical Challenges in Palliative and End-of-Life Care. 1st National Conference on Nursing and Healthcare Ethics: Making a Difference for Patients. January 13-14, Crown Plaza, Beirut, Lebanon (Keynote Speaker)

2012 – Feb Huijer Abu-Saad, H. HSON Research related to VMP. Conference on VMP. Gefinor Hotel. Beirut, Lebanon

2012 – Mar Huijer Abu-Saad, H. Fostering Interprofessional Education in Nursing. IPE Workshop, Hariri School of Nursing, AUB

2012 – Apr Huijer Abu-Saad, H. Holistic Family-Centred Palliative Care. Advanced ASCO-MECC International Development and Education Course in Palliative Care. Approaches for Oncology Integrated Palliative Care in Middle Eastern Countries. April 2-4, Rixos Hotel, Ankara, Turkey (Invited)

2012 – Apr Huijer Abu-Saad, H. Spirituality in Health Care. Crucial Conversations in Nursing. LAU, April 20, Jbeil, Lebanon (Invited)

2012 – May Huijer Abu-Saad, H. Quality of Palliative Care in Lebanon; Perspectives of Adults and Children with Cancer. MECC Research Working Group. June 1-2, Amman Jordan. (Keynote Speaker)

2012 – Jul Huijer Abu-Saad, H. International School of Choueifat; Commencement Keynote Speaker. July 1, Choueifat, Lebanon

2012 – Sep Huijer Abu-Saad, H. Culture and Pain. 6th Nordic Conference on Pediatric Pain. September, 5-7. Reykjavik, Iceland (Keynote Speaker.

2012 – Oct Huijer Abu-Saad, H. Care Coordination; A Key Role in Health Care. International Conference on Health Issues in Arab Communities. October 16-17. Dearborn, Michigan USA (Keynote Speaker)

2012 – Nov Huijer Abu-Saad, H. Quality of Life and Symptom Management in Pediatric Palliative Care, The Fourth Regional Conference of Cancer and Blood Diseases in Childhood. November 8-11. Amman, Jordan. (Keynote Speaker)

2012 – Nov Huijer Abu-Saad, H. Ethical Challenges in Palliative and End of Life Care. The Fourth Regional Conference of Cancer and Blood Diseases in Childhood. November 8-11. Amman, Jordan. (Keynote Speaker)

2012 – Nov Huijer Abu-Saad, H. Nurse: Leader and Agent of Future Change. Arab Hospital Federation and Ministry of Health, Nov 29-30. Beirut, Lebanon (Invited)

2013 – Jan Huijer Abu-Saad, H. Pain Relief and Palliative Care; Facts and National Mandate. Foundation Course in Palliative and End-of-Life Care, AUB HSON, Lebanon

2013 – Feb Huijer Abu-Saad, H. An Update on Palliative Care in Lebanon. 4th Annual Pediatrics Update Symposium. February 22-23, AUB, Lebanon (Invited)

2013 – Feb Huijer Abu-Saad, H. Effectiveness of the Expanded Role of the Nurse. 4th Annual Pediatrics Update Symposium. February 22-23, AUB, Lebanon (Invited)

2013 – Mar Huijer Abu-Saad, H. Quality of Life and Symptom Management of Children with Cancer. LSSP Conference on Visceral Pain; the Point of View of the Specialist. March 22, 2013, Lebanese Order of Physicians, Beirut, Lebanon

2013 – May Huijer Abu-Saad, H. The Role of Interprofessional Collaboration; A Team Approach. MEMA Workshop on Simulation. May 11, 2013, AUB

2013 – May Huijer Abu-Saad, H. Supportive and Nursing Care in Pediatric Oncology. Childhood Cancer; Advances and Regional Challenges. The First Joint Regional Conference between the Children's Cancer Institute in Lebanon and St Jude Children's Research Hospital in Memphis, TN, USA. May 11-12, 2013. Hostler Center, AUB

2013 – Jun Huijer Abu-Saad, H. Quality of Life and Symptom Management of Children with Cancer. 13th European Association for Palliative Care Congress, May 30 – June 2, 2013, Prague, Czech Republic

2013 – Oct Huijer Abu-Saad, H. Palliative Care in Lebanon; A Program of Research. SHARP Lecture, Oct 3, 2013, AUB

2013 – Oct Huijer Abu-Saad, H. Barriers to Pain Management. Master Class on Palliative and End-of-Life Care, Oct 18-19, 2013. AUB. Conference Organizer & Speaker

2013 – Oct Huijer Abu-Saad, H. An Update on Palliative Care in Lebanon. MasterClass on Palliative and End-of-Life Care, Oct 18-19, 2013. AUB. Conference Organizer & Speaker

2013 – Nov Huijer Abu-Saad, H. Accreditation of Academic Nursing Programs; the Case of AUB. MedHealth, November 28-29. Lebanon (Invited)

2013 – Dec Huijer Abu-Saad, H. LSSP Symposium on Orofacial Pain. Moderator. December 6, 2013, USJ, Lebanon

2014 – Jan Abu-Saad Huijer, H. Building your personal portfolio for graduate study. Sultan Kaboos University School of Nursing, January 22, 2014

2014 – Jan Abu-Saad Huijer, H. Accreditation of academic nursing programs; the role of faculty. Sultan Kaboos University School of Nursing, January 23, 2014

2014 – Apr Abu-Saad Huijer, H. Palliative Care in Lebanon; Current situation and future plan. LSMO Congress, April 26. Beirut

2014 – May Abu-Saad Huijer, H. Nurses as leaders and agents of change. Lecture given twice at conferences in Dubai and Abu-Dhabi. May 10-13

2014 – May Abu-Saad Huijer, H. Barrier to effective pain management. Lecture given twice at conferences in Dubai and Abu-Dhabi. May 10-13

2014 – Sep Abu-Saad Huijer, H. Advancing the research agenda at HSON. HSON Research Conference and Chartering Ceremony; Advancing the Nursing Research agenda in Lebanon. September 12-13, AUB.

2014 – Sep Abu-Saad Huijer, H. Official member of the Harvard Global Equity Initiative-Lancet Commission on Global Access to Pain Control and Palliative Care (GAPPCP). September 20-25, New York. USA

2014 – Sep Abu-Saad Huijer, H. HSON Current & Future Developments. Presentation to the HSON External Advisory Board, September 15, AUB

2015 – Jan Abu-Saad Huijer, H. HSON 110th anniversary; Goals & Strategies. Presentation made to BOT on January 19, AUB HSON

2015 – Feb	Abu-Saad Huijer, H. Nursing Research at HSON. Presentation made at the roundtable discussion with deans of SON in Lebanon, February 25, HSON
2015 – Apr	Abu-Saad Huijer, H. Nursing Research at HSON. Presentation made at a meeting with deans of SON in region, April 8, HSON
2015 – Apr	Abu-Saad Huijer, H. Transformational Nursing Contributions to the Health Care Agenda, Jordanian Nursing Council, April 21-23, Amman, Jordan (Invited)
2015 – Apr	Abu-Saad Huijer, H. Partnerships between Academia & Practice, WHO Regional Nursing Forum: The Future of Nursing and Midwifery in the Eastern Mediterranean Region, April 24, Amman, Jordan
2015 – Sep	Abu-Saad Huijer, H. Palliative Care and Palliative Care in Lebanon. Basics in Palliative and End-of-Life Care Course II; organized by HSON. September 18-19, AUB
2015 – Sep	Abu-Saad Huijer, H. Development of Nursing Scholarship at HSON. The First Asian Regional Conference. Global Nursing; Partnerships for Global Health. September 26, Yerevan, Armenia
2015 – Sep	Abu-Saad Huijer, H. Transformational Nursing Developments Impacting Health Care. Third International Nursing Congress, September 27-28, Yerevan, Armenia
2015 – Sep	Abu-Saad Huijer, H. Advancing the Nursing Research Agenda; Achievements & Challenges. Third International Nursing Congress, September 27-28, Armeni.
2015 – Nov	Abu-Saad Huijer, H. Barriers & Misconceptions in Pain Relief & Palliative Care. Symposium on Pain Management, organized by National Committee for Pain Relief & Palliative Care, November 24, 2015, Beirut, Lebanon
2016 – Mar	Abu-Saad Huijer, H, Nursing Research in the Region. Columbia University Global Initiatives. March 16-18
2016 – Mar	Abu-Saad Huijer, H. Global Advisory Panel: Future of Nursing & Midwifery (GAPHON); Abu-Dhabi Expert Meeting. Chaired sessions. March 23-24, 2016
2016 – Mar	Abu-Saad Huijer, H. WHO Abu-Dhabi Expert Meeting. March 25-26, 2016
2016 – May	Abu-Saad Huijer, H. 110 years of Nursing Education at AUB; a Brief Overview. HSON Symposium on Celebrating Nursing Developments; Past and Present Achievements, May 11, 2016
2016 – Jul	Abu-Saad Huijer, H. Palliative Care; A Program of Research. Special lecture; International Nurse Researcher Hall of Fame Honoree, 27th Sigma Theta Tau International Nursing Research Congress, Cape Town, South Africa, July 21-25, 2016
2016 – Sep	Abu-Saad Huijer, H. The Development and Psychometric Validation of an Arabic-Language Version of the Pain Catastrophizing Scale (PCS-A), IASP 16th World Congress on Pain, Yokohama, Japan, September 26-30, 2016
2016 – Oct	Abu-Saad Huijer, H. HSON Facts & Figures Welcome Word. Development of Evidence-Based Nursing in an Interdisciplinary Era; Achievement and Prospects. International Nursing Conference. October 6-8, 2016, AUB
2016 – Oct	Abu-Saad Huijer, H. Interdisciplinary Pain and Palliative Care Research in Lebanon. Development of Evidence-Based Nursing in an Interdisciplinary Era; Achievement and Prospects. International Nursing Conference. October 6-8, 2016, AUB
2017 – May	Abu-Saad Huijer, H. Looking Forward; HSON Facts & Figures. Lecture given at AUB Alumni Association Abu-Dhabi. May 3-5, 2017.
2017 – Sep	Abu-Saad Huijer, H. Palliative Care in Lebanon. Basics in Palliative and End-of-Life Care-3. AUB. September 15-16, 2017
2018 – Mar	PhD in Nursing Science; international Collaboration. University of Michigan, March 28, 2018
2018 – April	Alleviating the Access Abyss in Palliative Care and Pain Relief: An Imperative of Universal Health Coverage" April 5-6, 2018. Panellist for the session: "The Essential Package: DPC3, UHC, and Beyond.
2018 – April	Alleviating the Access Abyss in Palliative Care and Pain Relief: An Imperative of Universal Health Coverage" April 5-6, 2018. Workshop on Implementation Strategies and Future Steps. University of Miami.

2018 – June Nursing Education and Research; Hariri School of Nursing. Koc University, Istanbul, Turkey.

2018 – Sep Pain & Symptom Management in Older Adults in Lebanon, September 12-17. 16th World Congress on Pain, International Association for the Study of Pain, Boston, USA.

2018 – Nov Achieving Quality and Accreditation in Nursing programs and workplaces. November 16. The Importance of Quality and Competencies in the Nursing Profession. The Faculty of Nursing at Saint-Joseph University of Beirut and the Scientific Society of Arab Nursing Faculties. USJ, Beirut.

2018 - Nov Nursing Developments Transforming Health Care. 'Nursing Voice; Partners in Health Care Transformation'. Nov 22-24, Al-Khobar, KSA (Keynote Speaker apologized)

2019 - Feb Community Engagement and Experiential Learning. Workshop on Transforming Higher Education. EARTH University, February 4-6, Costa Rica (Invited).

2019 – April Expanding the role of nurses to provide patient-centered care. Regional Policy dialogue; the State of the World's Nursing Report and the State of the World's Midwifery 2020 Reports. The Power of Data in Evidence Based Decisions and Policy. Ministry of Health, UAE. May 1-2, 2019, Dubai (Keynote Speaker).

2019 – June Nursing developments transforming health care. International Scientific Conference; Research and Education in Nursing. University of Maribor, Slovenia. June 13-15. (Keynote Speaker).

2019 – June Transforming health care in Syria through advanced nursing education. Syrian American Medical Society (SAMS) International Conference. Forced Migration and Health Care in a Protracted Crisis. June 27-29, Berlin, Germany. (Invited Speaker).

2019 – Oct Pain Management and Palliative Care: A Program of Research. University of Miami, School of Nursing and Health Studies, Oct 13-23. (Invited).

2019 – Nov Pain Management and Palliative Care: A Program of Research. Koc University, School of Nursing, Istanbul, Turkey. Nov 11-5. (Invited).

2019 – Nov Successful Publishing Strategies. Koc University, School of Nursing, Istanbul, Turkey. Nov 11-15. (Invited).

2019 – Nov Scholarship in Nursing and Grant Writing Building an International Collaborative Program of Research. Koc University, School of Nursing, Istanbul, Turkey. Nov 11-15. (Invited).

2019- Dec Transforming Healthcare through Advanced Nursing Education. International Nursing Symposium. King Saoud University Medical City, Riyadh, KSA. Dec 7-8. (Keynote Speaker).

RECENT MEDIA INTERVIEWS

Reflections on Nursing Leadership RNL. Sigma Theta Tau Honor Society. 2018.
Cancer Nursing Practice Careers Journal, 2016
Nurse Researchers Journal, Careers Section, 2016
Human & Health, Pioneer Interview, 2016
AUB Outlook; Palliative care in Lebanon: A rising hope for chronically and terminally ill patients, 2013
Abou Haidar Neuroscience Institute Newsletter 2012

SCIENTIFIC & SCHOLARLY PUBLICATIONS

2020 El Bejjani, M., Abed Al Ahad, M., Simon, M. Ausserhoffer, D., Dumit, N., Abu-Saad Huijer, H., Dhaini, RS. Work environment-related factors and nurses' health outcomes: A cross-sectional study in Lebanese hospitals. *BMC Nursing*. In Press.

2020 Finianos J., **Abu-Saad Huijer, H**., Miró, J. Chronic Pain in Young People: The Situation in Lebanon. *LMJ. In Review*.

2020 Dhaini, S. R., Simon, M., Ausserhofer, D., Abed Al Ahad, M., El Bajjani, M., Dumit, N., **Abu-Saad Huijer, H**. Trends and variations of implicit rationing of care across time and shifts in acute care hospital: a longitudinal study. *Journal of Nursing Management*. https:doi.org/10.1111/jonm.13035. In Press

2020 Uthman, I, Almoallim,H., Buckley, CD,. Masri, B., Makhloufi, CD., El- Dershaby, Y., Sunna, S., Raza, K., Kumar, K., **Abu-Saad Huijer, H**., Tashkandi, N., Louw, I., Adelowo, O. Nurse-led care for the management of rheumatoid arthritis: a review of the global literature and recommendations for implementation in Africa and the Middle East. *Rheumatology International.* https://doi.org/10.1007/s00296-020-04682-6

2020 Massouh, A., **Abu-Saad Huijer, H**.,., Skouri, H. Determinants of Self-Care in Patients With Heart Failure: Observations From a Developing Country in the Middle East. *Journal of Transcultural Nursing*. Vol. 31(3) 294–303. hhttps://doi.org/10.1177/1043659619865587

2019 Massouh, A., Skouri, H., Cook, P**., Abu-Saad Huijer, H**., Khoury, M., Meek, P.,.Self-care confidence mediates self-care maintenance and management in patients with heart failure. *Heart & Lung* 000 (2019) 1-6

2019 Abu-Saad Huijer, H., Bejjani, R., Fares, S. Quality of Care, Spirituality, Relationships and Finances in Older Adult Palliative Care Patients in Lebanon, Ann Palliat Med. 2019;8(5):551–558 *doi: 10.21037/apm.2019.09.08*

2019 Abu-Saad Huijer, H. Nursing Education at AUB; A Brief History. Booklet.

2019 Sweileh, W.S., **Abu-Saad Huijer, H**., Al-Jabi, S.W., Zyoud, S.H., Sawalha, A.F. Nursing and midwifery research activity in Arab countries (1950 – 2017). *BMC Health Services Research,* 19 (340), 2019 doi:10.1186/s12913-019-4178-y.

2019 Dhaini, S. R., Ausserhofer, D., El Bajjani, M., Dumit, N., **Abu-Saad Huijer, H**., & Simon, M. (2019). A longitudinal study on implicit rationing of nursing care among Lebanese patients - Study protocol. *J Adv Nurs*, *75*(7), 1592-1599. doi:10.1111/jan.14012

2018 Abu-Saad Huijer, H. Nursing was My Passport. *Reflections on Nursing Leadership RNL. Sigma Theta Tau Honor Society.* 2-11-2018.

2018 Abu-Saad Huijer, H, Deek, H., Noureddine, S. A Mapping of Nursing and Midwifery Research in the Eastern Mediterranean Region (EMR). *EMHJ*. 24(7): 640-650.

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2017 Abu-Saad Huijer, H. Looking Forward; HSON Facts & Figures. July 2017 (booklet).

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1996 Hamers, J.P.H., M.A. van den Hout, R.J.G. Halfens, H. Huijer Abu-Saad & A.E.G. Heijltjes. The influence of expertise on nurses' pain assessment and decisions regarding pharmacological interventions in children. 8th World Congress on Pain, Vancouver, Canada, Augustus, p. 17-22.

1996 Huijer Abu-Saad, H. Recognition of courses in higher education; a European perspective. Proceedings of Telmatics Conference, Corfu/Greece.

1996 Bandell-Hoekstra, E.N.G., Huijer Abu-Saad, H., Haastrgt, J.C.M., & van den Brink, M. Dagboek of Vragenlijst? Een effectstudie onder kinderen met regelmatige hoofdpijnklachten. Congresboek: Onderzoek in de Verpleging en Verzorging in Relatie tot de Praktijk. De Tijdstroom/LCVV, pp 89-94.

1996 Huijer Abu-Saad, H. Onderzoek in de verpleging en verzorging in Nederland; de stand van zaken. In: Congresbundel Onderzoek in de verpleging en verzorging in relatie tot de praktijk, Vlaams-Nederlands wetenschappelijk congres. De Tijdstroom/Landelijk Centrum Verpleging & Verzorging, 23 november, p. 17-30.

1995 Huijer Abu-Saad, H. Nursing Diagnosis the core of university nursing education. In: Proceedings of the First European Conference on Nursing Diagnoses (ed. R. Mortensen), Denmark/Copenhagen, p. 243-249, 1995.

1993 Huijer Abu-Saad, H. Perspectives of Education and Practice Nursing Education in the Netherlands. In: Sans Frontieres - Myth of Reality. National Board for Nursing Midwifery and Health Visiting for Scotland, 1993.

1992 Huijer Abu-Saad, H. Twee deskundigheidsniveaus; een wetenschappelijke benadering. Symposiumverslag Nieuwe Unie '91, juli, pag. 13-21.

1992 Huijer Abu-Saad, H. The Contribution of Nursing Science to the Care of Patients with Aids. Conference Report Second European Conference for Nurses in Aids Care, pag. 30-35.

1990 Huijer Abu-Saad, H. Assessment of Pain in Children: The School-Age Child. Proceedings Nursing Research Round Table, University of Utrecht, blz. 91-96.

1989 Huijer Abu-Saad, H. L'Evaluation de la douleur chez L'Enfant. Proceedings Colloque Infirmier Europeen "Vaincre la Douleur", Paris.

1989 Huijer Abu-Saad, H. Assessment of Acute Pain in Children. Acute Pain: Assessment and Management. International Association for the Study of Pain: Task Force on Acute Pain.

NEWSBRIEFS/NEWSLETTERS

1997 Huijer Abu-Saad, H.. Nursing in the 21st Century. Infodiak; een uitgave van het Diaconnessenhuis, Eindhoven, 2, februari.

1997 Huijer Abu-Saad, H. Sucrose Analgesia; commentary. Pediatric Pain Letter, 1(3), 26-29.

1993 Huijer Abu-Saad, H., D. Wilkie. Pain Curricula for Basic Nursing Education. International Association for the Study of Pain Newsletter, September October.

ABSTRACTS (Sample only)

2004 Peters, M., Huijer Abu-Saad, H., Vydelingum, V., Dowson, A., Murphy, M. Barriers and facilitators to migraine and chronic daily headache management: a qualitative study. 7th European Headache Federation, Rotterdam, June, Programme and Abstract Book, p 116

2003 Peters, M., Huijer Abu-Saad, H., Robbins, I., Vydelingum, V., Dowson, A., Murphy, M. Patients' management of migraine, migraine with aura and chronic daily headache. International Headache Conference, Rome, September Cephalalgia, 23: 751

2003 Peters, M., Huijer Abu-Saad, H., Vydelingum, V., Dowson, A., Murphy, M. Migraine and chronic daily headache management: a qualitative study on the patients' perspective. Britain's Younger Scientists, Engineers and Technologists at the House of Commons, London, March (Abstract)

2002 M. Peters, H. Huijer Abu-Saad, V. Vydelingum, A. Dowson, M. Murphy. The patients' perspective of consultation for migraine and chronic daily headache: a qualitative study. Migraine Trust Symposium, London, September, Cephalalgia, 2002, 22: 611-612

2002 Peters, M., Huijer Abu-Saad, H., Vydelingum, V., Dowson, A., Murphy, M. Migraine and chronic daily headache management: a qualitative study on the patients' perspective. Migraine Trust Symposium, London, September, Cephalalgia, 2002, 22: 612

2002 Peters, M., Huijer Abu-Saad, H., Vydelingum, V., Dowson, A., Murphy, M. Social support in the management of migraine and chronic daily headache: a qualitative study. International Association for the Study of Pain Conference, San Diego, August, Abstracts 10th World Congress on Pain. IASP Press, Seattle 2002, p 523

2000 Goodenough, B., Verschoor, D., Nieuwenburg, B., Huijer Abu-Saad, H., & Champion, D. Measuring post-operative pain intensity in children: response frequency distributions for three different presentation formats of the Faces Pain Scale. 21st Australian Pain Society Meeting, Melbourne, March

2000 Goedenough, B., Roschar, F., Huijer Abu-Saad, H., & Champion, D. Children's report of anxiety and pain during venipuncture: convergence between ratings on the children's anxiety and pain scale and an analogue measure. 21st Australian Pain Society Meeting, Melbourne, March 2000

1999 Bandell-Hoekstra, E.N.G., Huijer Abu-Saad, H et al. Help Yourself Cope with Stress and Headache in Dutch Children. Abstract Book, 9th World Congress on Pain, Aug. 22-27, Vienna, Austria. International Association for the Study of Pain Press, Seattle, pp 554-6

1999 Ketels, C., van Dongen, K., Hamers, JPH, & Huijer Abu-Saad, H. Nonverbal expressions that nurses use to determine pain in individuals with severe or profound cognitive impairement. Abstract Book, 9th World Congress on Pain, Aug. 22-27, Vienna, Austria. International Association for the Study of Pain Press, Seattle, pp 85

1999 Van Dongen, K., Huijer Abu-Saad, H. & Hamers, JPH. On the development of an observational scale to measure pain in non-verbal children with profound cognitive impairement. Abstract Book, 9th World Congress on Pain, Aug. 22-27, Vienna, Austria. International Association for the Study of Pain Press, Seattle, pp 87

1999 Hamers, JPH, van Gogh, PEJM, Huijer Abu-Saad, H. Pain in HIV patients. Abstract Book, 9th World Congress on Pain, Aug. 22-27, Vienna, Austria. International Association for the Study of Pain Press, Seattle, pp 98

1999 Goodenough, B., Champion, GD., van Dongen, K., Brouwer, N., & Huijer Abu-Saad, H. Children's report of non-verbal pain: comparing the faces pain scale and the faces affective scale. Abstract Book, 9th World Congress on Pain, Aug. 22-27, Vienna, Austria. International Association for the Study of Pain Press, Seattle, pp 198

1999 Goodenough B, GD Champion, Brouwer N, van Dongen K, Abu-saad HH. A comparison of the faces pain scale and the facial affective scale for children's self-report of pain during blood sampling procedures. 20th Annual Scientific Meeting of the Australian Pain Society. Fremantle, Australia, April

1999 Goodenough, B., Champion, D., van Dongen, K., Brouwer, N., & Huijer Abu-Saad, H. Children's report of needle pain: comparing the Faces Pain and Facial Affective Scales. 9th World Pain Congress, Vienna, Austria, August

1998 Nagtegaal-Booij, AA, Huijer-Abu Saad, H. & Hamers, JPH. How is your pain?' Factors influencing the assessment and management of postoperative pain in adults, Abstract. *Patient Education and Counseling,* 34 (1998), *S16*

1996 Bandell-Hoekstra, E.M.G., H. Huijer Abu-Saad, C. Frederiks, P. Knipschild, F. Feron & J. Passchier. Help yourself: a randomized controlled trial to study the effectiveness of a cognitive-behavioral program on headache in schoolchildren. Book of abstracts: 8th World Congress on Pain, Vancouver, Canada, p. 300

1996 Bours, G.J.J.W., H. Huijer Abu-Saad, J.P.H. Hamers, R.T.M. van Dongen. Pain assessment in neonates. A state of the art study. The 8th World Congress on Pain, Vancouver, p. 233 (Abstract)

1996 Ketelaars, C.A.J., H. Huijer Abu-Saad, M.A.G. Schlösser, R. Mostert, E.F.M. Wouters. Long term outcomes of pulmonary rehabilitation in patients with COPD. Towards a differentiated aftercare approach. ATS Annual Congress, May, New Orleans USA

1995 Jaarsma, T., H. Huijer Abu-Saad. Literature and practice differences in the nursing care of chronic heart failure patients (Abstract). 3rd International Congress on Heart Failure - mechanisms and management. Geneva, Switzerland. Abstract in: The Journal of Heart Failure, 2, 1, 259

1994 Ketelaars, C.A.J., H. Huijer Abu-Saad, R.J.G. Halfens, R. Mostert, M.A.G. Schlösser, E.F.M. Wouters. Relationship between respiratory impairment, psychological functioning and quality of life in COPD patients. Implications for home care. Eur. Resp. J., Vol.7, Sup.18, 149s

FUNDED RESEARCH PROJECTS

- *Co-PI* (Principal Investigator: Dr. Ghada El Hajj Fuleihan); Expanding Capacity Building in Non-Communicable Diseases: The Scholars in HeAlth Research Program (SHARP) at the American University in Beirut. D43 Grant renewal funded by NIH 2020-2025 ~$1.3M.
- *Co-PI*: Dyad Engagement in Heart Failure Self-Care. URB funding. June 2018 -July 2019. $24,800.
- *Co-PI*: 'Implicit rationing of nursing care among Lebanese patients (RATIONAL) – A longitudinal study on the variations, trends, predictors, and outcomes of rationed nursing care'. **Suzanne Dhaini, PI**; Michael Simon, Dietmar Ausserhofer, **Nuhad Dumit, Huda Huijer,** Co-PIs. MPP funding. Nov 2017- 2019. $28000.
- *Co-PI*: Self-Care in Lebanese Patients with Heart Failure. URB funding. July 2016 - June 2017. $6500.
- *Principle Investigator:* Nursing and Midwifery Research in the Eastern Mediterranean Region. Supported by WHO EMRO but not funded. 2016-2017. Report submitted to WHO EMRO.
- *Principle Investigator:* Palliative Care in Older Adults in Lebanon. Funded by Lebanese National Council for Scientific Research (CNRS). 2014-2017. $20,000. -
- *Principle Investigator:* Chronic Pain in Lebanon. Funded by Pfizer 2013-2016. $10,000. -
- *Co-PI* (Principal Investigator: Ghada El Hajj Fuleihan); Capacity Building in Chronic Non-Communicable Diseases at the American University of Beirut. A Programmatic Multidisciplinary Curriculum Based Interfaculty Approach (Scholars in Health Research Program SHARP). Funding: NIH/Fogarty 2012-2016. ~$1.2M
- *Principle Investigator:* Quality of Palliative Care in Lebanon, the Perspectives Patients with Cancer. Funded by CNRS, 2009-2011. $30,000. -
- *Principle Investigator:* Quality of Palliative Care in Lebanon, the Perspectives of Children with Cancer.
- *Project Leader:* Palliative Care for Infants, Children, and Young Adults; the Facts. Supported by *Fondazione Maruzza Lefebvre D'Ovidio*, Rome, Italy, 2007-2008. $5,000. -
- *Co-Investigator* with Dr. Imad El-Hajj, Design and Implementation of an Autonomous Multi-Sensory Intervention Device; URB Funding, AUB. 2007. $10,000. -
- *Principle Investigator:* Palliative Care in Lebanon; Needs Assessment for Palliative Care Services for Adults and Children, American University of Beirut, Lebanon, 2005-2008, MPP and URB Funding. $30,000. -
- *Project Leader:* Pain Assessment in the Cognitively Impaired Elderly with Dementia. Funded by Dutch Foundation for Scientific Research (NWO), 2002-2005. Euro 118,000. -
- *Project Leader:* Satisfaction with Palliative Care, Instrument Development. Funded by the Ministry of Health. 2002-2004. Euro 127,000. -
- *Project leader:* Quality of Care Instruments in the Netherlands; State of the Art, Funded by Dutch Foundation for Scientific Research (NWO), 2000-2002. Euro 113,000. -
- *Project Leader:* Pain & Symptom Management in Palliative Care across the Life Span; a State of the Art Study on Nursing Evidence, Funded by Care Research Netherlands (ZON), 2001-2002. Euro 32,000. -
- *Project Leader*: Pain in the Cognitively Impaired; a State of the Art, Funded by Care Research Netherlands (ZON), 2001-2002. Euro 32,000. -
- *Project Leader:* Prevention in the Youth Health Care; a State of the Art. Funded by Care Research Netherlands (ZON), 2001-2002. Euro 32,000. -
- *Project Leader:* Self-Management in Chronic Illness: A State of the Art. Funded by Care Research Netherlands (ZON), 2001-2002. Euro 32,000. -
- *Project Leader:* Palliative care in Children; Needs Assessment, Funded by Care Research Netherlands (ZON), 2000-2001. Euro 40,000. -
- *Project Leader:* Palliative Care at Home, Funded by the Ministry of Health (WVS), 1999-2000. Euro 152,000. -

- *Project Leader:* Stress Prevention in Children, Funded by Care Research Netherlands (ZON), 1999-2003. Euro 348,000. -
- *Co-Investigator:* Transmural Nurse Clinics, in collaboration with NiVEL, 1996-2000.
- *Co-Investigator:* The Work of Home Helps in the Netherlands, in collaboration with NiVEL.1996-2000.
- *Project Leader:* Pain Assessment in Profoundly Mentally Retarded Children, Funded by Dutch Foundation for Scientific Research (NWO), 1998-2003. Euro 99.500.-
- *Project Leader:* Palliative Care: A State of the Art, Pain Knowledge Center, Academic Teaching Hospital, Maastricht, 1998. ~Euro 50,000. -
- *Supervisor:* Decubitus Prevalence in the Netherlands, 1997-2001. Euro 150,000. -
- *Project Leader:* Assessment and Management of Headaches in Children, Funded Dutch Organization for Scientific Research (NWO), 1994-1999. Euro 220,000. -
- *Project Leader:* Pain Assessment in Neonates: A State of the Art. Funded by Dutch Foundation for Scientific Research (NWO), 1995-1996. Euro 50,000. -
- *Project Leader:* Pain in Children/Clinical Decision Making, University Funding, 1991-1995. Euro 150,000. -
- *Co-Investigator:* Transmural Nursing Care in Heart Failure Patients, Funded by Netherlands Heart Foundation, 1994-1998.
- *Project Leader:* Specialized Community Nursing Care in COPD Patients, Funded by Dutch Asthma Fund, 1992-1995. Euro 220,000. -
- *Co-Investigator:* Implementation of Primary Nursing in Nursing Homes, Funded by National Centre for Nursing and Care, 1995-1998. Euro ~50,000. -
- *Project Leader:* Continuity and Discontinuity of Care in the Community, Funded Dutch Foundation for Scientific Research (NWO), 1993-1994. Euro ~ 50,000. -
- *Supervisor:* Care Intensity in Homes for the Mentally Handicapped, Funded by St Anna Foundation, 1994-1997. Euro 75,000. -
- *Supervisor:* Nursing Innovation Project in Residential Psychiatry, Funded by Ministry of Welfare, Health, and Sport (WVS), 1990-1996. Euro 150,000. -
- *Supervisor:* Differentiated Practice and Specialization in Community Nursing, Funded by National Centre for Nursing and Care (LCVV), 1992-1996.
- *Co-Investigator:* Continuing Pain Education in Nursing, Funded by Ministry of Welfare, Health, and Sport (WVS), 1991-1996. Euro 200,000. -
- *Supervisor:* Quality of Sleep in Hospital Settings, Funded by Prevention Funds, 1988-1992. Euro 152,000. -
- *Project Leader:* Specialization in Cardiovascular Nursing, Funded by Netherlands Heart Foundation 1996-1999. Euro 120,000. -
- *Supervisor:* Knowledge Utilization in Nursing and Decubitus Care, University Funding, 1994-1999. University funding.
- *Project Leader:* Care Needs of Families with CVA, Funded by Netherlands Heart Foundation, 1996-1999. Euro 150,000. -
- *Project Leader:* Implementation of Guidelines in Community Nursing, Funded by Dutch Foundation for Scientific Research (NWO), 1996-1999. Euro 50,000. -
- *Supervisor:* Autonomy and CVA Patients, Funded by National Center for Nursing and Care (LCVV) 1994-1997. Euro 164,000. -
- *Co-Investigator*: Pain Registration on Cancer Wards; a Nursing Intervention Study, Funded by Ministry of Welfare, Health, and Sport (WVS), 1993-1996. ~Euro 100,000. -
- *Co-Investigator*: The District Nurse and the Cancer Patient in Pain, Funded by Netherlands Cancer Foundation (KWF), 1993-1996. Euro 200,000. -
- *Chairperson:* Erasmus European Working Group on Shared Curricula in Nursing; 1990-1999. Funded by European Community.

RESEARCH PROPOSALS SUBMITTED BUT NOT FUNDED

- Palliative care in Lebanon; the Perspectives of patients with Cancer. Submitted to NIH in 2008. Application number 1R21 CA 139100-01. $260,252. -

- Quality of paediatric palliative care in Lebanon; the perspectives of children with cancer. Submitted to NIH in 2008. Application number 1 R03 NR011233-01. $135,450. -
- Quality of pediatric palliative care in Lebanon; the perspectives of children with cancer. Submitted to NIH in 2008. Application number R21. $258,752. -
- Chronic Pain in Lebanon and Qatar; a population-based Epidemiological study among adults. Submitted to Qatar Foundation in 2009/10. NPRP number 09-404-3-103. $1,018,480 Lebanon: $348,460.
- Erasmus plus - Capacity building in the field of higher education proposal with AUB-HSON as the applying university. Aims to prepare Scholars in HIgher Nursing Education (SHINE) for the country. Budget: 995,334. - European Union. Erasmus+.

CURRICULUM VITAE
LAILA FARIS FARHOOD
Interim Dean and Professor
Hariri School of Nursing
American University of Beirut

Biography

I am a Professor of Psychiatry Mental Health, School of Nursing & Clinical Associate at the Department of Psychiatry. I am an experienced researcher with an impressive list of publications. My Research agenda focuses on complex issues contributing to the physical and psychological wellbeing of those at-risk stressors. I studied PTSD (Post Traumatic Stress Disorder), depression, coping and social support in Beirut and the South of Lebanon & in vulnerable populations. My present research focuses on promoting psychosocial and mental health care through community-based educational workshops for teachers and parents. I have also been an invited speaker at local and international conferences focusing on the above issues.

I have published my research in international refereed journals and have presented scientific papers in National, regional & international academic conferences.

Due to my research focus on the above issues, I was appointed as mental Health coordinator by the World Health Organizations (WHO) to coordinate mental health activities in Lebanon during and after the Israeli war on summer 2006.The main objective for this Mental Health National Plan was to help the traumatized Lebanese cope with war atrocities. I developed a program for training primary health care personnel (Physicians, nurses, psychologists and social workers) so that in turn they help those under their care. Also, I developed training manuals for their use in both languages' Arabic and English. Additionally, I proposed a national mental health plan for sustainability of such program in Lebanon, which was adopted by WHO, and Lebanese Ministry of Health (MOH) long term. Additionally, as a clinician, I practice psychotherapy, family & couple therapy at the psychiatry Department, AUBMC. My expertise falls under a wide variety of concerns such as Anxiety, Depression and Eating and PTSD in addition to more serious mental health issues.

I am the coordinator of MSN psychiatry-mental Health track (CNS) teaching all its graduate courses in addition to PhD courses and supervision of theses and projects.

I. Educational Background

- PhD, May 1993, Psychiatry Mental Health University of Maryland, Nursing Science.
- MSN, CNS, May 1975, Indiana University Perdue University at Indianapolis, Nursing, Psychiatry Mental Health Nursing, Clinical Specialist-Family and Marital Therapy, Individual therapy.
- Bachelor of Science, June 1971, American University of Beirut, School of Nursing, Nursing

II. Employment History

Academic

- Professor, July 1995-present, Hariri School of Nursing (HSON), American University of Beirut (AUB)
- Clinical Associate/Medical Staff (Psychotherapist: individual, couple and family therapy), July 1999-present, Psychiatry Department, American University of Beirut Medical Center
- Associate Professor, Chairperson, Psychiatry-Mental Health Nursing, July 1986-1995, HSON, AUB
- Mental Health Consultant, Family Medicine, American University of Beirut Medical Centre, 2000-2005
- Assistant Professor, Chairperson, Psychiatry-Mental Health Nursing, July 1978-1986, HSON, AUB
- Instructor, Psychiatry Mental Health Nursing July 1975-June 1978, HSON, AUB
- Assistant Instructor, Feb 1972-June 1973 HSON, AUB
- PS, LOA graduate Studies, Indiana University 1973-1975
- LOA PhD Studies, University of Maryland 1990-1993
- Distinguished Dean Colvard Visiting Professor, University of North Carolina, Charlotte, NC, USA February - August 1998

Administrative

- Interim Dean, September 2019-present, Hariri School of Nursing (HSON)
- Associate Dean for Academic Affairs, September 2018-2019, HSON
- Graduate Program Convener, 2011-2018, HSON
- Graduate Program Coordinator, 2003-2011, HSON

III. Awards/Honors

Distinguished Nursing Research Award by the Scientific Society of Arab Nursing Faculties **(October 2017)**

President Faldo Khuri award for dedication of professional life to AUB, (**September 2017)**

Honoring Ceremony Faculty of Medicine (F.M Dean) (also speaker on behalf of honored faculty), (**December 22, 2011)**

Suad Sabbah Award for distinguished research, AUB Alumni Association, (**April 19, 2007)**

Alumni Award, AUB Nurses Chapter, (**2004)**

Distinguished Service Award, Order of Nurses in Lebanon, (**2003)**

WHO's WHO among Students in American Universities and Colleges, (**1993)**

The National Honor's Deans List, USA (**1993)**

Distinguished Graduate Ph.D. Award, Hariri Foundation, (**November 1993)**

Sigma Theta Tau International (Pi Chapter) - Graduate Student
Outstanding Research Award, University of Maryland, (**May 1993)**

IV. RESEARCH

I. Published Books, Books Chapters

Farhood, L. (2012). External peer reviewer: Chapter on "Mental Disorders in the Arab World" in *"Public Health in the Arab World"*. Published by Cambridge University Press
Farhood, L. (2010). Mental Health and Psychosocial Care for Citizens Affected by War in Lebanon: Training Projects for Healthcare Professionals. In B. K. Wiederhold (Ed.), NATO Science of Peace and Security Series: Human and Societal Dynamics, *Vol. 18. Coping with Posttraumatic Stress Disorder in Returning Troops: Wounds of War II* (pp. 263-276). IOS Press.
Farhood, L. (2005). *Depression Research in Nursing: Global perspectives*. "The Impact of War Stress on the Health of Lebanese Families", R. A. Williams, B. Hagerty & S. Ketefian (eds.). (pp. 71- 86) Springer Pub. Co.
Zurayk, H., **Farhood, L.**, Khoury, B., Baydoun,A. (2004) *"Mental Health: A Guide to Arab Women"* Ed. A. Saif El-Dawla et al. Published by NOUR.
Farhood, L. (1999). *L. Women & War in Lebanon*, War Trauma and Women: predisposition and vulnerability to physical and psychological health outcomes. In Shehadeh (eds.), University Press of Florida.
Farhood, L. (1999). [Review of the book *Coping with Chronic Stress*] *Vol* I-IV, *Journal of Social Science & Medicine*, *48*, 857-858.
Farhood, L. (1999). [Review of the book *Handbook of Health Behavior Research*] *Social Science & Medicine*, *48*, 421-424.
Farhood, L. (1995). [Review of the book *Healing through communication*] *Social Science and Medicine. 40*(5), 723-726.
Farhood, L. (1993). *Family Psychiatric Nursing.* The Impact of War on Family Functioning. In Fawcett S.C. (eds.). Mosby, St. Louis. pp. 381-390.
Farhood, L. (1983). *Nursing Education in the Middle East: Community Health Needs and Curriculum Development.* The Role of the Nurse as a Change Agent. In Mathia, M. & Yammine, L. (eds.), Published by the American University of Beirut, pp. 70-80.
Farhood, L. (1980). *Perspectives in Psychiatric Care*, Choosing a Partner for Co-therapy. Appeared in a book of readings, by David Rosanthal.

II. Refereed Journal Publications

1. **Farhood L.**, Souha Fares, Carmen Hamady (2018): PTSD and gender: could gender differences in war trauma types, symptom clusters and risk factors predict gender differences in PTSD prevalence?
Archives of Women's Mental Health, Vol. *21*(6), pp 735–743.

DOI 10.1007/s00737-018-0849-7

2. **Farhood, L**., Doumit, M & Maalouf, F. (2018). Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessment in civilians exposed to traumatic war events in the South of Lebanon. Funding: MPP & URB. *Mental Health and Family Medicine*, (*13),* 772-781.
3. **Farhood, L.,** Fares, S., & Hamady, C. (2018). An Investigation of War Trauma Experiences and Post-Traumatic Stress Reactions in a South Lebanese Civilian Sample: How Does Gender Fit in the Equation? Archives of Women's Mental Health.
4. Talih F, Ajaltouni J & **Farhood, L** (2018). Depression and Burnout Among Nurses in a Lebanese Academic Medical Center, *Lebanese Medical Journal*, vol.*66*(2)
5. Semaan, V., Noureddine, S., **Farhood, L**. (2018). Prevalence of Depression and Anxiety in End-Stage Renal Disease: A Survey of Patients Undergoing Hemodialysis. *Applied Nursing Research, 43,* 80-85
6. Doumit, M., **Farhood, L.**, & Hamady, C. (2017). Identifying Mental Health Concerns of Teachers and Parents of Students in a South Lebanese Sample: A Pressing Need. *Journal of Transcultural Nursing, 29,* DOI: 10.1177
7. **Farhood, L.**, Fares, S., Sabbagh, R., & Hamady, C. (2016). PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample, *European Journal of Psychotraumatology, 7.31509* doi.org/10.
8. **Farhood, L.**, Dimassi, H. (2015). Validation of an Arabic version of the GHQ-28 against the Beck Depression Inventory for Screening for depression in war-exposed civilians, *Psychological Reports: Measures & Statistics, 116*(2), 1-1.
9. **Farhood. L.** (2014). Patterns of Psychiatric Morbidity before and After a War in Lebanon at Twelve Months Following Cessation of Hostilities. *The Open Psychiatry Journal, 8,* 1-9.
10. **Farhood, L.**, Richa, H., Masalkhi, H. (2014). Group Mental Health Interventions in Civilian Populations in War-Conflict Areas: A Lebanese Pilot Study. *Journal of Transcultural Nursing, 25(2):* 176-182.
11. Bayrakdar A., Noureddine S., Nasrallah N., **Farhood L.**, (2014). Comparison of quality of life in Lebanese Subjects with Type I Diabetes on Insulin Pump and these on multiple daily injections". *Lebanese medical Journal 62*(1), 23.
12. **Farhood, L.**, Dimassi.H & Strauss.N. (2013). Understanding post-conflict mental health: Assessment of PTSD, depression, general health and life events in civilian population one year after the 2006 War in South Lebanon. *Journal of Traumatic Stress Disorders & Treatmen*t, *2*(2), 1-8.
13. **Farhood, L.**, Predictors of child's health in war conditions: the Lebanese experience (2013). *The Arab Journal of Psychiatry*, *24*(1), 16-26.
14. **Farhood, L.**, & Dimassi, H. (2012). Prevalence and predictors for post-traumatic stress disorder, depression and general health in a population from six villages in South Lebanon. *Social Psychiatry and Psychiatric Epidemiology*, *47*(4), 639-649.
15. **Farhood, L.**, Chaaya, M., & Saab, B.R. (2010). Detainment and Health: The case of the Lebanese hostages of war. *International Journal of Mental Health Nursing*, *19*(2), 83-91.
16. **Farhood, L.**, Dimassi, H., Lehtinen, T. (2006). Exposure to war related traumatic events, prevalence of PTSD and general psychiatric morbidity in a civilian population from southern Lebanon. *Journal of Transcultural Nursing*, *17*(4), 333-340.
17. **Farhood, L.** (2005). The impact of war stress on the health of Lebanese Families. *Depression Research in Nursing*, *22*, 71-86.

18. **Farhood, L.** (2004). The impact of high and low stress on the health of Lebanese families. *Research and Theory in Nursing Practice*, *18*(2, 3), 197-212.
19. Saab, B. Chaaya, M., Doumit, M & **Farhood, L.** (2003). Predictors of Psychological Distress in Lebanese Prisoners of War. *Social Science and Medicine*. *57*(7), 1249-1257.
20. **Farhood, L.** & Noureddine, S. (2003). PTSD, Depression, and Health Status in Lebanese Civilians exposed to a Church Explosion. *International Journal of Psychiatry in Medicine*, *33*(1), 39-53.
21. **Farhood, L.** (1999). Testing a Model of Family Stress and Coping Based on War and Non-War Stressors, Family Resources and Coping Among Lebanese Families. *Archives of Psychiatric Nursing*. *8*(4), 1-14.
22. **Farhood, L.**, Chaaya, M. & Madi-Skaff, J. (1997). Patterns of Mental Illness from Psychiatrists' caseload as they relate to a stressful war situation. *Arab Journal of Psychiatry*. *8*(2), 87-98.
23. **Farhood, L.**, Zurayk, H., Chaya M., Saadeh F., Meshefedjian G, Sidani, T. (1993). The impact of war on the physical and mental health of the family: the Lebanese experience. *Journal of Social Science & Medicine*, *36*(12), 1555-1567.
24. **Farhood. L.** (1993). War and Non-war Stressors, Family Resources, Coping and Family Adaptation among Lebanese Families. (Doctoral dissertation at the University of Maryland) Baltimore.
25. **Farhood, L.,** Day, R. (1986). Nursing Interventions in War Time. *Journal of Psychosocial Nursing and Mental Health Services. 24*(7), 25-30.
26. Day, R., Malarkey, J., **Farhood, L.**, Abednnur A. (1985). Toward conflict management in a civil war setting: A communication workshop for students at the American University of Beirut. *Journal of Counseling and Development, 63*(5), 306-307.
27. **Farhood, L.** (1981). Reflections on Family Therapy and Marriage Counseling in Lebanon, *Mediterranean Journal of Social Psychiatry*, *2*(2).
28. **Farhood, L.** (1980). Group Therapy: A mode of Counseling University Students. *Mediterranean Journal of Social Psychiatry*, *1* (1), 17-21.
29. **Farhood, L.** (1975). Choosing a Partner for Co-therapy. *Perspectives in Psychiatric Care*, *8*(4), 177-180. (Also appeared in a book of readings 1980, by David Rosanthal).

III. Refereed Abstracts and Posters

Farhood, L. PTSD and Gender: Could Gender Differences in War Trauma Types, Symptom Clusters and Risk Factors Predict Gender Differences in PTSD Prevalence? **Presented** at 18th World Congress of Psychiatry WPA September 27-30 2018, Mexico

Farhood, L. (Attended) International Society for Traumatic Stress Studies (ISTSS) 34th Annual Meeting: promoting Societal Change: Integrating Traumatic Stress Research, Practice and Policy for Vulnerable Populations, November 7-10 2018, Washington DC

Farhood, L. "Understanding post-conflict mental health in South Lebanon: Assessment of posttraumatic stress disorder, depression, and general health status and life events in a civilian

population one year after the 2006 war". **Presented** at World Psychiatric Association (WPA), October 16, 2012, Prague, Check republic

Farhood, L. "Symptom prevalence of PTSD, anxiety and depression: Effects of exposure to traumatic events and mediating factors in South Lebanon," **presented** at the World Psychiatric Association International Congress 2010, September 1-5, 2010, Beijing, China.

Farhood, L. "Assessment of psychiatric morbidity and general health in a civilian population before and after the July 2006 War in Lebanon," poster **presentation** at the American Psychiatric Nurses Association 25th Annual Conference in Louisville, Kentucky, USA, October 13-16 2010

Farhood, L. & Dimassi, H. "Symptom prevalence of PTSD, Depression, level of exposure & mediating factors on a population from South Lebanon: Women's mental health" **Presented** at the 3rd International Congress on Women's Mental Health, March 17-20, 2008, Melbourne, Australia.

Farhood, L. "Symptom prevalence of PTSD, Depression & effect of exposure to traumatic events & mediating factors in South Lebanon" **Presented** at the 19th World Congress on Psychosomatic Medicine, August 26-31, 2007, Quebec, Canada

Farhood, L. Exposure to War Traumatic Events & Prevalence of PTSD and Depression in Civilian Population in South Lebanon. **Presented** at 2nd International Mental Health Conference, August 29-Sept. 2, 2005, King's College London, England

Farhood, L. "Impact of Stressors on Health: Studies from Lebanon" **presented** at 17th World Congress of Psychosomatic Medicine, August 23-28, 2003, Hawaii, USA.

Farhood, L. Saab, B., Chaaya, M., and Doumit, M.. Psychological Distress in Lebanese Prisoner of War. Proceeding of XII World Congress of Psychiatry, August 24-29, 2002, Yokohama, Japan (Abstracts Vol. 2 p. 209).

Saab, B., Chaaya, M., Dumit, M., & Farhood, L**.** Psychological distress in Lebanese prisoners of war. Proceedings of sixth world conference on injury prevention, May 12-15, 2002, Montreal, Canada.

Saab, B., Chaaya, M., Dumit, M., **Farhood, L.**, & F. Allodi, Violence and mental health: The Lebanese prisoners of war (plenary session). Proceedings of World Psychiatric Association meeting, Sept. 30 – Oct. 6, 2001, Madrid, Spain.

Attended International Council of Nurses 22nd Quadrennial Congress. Re**presented** Lebanon on the CNR (Council of National Representatives), June 9-15, 2001, Copenhagen, Denmark. Submitted a resolution on nurses & War. (The resolution was submitted by AUB Alumni, Nurses chapter, during my tenure as president)

Farhood, L. Skaff, JM, Chaaya, Eating Disorders in Psychiatric Practice in Lebanon. Proceedings: 9th International Conference, **presented at** Academy for Eating Disorders, May 4-7, 2000, New York.

Farhood, L. "War and Non-War Stressors, Family Resources, Coping and Family Adaptation Among Lebanese Families." Proceedings of 14th Annual National Conference – Society for Education and Research in Psychiatric – Mental Health Nursing (SERPN). November 6-8, 1997, Washington, D.C.

Farhood, L. "War and non-war stressors, family resources, coping and family adaptation among Lebanese families" **presented** at research careers and nursing science, September 23-24, 1994, Baltimore, Maryland, Also **presented** at MEMA May 7, 1995 (Middle East Medical Assembly)

Farhood, L. "Description of Patterns of Mental Illness from Psychiatrists caseload as they relate to a stressful war situation" **presented** at The International Society for Traumatic Stress Studies. October 24-27, 1991, Washington DC.

Farhood, L. "Life - Events and War: - Effect on the Physical and Mental Health of the Family". **Presented** at VIII World Congress of Psychiatry, October 12-19, 1989, Athens, Greece.

Farhood, L. "War-Effects on the Physical and Mental Health of the Family as Reported by the Beirut Population" a research study **presented** at the First European Conference on Traumatic Stress Studies. August 30-September 2, l988, Lincoln, England.

Farhood, L. "Impact of War-Stress on Family Mental Health in Lebanon" **presented** at VIIIth Congress of the European Society of Child and Adolescent Psychiatry, September 22-27, 1987, Varna, Bulgaria.

Farhood, L. "Family and Marital Issues: A Lebanese Perspective" **presented** at the 7th International Congress of Cross Cultural Psychology, August 28-September 1, 1984, Acapulco, Mexico.

Farhood, L. "Reflection on Family Therapy and Marriage Counseling in Lebanon" 1st. Mediterranean Congress of Social Psychiatry, June 1-4, 1980, Dubrovnik, Yugoslavia.

Farhood, L. Group Therapy: A Mode of Counseling University students. (Research) 1st. Mediterranean Congress of Social Psychiatry, June 1-4, 1980, Dubrovnik, Yugoslavia.

Farhood, L. Group Therapy: An approach in Mental Hygiene of students in Proc. 13 International Symposium on Student Health, Nov. 30, 1978, Helsinki, Finland (Research study).

IV. Invited Presentations

International

Farhood, L. (invited symposium), Risk Factors and Mental Health in Female Populations Exposed to Traumatic Events in South Lebanon. Symposium **Presented** at 7th Int. congress on women's mental Health, March 6-9, 2017, Dublin Ireland.

Farhood, L. (Invited Symposium), an Investigation of Experienced War Trauma Types, Symptom Clusters, and Risk Factors Associated with Post-Traumatic Stress Disorder in a South Lebanese Civilian Sample: How Does Gender Fit in the Equation? Symposium **Presented** at 7th Int. congress on women's mental Health, March 6-9, 2017, Dublin Ireland

Farhood, L. (Invited Speaker), WHO –EMRO**,** "Expert Consultation to Review the Mental Health Nursing Training Package - Focus on Emergency Context" 11-12 July 2016, Amman, Jordan.

Farhood, L. (Invited symposium), "Violence against Women and mental health in zones of conflict". **Presented** at World Federation of Mental Health World Congress XXth meeting, 16-19 October 2015, Cairo, Egypt.

Farhood, L. (Invited Speaker), "Risk factors and mental health in female populations exposed to traumatic events in South Lebanon". **Presented** at Women's Mental Health (WMH) and Violence against Women (VAM) in Conflict Times, 2015, Cairo, Egypt.

Farhood, L. (Invited Speaker), WHO-EMRO, Regional Consultation to Develop a Regional Mental Health & Substance Abuse Strategy and Initiate the Planning Process for MHGAP Implementation. May 2-5, 2011, Cairo, Egypt.

Farhood, L. (Invited Speaker), MEMA May 2012. "Risk factors and mental health in female populations exposed to traumatic events in South Lebanon," **presented** at the 4th World Congress on Women's Mental Health, March 16-19, 2011, Madrid Spain.

Farhood, L. (Invited Speaker),. "PhD 30th Anniversary Celebration" academic program, October 1-2, 2010, University Of Maryland School Of Nursing.

Farhood, L. (Invited Speaker), American Psychiatric Nurses Association (APNA) 23rd Annual Conference, October, 7-10, 2009, Charleston, North Carolina.

Farhood, L., Dimassi, H. **(Invited Speaker)**, "Symptom prevalence of PTSD, anxiety, and depression, level of exposure & mediating factors on a population from Southern Lebanon" **presented** at the NATO Advanced Research Workshop – Wounds of War II: Addressing Posttraumatic Stress Disorder in Peacekeeping and Combat Troops, October 18-21, 2009.

Farhood, L. (Invited Keynote Speaker),"Psychological issues at work for the Female Workforce" Proceedings of 1st. Regional Occupational and Environmental Medicine Conference" ARAMCO, October 14-16, 2002, Saudi Arabia.

Farhood, L. (Invited Keynote Speaker), "Psychological Aspects of Shift Work" Proceedings of 1st. Regional Occupational and Environmental Medicine Conference" ARAMCO, October 14-16, 2002, Saudi Arabia

Farhood, L. (**Invited Keynote speaker)** "Family Stress and Coping: A Model for Practice." **Presented** at Nurses Week Recognition Event Celebration for Advanced Practice Nurses Health System Minnesota, May 26, 1998, USA.

Farhood, L. (Invited Speaker) "Family Stress and Coping: A Model for Practice, the Lebanese Experience." **Presented** at Sigma Theta Tau Chapter and NCNA District 5, May 13, 1998, Charlotte, N.C.

Arab Forum for Social Sciences and Health Conference. September 17-20, 1997, Amman, Jordan. **(Chair of a session).**

Organized and conducted workshop **(Invited)** on: "Counseling and Psychotherapy" September 29 - October 6, 1989, Bahrain.

Organized and conducted workshop **(Invited)** "The Role of the Psychiatric Nurse in Individual and Group Psychotherapy" January 31- February 3, 1988, Kingdom of Bahrain.

Farhood, L. (Invited Speaker). "Family Structure and Socio-Cultural Change in Lebanon - Its effect on Mental Health" **presented** at 8th International Congress of Cross - Cultural Psychology, July 6-10, l986, Istanbul, Turkey, Sponsored by IDRC, International Development Research Center.

Farhood, L. (Invited Speaker) & Nancy, R.WHO Publication. WHO Assignment Report, Workshop on High Institute of Nursing - Assuit University, January 21-23. (1982), Egypt.

National

1st. International Symposium: Impact of War on Mental Health of the Lebanese. A.U.B, March 4-5, 1983, Beirut, Lebanon **(organized and conducted the symposium with colleagues from psychology and sociology departments at AUB).**

PTSD, "Depression & Mediating Factors from Multiple Studies in Lebanon: A Research Trajectory" **presented** at MEMA April 19-22, 2018, AUB, Beirut Lebanon.

Depression, Anxiety & Stress management **presented** as public lecture at MEMA April 19-22, 2018, AUB, Beirut Lebanon.

(Invited Speaker). Lessons from the 2006 war: Developing networks and trauma research. **Presented** at 48th Middle East Medical Assembly, May 11-14, 2017, Beirut, Lebanon.

(Invited Speaker). Mental Health and Psychosocial care for citizens affected by war, **presented** at Mental Health Day 2016-Lebanese Psychiatric Association, October 22, 2016, Beirut, Lebanon.

(Invited Speaker). My Journey through Mental Health Research **presented** at Conference for Development of Evidence-Based Nursing in an Interdisciplinary Era: Achievements and Prospects. October 6-8, 2016, AUB, HSON, Beirut, Lebanon.

(Invited Speaker) PTSD, Depression & Mediating Factors from Multiple Studies in Lebanon: A Research Trajectory. October 8-10, 2016, International Research Conference at the Hariri school of Nursing, American University of Beirut, Lebanon

(Invited Speaker). "Women's mental health". **Presented** at Nutrition Matters in Women's Mental Health: Glowing Inside Out, April 2, 2016, American University of Beirut Medical Center.

"Determinants of co-occurring PTSD and depression among civilian population 1 year post war". **Presented** at the 13th Pan Arab Psychiatric Conference, November 27-29, 2014, Beirut, Lebanon.

(Invited Speaker). "Mental health of Lebanese older adults in South Lebanon following exposure to war traumas: Challenges and recommendations". May 9, 2013, MEMA, AUB.

Mental health of Lebanese older adults in South Lebanon following exposure to war traumas: Challenges and recommendations. Nov 16-17, 2011, **presented** at Lebanese Epidemiological Association (LEA), Annual Scientific conference, Beirut, Lebanon.

"Symptom prevalence of PTSD, Depression, level of exposure & mediating factors on a population from South Lebanon" **Presented** at Lebanese Epidemiological Association, 13th Annual Conference, December 14-15, 2007, Beirut, Lebanon.

(Invited Speaker). "Couple & Divorce Therapy: Intervention, Treatment & Recommendations" **Presented** at the Lebanese Psychiatric Association: Mental Health Day 2007, October 27, 2007, Beirut, Lebanon.

(Invited Speaker). "Psycho-social support for cancer patients" **presented** at 3rd congress organized by the Lebanese Order of Physicians-Tripoli titled Palliative & supportive care for cancer patients, March 31, 2007, Lebanon

(Invited Speaker). "Psychosocial care of cancer patients" **Presented** at the Lebanese Cancer Society, 2007, Tripoli, Lebanon.

(Invited Speaker), "Mental health & psychosocial care of citizens affected by war" **presented** at the Annual epidemiological society meeting, Nov, 2006 and at the Lebanese psychiatric society. December 9, 2006. Beirut, Lebanon

"Symptom prevalence of PTSD, Depression & effect of exposure to traumatic events & mediating factors in South Lebanon" **Presented** at Middle East Medical Assembly (MEMA), May 13, 2006, Beirut, Lebanon.

(Invited Workshop). "Cognitive Therapy: A Tool for mind over mood." **Presented** at Lebanese Society of Family Medicine, 4th annual conference, November 11-13, 2005, Beirut-Lebanon (accredited by the Lebanese Order of Family Physicians and the American Academy of Family Physicians 15 CME credits).

(Invited Speaker). "Anorexia, Bulimia and Obesity." Invited lecture. **Presented** at the annual meeting of the Lebanese Psychiatric Society, Women's Mental Health days, September 24-25, 2005, Beirut-Lebanon (accredited by Lebanese Order of Physicians 10 CME credits).

Chair of Scientific Committee for the Centennial Conference June 30-July 2, 2005, AUB, SON, Beirut-Lebanon.

PTSD, Depression in Civilian Population, South Lebanon: Preliminary findings. **Presented** at School of Nursing Centennial International Scientific Conference, June 30-July 2, 2005, Beirut, Lebanon.

(Invited Speaker). "Depression: Symptoms & Treatment" public lecture. by Democratic Lebanese Women. Sponsored by Solvay Pharmaceuticals, June 15, 2005, Beirut, Lebanon.

(Invited Speaker). "The Impact of War Stress on the Lebanese" Research studies on PTSD, depression and mediating factors **presented** at the Psychology Colloquium, AUB, April 19, 2005, Beirut, Lebanon.

(Invited Speaker). "Promoting Mental Health and Well-being of the Patient and Family" **presented** at Symposium on Palliative and End of Life Care, Balamand University, March 26, 2004, Beirut, Lebanon.

(Invited Speaker). "PTSD, Depression and Health Status in Lebanese Civilians exposed to a Church Explosion" **presented** at:

- FHS Seminar (AUB) November 12, 2003, Beirut, Lebanon
- First International Nursing Conference in Lebanon, June 21-23, 1999, Beirut-Lebanon.
- University of North Carolina - Charlotte, International Research Forum, April 27, 1998, Charlotte N.C.
- 7th International Pan-Arab Congress of Psychiatry, November 12- 15, 1996, Kaslik - Lebanon.

Participated in the Regional Workshop – NOUR: Book on Mental Health: A Guide to Arab Women organized by NOUR (Chair Dr. H. Zurayk), May 23-24, 2002, Beirut-Lebanon.

Moderator of Nursing Forum: Responsiveness of Nursing Curricula in Lebanon to societal changes organized by AUB Alumni Association, Nursing Chapter (part of MEMA) May 13, 2001, Beirut, Lebanon.

(Invited Speaker). "Violence & War: Impact on Mental Health" (results of two research studies). **Presented** at International Nursing Day, May 12, 2001, Beirut-Lebanon (organized by Federation of Lebanese Nursing Associations).

(**Invited Speaker)**, "Recent trends in the Role of the Psychiatric Nurse." **Presented** at World Mental Health Day conference organized by WHO and Lebanese Psychiatric Association. at Cross Psychiatric Hospital, May 7, 2001, Beirut-Lebanon.

(Invited Speaker). "Mental Health of the Family: Recognize Depression and Anxiety." Public lecture sponsored by YWCA, March 23, 2001, Marjeyoun, Lebanon

Participated in Eating Disorders Awareness Day and led a discussion group, February 22, 2001, AUB, Beirut-Lebanon.

Workshop on "Need Assessment" organized by Federation of Nurses Associations in Lebanon, November 18, 2000, Der Bikenaya, Lebanon.

Recent developments in Mental Health and Epidemiology "Round Table" to discuss priority issues in Mental Health research. St. George Hospital, October 16, 2000, Beirut-Lebanon.

Workshop: Consensus about the top 40 main diseases in Lebanon. Sponsored by WHO and FHS, AUB, July 14, 2000, Beirut, Lebanon (4-9 p.m.) Alumni Club AUB. I re**presented** the Federation of Nursing Associations in Lebanon.

Meetings with F. Afara, The ICN Consultant to Lebanon: To Structure the Nursing Profession based on ICN Resolution **presented** by AUB, Alumni Association, and Nursing Chapter (I was President and worked with the Professional Committee on writing resolution proposal). This was a great win to Lebanon. Meeting of the Federation of Nursing Associations in Lebanon with Ms. Afara and with different nursing bodies in Lebanon, July 1-6, 2000, Beirut, Lebanon.

(Invited Speaker). "Stress in Critical Care Units." Critical Nursing course organized by AUBMC Staff Development, May 7, 1999, Beirut, Lebanon.

First International Nursing Conference in Lebanon (Chair of Scientific Committee). June 21-23, 1999. AUB, School of Nursing, Beirut-Lebanon.

(Invited Speaker), "Coping with Stress: Resources and Interventions." **Presented** at the symposium Stress: a multidimensional phenomenon organized by the Nurses' Chapter, Alumni Association, Jan. 27, 1999, Beirut, Lebanon.

(Invited Speaker). "Women and the Nursing Profession: Contemporary Key Issues." **Presented** at International Nurses' Day, organized by the Nurses' Chapter Alumni Association, School of Nursing and Nursing Service at AUB, 1997, Beirut, Lebanon.

(Invited Speaker). "Nursing Ethics" **presented** at 7th International Health and Hospitalization Congress, October 16-19, 1996, Beirut, Lebanon.

(Invited Speaker). "Better Health through Nursing Research" **presented** at Nursing Research: Journey from Novice to Expert, AUB, Alumni Association Nursing Chapter, May 30, 1996, Beirut, Lebanon.

"Description of patterns of psychiatric illness as they relate to a stressful war situation" **presented** at the 2nd Nursing Research Conference. November 24, 1995, AUB, Beirut, Lebanon.

(Invited Speaker). "Counseling families: helping teachers contact the family of a problem child "(workshop). Goethe Institute Mentally Rebuilding Lebanon, November 2-4, 1995, Lebanon

(Invited Speaker). "Impact of war on family functioning" **presented** at symposium: Mentally Rebuilding Lebanon. Organized by the Goethe Institute, November 2-4, l995, Beirut -Lebanon.

(Invited Speaker). "The extended role of the nurse" **presented** at 6th International Health and Hospitalization Congress, October 10-14, 1995, Beirut, Lebanon.

(Invited Speaker). "Support for the Family: Life Styles "**presented** at the Nurses' Chapter Alumni Association - International Nurses Day, May 11, 1994, Beirut, Lebanon.

(Invited Speaker). "Psychosocial factors in Mental Disorders" **presented** to the M.P.H. students, Faculty of Health Sciences. April 14, 1994, Beirut, Lebanon.

(Invited Speaker). "Scientific Inquiry in Nursing: The Interplay between Theory, Practice and Research" **presented** at the 1st. Nursing Research Conference, AUB, School of Nursing, April 9, 1994, Beirut, Lebanon.

(Invited Speaker). "Sexual Counseling" -Seminar at the Family Medicine, AUBMC, April 8, 1994, Beirut, Lebanon

(Invited Speaker). "The impact of War on the Physical and Mental Health of the Family: The Lebanese Experience" **presented** at the Faculty Continuing Education Committee, School of Nursing, AUB, March 18, l994, Beirut, Lebanon.

(Invited Speaker). "The Underachiever Nursing Student: Problems and Interventions" **presented** at the B.T. Nursing Program, AUBMC, January 31, 1994, Beirut, Lebanon.

(**Invited Speaker).** "The impact of the Family Functioning and the Teacher's attitudes on Student's behavior: Coping with Stress." Lecture **presented** to the Faculty and Staff at the American Community School (ACS), December 8, 1993, Beirut, Lebanon.

(Invited Speaker). "Impact of War on the Physical and Mental Health in Lebanon" **presented** at St. George's Hospital - psychiatry and psychology research department, November 29, 1993, Beirut, Lebanon.

(Invited Speaker). "Psychological Aspects of the Critically Ill Patient" **presented** at Nursing Staff Development department, AUBMC, October 11, 1993, Beirut, Lebanon.

(Invited Speaker). "Impact of War on Mental Health of Children" (Arabic) **presented** at The Psychological and Mental Health of Children in Lebanon, The 1st. National conference, May 25-26, 1991, Beirut, Lebanon.

(Invited Speaker). "The Role of Nursing in Cardiac Rehabilitation - A Counseling Model" **presented** at The Cardiac Rehabilitation Program, American University of Beirut, November 5, l988, Beirut, Lebanon.

(Invited Speaker). "Identification of Counseling Skills for Nurses working with war-related and non-war related physical disabilities" Research Study **presented** at the International Nurses Day, May 9, 1987, Beirut - Lebanon.

(Invited Speaker). "Psychological Support for Patients and their Families in the Emergency Room" **presented** to AUBMC, E.R. Nursing Staff, November, 16, l983, Beirut, Lebanon.

"Effect of War on Mental Health of the Lebanese." Public Lecture, YWCA - Marjayoun, Lebanon, September 1983.

"Family and Marital Problems in Lebanon" **presented** at 1st. International Symposium: Impact on War on Mental Health Lebanese, March 1983, Beirut, Lebanon.

(Invited Speaker). "Practical Approaches to Family Therapy" **presented** at family medicine, AUBMC, April 23, 1982, Beirut, Lebanon.

(Invited Speaker). "Principles of Guidance and Counseling **presented** at FMPC", Family Medicine Practice Center, AUBMC, April 2, 1982, Beirut, Lebanon.

(Invited Speaker). "Family Medicine and Mental Health" **presented** to Family Practice Medical Group, AUBMC (2nd year Residents), October 22, 1980, Beirut, Lebanon.

(Invited Speaker). "Problem Areas in Marriage Counseling" **presented** to Beirut Area Counselors (BAC), 1980**,** Beirut, Lebanon.

(**Invited Speaker)**. "The Role of the Nurse as a Change Agent Nursing Education Conference Community Needs and Curriculum Development", AUB, April l980, Beirut, Lebanon (appeared in the book of proceedings).

(Invited Speaker). "Family Therapy and Marriage Counseling: A Guide to referral" **presented** to Family practice Medical Group, (1st. year Residents), AUBMC, December 13, 1979, Beirut, Lebanon.

(Invited Speaker). "The Role of Mental Health in the Family" **presented** at Makassed High School to students and their parents, May 22, 1979, Beirut, Lebanon.

(Invited key note Speaker). "Effect of War on the Development of Children and adolescents", Makassed University, 1979.

(Invited Speaker). "Sex Education in Schools" Panel **presented** at Makassed (published in its continuing education journal), January 22, 1979, Beirut, Lebanon.

(Invited Speaker). "Health Care Delivery: The Team Approach" **presented** at Health Sciences Orientation Day, AUB, Spring 1978, Beirut, Lebanon.

(Invited Speaker). "Coping Difficulties: A Concept for Nursing" **presented** at AUBMC Hospital, In-Service Continuing Education, April 12, 1978, Beirut, Lebanon.

V. GRANTS

1. Empowering Families to cope with adversity: Improving family resilience and individual wellbeing. Submitted proposal in collaboration with IMC (International Medical Corps) and Jones Hopkins University to European R2HC funding (Proposal was not funded March, 2020)

2. Lebanese families' functioning during COVID-19 pandemic: cohesion, stress & abuse submitted June,2020 to Qatar Foundation.

3. MPP/URB funding for the Intervention study "Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessment in civilians exposed to traumatic war events in the South of Lebanon". Renewed 2013-14-present.

4. NIH application January 2012. Nahhas, Z., Amiri, A., Attalla, S., Chayya, M., **Farhood, L.**, Greer, T., Henry, H., Khoury, B., Mousharaffieh, U., Sarhan, W., Trivedi, M., title of proposal: "Investing in Training and Research to Treat Depression and Anxiety" (ITREAT-DA), not funded.

5. WHO fund # 116010-526216 PTSD, Depression & Health status in Civilians from South Lebanon (2007-2009)

6. MPP funding for PTSD/ group intervention in South Lebanon (2008-09).

7. WHO funding for PTSD, Depression study in South Lebanon 2007-2008).

8. PTSD, Depression & Mediating Factors, Effect of Exposure on Population from Southern Lebanon. Funded by USAMRAA, DOD (Department Of Defense) USA, No. W81XWH-05-1-0320, 2005-06 and URB, October 2005. Grant No. DCU 114100 - 48762, URB, 1992 (AUB-URB).

9. Depression and Health Status in Lebanese Prisoners of War. Funded by MPP & URB. Grant No. 116010 48001, 1996-97 (URB-AUB)

10. Short term faculty development – URB spent 14 days at University of Maryland, Baltimore, to finalize research papers and to present a research study at a conference there. Grant No. 55390 - 179960, URB 1993-1994 (AUB). All my research was funded by MPP/URB in addition to WHO and DOD

VI. TEACHING

A. Courses taught

a. PhD

N 601 PhD course (Philosophical and Theoretical Perspectives in Nursing Science), Fall 2018-2021

b. Graduate

Conducted the need assessment project for MSN, 2000.
Initiated the Psychiatry Mental Health Track (Chair), fall 2008-present, teaches all courses in the Psychiatric Mental Health Nursing track
NURS 501 3cr Foundations of Advanced Practice 2003-present (Annually/ fall).

PMHN Track courses:
NURS 517 3 credits Models of treatment-Psychotherapy (annually)
NURS 511K Stress Management: Summer 2007, 2009
NURS 518 3 credits Group & Family Therapy (annually)
NURS 502 (4cr) Advanced Nursing Research Spring 2007-2008
NURS 516 3 credits Psychopathology & Human Behavior (annually)
NURS 512, 2 credits Advanced Psychiatric Mental Health Assessment (annually)
Supervising projects, theses and residency (NURS 519, 528 & 598)
Psychiatry & Psychology course Medicine II, faculty of Medicine, AUB (gave course for more than 10 years – 1979- 2003), Coordinated and taught the course during years of war when psychiatrists were not available at AUB; afterwards gave parts of the course with others professors from the Psychiatry department.
"Theories of Guidance and Counseling". Graduate course in the Education Department which I gave to replace Foreign Professors who left the country due to security situation. Spring 1986
"Psychotherapy", "Family Therapy", spring 1987 – present; and "Marital & Sexual Therapy" Lectures and clinical seminars for Family Medicine Residents, AUB.

Guest lecturer, Lebanese University, Fall 2003-2004. Graduate Program in Nursing, summer 2004 (Mental Health Module); Fall 2005-2006 & 1010-1015.
Seminars **presented** to residents: spring, summer, fall, 1999-2004
at AUB, Family Medicine Department, and each session 3 hours:

- Family Systems Medicine Practicum and Consultation.
- Marital Assessment.
- Primary Care Psychotherapy Clinic.
- Resistance/Compliance.
- Changing Behavior.
- Sexual Abuse.
- Psychotherapy for the Primary Care Physician (Workshop).
- Individual therapy, general systems theory, marital and family therapy.
- Female Sexual Response at Family Medicine
- Cognitive Behavioral Therapy at Family Medicine

c. Undergraduate

N. 402 (3 cr.) Psychiatry - Mental Health Nursing, Theory. Bi- annual
N. 403 (3 cr.) Psychiatry - Mental Health Nursing, Clinical. Bi-annual now 402 is 5 cr. (Th & cl given twice per year) Undergraduate students BSN IV (1975-2017)
These courses are offered Fall and Spring Semesters of every year (1975-2003) concurrently the same courses were offered at OCP Fall l986. After 2003 they were offered annually.
N. 200, 201 Fundamentals of Nursing (team taught) guest lecturer 80's-2002.
N 406 Nursing Research (Introduced the course to the Undergraduate curriculum & taught it for several years (1975-1982)

B. Other teaching positions and guest lectures

Continuing education course: Psychiatry update to 8N Nurses at AUH (10 hours). Fall 1998-99.
Taught the graduate course "Family Health Care: Cultural Issues" at University of North Carolina, Charlotte, Spring-Summer 1998 (During sabbatical leave from AUB).
Psychiatry course at Al-Ain School of Nursing, United Arab Emirates. January 19-February 1, l996.
Guest lecturer at Faculty of Health Sciences, M.P.H. program. Fall & Spring l994, Spring l995.
Psychiatry-Mental Health Nursing course - College of Nursing, Abu-Dhabi. September 16-28, 1989.

C. Master's Thesis Supervision & faculty promotion

Member thesis committee Bayrakdar A., (Noureddine S., Nasrallah N., Farhood L.), Comparison of quality of life in Lebanese Subjects with Type I Diabetes on Insulin Pump and these on multiple daily injections".2009.
Member and chair of Thesis Committee: "The prevalence of Hypertension and Diabetes in Lebanese civilians exposed to occupation" By Rida Gharzeddine, School of Nursing, Faculty of Medicine, AUB, spring 2006.
Chair of Thesis Committee:
"Effects of Separation from Politically Incarcerated Fathers on Lebanese Elementary Students' Anxiety" By Amalia Issa Abla, Education Department, Faculty of Arts & Sciences, AUB, 2002-June 2004.
Member of Thesis Committee:
"Grief: Brief Writing Emotional Expression Task" by Shereen Sultan Diab, Department of Social and Behavioral Sciences, Faculty of Arts & Sciences, AUB, August 2002.
Acting Chair of Thesis Committee:
"Sources & Levels of Stress as Perceived by Junior and Senior Bachelor of Science in Nursing Students at the American University of Beirut" by Dina Mohammad Madi Shehab, Education Department, Faculty of Arts & Sciences, AUB, May 2002.
Also served on several projects and theses in the School of Nursing and first reader on all psychiatry-MH projects and thesis (Hanadi Masalkhi, Hala Richa, Selena Yamout, Saydeh Hamouch, Zeina Jurdi, Myrna Saadeh, Rachel Sabbagh, Dina Muzayyan, Nour jabbour).
Chair of theses/project for the following students: Ammar Zahreddine (Thesis), and all psychiatry track students: Sarah Abou Rihan, Lubna Rajab, Linda Fakhreddine, Elsa Jarawan, Bissan Moussa.
Several interns, residents from different countries joined my research team titled "PSTD, Depression in Traumatized populations", 3 med students joined: one medical student from UK, one psychology graduate student from Denamark, one medical student from USA, several from Lebanon

Chairs all programs and thesis for the Psychiatric Mental Health track at HSON

VII. Professional Practice/ Service

- Word Psychiatric Association (WPA), elected as a board member for International association for Women's Mental Health regional section, Berlin, Germany **(December 2017- present)**
- Chi Iota Chapter of Sigma Theta Tau International Honor Society of Nursing, Hariri School of Nursing, American University of Beirut, (**2014 – present)**
- WHO classification workshop AUB, Jan 2012

Professional Association Membership:

- WPA (World Psychiatric Association- Women's Mental Health section 2012-present.
- International Society for traumatic studies (ISTSS), 2012-present.
- Stress studies (ISTSS) member, 2012-present.

- Sigma Theta Tau (AUB-HSON), 2011-present.
- APNA, American psychiatric N Association, 2009-present.
- Served as member of a committee sponsored by the Federation of Nurses' Associations in Lebanon and WHO, The Committee set standards and criteria for selections "Nurse of the year 2001", it reviewed applications and selected 2 nurses from all over Lebanon. Awards granted at the International Nurses' Day, UNESCO, May 12, 2001, palace, Beirut. (Chair for 3 years)
- Research coordinator for Lebanon: Global Health Survey "Tobacco use Worldwide among Health Professionals" sponsored by WHO with ICN, CDC, World Medical Association and Federation of Nurses Association in Lebanon, April 2000-2001, Beirut, Lebanon.
- Workshop Presenter & Organizer, Sept 2006 (during war on Lebanon). Involved in the meetings of the psychiatry dept. & in organizing the workshops on mental health relief to displaced individuals & families. I **presented** in two workshops. The aim was to help mental health workers (psychologists, medical students, residents and nurses) help IDP train the trainers.
- Mental Health Coordinator, World Health Organization (WHO) July-Oct 2006. Coordinated the mental health relief efforts in Lebanon titled "Mental Health & Psychosocial care of citizens affected by the war". This comprised of:
    1. Writing a mental Health proposal to identify needs.
    2. Chaired a national committee to plan for mental health needs of IDP (Internally displaced persons) including psychiatrists, psychologists etc.…
    3. Developed training mental health manuals (for Drs. & primary health workers) in Arabic and English.
    4. Conducted training workshops for mental health professionals, preparing them to conduct the training sessions.
    5. Onsite project management & coordination of team activities (5 multidisciplinary teams, 5 members per team).
    6. Coordinated meetings for project evaluation by members
    7. Analyzed data by participants' (pre & posttests to evaluate workshop effectiveness).
    8. Finalized & wrote final summative report describing the whole project.
    9. **Presented** findings at several local & international meetings.
    10. **Presented** the above project by **invitation**:
        - Dec 2006 **Presented** project at 3rd Annual Mental Health Day organized by the Lebanese Psychiatric Society.
        - Nov 2006 **presented** the above project at the Annual Epidemiological society meeting, also **presented** the project at several local NGO's.
- Organized with the Professional Welfare Committee of the Alumni Association AUB, Nursing Chapter the symposium: "Stress: a multidimensional phenomenon", Jan. 27, 1999, Beirut-Lebanon.
- Organized with the Executive Committee of the Alumni Association at AUB, Nursing Chapter: The symposium on Lebanese Women: 1) Reflections on the Nursing Profession May 15, 1997; 2) Better Health through Nursing Research May 30, 1996 and a yearly conference throughout my years of presidency (1977- 1990).
- Arab Forum for Social Sciences and Health, Member, 1995-present

- Lebanon's Representative to INR International Nursing Review, 1984.
- WHO: Appointment for 3 years as member of Executive Editorial Board of WHO Journal. The LEARNER. Meeting held 4-5 December l984, University of Jordan, AMMAN, Jordan.
- Organized, Coordinated and Conducted International Symposium (with Dr.'s Day and Abdelnnur) "Impact of War on Mental Health of the Lebanese" March 4-5, 1983, Beirut – Lebanon (under patronage of Minister of Health & President M. Kerr, AUB).
- WHO Consultant on Task-Based Community Oriented Medicine and Health Personnel Education; University of Gezira, Wad-Madani, Sudan, August 5-13, 1984.
- Organized two (1 day) Workshops on "Communication Skills for AUB Students", Spring 1982, Fall 1983, AUB, Beirut – Lebanon.
- WHO Consultant, High Institute of Nursing (Assuit University, Egypt) January 17-28, 1982.
- Steering Committee for Nursing Education Conference April l980 and Chairman of one session, Beirut, Lebanon.
- Conducted 1 1/2-day workshop on Human Sexuality and the College Student, fall 1980. AUB Division on nursing, Beirut, Lebanon.
- Conducted "Group Therapy" at AUB Infirmary (students with psychosocial problems). **Conducted group therapy for 2 semesters.** Fall 1978-1979, Beirut, Lebanon.
- Initiated and chaired "Nurse of the year" Committee. Task Force Member of panel at the Press Conference held by the Lebanese Nurses Association, May 1978, Beirut, Lebanon.
- Lebanese Nurses Order Preparatory Committee, 1979-March 1986(dissolved); 1986-2003 Federation of nurses association in Lebanon (served as 1st VP)
- Chair and member of several committees at HSON, FHS, Department of psychiatry and faculty of Agriculture.
- Sigma Theta Tau (Alpha Chapter), 1975-present.
- Association offices and/or Committee Membership:
    - NOUR – Arab Women Association, 2000-present
    - World Health Organization, member of "WHO Expert Advisory Panel on Nursing" renewed June 2009, Sept 1986-present
    - 1st Vice President, Federation of Nurses Associations in Lebanon (Founding Member), May 1986-1990/1999-present
    - President, Alumni Association-Nursing Chapter, AUB, 1977-1990/1995-2000
    - Alumni Association – Member of Council – Nursing Chapter, AUB, 1977-1990/1995-2000
    - Scientific Committee, Chair, Federation of Nurses' Association in Lebanon, 1999-2000
    - Lebanese National Nursing Order Committee AUB Representative on Nursing Programs to the Government of Lebanon, 1979-1982
    - Visiting Consultant in Psychiatry, Department of Psychiatry Hamad General Hospital Doha, Qatar, and February 28 - March 7, 1982 regarding the establishment of a Psychiatric School of Nursing.
    - President, Alumni Association-Nursing Chapter, AUB, 1977-1990

VIII. Reviewer of Professional Journals

Journal of Transcultural Nursing , Member of editorial board
Dirassat – University of Jordan Scientific Journal
Journal of Transcultural Nursing
Social Science and Medicine
Journal of Clinical Practice and Epidemiology in Mental Health
Journal of Inter-professional Care
University of Iraq & Jordan university, reviews for promotion purposes
Faculty of Health Sciences external reviewer (for promotion & contract renewal)
Journal of Global Health online
Current Psychiatry reviews
Journal of traumatic stress
Journal of social psychiatry & psychiatric epidemiology
Journal of Clinical Practice & Epidemiology in Mental Health
Participation in Major Meetings of Associations

IX. Service to HSON and the University

A. HSON

I have been active on all administrative leadership HSON committees

- Interim Dean September 2019-present
- Associate Dean for Academic Affairs, September 2018- present
  - Council of associate Deans (2018)
  - Member of IT committee
  - Graduate Program Convener, 2001- 2018- April 2018
  - HSON administrative committee, 2003-present
  - Advisory Committee (Member), January 1985 - l986, October 1999 – present.
  - Member of Faculty, 1972-present (LOA for graduate studies-U.S.)
  - AUB HSON Task Force for promotion, tenure committee (Chair), spring 2016-present & rep to university TCTF 2016-present.
  - Member of the Graduate Studies Committee 2007 – present.
  - MSN Program Coordinator, 2003 – 2007.
  - Strategic Planning Committee (AUB), Fall 2004 - 2005, CCNE Committee (SON), 2005
  - Task Force Committee: Revision of School of Nursing Bylaws. Fall 2001 – 2002
  - Member of the committee for Dr. Amy Hecht's visit. Participated in preparing the program, attended the workshops and chaired a session, June 25 - 29, 2001
  - Chair for the visit of URB scholar: Dr. Malasanos. Prepared program and attended all sessions – chaired two open sessions and one closed session (at SON). April 30 - May 4, 2001
  - Chair of Nursing Task Force, Fall 2000 - Spring 2001, Academic Restructuring (AUB School of Nursing) appointed by the Dean and Director of the S.O.N.
  - Member of Curriculum Committee , 1976 - 1990, 1993- present; (LOA l990 - l993)
  - Member of Student Aid, Recruitment , l976 - l979
  - Member of the Planning Committee with the Dean Spring 1978 of Medical, Science for "Health Sciences Day"

- Publicity Committee, 1977-1979 (School Representation).
- Disciplinary Standing Senate Committee 1978-1982
- Research Committee:
  - Member: 1979 - 1985, 1993–1995, 2002-03.
  - Chairperson: 1985-1990, Oct.1995-February 1998, Fall 1999 – October 2001, 2003-2006, 2010-2011.
- Academic Committee (Member), 1979 - 1990, 1993 – 2001- 2003 – 2007.
- Commencement Committee, 1978 - 1986, (FHS and School of Nursing Representative).
- Advisor to Nursing Students Society (NSS) 1978 - 1979
- Ad-Hoc Committee for "Conceptual, Framework," Chairperson, Fall 1979
- Graduate Committee, (FHS, Nursing), Fall 1981
- Evaluation Committee, School of Nursing, Fall 1980 – 1983, (Member) July 25, 1980-l983 Chairperson.
- Advisor's Committee, School of Nursing, 1983 – 1990, Chairperson
- Coordinator of "Task Force- Four Year Plan" July 1993 – 1999, AUB, School of Nursing
- Chairperson - Graduate Studies, July 1993 - 2000, School of Nursing; Submitted proposal for a Masters' of Science in Nursing at AUB.
- Program Evaluation Committee, June 1994 – 2000 School of Nursing, Coordinator. (annually)
- Strategic Planning Committee, HSON, Spring 2004 - present
- Acting Director , HSON, upon the request of the director

B. University

- MEMA 2018, member of organizing committee, chair of public sessions committee and member of scientific committee (reviewer of abstracts)
- Scientific Committee, Chair, Summer 1998 - June 1999
  - 1st. International Nursing Conference in Lebanon.
  - Centennial Conference (2005) & international research conference at HSON, October 8-10 2017
- WHO Expert Advisory Panel on Nursing , June 2009 - 2011
- AUB Senate 2006-2009
- Member of Advisory Board MEDICO. Health journal, which targets all university students in Lebanon - summer 1994-1998. (dissolved)
- University Faculty Association, July 1993 – 1995
- Alumni Scholarship Committee, July 1993 – 1995
- Member of WHO Expert Advisory Panel on nursing, 1986-present.
- Member of "Family Life Education" The Lebanese Family Planning Association, 1985. (dissolved)
- Member of "Beirut Area Counselors." Member of "Counselor's Evaluation Committee." 76-84 (dissolved).
- External advisory for faculty promotion (FHS, FM/Psychiatry, FAFS and chair of contract renewal and promotion committees).
- AUB Alumni association president of nursing chapter, 1979-1990

- MPP, research committee

X. Community Service and/or Consultation

Private practice/psychotherapy/ individual, group and family psychotherapy 1975-present, Beirut, Lebanon (Presently Clinical Associate at AUBMC, Psychiatry Department, F.M since 1999).
Member of the Board of Trustees: Marjaoun National College, 1993- present. (Lebanon).
Mental health coordinator in Lebanon during 2006 war, appointed by WHO, developed programs to help civilians exposed to war.
Featured several TV programs for mental health campaigns, including:

- **Presented** "Somatization Disorders" in launching the Mental Health book (Mental Health of Arab Women) published by Nour group, April 12, 2004 (Future TV).
- **Presented** "Post-Partum Depression" on May 2005 (Future TV).
- **Presented** on work stress and women, part of the Lebanese Psychiatric Association Campaign on Women's Health, Nov. 28, 2005 (HEA, women).
- **Presented** on "Impact of War on Civilians" on Oct, Nov, April 2007(Future TV).
- Featured three shows on Future TV: "Stress, Anxiety, & Depression" April 16, 25 & 26, 2007.
- From 2007-2009 appeared on several TV programs addressing family mental health issues.
- Spring 2010 appeared on four Future & HEA TV programs (divorce, child development etc.…)
- April 2012 appeared on Future TV to speak on family & couple issues/therapy. Also gave a talk on impact of war on the Lebanese (student doing his MS in TV production, UK).
- Appeared in several TV programs: Future TV., MTV, LBC, and Scandinavian TV., to discuss Mental Health- Issues in Lebanon. 1993-present, about 5-8 interviews per year. Last interview LBC March 2017 on couple of relationships.
- Founding member and member of Executive Council of Marjeyoun Association (1994-1998). Presently a member.
- World Health Organization (WHO). Consultation for writing a textbook on psychiatric/mental health nursing. December 11-14, 1995, Alexandria, Egypt.
- Member of Psychiatric Team at AUB Out Patient Department.
- Ten reports and interviews in "Leading Lebanese" journals about mental health issues, marital and sexual issues, child abuse, family therapy, etc.... (ex. Al-Hasna, Al- Hawadeth, Al- Farasha, Al- Nahar, Monday Morning etc....) As Safir, Daily Star, etc..also appeared on all Lebanese TV .

XI. Conferences Attended

International

AACN's Deans Annual Meeting, Inspiring Fortitude: Ushering in the Future of Academic Nursing, March 21-23, 2021, (Virtual)

20th WPA World Congress of Psychiatry, Psychiatry in a Troubled World, March 10-13, 2020, (Virtual)

ISTSS 36th Annual Meeting Bridging Science and Practice to Reach Underserved Communities: Barriers, Opportunities and Innovations November 4–14, 2020. CME 63.5, (Virtual)

World psychiatric Association WPA congress October 8-12, 2017, Berlin, Germany.

ISTSS (International Society for Traumatic Stress annual meeting) Nov 1-3, 2012 Los Angeles, USA

WPA World Congress of Psychiatry, October 16-21, 2012, Prague, Check republic.

15 World Congress of Psychiatry (WPA), August 18-23, 2011, B.A. Argentina.

Workshop "UN day for Rehabilitation of Victims of Violence and Torture" June 26, 2004.

Southern Piedmont Regional Nursing Workforce Conference. May 28-29, 1998, Charlotte, North Carolina

Real Education Active Learning (REAL) System. Workshop on Distance Education/University on line Programs. UNCC, May 20, 1998, Charlotte, NC.

Attended and participated in the "Adult Health Nursing" consultation visit of Dr. Anne Belcher to the University of North Carolina at Charlotte, April 22-24, 1998, College of Nursing and Health professions re: Nurse Practitioner/Clinical Specialist Programs.

Ordering Complexity in Patient Care Nursing: Workforce Issues. April 7, 1998. Greenville, North Carolina.

XV World Congress of Social Psychiatry, September 1-5, 1995, Rome, Italy

Research Careers and Nursing Science, September 23-24, 1994. Baltimore, Maryland.

14th Annual Midwest Nursing Research Society Conference (MNRS). April 22-24, 1990, Indianapolis, Indiana, U.S.A.

Conference on: "The Phenomena of Psychiatric-Mental Health Nursing Defining a Psychiatric nursing self for the year 2000." , Sponsored by 3rd Annual Meeting of the Council of Directors of Graduate Programs in Psch-M.H. Nursing and co-sponsored by National Institute of Mental Health (NIMH), October 12-15, 1986, Maryland, U.S.A.

7th International Delphic Symposium on Family Therapy, November 18-22, 1982, Cyprus.

8th International Congress of Social Psychiatry, August 12-15, 1981, Zegrib Yugoslavia.

2nd Mediterranean Congress of Social Psychiatry. August 28-30, 1981, Udine, Italy.

10-day Workshop as guest in Anthropos Institute-Social Psychiatric Association, 1981, Athens Greece.

Gestalt Workshop, 1 day, fall 1974, Indianapolis Indiana, USA.

Group Therapy - 2 weeks, fall 1974, Indianapolis Indiana, USA.

Aggression and Intimacy Workshop, 2 days, fall 1974, Indianapolis Indiana, USA.

Bion-approach Group Workshop, 2 days, fall 1974, Indianapolis Indiana, USA.

American Nurses Association (ANA) Conference, June 1974, San Francisco.Tri-State Workshop, Indianapolis Indiana, USA.

National

School Mental and Behavioral Health: ADHD, Learning Disorders, and Comorbidities, February 12, 2016, AUB, Beirut-Lebanon.

Psych- pharmacotherapy, Le Cenacle, December 5, 2015, Lebanese Psychiatric Society (LPS), Beirut-Lebanon.

The Cannabis Debate, workshop organized by the Lebanese psychiatric Association Bait Al-Tabib, July 6, 2013, Beirut-Lebanon.
Gender Medicine & Psychiatry, Workshop organized by the Lebanese psychiatric Association, March 2, 2013, Beirut-Lebanon.

LAU, School of Nursing: Crucial conversations in Nursing (Spirituality, Community Outreach in Education and Practice, IPE), April 20, 2012, Beirut-Lebanon.

Lancet Palestine Health Alliance Conference -3 (LPHA) in collaboration with AUB-FHS-and Birzeit University, March 5-6, 2012, Beirut-Lebanon.

ICD-11 Workshop revision proposal for Mental & Behavioral Disorders, Fall 2011 (2 days) WHO/AUB, Beirut-Lebanon.

Web CT_1 Workshop, April 30, 2004, AUB, Beirut-Lebanon.

Teaching Portfolio workshop, November 8, 2003, AUB, Beirut-Lebanon.

Developing Program & Course Learning Outcomes seminar April 12, 2003, AUB, Beirut-Lebanon.

Arab Forum for Social Sciences and Health Conference: Life Patterns and Health in the Arab World, November 7-9, 2001, Zahle, Lebanon.

Web page workshop. February 22, 2001 (2-6 p.m.), AUB, Beirut-Lebanon.

Online Learning Workshop, July 24-28, 2000, AUB, Beirut, Lebanon (Asymetrix Assistant, Photoshop, Librarian).

Attended one-day workshop on "Teaching Effectiveness", **presented** by Dr. Yezdi Bhada (Georgia State University, USA) held at AUB, June 7, 2000, Beirut, Lebanon.

Workshop on Graduate & Undergraduate Nursing Education by Dr. Patricia Kissell. (Kansas Wesleyan University), AUB School of Nursing, March 20-24, 2000 Beirut, Lebanon.

Conference on Science, Technology & Society, Part I – Post War Reconstruction. American University of Beirut, Nov. 26-28, 1999, Beirut-Lebanon.

Workshops on "Reproductive Health Working Group" (RHWG) organized by FHS-AUB and Regional Reproductive Health Working Group.

Public Health Education: The challenge of being relevant. July 20, 1999. Chtaura Park Hotel, Lebanon.

Reproductive Health issue: Policy Implications for Lebanon. July 19, 1999. Riviera Hotel, Beirut, Lebanon.

7th International Pan-Arab Congress of Psychiatry, November 12-15, 1996 Kaslik, Lebanon.

Arab Forum for Social Sciences and Health, June 27-29, 1996 Broumana, Lebanon.

Curriculum Development Workshop, Spring 1980. AUB, Beirut, Lebanon.

Community Needs and Curriculum Development, 2 weeks workshop, April 1980. AUB, Beirut, Lebanon.

Regional Nursing Conference, 1979 & 1980. Beirut, Lebanon.

Alcoholism, Psychology Department, Spring 1979.AUB, Beirut, Lebanon.

January 17, 2022

Curriculum Vita

Name: **Lina Abi Fakhr Kantar**
Faculty: **Hariri School of Nursing, American university of Beirut**
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Home Telephone: **01-747637** **Cell phone:** **03-684205**
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Educational Background

- **2010: Doctor in Educational Leadership with specialization in Curriculum and Instruction**
  School of Advanced Studies, University of Phoenix, Arizona, USA

- **2001: Master of Nursing Education**
  Kwazulu Natal, Durban – South Africa

- **1980: Bachelor of Science in Nursing**
  American University of Beirut, Lebanon

WORK EXPERIENCE

Academic

2019-Now **Clinical Associate Professor, American University of Beirut (AUB), Hariri School of Nursing**

2016 - 2018 **Clinical Assistant Professor, American University of Beirut (AUB), Hariri School of Nursing**

2012 - 2016 **Assistant Professor, American University of Beirut (AUB), Hariri School of Nursing**

2011 – 2012 **Lecturer, American University of Beirut (AUB), School of Nursing**

2007 – 2011 **Lecturer, University of Sharjah, Sharjah, United Arab Emirates**

1. Classroom instruction with focus on adult health and critical care nursing.
2. Instructor for the Professional Issues course offered to senior nursing students and the Health Education and Health Promotion course offered as a shared course at the College of Health Sciences students.

3. Clinical supervision of the generic and bridging (RN-BSN) nursing students in acute care as well as community settings.
4. Use of problem-based learning approach and active learning strategies in the classroom.
5. Member of the Student Assessment Committee at the College of Health Sciences, University of Sharjah, UAE.
6. Basic Life Support instructor (September, 2009).
7. Coordinator of the Preceptor Education Program for registered nurses in various health care settings in the UAE.

1997-2007: Academic Coordinator/Instructor, Institute of Nursing, Abu Dhabi, UAE.

1. Load distribution for faculty members in the central branch and four other branches.
2. Supervision and evaluation of teaching faculty at the five branches.
3. Coordination of summative examinations and assessments.
4. Collaboration with course coordinators in five branch Institutes to monitor the teaching learning process.
5. Member in the Examination Registration Committee of the M.O.H. and Abu Dhabi Health Authority.
6. Coordinator of test item writing for the Nursing Registration department at the Federal Department of Nursing, MOH.
7. Instruction and supervision of students in clinical practice.
8. Establishment of scenario-based test bank.
9. Shifting the nursing curriculum from the lecture-based to case-based learning.

1989-1997: Instructor, AUB Adjunct Faculty, College of Nursing, Abu Dhabi, UAE.

- Classroom and clinical instruction for: Critical Care, Adult Health Nursing, Pathophysiology, Leadership and Management, and Anatomy & Physiology.
- Clinical instructor for students in the medical, surgical, critical care, and community.
- Participation in health awareness campaigns (AIDS day, World Health day).
- Collating and designing modules on cardiovascular nursing.

1981-1989: Instructor, Makassed National College of Nursing, Beirut, Lebanon.

- Classroom and clinical Instructor for the Medical-Surgical Nursing courses.

Administrator

1997 – 2007: Academic Coordinator, Institute of Nursing, Abu Dhabi, UAE.

Clinical

1980 – 1981: RN - Cardiac Surgery Unit, American University Hospital, Beirut, Lebanon.

Research

1. Publications in international journals

Published Articles (305 citations on Google Scholar)

1. **Kantar, L.** (2021). Teaching domains of clinical instruction through the preceptors' experiences. *Nurse Education in Practice, 52* (2021) 103010

2. **Kantar, L.**, Ezzeddine, S., & Rizk, U. (2020). Rethinking clinical instruction through the zone of proximal development. *Nurse Education Today, 95*, 104595. https://doi.org/10.1016/j.nedt.2020.104595

3. **Kantar, L.,** & Sailian, S. (2018). The Effect of Instruction on Learning: Case-Based versus Lecture-Based. The Journal of *Teaching and Learning in Nursing, 13(4), 207-211*.

4. **Kantar, L.** (2016). Context-based pedagogy: A Framework from experience. *Journal of Nursing Education, 55*(7), 391-395.

5. **Kantar, L.**, & Massouh, A. (2015). Case-Based learning: What traditional curricula fail to teach. *Nurse Education Today*. DOI: 10.1016/j.nedt.2015.03.010

6. **Kantar, L.** (2014) Incorporation of constructivist assumptions into problem-based instruction: A literature review. *Nurse Education in Practice, 14*, 233-241.

7. **Kantar, L.** (2014). Assessment and instruction to promote higher order thinking in nursing students. *Nurse Education Today, 34*, 789-794.

8. **Kantar, L.** (2013). Demystifying instructional innovation: The case of teaching with case studies. *Journal of the Scholarship of Teaching and Learning, 13*(2), 101-115.

9. **Kantar, L.** (2012). Clinical practice of new nurse graduates: Challenges and perspectives through the eyes of preceptors. The *Journal of Continuing Education in Nursing, 43*(11), 518-528.

10. **Kantar, L.,** & Alexander, R. (2012). Integration of clinical judgment in nursing curriculum: Challenges and Perspectives. The *Journal of Nursing Education, 51*(8), 444-453.

2. Published articles in local professional journals

Kantar, L. (2011). Bridging the theory practice gap by teaching clinical judgment. *The Journal of the Lebanese Order of Nurses.*

3. Published Dissertation - ProQuest

Kantar, L. (2010). *Clinical judgment among new nursing graduates: A multiple-case study*. Diss. University of Phoenix, 2010. 2010. 3438408.

4. Oral Presentations at Scientific International Conferences - with Publications in proceedings/abstracts

1. **Kantar L.** (March, 2020). Clinical precepting: A learner-centered pedagogy. Paper accepted for podium presentation at the NLN and STTI Nurse Education Research Conference 2020. USA: Washington DC.

2. **Kantar L.** (October, 2019). Teaching in the Zone of Proximal Development. Paper accepted for podium presentation at the 46th Professional Nurse Education Group Conference. USA: Cleveland, Ohio.

3. **Kantar L.** (September, 2019). Perfecting a Tool for Clinical Teaching: The Zone of Proximal Development. Paper accepted for podium presentation at the Network for Education in Healthcare NET 2019 Conference. Keele University, UK.

4. **Kantar, L. (**October, 2018). Preceptors in Clinical Teaching of Nursing Students: Are We on the Right Track? A paper accepted for presentation at the 45th Annual National Conference of the Professional Nurse Educators Group (PNEG). Wayne Forte, Indiana: USA.

5. **Kantar, L. (**May, 2018). Case-based Learning and the Development of Professional Skills: Perceptions of Nursing Students. A paper presented at the 2nd International Nursing Conference launched by the Order of Nurses in Lebanon. Beirut: Lebanon.

6. Smith, C., **Kantar, L.** (February, 2015). Faculty Learning Community on thinking in the disciplines. A paper presented at the 5th International Conference on Effective Teaching and Learning in Higher Education, AUB, Lebanon.

7. **Kantar, L. (**October, 2014). *Case-based learning and the development of professional skills: Perceptions of nursing students*. Paper presented at the 41st Professional Nurse Education Group (PNEG) Conference, October 3-5, Mayo Clinic, Rochester, Minnesota, USA.

8. **Kantar, L. (**June, 2014). *The Transition into Practice Conundrum.* Paper presented at the 5th International Nurse Education Conference, Elsevier, June 22-24, Netherlands.

9. **Kantar, L. (**July, 2013). *Instructional innovation in nursing education*. A paper submitted to the CTL newsletter. American University of Beirut, Lebanon.

10. **Kantar, L. (**December, 2012). *Assessment: An additional way to teach higher order thinking skills.* Paper presented at the 3rd International Conference on Effective Teaching and Learning in Higher Education, AUB, Lebanon.

11. **Kantar, L. (**October, 2012). *The need for a research-based instructional model in higher education.* Paper presented at the 23rd international conference of the Alliance of Universities for Democracy. Kielce, Poland.

12. Alexander, R., & **Kantar, L.** (November, 2011). *Cultural Transformations: Demystifying Research at the Bedside.* Sierra Providence Health Network, El Paso, TX. (200 hundred attendees representing service, education, and health policy representatives from the national level).

13. **Kantar, L. (**October, 2011). *Theory and practice gap: The need for curriculum transformation*. Paper presented at the 22nd international conference of the Alliance of Universities for Democracy. Dubrovnik, Croatia.

14. **Kantar, L. (**May, 2011). *Bridging the theory practice gap by teaching clinical judgment*. Paper presented at the 1st International Conference of the Order of Nurses in Lebanon on Globalization and Nursing: Challenges and Perspectives. Beirut, Lebanon.

15. **Kantar, L. (**April, 2011). *Clinical practice of new nurse graduates through the lens of preceptors*. Paper presented at the 3rd Nursing and Midwifery Research Conference. Dubai, UAE.

16. **Kantar, L. (**January, 2011). *Teaching clinical judgment in an era of complexity.* Paper presented at the 2nd Abu Dhabi International Conference on Nursing and Midwifery in an Era of Complexity. Abu Dhabi, UAE.

5. Poster presentations - With Publications in proceedings/abstracts

1. **Kantar L.** (April, 2019). Rethinking clinical teaching through the preceptor pedagogy: A qualitative study. Poster presented at the Western Institute of Nursing Conference. USA: San Diego, California.

2. **Kantar L.** (November, 2017). "Myths and Truths about investing in Preceptors in Nursing Education". Paper accepted for poster presentation at the 44th Annual National Conference of the Professional Nurse Educators Group (PNEG), November 10-12, 2017. Pittsburgh, PA, USA.

3. **Kantar, L. (**October, 2016). Knowledge acquisition and instruction: case-based versus lecture-based learning. A paper accepted for poster presentation at the 43rd Annual National Conference of the Professional Nurse Educators Group (PNEG). Columbus, Ohio: USA.

4. **Kantar, L. (**October, 2015). *Situated teaching: Principles and directives.* Paper presented at the 42nd Professional Nurse Education Group (PNEG) Conference, October 21-23, Indianapolis, Indiana, USA.

5. **Kantar, L.,** & Massouh, A. (2014). *Case-Based Learning: Perceptions of Nursing Students*. Poster presented at the STTI Induction of the CHI IOTA Chapter, Hariri School of Nursing, AUB, Lebanon.

6. **Kantar, L. (**October, 2013*). Evidence-Based Teaching Practice: The means to transform nursing education.* 40th Professional Nurse Education Group (PNEG) Conference, October 17-20, Kansas City, Missouri, USA.

6. Scholarly Projects/Presentations/Workshops

1. **Medication Management :Principles and Practice**": A 3-day-course offered to 35 registered nurses in the United Arab Emirates on February, **2017;** coordinated by REP office/AUB.

2. **Use of rubrics in higher education:** A seminar offered to the faculty at the Rafic Hariri University (RHU) on December 16, 2016; coordinated by REP office.

3. **Assessment Using Rubrics. A** session offered to AUB faculty through the Seminar on Learning and Teaching Excellence conducted by the Center for Teaching and Learning at AUB. April 12, 2016.

4. **Foundations in Oncology Nursing:** Activity director and presenter. A 3-day course offered to Iraqi nurses on the domain of oncology nursing. The activity was offered twice: June and September, 2014.

5. **Clinical judgment among new nursing graduates of the Makassed University.** A seminar designed to disseminate research findings on the perceptions of preceptors at the Makassed Hospital.

6. **Clinical judgment among new nursing graduates of the University of Saint Joseph.** A seminar designed to disseminate research findings on the perceptions of preceptors at the Hopital Hotel Dieu.

7. **Clinical judgment among new nursing graduates of the Hariri School of Nursing.** A seminar designed to disseminate research findings on the perceptions of preceptors at the AUBMC.

7. Doctoral Dissertation

Dissertation Title: Clinical Judgment among New Nursing Graduates: A Multiple-Case Study. July 30, 2010

8. Master's Thesis

Thesis Title: Critical thinking skills development among the diploma nursing students in a case-based curriculum. September, 2001.

9. Research in progress – Grants

- Kantar, L. *Preceptors' Perspectives on their Teaching Practice: Implications for Academia and Service* (Data Analysis).

Teaching

A. Teaching assignment from Fall 2012 to December 2020

1. **Nursing Care of Adults I (**NURS 300, Cr. 5) Theory & clinical; Undergraduate course **–** since Fall 2012.
2. **Nursing Care of Adults II (**NURS 302, Cr. 5) Theory & clinical; Undergraduate course **– Spring 2012.**
3. **Introduction to Nursing Practice** (NURS 201, Cr. 2) Theory and clinical; Undergraduate course offered to nursing students **–** since Spring 2012.
4. **Introduction to Nursing Practice** (NURS 201, Cr. 2) Theory and simulation; Undergraduate course offered to Medical Imaging Science students **–** since Spring 2012.
5. **Role Development in Nursing Education (NURS 509);** Graduate Course – since 2012.
6. **IPEC 300 (Interprofessional course);** course offered to senior nursing students, medical, and Public health students – Fall 2016 and Spring 2018.

7. Summer Nursing Institute

- **Innovation in Nursing Education (NURS 529M);** graduate course – 1 cr. Summer of 2013.

B. Mentoring MSN Graduate Projects at the School of Nursing

Supervision entails projects in partial fulfillment of the requirements of a Master's Degree in Nursing. The projects have an educational focus with a continuing professional development nature, as enclosed below.

2020-2021: First Reader

- **COPD Patient Symptom Management:** A Continuing Education Course for Medical-Surgical Nurses by Ani Artinian.

2014-2015: First Reader

- **Richmond Agitation and Sedation Scale (RASS) Educational Package for Critical Care Nurses** by Rayan Al Dabbah.

2019: Second Reader

- **Educational Project for Nursing Instructors to Identify Mental Health Problems among Students at Bethlehem University** by Bisan Moussa.

- **Developing and Disseminating a Tool for Cancer Screening in Primary Health Care Centers in Lebanon** by Mariam Assaf.

2018: Second Reader

- **Cervical cancer prevention awareness program** by Marwa Ahmad.

- **Educational program for hospital nurses on Diabetes Mellitus** by Hind Abdel Massih.

2016: Second Reader

- **The Role of Advanced Practice Community/Public Health Nurse in Primary Health Care Settings** by Hana Sahyouni.

- **Role of nurses in creating breast cancer awareness among Lebanese women in PHC centers** by Mariam Chatila.

2014-2015: Second Reader

- **Educational Program for Caregivers of Stroke Survivors** by Ingrid Corbani.

- **Thesis entitled Knowledge of Diabetes Mellitus: A Survey of Registered Nurses** by Bachir Itani.

- **Educational Program for Liver Transplant Patients** by Diana Wehbeh.

2013-2014: Second Reader

- **Emergency Oncology Course** by Dana Kassem.

C. Advising

Number of students advised per semester range from 16 to 20; all are undergraduate students.

D. Involvement in AUB Committees on Teaching and Learning

Enclosed is my membership on AUB committees, with the ultimate purpose of each committee.

2019-Now:

- **Chair of the Academic and Curriculum Committee**: deliberations & decisions on academic & curriculum matters for undergraduate program, HSON, AUB.

2018-Now:

- University admission Council – member

2018-2020:

- Coordinator for off-shore HSON consultancy at Regional External Program (REP).

2017-Now:

- Chair of the taskforce on developing a Graduate Diploma in Nursing Education (GDNE). Proposal will be presented to the Board of Graduate Studies at AUB for approval and implementation in academic year 2021-2022.
  I designed three nursing education courses for the MSNE program:
  - *Curriculum Theory and Development* (*NURS 535 – 3 cr.)*
  - *Learning and Instruction in Nursing Education (NURS 536 – 3 cr.)*
  - *Assessment and Evaluation in Nursing Education (NURS 537- 3 cr.)*

2016-2017:

- Member in the strategic planning taskforce for the HSON.

2013-2015:

- **Chair of the Academic and Curriculum Committee**; deliberations & decisions on academic & curriculum matters for undergraduate program, HSON, AUB.

2013 – Now:

- **Member at the Medical Education Council,** Faculty of Medicine; deliberations and decisions pertaining to medical education at AUB.

2013-2018:

- Member at the **Critical Care Education Council,** AUBMC / Critical care; attend to continuing education of nurses in critical care areas.

2012 - 2019:

- Member at the **Advisory Center: Teaching & Learning;** Deliberations on teaching and learning, CTL, AUB.

- Member at the **Faculty Learning Community-thinking in the Discipline;** emphasis on instruction and assessment in higher education to promote higher order thinking.

2011-2018:

- Member and Chair of the **Academic & Curriculum Committee;** deliberations & decisions on academic & curriculum matters for undergraduate program, HSON, AUB.

Service

A. Service to AUB

AY 2018:
- Appointed as the president of the AUB Nurses' Chapter.
- Appointed as coordinator for off-shore HSON consultancy at Regional External Program (REP).

AY 2018:
- Developed a nursing program layout intended for the Al Moosa Group, Elhasa, KSA.

AY 2017:

- Reviewed the fundamentals of nursing course syllabus for the Mohammad Al Mana' College for Health Sciences (MACHS) Khobar, KSA, addressing accreditation readiness and curriculum matters, and providing recommendations for course improvement.
- Developed the syllabus for the "**Oncology Course",** that was offered to 35 registered nurses in the UAE through the REP office/AUB.

AY 2016:

- **OSCE in Nursing**: **Theoretical Perspectives and Application**. This is a seminar offered to the faculty at the HSON for the sake of adopting OSCE in all nursing courses.

- Participating in the ***Essential Skills for Teaching with Simulation: A Faculty Development Workshop*** offered from February 29 to March 4.

AY 2015:

- Acted on the **MEMA** advisory board for nursing, organizing the presentations on oncology nursing.

AY 2014:

- Published in the CTL newsletter in the 2014 issue on ***Assessment Strategies*** used at the Hariri School of Nursing.

- Participated in the ***Teaching Excellence*** workshop conducted from November 17-21 at the HSON to nursing faculty from West Bank, Palestine.

- Spring of 2014 & 2015: Participated in the **clinical teaching** of students from the Faculty of Medicine (Med 1 level) on medication preparation and administration sessions.

AY 2013 to present:

- **Preceptor Education Workshop: Organizer and presenter.** This is a 1-day Workshop designed for preceptors from AUBMC involved in the clinical teaching of the HSON nursing students. A total of five workshops have been conducted to this date.

B. Service to the Profession/Reviewer

2014-Now:

1. Reviewer for the journal of *Nurse Education Today* published by Elsevier
2. Reviewer for the journal of *Nurse Education in Practice* published by Elsevier
3. Reviewer for research proposal grants submitted to the Center for Teaching and Learning (CTL), AUB
4. Reviewer for the "Effective Teaching and Learning in Higher Education Conferences" organized by the Center for Teaching and Learning (CTL) and IT Academic Core Processes & Systems (IT ACPS), AUB.
5. Reviewer for the LAU Simulation-Based Medical Education Conference (March, 2018).

C. Service to the Profession-National

- **2018- 2019:** Worked on the Scientific committee for the 2nd Simulation-Based Medical Education conference, LAU.
- **October 2016**: Appointed as a member for the curriculum review taskforce at the Order of Nurses in Lebanon.
- **2013-2014: P**articipated with nurse educators from different schools of nursing in Lebanon to design a course on Tissue & Organ Donation and Transplantation. The course sets the groundwork for preparing nurses in the country regarding the concept of donation and transplantation in its entirety. Through a decree by the director of Higher Education, the course was agreed upon and mandated for integration in all nursing curricula in Lebanon.

D. Service to the Profession-International

- **Nov. 2016 - :** Appointed as vice president for the "Honor Society of Nursing Chi Iota Sigma Theta Tau International, AUB, Lebanon.

- **Sep. 2014-2016:** Appointed as Counselor for the "Honor Society of Nursing Sigma Theta Tau International: Chi Iota Chapter", AUB, Lebanon.

- **Sep. 2014-Now:** Member of the "Honor Society of Nursing Sigma Theta Tau International: Chi Iota Chapter", AUB, Lebanon

- **Oct. 2011-2013**: Member of the Alliance of Universities for Democracy (AUDEM)

E. Service to the Profession at the United Arab Emirates UAE

- 2011: Member of the UAE Nursing and Midwifery Council, Scientific Committee on Education; serving on the council working body to define, establish, and monitor unified standards and processes across the UAE in the area of education.
- 2011: Member of the UAE Nursing and Midwifery Council Scientific Committee on practice: **taskforce on specialization** aimed at developing strategic directions for the advancement of nursing and midwifery practice through the establishment, recognition, and regulation of specialties in nursing.
- 2008-2011: Member of the UAE Federal Nursing Policy and Practice group, Federal Department of Nursing, MOH.
- 1997-2007: Coordinating the panel on developing and reviewing registration examinations intended for both practical nurses and registered nurses in the Abu Dhabi Emirate.

Professional Development

• Workshops and Training Programs Attended

April, 2021 - **CCNE Workshop on Writing Self-Studies** Webinar Series.

April, 2021 – ***Tenth International Conference on Teaching and Learning*** organized by CTL, AUB

February, 2018 – ***Eighth International Conference on Teaching and Learning*** organized by CTL, AUB

February, 2017 – ***Seventh International Conference on Teaching and Learning*** organized by CTL, AUB

February, 2016 – ***Sixth International Conference on Teaching and Learning*** organized by CTL, AUB

November 10, 2015 – ***Capstone courses in Higher Education*** organized by the CTL, AUB
February 7, 2015 – ***Fifth International Conference on Teaching and Learning*** organized by

CTL, AUB

May, 2015 – ***Symptom Management of Patients Receiving Chemotherapy***, MEMA, AUBMC

May 10, 2013 - ***Developing & Assessing Program Learning Outcomes,*** CTL, AUB

February 6, 2013 – ***Third International Conference on Teaching and Learning*** organized by CTL, AUB

December 2012 - ***Second International Conference on Teaching and Learning***, CTL, AUB

November 2012 – ***On Faculty learning community,*** CTL, AUB

September 2012 – ***Teaching and Reflective Practice***, CTL, AUB

December 9, 2011 – ***Assessment of Program Learning Outcomes***, AUB

- ***Measuring Teaching Effectiveness***, AUB

AWARDS

May, 2019 – Reviewer award by the journal of Nurse Education Today.

January, 2021 - Nominated for the teaching excellence award, AUB.

January, 2015 – Nominated for the teaching excellence award, AUB.

Updated July 2021

CURRICULUM VITAE

Name: Lina Younan Sabbagh

Department: Faculty of Nursing, American University of Beirut

Position: Clinical Associate Professor

Birth Date: June 9, 1965 **Birth Place**: Saida, Maghdoucheh

Home Address: Maghdoucheh, Birket Street, Younan Building, Saida-Lebanon.

Home Telephone: 07-200768 **Mobile Telephone**: 76-700598

Office Telephone: 01-350000 Ext. 5981 **Email**: ly11@aub.edu.lb

EDUCATIONAL BACKGROUND

May 2012 Doctor in Nursing Practice (DNP) at Johns Hopkins University, USA. Capstone project titled: A Systems Approach to Safe Patient Handoff in an Acute Care Setting.

June 2007 Masters in Nursing Administration, at the Hariri School of Nursing, American University of Beirut. Project titled: The Administrative Nursing Process.

June 2000 University Diploma in Operating Room Nursing, at Saint Joseph University of Beirut.

June 1988 Bachelor of Science in Nursing at the American University of Beirut.

WORK EXPERIENCE

Academia

09/2019 – Present Clinical Associate Professor, American University of Beirut, Hariri School of Nursing.

09/2012- 08/2019 Clinical Assistant Professor, American University of Beirut, Hariri School of Nursing.

Administrative

10/2004 – 08/2012 Director of Nursing, Labib Medical Center (LMC), Saida, Lebanon

10/1997 – 09/2004 Nurse Manager, Operating Room, (LMC), Saida, Lebanon

Clinical

02/1997 – 09/1997 Registered Nurse, Heart Intensive Care Unit, European Heart Center, Saida, Lebanon

09/1996 – 01/1997 Registered Nurse, Operating Room, Trad Hospital, Beirut, Lebanon

08/1994– 04/1996 Registered Nurse, Operating Room Karam Hospital, Beirut, Lebanon

05/1990– 05/1991 Staff Nurse, Nuclear Medicine Department Dubai Governmental Hospital, UAE

RESEARCH

Published Articles:

1. Al-Qaisi, S.F., El Tannir, A., **Younan, A.L.,** & Kaddoum, R.N. (2020). An ergonomic assessment of using laterally-tilting operating room tables and friction reducing devices for patient lateral transfers. Applied Ergonomics, 87. DOI: 10.1016/j.apergo.2020.103122h ttps://doi.org/10.1016/j.apergo.2020.103122
2. **Younan, L**., Clinton, M.E., Fares, S., El-Jardali, F., Samaha, H. (2019). The relationship between work-related musculoskeletal disorders, occupational fatigue, and work organization: a multi-hospital cross-sectional study. Journal of Advanced Nursing, 75(8):1667-1677. DOI: 10.1111/jan.13952
3. **Younan, L.,** Clinton, M.E., Fares, S., Samaha, H. (2019). The translation and cultural adaptation of an instrument to measure the actual scope of nursing practice. EMHJ, 25(3), 182-189.
4. Clinton, M., **Younan, L**., & Fares, S. (2019).Multidimensional Analysis of the Arabic Occupational Fatigue Exhaustion Recovery Subscales. Journal of Nursing Measurement. 27(1):64-76. doi: 10.1891/1061-3749.27.1.64.
5. **Younan, L.,** Clinton, M.E., Fares, S., Samaha, H. (2019). A descriptive study of the composition and scope of nursing staff in acute care hospitals of Lebanon. Journal of Nursing Regulation, 9(4), 34-41. DOI: https://doi.org/10.1016/S2155-8256(19)30014-6
6. Clinton, M., **Younan, L**., & Fares, S. (2018). Multidimensional analysis of the Arabic version of the Actual Scope of Nursing Practice Scale. *Journal of Nursing Measurement*, 26(3), 435-452. DOI: 10.1891/1061-3749.26.3.435
7. Fares, S., Clinton, M., & **Younan, L**. (2018). The first Arabic version of the actual scope of nursing practice scale. Psychometric evaluation. *Journal of Nursing Management*, *26*(8), 1059-1065. DOI: 10.1111/jonm.12635
8. El-Jardali, F., Hammoud, R., **Younan, L**., et al. (2014). The making of nursing practice Law in Lebanon: a policy analysis case study. *Health Research Policy and Systems, 12*(52), 1-15. DOI: 10.1186/1478-4505-12-52
9. **Younan, L.A.**, Fralic, M.F. (2013). Using "Best-Fit" Interventions to Improve the Nursing Intershift Handoff Process at a Medical Center in Lebanon. *Joint Commission journal on Quality and Patient Safety 39*(10), 460-467. DOI: https://doi.org/10.1016/S1553-7250(13)39059-X

In Local Journal

10. **Sabbagh, L.Y**. (2011). Toward a healthy population: strengthening preventive care programs in Lebanon. *Human & Health 15*, 46-49.

RESEARCH FUNDING

1. **AUB University Research Board (URB).** "The Effects of Concurrent Physical and Psychosocial Demands on Muscle Tension, Perceived Workload, and Performance." Ghalayini, R., Al-Qaisi, S. (PI), Younan, L. 2019-2021. Budget: $14,410.

2. **Medical Practice Plan (MPP).** "Effects of Music on Medical Personnel in the Operating Room." PI: Rana Sharara-Chami, Co-PI: Nadine Marie Moacdieh, Co-I: Saif Al-Qaisi, Ramzi Alame, Zavi Lakissian, Lina Younan, George Zaytoun, Fadi Hamad. 2019-2020. Budget: $18,500.

3. **AUB University Research Board (URB).** "The Ergonomic Benefits of a Laterally-Tilted Operating Room Table and Friction-Reducing Devices when Laterally Transferring Patients to Stretchers." PI: Saif Al-Qaisi, Co-PI: Adnan El Tannir, Lina Younan, & Roland Kaddoum. 2017-2018. Budget: $9,250.

4. **AUB University Research Board (URB).** "How Nursing Work is Organized in Lebanese Hospitals and its Effects on Nurses' Wellbeing". PI**:** Lina Younan. 2016**.** Budget: $6000

5. **AUB, Hariri School of Nursing**. "How Nursing Work is Organized in Lebanese Hospitals and its Effects on Nurses' Wellbeing". PI: Lina Younan. 2014. Budget: $3000

Other Publications:

1. Chapter exemplar. Clinical Analytics and Data Management for the DNP, Second Edition (to be published in 2018). Martha L. Sylvia and Mary F. Terhaar. Springer publishing, New York.
2. Chapter exemplar. Health Care System Exemplars. Mary Terhaar. Published in: Translation of Evidence into Nursing and Health Care, Second Edition (2016). Kathleen M. White, Sharon Dudley-Brown, and Mary F. Terhaar. Springer publishing, New York.
3. Two case studies for Companion Website (CW) of a textbook titled: Leadership and Management in Healthcare, third edition, by Neil Gopee and Jo Galloway. March **2016**

<u>Scholarly/Scientific Presentations National/International Conferences</u>

International Conferences: Peer-Reviewed Conference Abstracts

1. Ghalayini, R., Al-Qaisi, S., Younan, L. (2020). The effects of concurrent physical and psychosocial demands on muscle tension, perceived workload, and performance. The 11th International Conference on Applied Human Factors and Ergonomics. July 16-20, 2020, San Diego, CA, USA.

National Conferences

2. Ethical Decision Making in the Emergency Department. The 2nd Conference of Emergency Medicine of ND Maritime Hospital, Byblos, Lebanon. Apr 2019.
3. Prevalence and Relationship of Work-Related Musculoskeletal Injuries, Work-Related Fatigue, and Work organization among Lebanese Nurses. 2nd International Nursing Conference organized by the Order of Nurses in Lebanon at the Habtour Hotel, Sin elfil, Beirut, Lebanon. May 11, 2018
4. How Nursing Is Organized Within Lebanese Hospitals and What Do Nurses Actually Do? Makassed National Conference, November 5, 2016

5. Preventing work-related musculoskeletal injuries among nurses. USJ Conference Nov 17, 2016.
6. Application of a management theory in nursing practice. International Nurses Day celebrations. Order Of Nurses, Lebanon, May 9, 2010

TEACHING

Courses taught

Graduate courses

1. Advanced Nursing & Health Informatics (NURS 533, 3Cr); Coordinator. Since 2018
2. Practical Application of Budgeting in Nursing (NURS 531, 1Cr)*;* Coordinator. Since 2012.
3. Essentials of Nursing Administration (NURS 507, 2 Cr)*;* Coordinator. Since 2015.
4. Advanced Practice in Nursing Administration (NURS 508 Practicum, 4 Cr); Coordinator. Since 2012.
5. Managing Quality with Teams (NURS 520, 3 Cr); Co-Coordinator (Coordinator: Dr. Dumit), Fall 2012

Undergraduate course

6. Nursing Informatics (NURS 404, 2cr.), *Blended course with Moodle and regular class;* Coordinator since fall 2019.
7. Introduction to Nursing (NURS 200, 2 Cr), *Blended course with Moodle and regular class;* Coordinator from fall & spring 2012 – fall 2017
8. Leadership and management in Nursing Theory & Practicum (NURS 410, 5 Cr.); Coordinator since Spring 2016, Co-coordinator from 2012-2015
9. Intensive Practicum in Area of Interest (NURS 411, 3 Cr) Nursing Leadership & Management; Coordinator since Spring 2016, Co-coordinator from 2012-2015

Master's Thesis supervised

Member, thesis Committee, Department of Industrial Engineering and Management, Faculty of Engineering and Architecture, for Miss Rania Ghalayini titled "The Effects of Concurrent Physical and Psychosocial Demands on Muscle Activation, Subjective Workload, and Performance". Defended in spring 2019.

Chair, thesis committee, School of Nursing, for Ms. Zepur Aharonian (Administration track) titled "Fatigue among Nurses Working in Pediatric Units in Lebanon; to be defended Fall 2018/19.

Member, thesis Committee, Department of Industrial Engineering and Management, Faculty of Engineering and Architecture, for Mr. Fadi Hamad titled "Perception of Music and Noise in AUBMC Operating Rooms". Defended in fall 2018.

Member, thesis Committee, Department of Industrial Engineering and Management, Faculty of Engineering and Architecture, for Mr. Adnan Tannir titled "The Ergonomic Benefits of a Laterally-Tilted Operating Room Table and Friction-Reducing Devices when Laterally Transferring Patients to a Stretcher"; defended May 2018.

MSN Graduate Projects at the School of Nursing

Advisor

1. Christine Helou. Charging Medical Supplies: The Best Practices. Successfully defended successfully June 2020
2. May Dassouki. Role Expectations of Masters' Prepared Nurses: Focus Group. Defended successfully May, 2018
3. Mohamad Abbas. Bedside Report: A Patient-Centered Approach to Inter-Shift Handoffs. Defended successfully May, 2016
4. Sukaina Hijazi. A proposal to restructure 6 north pediatric unit to improve bed management. Defended successfully May, 2015
5. Bassam Itani. Assessing the Feasibility of Implementing the Chronic Care Model in the Management of Diabetes at a Public Health Center in Lebanon. Defended successfully May,2015

Reader

1. Miray Harakeh. Factors Influencing Implementation of The Accreditation Process in Primary Healthcare Centers in Lebanon. Successfully defended Jan 2021.
2. Malek Al Makkouk. A Continuing Professional Development Program for Nurse Managers. Successfully defended June 19, 2020.
3. Nadia Omeish. Marketing Plan for the PhD Program in Nursing Science Introduced at the Hariri School of Nursing. Successfully defended February 2019
4. Linda Mardinian. Fear of Becoming Robot Workers as Future Registered Nurses. Defended successfully 2018
5. Lina Al Wattar. Improving Patient Satisfaction by Providing Empathy Training Sessions for Healthcare Professionals. Successfully defended May,2018
6. Lina Ahmadieh. Policy for pregnant nurses. Successfully defended May,2017
7. Hayat Zaatar. Quality improvement of interdepartmental patient handoff involving adult patients on high alert medication. Successfully defended May,2016
8. Salma Lamah. Introducing a new role in nursing administration into AUBMC: active bed management. Successfully defended May,2015
9. Eva Tabarani. Application of the Analytic Hierarchy Process to Student Decision Making: A Study of How Master of Science in Nursing Students Choose Topics for Capstone Projects. Successfully defended May,2015
10. Houry Nazaretian. Blood Withdrawal from Intravenous Catheter by AUBMC Emergency Department Nurses: Comparison of Two practices Initiatives. Successfully defended May,2014
11. Dima Ahmad Haidar. Medical Futility in Lebanon. Successfully defended May,2014
12. Emilie Succar. Strategies for Reducing Patient Waiting Times in the Pre-Admission Unit at AUBMC. Successfully defended May,2013
13. Abbas Hamieh. Challenges in the Role Transition of New Nurse Graduates: A Comparative Literature Review. Successfully defended May,2012

Student Advising

Class Adviser

BSN II Class, 2020
BSN III Class, 2021
MSN Class, 2018-2019
BSN IV Class, 2017
BSN III Class, 2016
BSN II Class, 2015

Individual Advising

Undergraduate & Graduate students.

SERVICE

Professional Practice

Training Provided to Nurses:

Nov 2018. Preparing Staffing Budget. Guest speaker to Nursing Directors at the Order of Nurses in Lebanon (2 hours).

Aug 2017. Organizational communication capacity building workshop at the Order of Nurses in Lebanon (2 hours).

2014-2016. Hospital workshops tour on organizational communication:
March 21, 2016, Lebanese American University Medical Center
June 12, 2015, Makassed General Hospital
June 23, 2014, St. George hospital
June 13, 2014 at Khoury hospital Zahle
May 2, 2014 at Beirut Hariri University Hospital

Nov- Dec 2014. Professional Practice Workshops tour for 250 public health nurses across Lebanon. A collaborative venture between the Order of Nurses and the Ministry of Public Health.:
November 25, Nabatieh
December 2, Beirut
December 7, Zahleh
December 12, Beirut
December 17, Tripoli

Feb 2014, 2015, 2016, 2017. Financial Planning. Guest speaker to senior BSN students at LAU, as part of their Leadership & Management course (3 hrs).

Oct 2013, Time Management and Delegation. Guest speaker to nurse managers and supervisors at the Staff Development Department at Rizk Hospital.

April 2013, Hand off Communication. Order of Nurses workshop.

Consultation:

2020-2021. Participated in developing an RN-BSN program for the American University of Armenia.

2017. Course assessment as part of a consultancy project between the "Mohammad Al Manaa College for Health Sciences (MACHS) in Khobar, Kingdom of Saudi Arabia and AUB REP. The courses included: Nursing Informatics, Introduction to Ethical Dimensions for Healthcare Professionals, Leadership and Nursing Management, and Introduction to Nursing and Professional Ethics,

2016-2017. Contributed to the drafting of the updated Lebanese Nursing Practice Act at the Order of Nurses in Lebanon,

2015-2016. Contributed to the drafting of the Nursing Code of Ethics at the Order of Nurses in Lebanon

2015-2016. Developed a policy and a complaint form on the process of managing complaints that are reported to the Order of Nurses

2015-2016. Contributed to the validation process of hospital accreditation standards (as a national subject matter expert).

2016. Participated in a Stakeholder dialogue addressing medical errors in the Lebanese Healthcare System, organized by the Knowledge to Policy (K2P) Center at AUB and the Ministry of Health in Lebanon.

2014. Consultant and mentor for a newly appointed nursing director at Khoury Hospital, Zahleh, Lebanon, June/July 2014.

Service to Hariri School of Nursing

2021-2022 Member in the HSON Advisory Board

2021: Develop a proposal for a University Diploma in Nursing Administration

2020 till present: Member in the Faculty Workload Taskforce

2020 till present: Member in the Accreditation Taskforce (Standard IV)

2020: Member of a group to evaluate the promotion file of one clinical assistant professor

2020 Re-designed NURS 507 to become Blended course

2019-2021 member in HSON Graduate Studies Committee.

2018 till present, Chair of the Graduate Studies Departmental Assessment Committee

2018 till present, Coordinate the EPIC training of HSON faculty and students

2016 till present, Member in Student Affair Committee, as Graduate Student Advisor

2018 Chaired a group to shortlist students applying for 11 HSON awards.

2018 Participated in developing an action plan to address students complaints regarding instructions and clinical experience areas in the exit survey.

2017 till present, Chair of a Taskforce to convert the delivery method of the current Masters in Nursing Administration and Management program into a blended one.

2017 Subcommittee to update CCNE standard III accreditation report, member

2017 Group to coordinate the HSON committees' elections, member

2017 Strategic Planning Task force, Chair

2016-17 Undergraduate Admissions and Recruitment Committee, member

2014 - 2016 MSN-MBA Task force, member

2014 MSN-MPH Task force, member

2013 – 2015 Graduate Studies Committee, member

2013 – 2015 Undergraduate Academic and Curriculum Committee, member

Service to the University

2020 till present, Member of Informatics Council, AUBMC, 2020
2020, Represent the school on the Master Card Foundation (MCF) selection committee Interviewed applicants for MCF

2015, Guest speaker in the Blended Training Course for faculty at the IT Academic Core Processes and Systems

2014, Invited to participate in a panel discussion of 4 or 5 of the faculty members who we have worked with the IT Academic Core Processes and Systems to discuss key topics in blended course design and delivery.

Service to the Profession of Nursing

National Service

2020: Developed two Online Training Module for Nurses Working in Primary Health Care Centers in Lebanon (Not yet delivered). Modules title: Harnessing the power of electronic technology. The project is funded by WHO & ONL

2015-Now, Member of the Disciplinary Board of the Order of Nurses in Lebanon

2003-Now, Member of the Order of Nurses in Lebanon.

2017: Associate member of the Association of Nursing Services Directors at the Order of Nurse in Lebanon.

2017: Developed a policy and a complaint form on the process of managing complaints that are reported to the Order of Nurses on nursing issues.

2016-2017: Contributed to the review and validation process of hospital accreditation standards (as a national subject matter expert). the Ministry of Public Health in Lebanon has initiated the TrAcc Project (Transforming Hospital Accreditation System in Lebanon).The project aims to revise and develop new Lebanese hospital accreditation standards according to latest evidence and international best practices and also to comply with International Society for Quality in Healthcare (ISQua) requirements.

2015-16: Contributed to the development of the Nursing Code of Ethics at the Order of Nurses in Lebanon.

2015-16: Contributed to updating the Lebanese Nursing Practice Act at the Order of Nurses in Lebanon.

July 2013: Developed the terms of reference for a local health support committee in Wadi Khaled-Akkar. Economic and Social Fund for Development (ESFD).

International

2021 Abstract reviewer for the first ICN virtual congress. Nursing the World Together that will take place from 2 - 4 November 2021.

2020 Reviewed two manuscripts for the Journal of Nursing Management JNM-20-0483 & JNM-20-1224.

2018, Abstract reviewer for the ICN Congress in Singapore, 27 June – 1 July 2018 (reviewed 78 abstracts Oct/Nov 2018).

2014 – Now, Member of the "Honor Society of Nursing Sigma Theta Tau International Chi Iota Chapter

2014-present, Reviewer for the Journal of Nursing Management

2016, Abstract reviewer for the ICN Congress in Barcelona, Spain, 27 May – 1 June 2017 (reviewed 48 abstracts Oct/Nov 2016).

2016- Invited reviewer for the University Research Board of the American University of Beirut

HONORS AND AWARDS

Feb 2021, Certified Global Nurse Consultant in Education and Leadership
https://cgnc.cgfns.org/certificate/lina-younan-dnp-msn-bsn-rn-cgnc/

Aug 2020, Global Nursing Leadership Institute (GNLI)™ Facilitator

Feb 2020, Reviewer certificate from the journal of Nursing Management as a gratitude for reviewing 2 manuscripts in 2019

Jun 6, 2017, Certificate of appreciation for the efforts exerted in the Order of Nurses Disciplinary Board 2015 2017

June 28, 2017, Reviewer certificate from the journal of Nursing Management as a gratitude for reviewing 3 manuscripts in 2016

Sep 5-11, 2015, I was selected for the "ICN Global Nursing Leadership Institute" with full bursary that took place in Geneva, Switzerland.

PROFESSIONAL DEVELOPMENT

Workshops and Training Programs Attended

Aug 2020, Attended the GNLI Facilitator Training Program online 2 & 1/2days: Aug 18 (2 hrs), Aug 19 (4hrs), Aug 20 (4hrs).

June 2020, Attended a 3-day workshop titled: E-Workshop on Statistics Made Easy on June 21,22,&23 from 12 till 2:30pm by Dr. Hani Tameem, AUB

Dec 2018, Seminar "Towards a Smart, Data-driven, and Connected Healthcare System", by Dr. Saif Khairat at AUB Faculty of Health Sciences, Beirut, Lebanon. (1 hour)

Mar 2018, Seminar "Adaptation and Validation of Research Instruments", by Dr. Noureddine, AUB school of Nursing, Beirut, Lebanon. (1 hour)

Jan 2018, Advanced blended training at Academic Computing and Processing Systems, AUB.

Jan 2018, Leadership for Change Program, offered by ICN trainer at the Order of Nurses, Beirut, Lebanon. (2 days: 29 & 30 Jan)

Oct 2017, Basic Life Support training (CPR and AED) by AUBMC trainer, Beirut, Lebanon.

Sep 2017, Workshop on Developing and Assessing Student Learning Outcomes at Program level, by CTL (Dr. Saouma BouJaoude and Dr. Amal BouZeineddine), AUB. (2hours)

Sep 2017, Data management session, offered at Jafet Library, AUB. (1 hour)

Jun 2017, online Title IX course for faculty members, AUB.

Nov 2016, "La Profession Infirmière Au Coeur du Système de Santé", 2ème Congrès International at Saint Joseph University, Beirut, Lebanon.

Nov 2016, OSCE Seminar about the theoretical underpinnings of OSCE and its application using the mock OSCE format, offered by Dr. Lina Kantar at the HSON simulation Lab.

Sep 2016, workshop on **"**Professional Regulation beyond Legislation" offered by Mrs. Fadwa Affara at the Order of Nurses in Lebanon.

Nov 2015, Seminar on "Capstone Courses in Higher Education" offered by the Center for teaching & learning, AUB.

Sep 2015, attended the Global Nursing Leadership institute (5 days), offered by International Council of Nurses, Geneva, Switzerland.

Sep 2015, Global Nursing Leadership certificate, International Council of Nurses.

May 25-27, 2015, training of the trainer workshop on Preventing and Managing Health Workers' Exposure to Occupational Violence offered at the Order of Nurses in Lebanon.

Nov 5-6, 2014, Development and Adaptation of Practice Guidelines offered by Dr. Elie Akl at Gefinor Rotana Hotel, Beirut.

Mar-Apr 2013, Faculty Seminar (6 weeks) on Teaching and Learning Excellence, offered by the Center for teaching & learning, AUB.

Nov 2012, Blended Learning Course (5 weeks), offered by the IT Academic Services Department, AUB.

Sep-Nov 2012, Faculty training course on Blended Learning (5 weeks) offered by the IT Academic Services at AUB.

Jun 2012, Healthy City Program Planning, offered by WHO / Regional office for the eastern Mediterranean, Municipality Building, Saida.

Apr 2012, Regional training on tobacco free public places, offered by WHO / Regional office for the eastern Mediterranean, Municipality Building, Saida.

Apr 2012, Designing and developing a salary scale, offered by Management Mix, Beirut.

Jan 2012, Nursing and healthcare ethics: making a difference for patients, offered by the faculty of medicine, American university of Beirut.

Jul 2011, Emergency Preparedness, offered at the Syndicate of Hospitals in Lebanon

Mar 2010, ISO 9001 :2008 & Process Management, offered by CSP Middle East

Apr 2010, Patient Safety, offered at Ecole Superieure des Affaires (ESA)

May 2010, Professional Practice Evaluation, offered at ESA
Jan 2009, Quality Management and Effective Leadership, offered by Quality Associates Inc.

Mar 2009, Quality Information Management, offered by Quality Associates Inc.

Jan 2008, Strategic Planning in Hospitals, offered at the Syndicate of Hospitals in Lebanon

Aug 2008, Policies and Procedures in Hospitals, offered at the Syndicate of Hospitals in Lebanon

Dec 2008, Human Resources in Hospitals, offered by Dr. Fadi El Jardali at the Syndicate of Hospitals in Lebanon

Mar 2007, Quality Improvement through Accreditation, offered by Dr. Fadi El Jardali at the Syndicate of Hospitals in Lebanon

Nov 2003, Central Sterilization Management, Packaging & Monitoring, offered at the Argo Wiggins & Browne, Movenpick Hotel, Beirut.

Aug 2003, Building the Team, offered by the Young Urban Professionals (UAP) Marriott Hotel, Beirut.

CURRICULUM VITAE

NAME: **Marina Gharibian Adra**

TITLE: Clinical Associate Professor

ADDRESS American University of Beirut
Hariri School of Nursing
P.O. Box 11-0236
Beirut 1107 2020, Lebanon
Office phone: (961)1350000, ext. 5961
Mobile phone: (961)03-681549
Fax (01)744476
Beeper: 1302
Email: mg00@aub.edu.lb

EDUCATIONAL BACKGROUND

Jan 2013 **PhD**
Nursing
University of Manchester, UK

1985 – Jun 1988 **Masters in Physiology**
Physiology
American University of Beirut, Beirut, Lebanon

1973 – Sep 1977 **Bachelor of Science in Nursing (BSN)**
Nursing
American University of Beirut, Beirut, Lebanon

WORK EXPERIENCE

Sept 2019-present **Clinical Associate Professor**
Hariri Achool of Nursing
AUB, Beirut, Lebanon

Jan 2013-present **Formally appointed as Clinical Assistant Professor**
Hariri School of Nursing
AUB, Beirut, Lebanon

Jan 2005 – Jan 2013 **Clinical Assistant Professor**
Hariri School of Nursing
AUB, Beirut, Lebanon

Jan 1988 – Jan 2005 **Assistant Professor**
School of Nursing
AUB, Beirut, Lebanon

Jan 1983 – Jan 1988 **Instructor in Medical Surgical Nursing**
School of Nursing
AUB, Beirut, Lebanon

Jan 1980 – Jan 1983 **Assistant Instructor in Medical Surgical Nursing**
School of Nursing
AUB, Beirut, Lebanon

PROFESSIONAL WORK EXPERIENCE

Jan 1979 – Jan 1980 **Charge Nurse**
AUB Medical Center, Medical Surgical Unit. Beirut,
Beirut, Lebanon

Jan 1977 – Jan 1979 **Registered Nurse**

AUB Medical Center, Medical Surgical Unit. Beirut,
Beirut, Lebanon

RESEARCH

1. Articles in International Journals

a. Publications in Progress:

1. Promoting a Culture of Community in Nursing Homes in Lebanon through Forging Partnerships: A Constructivist Case Study Approach. Principal investigator: **Marina Adra,** Co-investigators: Zepur Aharonian, Abla Sibai

b. Published Articles:

- Dakessian Sailian S, Abu-Saad Huijer H, Dhaini S, **Adra M.G.** (2019). Palliative care assessment tools for older adults. LMJ, 67 (2).

- **Gharibian Adra**, M., Aharonian, Z. & Mehio Sibai, A. (2019). Exploring resident-staff relationships in nursing homes in Lebanon, *International Journal of Qualitative Studies on Health and Well-being*, 14:1, 1688605, DOI: 10.1080/17482631.2019.1688605
- .**Adra M.,** Hopton J., Keady J. (2017). Nursing Home Quality of Life in the Lebanon. *Quality in Ageing and Older Adults*. vol. 18, no. 2, pp 145-156.
- **Adra M.G.,** Hopton J., Keady J. (2015). Constructing the Meaning of Quality Of Life for Residents in Care Homes in the Lebanon: Perspectives of Residents, Staff and Family. *International Journal of Older People Nursing*. vol. 10, no. 4, pp 306-18.
- Darwish H**, Adra M.,** Huijer, HA (2015). Incorporating Gerontological Content in the Nursing Curriculum; the Case of AUB School of Nursing. J. Med Liban ; 63 (1): 21-26.
- Noureddine S., Arevian M., **Adra M**., Puzantian H. (2008). Response to Signs

and Symptoms of Acute Coronary Syndrome: Differences between Lebanese Men and Women. American Journal of Critical Care: *American Journal of Critical Care.* vol. 17, no. 1, pp 26-35.

- Noureddine S., **Adra M.,** Arevian M., Dumit NY., Puzantian H., Shehab D., Abchee A., (2006). Delay in Seeking Health Care for Acute Coronary Syndromes. *Journal of Transcultural Nursing.* vol. 17, no. 4, pp 341-348.
- Arevian M., **Adra M**., Kubeissi L. (2004). Risk Factors for Coronary Artery Disease in Lebanese-Armenian Women. *Health Care for Women International*. vol. 25, no. 10, pp 933-949.
- Makarem S., Dumit NY, **Adra M**., Kassak K. (2001). Teaching Effectiveness and Learning Outcomes of Baccalaureate Nursing Students in Critical Care Practicum: A Lebanese Experience. *Nursing Outlook*. vol. 49, no. 1, pp 43-9.

c. Book Chapters

- **Adra, M.,** Hopton, J. and Keady, J. (2018). Generating a model of quality of life for older nursing home residents in the Lebanon: a grounded theory study. In Neilson, D.L. (Editor) 'Elderly Care; options, challenges and trends'. Nova Science Publishers, ISBN: 978-1-53613-463-6 (ebook). Chapter 1, pp 1-25.
- **Gharibian Adra, M.** (2020). Building a New Vision for Nursing Homes in Lebanon. In: Eckstein S. M. (Editor) 'Elderly Care, Current Issues and Challenges' pp. 85-112, Nova Science Publishers, New York

d. Abstracts

- **Adra, M.**, Sibai, A. (2018).Exploring Resident-staff Relationships in Nursing Homes in Lebanon, residents' perspectives. Conference proceedings: 2nd International Nursing Conference organized by the Order of nurses in Beirut, Lebanon.

- **Adra, M.,** Hopton, J., Keady, J. (2017). Generating a Model of Quality of Life in Nursing Homes in the Lebanon: A Grounded Theory Study. Conference proceedings: 7th International Conference on Geriatrics and Gerontological Nursing, Edinburgh, Scotland, UK.

- **Adra, M**. (2011). Nursing Home Quality of Life: Staff Perspectives. Conference proceedings: 1st International Conference in Lebanon, Order of Nurses in Lebanon, Beirut, Lebanon

- **Adra, M.** (2010). Quality of Life in Nursing Homes in the Lebanon: Perspectives of Older Residents. Conference proceedings: 9th Qualitative Research Conference, Bournemouth University, Bournemouth, UK.

- Arevian M., **Adra M**., Kubeissi L. (2004). Risk Factors for Coronary Artery Disease in Lebanese-Armenian Women. Conference proceedings: Health Care for Women International. North Carolina, USA.

e. Manuscripts in progress

. Promoting a Culture of Community in Nursing Homes in Lebanon through Forging Partnerships: A Constructivist Case Study Approach. Paper is in the writing stage to be submitted to a refereed nursing journal soon.

Principal investigator: **Marina Adra**
Co-investigators: Zepur Aharonian, Abla Sibai

2. Oral Presentations at Scientific Meetings

- **September 2018:**
  Exploring Resident-Staff Relationships in Nursing Homes in the Lebanon. Staff perspectives.
  Presented at ICN Regional Conference, Abu Dhabi, UAE.

- **May 2018:**
  Exploring Resident-staff Relationships in Nursing Homes in Lebanon. Residents' perspectives.
  Presented at the 2nd International Nursing Conference. Nurses leading the Vision for Global Health, Beirut, Lebanon.

- **September 2017:**
  Generating a Model of Quality of Life in Nursing Homes in the Lebanon: A Grounded Theory Study. Presented at the 7th International Conference on Geriatrics and Gerontological Nursing, Edinburgh, Scotland, UK.

- **May 2011:**
  Nursing Home Quality of Life: Staff Perspectives. Presented at 1st International Conference in Lebanon, Order of Nurses in Lebanon, Beirut, Lebanon

- **September 2010:**
  Quality of Life in Nursing Homes in the Lebanon: Perspectives of Older Residents. Presented at 9th Qualitative Research Conference, Bournemouth University, Bournemouth, UK.

- **June 1999:**
  Presentation on: "Teacher Behavior Effectiveness of Critical Care Instructors and Baccalaureate Nursing Students' Learning Outcomes in a Critical Care Practicum". Presented in the First International Nursing Conference: Global Collaboration: Route to Excellence, School of Nursing, AUB, Beirut, Lebanon.

3. Poster Presentations

- **May 2017**: **Adra, M.** (presenter), Hopton, J., Keady, J. *Quality of Life in Nursing Homes in the Lebanon: Perspectives of Residents, Staff and Family.* Poster presentation at the International Council of Nurses Conference in Barcelona, Spain.

4. Research Grants Funded & Research in Progress

- Impact of person-centered care on dementia-related aggressive behaviors and quality of life on people with dementia living in nursing homes in Lebanon: a feasibility study PI: Marina Gharibian Adra, Co-investigator: Hala Darwish
  Funded by University research board (URB) for the academic year 2020-2021
  Amount: $9,500

- Promoting a Culture of Community in Nursing Homes in Lebanon through Forging Partnerships: A Constructivist Case Study Approach. Principal investigator: **Marina Adra,** Co-investigators: Zepur Aharonian, Abla Sibai
  Funded by University research board (URB) for the academic year 2018-2019
  Amount: $4,800

- Exploring Resident-Staff Relationships in Nursing Homes in the Lebanon.
  Principal investigator: **Marina Adra**
  Co-investigators: Zepur Aharonian, Abla Sibai
  Funded by the Medical Practice Plan (MPP) for the academic year 2017-2018.
  Amount: $4,300

- Palliative Care in Older Adults in Lebanon
  PI: Dr. H. Huijer. I am a member of the multidisciplinary team, working mainly on:
  " Predictors of Quality of Life of Older Adult Patients in Lebanon"
  Funded by: National Council for Scientific Research
  Amount: 30Million LL.

- Noureddine S., **Adra M**., Arevian M., Dumit NY., Puzantian H., Shehab D., Abchee A., (2006). Delay in Seeking Health Care for Acute Coronary Syndromes. Journal of Transcultural Nursing. vol. 17, no. 4, pp 341-348. Project was supported by 2 grants from the American University of Beirut: Medical Practice Plan. Amount was $8,500.00 and University Research Board. Amount was $5,000.00 on February 2004.

TEACHING

1. Courses Taught

➢ **Undergraduate courses:**

- NURS 406: Nursing Research, Co-coordinator, 2020-2021
- NURS 300: Nursing Care of Adults and Older Adults I, Theory & Practicum, Coordinator, 2016-present.
- NURS 302: Nursing Care of Adults and Older Adults I, Theory & Practicum, Coordinator, 2016-present.
- NURS 300: Nursing Care of Adults I, Theory & Practicum, Coordinator, 2009-2016.
- NURS 302: Nursing Care of Adults II, Theory & Practicum, Coordinator, 2009-2016-present.
- NURS 300: Nursing Care of Adults I, Theory & Practicum, team taught. 1983-1995.
- NURS 302: Nursing Care of Adults II, Theory & Practicum, team taught. 1983-1995
- NURS 210: Pathophysiology, team taught, 1990-2001
- NURS 210: Pathophysiology, Coordinator, Fall 2001-2014.
- NURS 200: Introduction to Nursing Practice, Coordinator, Fall 2002-2004.
- NURS 400: Critical Care Nursing, Theory & Practicum, Coordinator, Fall 1995-2001.
- NURS 400: Critical Care Nursing, Theory & Practicum, Fall 2003-2010.
- NUR 202: Health Assessment, assessment of the older adult, 2014-present

- NURS 210: Pathophysiology, Inflammatory process and Hematologic disorders. Summer 2017-2018.
- NURS 406: Nursing Research, Qualitative methods in nursing research, 2015-2017.
- NURS 311V: Nursing Care of adults, Theory and Practicum for RN-BSN students.

- **Graduate courses: Participated in teaching and delivering the following lectures:**
  - Advanced Practice in Adult Gerontology: Health problems in older adults and management of cognitive impairment in older adults. Fall 2017-20.
  - Advanced Practice in Adult Gerontology: Health problems in older adults, Fall 2018-2020.
  - Advanced Health Assessment: Assessment of Older Adults, 2014-2019

Other Teaching Activities

BLS-ACLS instructor course.

On November 26, 2007 successfully completed the American Heart Association BLS ACLS Instructor Course. Taught BLS & ACLS provider courses in close collaboration with AUBMC staff development program, 2007-2010.

CONSULTANCIES

- Was invited for a three day (February 3-6 2018) on site consultancy visit of the nursing program at Mohammad Al-Mana College of Health Sciences (MACHS), which was part of the consultancy agreement between AUB Regional External Programs and MACHS. The purpose of the trip was to assess on site the nursing curriculum implementation vis-à-vis the policies, by-laws, procedures, processes, and course syllabi that were appraised by the faculty and staff of Hariri School of Nursing, American University of Beirut. Furthermore, during my visit I was consulted and participated in designing and planning the gerontological nursing course of the BSN program.

- Consultant to the Nursing Service Director of Dar Al Ajaza Al Islamiyyah hospital, 2013-present. I am consulted on appointing nurse managers and supervisors and strengthening their leadership skills, mainly in the division of Geriatrics. I also provide the nursing director with resources and multiple choice questions on leadership skills in order to assess the knowledge acquired by the nurse mangers.

SERVICE

1. Professional Practice

- **November 2016**: Presentation to the Faculty at HSON on Objective Structure Clinical Exam (OSCE), AUB.

- **March 2016**: Presentation on "The Essential Skills for Teaching with Simulation", A faculty development workshop offered to Palestinian Nursing Faculty at American University of Beirut.
- **October 2016:** Moderated a session titled "Health Care of Older Adults" at the second international conference of nursing, at the American University of Beirut.
- **March 2013:** Presentation on "Generating a Model of Quality of Life" at the American University of Beirut.
- **April 2011:** Presentation on "Geriatric Considerations in Trauma Management" Advanced Trauma Care workshop to Iraqi nurses, at the American University of Beirut.
- **September 2009:** Professional training workshop in Gerontological Nursing. Workshop presented to 20 registered nurses in Larnaca, Cyprus.

2. Service to the University

A. At the Hariri School of Nursing, AUB

1. Chair, Curriculum Committee, 2011-2013.
2. Chair, Student Affairs Committee**,** 2017-present.
3. BSN coordinator, 2012-2018
4. Assessment Committee, member, 2019-present
5. Class advisor on several occasions. 2018-2019 BSN IV class advisor.
6. Member, Research Committee, 2016-2019.
7. Mentor, 2010-2016, mentored: Mrs. Nour Alayan, Mr. Mohammad Saab, Mrs. Silva Dakessian.
8. Member, HSON Newsletter Committee, 2012-present.
9. Member, Catalogue Committee, 2010-2019.
10. Clearance Officer, School of Nursing, 2006-present.
11. Member, Academic/Evaluation Committee, 1990-present.
12. Member, Task Force on Revision of HSON Bylaws, 2016-2018.
13. Appointed as Acting Director several times by the school director**:** Nov. 2, 1999 – Jan. 5, 2000 ; June 24-July 13, 1998; Nov. 9 – Dec. 21, 1998; June 12-28, 1997; September 25 – October 5, 1997; Sep. 16 – Sept. 30, 1996.
14. Chair, Advisors' Committee, 1996-2002
15. Chair, Continuing Education Committee, 1996-2002

B. At AUB

1. Representative of HSON on University ethics committee, 2018-present.
2. Representative of HSON on University student affairs committee, 2018-present.
3. Representative of HSON on steering committee on student complaints, 2018-2019.
4. Member of General Education Requirement Board, 2013-2019.
5. Representative of HSON on commencement committee, 2013-2017.
6. Member, Faculty Learning Community (Blended learning), 2012-2016.
7. Delivered a workshop on academic advising to invited faculty members at AUB, October 2002.
8. Representative of School of Nursing on University Senate, 1997-2000.
9. Member of senate steering committee, 1999-2000.

3. Service to the Region

1. Member, Center for Studies (CSA) on Aging in Lebanon, 2012-present. I am a devoted member of this non-governmental organization. Its motto is "Translating research into Policy and practice" (TRIPP).
2. Member, British Geriatrics Society (BGS), 2019-present.
3. Member, Academy of Medical-Surgical Nurses, 2013-present.
4. Member of Armenian Relief Cross in Lebanon since 2000. I have been instrumental in initiating and maintaining health education programs to raise health awareness and promote healthful life styles through planning and implementing health education sessions.

4. Service to the Profession

1. Member, Medical Surgical Educational Council at American University Medical Center, 2014-2018.
2. Member, Procedure Committee at American University Medical Center, 2000-2005.
3. Member, Representative from HSON to the Colloquium Examination, 2011-2018.
4. Member, Order of Nurses in Lebanon, 2003-present.
5. Member, Financial committee of the Order of Nurse in Lebanon, 2005-2008.
6. Member, Nurses' Chapter, AUB Alumni Association, 1990-present.
7. Member, Professional Development Committee of the Nurses' Chapter, AUB Alumni Association, 2016-present.
8. Treasurer, Nurses' Chapter, AUB Alumni Association, 1989-1992.
9. Member, Sigma Theta Tau International, Chi Iota Chapter, 2015-present.
10. Reviewer, Dementia; the international journal of social research and practice, since 2014.
11. Reviewer, International journal of older people nursing, since 2015.
12. Reviewer, Eastern Mediterranean journal, since 2016.

AWARDS & HONORS

- 2015 International Journal of Older People Nursing paper award.
  Outstanding Scholarly Contribution to Gerontological Nursing Practice, International Journal of Older People Nursing.

PRACTICE LICENSURE

- Oct 2017 BLS Provider
- License to practice nursing in Lebanon.

PROFESSIONAL DEVELOPMENT

1. Workshops and Seminars attended

- **December, 2020**: CRI E-workshop on conducting systematic reviews and meta-analyses.

- **December 2020**: Clinical Research Institute (CRI) and Faculty of Health Sciences (FHS) joint E-workshop on "Dissemination and Implementation Research in Health (WONDIRH)"

- **September 2020**: Master Class for Teaching Online, Arizona State University.

- **July 2020**: "Successful Research Grant Writing" CRI E-workshop.

- **June 30-28 July 2020:** "COVID and Ageing Society: Virtual Dialogue Series
- **June 2018:** Consultative meeting on promoting integrated care approach for older people and strengthening implementation of the global dementia action plan in the eastern Mediterranean region, Beirut, Lebanon.
- **October 2017:** 4th Annual Scientific Workshop on "Promoting Active Aging", organized by Dar Al Ajaza Hospital, Beirut-Lebanon.
- **October 2016:** "Take a stand against Ageism" on the occasion of the International Day of Older People , held by Dar al Ajaza al Islamiyya Hospital, Lancaster Plaza, Beirut
- **October 2016:** The second international conference of nursing, at the American University of Beirut. "Development of Evidence-Based Nursing in an Interdisciplinary Era: Achievements and Prospects". HSON, Beirut
- **May 2016:** Symposium in celebration of International Nurses day and 110th and 150th Anniversaries of HSON & AUB: Celebrating Nursing Developments; Past and Present Achievements. Followed with Chi iota Chapter Sigma Theta Tau Induction Ceremony. AUB, School of Nursing.
- **April 2014:** workshop on cooperative learning organized by the Center for Teaching and Learning (CTL) at AUB.
- **February 2014:** Fourth International Workshop on "Effective Teaching and Learning in Higher Education", AUB.
- **June 2006:** Workshop on Moodle I and II, Academic computing Center, AUB.
- **June 2006:** Workshop on clinical Teaching and Clinical Evaluation, by Janice Hoffman, School of Nursing, AUB.
- **May 2006:** XL MEMA, Research at the School of Nursing, School of Nursing, AUB.
- **February 2006:** Workshop on "Quality of Care: Obligations of Health Care Provider" by Dr. Hussein Tahan, School of Nursing, AUB.
- **January 2005:** Health as a bridge to peace in the Middle East, Challenges and Responses, by Dr. Naeema Al Gaseer, School of Nursing, AUB.
- **December 2005:** Centennial Closing Seminar, "Forward Look" School of Nursing AUB in collaboration with University of Johns Hopkins. Beirut, Lebanon.
- **December 2005:** Workshop on "Models of collaboration: Nursing Education and Nursing Service" by Dr. Marty Douglas, School of Nursing, AUB.
- **November 2005:** workshop on "Writers Workshop: Writing for Publication" by Dr. Marty Douglas, School of Nursing, AUB.

- **December 2003:** Seminar on advanced practice in Lebanon; employers' perspective. School of Nursing, AUB.
- **December 2003:** Seminar on Developing program and Course Learning Outcomes, organized by the teaching Excellence Group, AUB.
- **December 2002:** Teaching Excellence Seminar Series, preparing teaching portfolio, AUB.
- **October 2002:** workshop on academic advising, College Hall, AUB.
- **August 2002:** faculty retreat.
- **March 5-April 30, 2002**. Faculty seminar in university teaching, AUB (every Tuesday, 5-7pm).
- **February 2002**: First National Italo-Lebanese Nursing Congress: A profession for a better life; Gefinor-Rotana hotel, Beirut, Lebanon.
- **November 2001**: Workshop on pain relief and palliative care, Marriott hotel, Beirut, Lebanon.
- **June 2001**: Faculty retreat with URB visiting scholar, Dr. A. Hecht on Hospice care.
- **May 2001**: Faculty retreat with URB visiting scholar, Dr. L. Malasanos.
- **April 2001**: Oncology conference COMO V. Beirut, Lebanon.
- **April 2001**: Teaching excellence workshop. Organized by teaching excellence group, AUB.
- **September 2000**: Asymetrix toolbook II Assistant and Photoshop. Beirut, Lebanon.
- **March 2000**: faculty retreat with visiting scholar, Dr. P. kisell.

- **June 2000:** Workshop on "Enhancing Teaching Effectiveness" by Dr. Yezdi Bhada at AUB, organized by the Task Force on Undergraduate Teaching Excellence
- **May 2000:** Workshop on "Cooperative Learning" by Drs. Johnson & Johnson at AUB, organized by the Task Force on Undergraduate Teaching Excellence
- **May 1996:** Conference on "Nursing Excellence in the 90's" in Jordan organized by Jordan University of Science & Technology, University of Windsor - Canada, and Villanova University USA.

2. Courses completed

- **April 2018:** The 5th Middle East Congress of age aging and Alzheimer's. Updates on geriatric syndromes and giants. Tripoli, Lebanon.
- **Fall 2015-16:** Faculty Development Program in Clinical Research by Clinical Research Institute and Research Education Unit, AUB.
- **May 30-June 3, 2016:** Recent Advances in Simulation, HSON, AUB.
- **June 2015:** The "NOD-Lb: Training for Trainers course" on Organ and Tissue Procurement, organized by the National Organization for organ and Tissue Donation and Transplantation Beirut.
- **Summer 2012:** Training on Blended Learning by the IT-Academic Core Processes & Systems, AUB.
- **July 2007:** American Heart Association Core Instructor Course, AUBMC.
- **November 2004:** How do we look at health care outcomes over time: a repeated measures analysis with time nesting, by Dr. Hani Dimassi, School of Nursing, AUB.

CURRICULUM VITAE

A. Personal Experience

Personal Background

Name : **Mary Arevian**

Title : Clinical Associate Professor

Institution : American University of Beirut, Faculty of Medicine and Medical Center
Hariri School of Nursing

Address: American University of Beirut, Faculty of Medicine and Medical Center
Bldg.: Hariri School of Nursing
Floor: 3 – Street: Bliss Street

Academic Work Experience

Feb 2011 - Oct 2011 **BSN Coordinator**
AUB School of Nursing, Beirut, Lebanon

Oct 2007 - Sep 2010 **BSN Coordinator**
Department of School of Nursing
AUB , Beirut, Lebanon

Oct 2007 – Present **Clinical Associate Professor**
Department of School of Nursing
AUB , Beirut, Lebanon

Oct 2005 - Oct 2007 **Clinical Assistant Professor**
Department of School of Nursing
AUB, Beirut, Lebanon

Jul 1980 - Sep 2005 **Assistant Professor**
Department of School of Nursing
AUB, Beirut, Lebanon

Jul 1974 - Jun 1980 **Instructor**
Department of School of Nursing
AUB, Beirut, Lebanon

Sep 1970 - Jun 1974 **Assistant Instructor**
Department of School of Nursing
AUB, Beirut, Lebanon

Administrative Work Experience

Feb 2010 - Jul 2010 **Director**
MACHS Division of Nursing Seconded by AUB , Beirut, Lebanon

Feb 2009 - Jul 2009 **Director**
MACHS Division of Nursing Seconded by AUB , Beirut, Lebanon

Professional Work Experience

Sep 1969 - Aug 1970 **Staff Nurse**
AUB Medical Center, Beirut, Lebanon

Educational Background

Jun 1979 **Masters of Public Health**
Public Health
American University of Beirut

May 1969 **Bachelor of Science in Nursing (BSN)**
Nursing
American University of Beirut

Honors and Awards

1993 **Nurses' federation of Lebanon**
Nurses' federation of Lebanon

B. Research

Peer Reviewed Journal Publications

1. **Beliefs Related To Breast Cancer And Breast Cancer Screening Among Lebanese Armenian Women.**
Arevian M, Noureddine S, Abboud S
Health Care For Women International. 2011, vol.32, no.11, pp-972-89

2. **Training Trainees, Young Activists, To Conduct Awareness Campaigns About Prevention Of Substance Abuse Among Lebanese/Armenian Young People.**
Arevian M
Journal Of Interprofessional Care. 2010, vol.24, no.2, pp-173-82

3. **Response To Signs And Symptoms Of Acute Coronary Syndrome: Differences Between Lebanese Men And Women.**
Noureddine S, Arevian M, Adra M, Puzantian H
American Journal Of Critical Care : An Official Publication, American Association Of Critical-Care Nurses. 2008, vol.17, no.1, pp-26-35

4. **Raising Awareness And Providing Free Screening Improves Cervical Cancer Screening Among Economically Disadvantaged Lebanese/Armenian Women.**
Arevian M, Noureddine S, Kabakian-Khasholian T
Journal Of Transcultural Nursing : Official Journal Of The Transcultural Nursing Society. 2006, vol.17, no.4, pp-357-64

5. **Delay In Seeking Health Care For Acute Coronary Syndromes In A Lebanese Sample.**
Noureddine S, Adra M, Arevian M, Dumit NY, Puzantian H, Shehab D, Abchee A
Journal Of Transcultural Nursing : Official Journal Of The Transcultural Nursing Society. 2006, vol.17, no.4, pp-341-8

6. **Cherishing The Past: 100 Years Of Nursing Education At The American University Of Beirut.**
Huijer HA, Balian SA, Arevian M
Journal Of Transcultural Nursing : Official Journal Of The Transcultural Nursing Society. 2006, vol.17, no.4, pp-327-32

7. **The Significance Of A Collaborative Practice Model In Delivering Care To Chronically Ill Patients: A Case Study Of Managing Diabetes Mellitus In A Primary Health Care Center.**
Arevian M
Journal Of Interprofessional Care. 2005, vol.19, no.5, pp-444-51

8. **Risk Factors For Coronary Artery Disease (Cad) In Lebanese-Armenian Women.**
Arevian M, Adra M, Kubeissi L
Health Care For Women International. 2004, vol.25, no.10, pp-933-49

9. **Occupational Health Nursing In Lebanon: Exploring The World Through International Occupational Health Programs.**
Noureddine S, Arevian M
Aaohn Journal : Official Journal Of The American Association Of Occupational Health Nurses. 2004, vol.52, no.5, pp-193-8

** Author is Senior/Corresponding*

Books and Book Chapters

1. **Cultural Health Assessment**
Arevian M
Book Chapter. 2008

2. **Knowledge, Perceptions And Practices Of Young People In Borj Hammoud Community Regarding Reproductive Tract Infections (Rtis) : An Operational Research**
Arevian M, Chadarevian A.B, El Roueiheb Z
Published Textbooks. 2006

Non-Peer Reviewed Journal Publications

1. **The Importance of Cervical Screeing**
Arevian M
Quarterly Of Armenian Relief Cross In Lebanon
Journal Article. 1995

2. **Family Health**
Arevian M
Quarterly Of Armenian Relief Cross In Lebanon
Journal Article. 1992

Submitted Manuscripts

Title:	Womens Knowledge, Practices and Attitudes of Women towards Breast Cancer in Lebanon.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Doumit M, Fares S and Arevian M.
Submitted:	True
Revision following review:	False
Date of submission:	Jul 2017
Journal or Book:	Journal

Title:	Impact of a peer-led educational program on knowledge and attitudes about prevention of substance abuse among Lebanese/Armenian adolescents: A pilot study.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Arevian M., Kabakian, Khasholian
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2014
Journal or Book:	Journal

Title:	Beliefs about Breast Cancer, Breast Self exam and Mammography among Lebanese/Armenian Women.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Arevian, M. Noureddine, S. Abboud S.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2011
Journal or Book:	Journal

Title:	Training Trainees, young activists, to conduct awareness campaigns about prevention of substance abuse among Lebanese/Armenian young people.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Arevian, M.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2010
Journal or Book:	Journal

Title:	Cultural Health Assessment.
Type of Manuscript:	Book Chapter
List of Authors in order:	Arevian, M., Chap. On Armenia, DAvanzo C E. (Editor) 4th ed.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2008
Journal or Book:	Book

Title:	Response to signs and symptoms of acute coronary syndrome: Differences between Lebanese men and women.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Noureddine, S., Arevian, M., Adra, M.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2008
Journal or Book:	Journal

Title:	Factors associated with delay in seeking health care among persons experiencing symptoms of acute coronary syndromes.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Noureddine, S, Adra, M., Arevian, M., Dumit, N., Puzantian, H. & Shehab, D.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2006
Journal or Book:	Journal

Title:	Raising awareness and providing free screening improves cervical cancer screening among economically disadvantaged Lebanese/Armenian women.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Arevian, M., Noureddine, S., & Kabakian.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2006
Journal or Book:	Journal

Title:	Knowledge, Perceptions and Practices of Young People in Borj Hammoud Community Regarding Reproductive Tract Infections (RTIs) : An Operational Research.
Type of Manuscript:	Book Chapter
List of Authors in order:	Arevian, M. Chadarevian A.B. & El Roueiheb, Z.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2006
Journal or Book:	Book

Title:	Cherishing the Past: Hundred years of Nursing Education at American University of Beirut.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Abu Saad Huijer, H., Balian, S., & Arevian, M.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2006
Journal or Book:	Journal

Title:	Significance of collaborative practice in delivering care to chronically ill patients: a case study of Diabetes Mellitus in a primary health care center.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Arevian, M.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2005
Journal or Book:	Journal

Title:	Occupational Health Nursing in Lebanon: exploring the world through international occupational health programs.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Noureddine, S. & Arevian, M.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2004
Journal or Book:	Journal

Title:	Risk factors for coronary artery disease (CAD) in Lebanese/ Armenian women. Journal of Health Care for Women International.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Arevian, M., Adra, M., & Kubeisi, L.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 2004
Journal or Book:	Journal

Title:	A survey of knowledge, attitude, and practice of cervical screening among Lebanese/Armeian women.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Arevian, M., Noureddine, S., & Kabakian, T.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 1997
Journal or Book:	Journal

Title:	Cervical Screening: The Importance of
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Arevian, M.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 1995
Journal or Book:	Journal

Title:	Changing the role of community health nurses in a former Soviet Union Republic: the Armenian experience.
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Bernal, H., Maranjian, CH O., Arevian, M., & Shonsul, S.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 1995
Journal or Book:	Journal

Title:	Family Health
Type of Manuscript:	Article Refereed Journal
List of Authors in order:	Arevian, M.
Submitted:	True
Revision following review:	False
Date of submission:	Dec 1992
Journal or Book:	Journal

Grants

Title:	Knowledge, Attitude and Practice of Lebanese women towards Breast Cancer, BSE CBE and Mammography.
Status:	Currently under review
Role:	Principal Investigator
Source:	.
Budget:	$12,000
Year:	2015 - Present

Title:	Impact of a peer-led educational program on knowledge and attitudes about prevention of substance abuse among Lebanese/Armenian adolescents: A pilot study.
Status:	Funded
Role:	Principal Investigator
Source:	Oxfam, Quebec, Canada Fund for Social Development
Budget:	$2,000
Year:	

Title:	Beliefs about Breast Cancer, Breast Self exam and Mammography among Lebanese/Armenian Women.
Status:	Funded
Role:	Principal Investigator
Source:	Armenian Relief Cross in Lebanon
Budget:	$3,000
Year:	

Title: Assessment of Linkages between Sexual and reproductive Health and HIV/AIDS Services in Lebanon.
Status: Funded
Role: Principal Investigator
Source: UNFPA
Year:

Title: Perception of Health-Related Quality of Life and Adherence to Therapeutic regimen of Diabetics.
Status: Currently under review
Role: Principal Investigator
Source: .
Year:

Title: Training Trainees, young activists, to conduct awareness campaigns about prevention of substance abuse among Lebanese/Armenian young people.
Status: Funded
Role: Principal Investigator
Source: OXFAM Quebec fund for social development
Budget: $28,000
Year: 2008 - 2010

Title: Knowledge, Perceptions and Practices of Young People in Borj Hammoud Community Regarding Reproductive Tract Infections (RTIs) : An Operational Research.
Status: Funded
Role: Principal Investigator
Source: UNFPA
Budget: $62,000
Year: 2005 - 2006

Title: Gender Differences Associated with Delay in Seeking Health Care among persons Experiencing Symptoms of Acute Coronary Syndromies
Status: Funded
Role: Principal Investigator
Source: URB & MPP
Budget: $13,500
Year: 2005 - 2006

Title: Significance of collaborative practice in delivering care to chronically ill patients: a case study of Diabetes Mellitus in a primary health care center.
Status: Funded
Role: Principal Investigator
Source: Armenian Relief Cross in Lebanon
Budget: $3,000
Year: 2002 - 2004

Title: Raising awareness and providing free screening improves cervical cancer screening among economically disadvantaged Lebanese/Armenian women.
Status: Funded
Role: Principal Investigator
Source: Armenian Relief Cross in Lebanon
Budget: $3,000
Year: 2002 - 2004

Title: Risk factors for coronary artery disease (CAD) in Lebanese/ Armenian women
Status: Currently under review
Role: Principal Investigator
Source: Armenian Relief Cross in Lebanon
Budget: $3,000
Year: 2000 - 2003

Presentations – International

Title: Impact of a Peer-led educational program on Knowledge and attitudes about prevention of substance abuse among Lebanese/Armenian adolescents: A pilot study.
Role: Publication in Abstract form
Event Name The 24th International Nursing Research Congress
Event Type: Congress
Organization: Sigma Theta Tau, Honor Society
Country: Czech Republic
Year: 2013

Title: Impact of an Educational program on Knowledge, Attitude and Practice of Cervical cancer screening among Lebanese/Armenian women.
Role: Publication of Abstract Form
Event Name UICC World Congress
Event Type: Congress
Country: Canada
Year: 2012

Title: Reproductive Tract Infections among Young People: A Social Franchising Approach to Prevention.
Role: Paper presenter
Event Name Eight Qualitativ Research Conference
Event Type: Conference
Country: United Kingdom
Year: 2010

Title: Reproductive Tract Infections among Young People: A Social Franchising Approach to Prevention.
Role: Publication of Abstract Form
Event Name Eight Qualitative Research Conference
Event Type: Conference
Country: United Kingdom
Year: 2010

Title: Beliefs about Breast Cancer, Breast Self exam and Mammography among Lebanese/Armenian Women.
Role: Publication of Abstract Form
Event Name The First Global Leadership Forum for Cancer Control: Go Public.
Event Type: Forum
Country: Canada
Year: 2009

Title: Beliefs about Breast cancer and breast cancer screening Among Lebanese/Armenian women.
Role: Paper presenter
Event Name The First global Leadership Forum for Cancer Control.
Event Type: Forum
Country: Canada
Year: 2009

Title: Collaborative Venture: Training trainees to conduct awareness campaigns about prevention of substance abuse among Lebanese/Armenian young people.
Role: Publication of Abstract Form
Event Name The 19th International Nursing Research congress
Event Type: Congress
Organization: Sigma Theta Tau, Honor Society
Country: Singapore
Year: 2008

Title: Knowledge, perceptions and practices of young people in Borj Hammoud community regarding reproductive tract infections.
Role: Publication of Abstract Form
Event Name The 18th International Nursing Research Congress
Event Type: Congress
Organization: Sigma, Theta, Tau International, Honor Society
Country: Austria
Year: 2007

Title: Raising Awareness and Free Screening improve cervical cancer screening among economically disadvantaged Lebanese/Armenian women.
Role: Publication of Abstract Form
Event Name The 17th International Nursing Research Congress
Event Type: Conference
Organization: Sigma Theta Tau International, Honor Society
Country: Canada
Year: 2006

Title: Paper on Co-existence in Lebanon
Event Name Towards Reconciliation elements for Reconciliation in Christianity and Islam.
Event Type: Conference
Organization: European Project for Interreligious Learning and the Institute for Womens Studies in the Arab World, Lebanese American University
Country: Lebanon
Year: 2004

Title: Significance of collaborative practice in delivering care to chronically ill patients: a case study of Diabetes Mellitus in a primary health care center.
Role: Publication of Abstract Form
Event Name The Fifth International Collaborative Conversations Conference
Event Type: Conference
Organization: Bournmouth University
Country: United Kingdom
Year: 2003

Title: Paper on the Significance of Collaborative Practice in delivering care to Chronically Ill Patients: A case study of Diabetes Mellitus in a Primary Health Care Center
Role: Paper presenter
Event Name Fifth International Collaborative Conversations Conference
Event Type: Conference
Country: United Kingdom
Year: 2003

Title: The Twelfth International Congress on Womens Health Issues.
Event Name The Twelfth International Congress on Womens Health Issues.
Event Type: Congress
Organization: International Council on Womens Health Issues.
Country: United States
Year: 2001

Title: Risk factors of coronary artery disease among Lebanese/Armenian women.
Role: Publication of Abstract Form
Event Name 12th International congress on womens health
Event Type: Congress
Country: United States
Year: 2001

Title: Paper on Risk Factors for Coronary Artery Disease Among Lebanese/Armenian Women
Role: Paper presenter
Event Name 12th International Congress on Womens Health
Event Type: Congress
Country: United States
Year: 2001

Title: Fifth International Congress on Womens Health Issues
Event Name Fifth International Congress on Womens Health Issues
Event Type: Congress
Country: Denmark
Year: 1992

Title: Women as change agents: Armenian women health care providers, post earth quake, pre-coup & beyond.
Role: Publication of Abstract Form
Event Name The fifth Congress on womens health care issues
Event Type: Congress
Country: Denmark
Year: 1992

Title: Health care challenges from Armenia USSR, commitment and courage to change.
Role: Publication of Abstract Form
Event Name The fifth Congress on womens health
Event Type: Congress
Country: Denmark
Year: 1992

Presentations - Regional

Title: Adolescent Health and family relations.
Role: Paper presenter
Event Name Conference on Family Health.
Event Type: Conference
Organization: Armenian Relief Cross in Syria
Country: Syria
Year: 2004

Presentations - Local

Title: Impact of an Educational program on Knowledge, Attitude and Practice of Cervical cancer screening among Lebanese/Armenian women.
Role: Poster Presenter
Event Name 45th Middle East Medical Assembly
Event Type: Conference
Country: Lebanon
Locale Local
Year: 2012

Title: Meeting/Discussion of the results of the study: Assessment of Linkages between Sexual and Reproductive Health and HIV/AIDS
Event Type: Scientific Meeting
Country: Lebanon
Locale Local
Year: 2010

Title: Studying Youth in the Arab World
Event Name The Research and Policy Forum on Youth in the Arab World
Event Type: Forum
Organization: AUB
Country: Lebanon
Locale AUB
Year: 2009

Title: Results of a National Study Assessing Sexual and Reproductive Health and HIV Linkages. By Dr. N.Dumit
Event Type: Lecture
Organization: UNFPA, AUB
Country: Lebanon
Locale AUB
Year: 2009

Title: Innovation in Teaching, by Dr. Peter Hill
Event Type: Lecture
Organization: AUB
Country: Lebanon
Locale AUB
Year: 2009

Title: Healing Lessons of Ethno-medicine. By Dr. Pamela Irene Erickson.
Event Type: Lecture
Organization: School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2009

Title: Depression and CVD, by Dr. Lina Shahwan-Akl
Event Type: Lecture
Organization: School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2009

Title: Inter RAI; Patient Assessment and Quality Care Planning System by Vahe Kehyayan
Event Type: Lecture
Organization: AUB
Country: Lebanon
Locale AUB
Year: 2009

Title: NCPNN Bi-Annual and Regional Meeting
Event Type: Scientific Meeting
Country: Lebanon
Locale Local
Year: 2008

Title: Forum on Inquiry-based undergraduate education at a large research university, by Dr. Patricia Pukkila
Event Type: Forum
Organization: Center for Teaching and Learning (CTL), AUB
Country: Lebanon
Locale AUB
Year: 2008

Title: Primary Health Care: present and future: in Lebanon and the Arab countries one day seminar
Event Type: Seminar
Organization: Peoples health Movement
Country: Lebanon
Locale Local
Year: 2008

Title: What are people at AUB saying about smoking, results of tobacco free initiative by Jihad Makhoul
Event Type: Lecture
Organization: AUB
Country: Lebanon
Locale AUB
Year: 2008

Title: Quality of Care: Obligations of the Health Care Provider by Dr. Hussien Tahan
Event Type: Lecture
Organization: School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2006

Title: Lecture on From Numbness to Resignation: Experiences of Pakistani Women with Breast Cancer by Dr. Irma Gavino
Event Type: Lecture
Organization: School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2006

Title: Naeema Al-Gaseer, (Launching of the Centennial Celebration, School of Nursing), Health as a bridge to peace in the Middle East, Challenges and Responses.
Event Type: Lecture
Organization: Special Short Seminars Committee, School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2005

Title: Collaborative practice in the management of clients with Diabetes Mellitus in a Primary Health Center.
Role: Paper presenter
Event Name Centennial Nursing Conference
Event Type: Conference
Organization: School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2005

Title: Dr. Mohammad Khalife, Minister of Public health, Lebanon, Innovations in Health Care Delivery in Lebanon: Role of the Nurse.
Event Type: Lecture
Organization: Special Short Seminars Committee,School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2005

Title: Mr. Elie Aaraj, president of the Lebanese Nurses order, Current Achievements and future challenges
Event Type: Lecture
Organization: Special Short Seminars Committee, School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2005

Title: Dr. Al-Assaf, Health care quality contribution of nursing in Improving Performance.
Event Type: Lecture
Organization: Organized by Special Short SeminarsCommittee, School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2005

Title: Mr. Elie Aaraj, president of the Lebanese Nurses order,Current Achievements and future challenges
Event Type: Lecture
Organization: Special Short Seminars Committee, School of Nursing
Country: Lebanon
Locale AUB
Year: 2005

Title: Sex education for adolescent students at Melankton & Hayg Arslanian secondary school.
Event Type: Presentation
Organization: Melankton & Hayg Arslanian secondary school
Country: Lebanon
Locale Local
Year: 2005

Title: Lecture on Providing Culturally Congruent Health Care: Issues,Strategies and Priorities for Research by Dr. Marty Douglas
Event Type: Lecture
Organization: School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2005

Title: Dr. Mervat Tallawi, Executive Secretary, ESCWA, Health Manpower planning in Nursing.
Event Type: Lecture
Organization: Special Short Seminars. Committee, School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2005

Title: Lecture on: How do we look at health care outcomes over time: a repeated measures analysis with time nesting, by Dr.Hani Dimassi.
Event Type: Lecture
Organization: School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 2004

Title: Ethics in Community Oriented Practice. For the staff of A.
Event Type: Scientific Meeting
Organization: Boulghourdjian Socio-medical center.
Country: Lebanon
Locale Local
Year: 2004

Title: Family Planning.
Event Name Conference on Womens health.
Event Type: Conference
Organization: Boulghourdjian Socio-medical Center.
Country: Lebanon
Locale Local
Year: 2004

Title: Substance Abuse: An International health Problem.
Event Name Boulghourdjian Socio-medical center.
Event Type: Conference
Organization: Boulghourdjian Socio-medical center
Country: Lebanon
Locale Local
Year: 2004

Title: Paper on Womens Social and Health Issues in the 21st century.
Role: Paper presenter
Event Name Seminar Non-Governmental Organizations in the 21st Century.
Event Type: Seminar
Organization: Central Committee of Armenian Relief Society
Country: Lebanon
Locale Local
Year: 2004

Title: Symposium of the Order of Nurses in Lebanon and the Lebanese Midwives University Group
Event Name Symposium of the Order of Nurses in Lebanon and the Lebanese Midwives University Group
Event Type: Symposium
Organization: Order of Nurses in Lebanon and the Lebanese Midwives University Group
Country: Lebanon
Locale Local
Year: 2004

Title: Paper on Diabetic Foot Care
Role: Paper presenter
Event Name Diabetic Day
Event Type: Conference
Organization: Lebanese Ministry of Public Health
Country: Lebanon
Locale Local
Year: 2003

Title: Paper on Early detection of Breast Cancer
Role: Paper presenter
Event Name Conference on Non-Communicable Diseases
Event Type: Conference
Organization: WHO, Lebanese Ministry of Public Health and Armenian Relief Cross in Lebanon
Country: Lebanon
Locale Local
Year: 2003

Title: First National Italo-Lebanese Nursing Congress A Profession for Better Life.
Event Name First National Italo-Lebanese Nursing Congress A Profession for Better Life.
Event Type: Congress
Country: Lebanon
Locale Local
Year: 2002

Title: Alumni Nurses Chapter Symposium.
Event Name Alumni Nurses Chapter Symposium.
Event Type: Symposium
Organization: Alumni Nurses Chapter, AUB
Country: Lebanon
Locale AUB
Year: 2001

Title: Enhancing Teacher Effectiveness: by Dr. Yezdi Bhada.
Event Type: Lecture
Country: Lebanon
Locale Local
Year: 2000

Title: Symposium on Stress
Role: Organizing Committee
Event Name Symposium on Stress
Event Type: Symposium
Organization: Professional Committee, Nurses Chapter Alumni Association, AUB
Country: Lebanon
Locale AUB
Year: 1999

Title: Protection Against the Dangers of Landmines
Event Type: Lecture
Organization: Faculty of Health Sciences, University of Balamand.
Country: Lebanon
Locale Local
Year: 1998

Title: Symposium on Trauma Physical and Psychological Squeal
Event Name Symposium on Trauma Physical and Psychological Squeal
Event Type: Symposium
Organization: Lebanese Society of Family Medicine and the Department of Psychiatry, A.U.B. at the Alumni Club- AUB.
Country: Lebanon
Locale AUB
Year: 1998

Title: Levels of knowledge, attitudes and practices of Papanicolaou smear screening, among Lebanese/Armenian women following an educational program.
Role: Publication of Abstract Form
Event Name The third International Epidemiological association Eastern Mediterranean regional scientific meeting.
Event Type: Scientific Meeting
Country: Lebanon
Locale Local
Year: 1997

Title: Third International Epidemiological Association Eastern Mediterranean Regional Scientific Meeting: Epidemiology and prevention in the Eastern Mediterranean Region.
Event Type: Scientific Meeting
Organization: AUB
Country: Lebanon
Locale AUB
Year: 1997

Title: Symposium on Lebanese Women: Reflection on the Nursing Profession
Role: Organizing Committee member
Event Name Symposium on Lebanese Women: Reflection on the Nursing Profession
Event Type: Symposium
Organization: Alumni Association, AUB
Country: Lebanon
Locale AUB
Year: 1997

Title: Better Health Through Nursing Research
Role: Moderator
Event Type: Scientific Meeting
Organization: Nurses chapter Alumni Association, AUB
Country: Lebanon
Locale AUB
Year: 1996

Title: Seventh International Health and Hospitalization Congress:Health & Hospitalization, Man and Technology.
Event Name Seventh International Health and Hospitalization Congress:Health & Hospitalization, Man and Technology.
Event Type: Congress
Organization: Syndicate of hospitals in Lebanon.
Country: Lebanon
Locale Local
Year: 1996

Title: Second Annual Scientific meeting: Lebanese Epidemiological Association
Event Type: Scientific Meeting
Organization: AUB
Country: Lebanon
Locale AUB
Year: 1996

Title: A survey of knowledge, attitude and practice of cervical screening among Lebanese/Armenian women.
Role: Publication of Abstract Form
Event Name Second Annual scientific meeting of Lebanese epidemiological Association
Event Type: Scientific Meeting
Country: Lebanon
Locale Local
Year: 1996

Title: Panel, discussion on solid waste disposal
Event Type: Lecture
Organization: Alumni Association, AUB
Country: Lebanon
Locale AUB
Year: 1995

Title: Panel discussion on cancer and hormones
Event Type: Lecture
Organization: AUB
Country: Lebanon
Locale AUB
Year: 1995

Title: Community health nursing in a former Soviet Union Republic: a case study of change in Armenia.
Role: Publication of Abstract Form
Event Name Second Research conference
Event Type: Conference
Organization: School of Nursing, AUB
Country: Lebanon
Locale AUB
Year: 1995

Title: Nosocomial Infections
Event Type: Lecture
Organization: Faculty of Medicine, AUB
Country: Lebanon
Locale AUB
Year: 1994

Title: Pediatric Nursing
Event Type: Lecture
Organization: AUB
Country: Lebanon
Locale AUB
Year: 1975

Title: Public Health Nursing
Event Type: Lecture
Organization: AUB
Country: Lebanon
Locale AUB
Year: 1972

Title: Family Health and Population Dynamics
Event Type: Lecture
Organization: AUB
Country: Lebanon
Locale AUB
Year: 1971

Title: Cardiovascular Nursing
Event Type: Lecture
Organization: AUB
Country: Lebanon
Locale AUB
Year: 1971

Title: Family Health and Population Dynamics
Event Type: Lecture
Organization: AUB
Country: Lebanon
Locale AUB
Year: 1971

Title: Disaster Nursing
Event Type: Lecture
Organization: AUB Nurses Chapter, Alumni Association
Country: Lebanon
Locale AUB
Year: 1970

C. Teaching

Teaching Activities

Fall 2013-2014	Community Health Nursing AUB
Spring 2005	Community Health Nursing AUB
Spring 2010-2011	Community Health Nursing AUB
Summer 2012-2013	Practicum AUB
Spring 2007	Community Health Nursing AUB
Fall 2010-2011	Project, Community health Tract. AUB
Summer 2002	Fundamentals of Nursing AUB
Spring 2010-2011	Health Assessment AUB
Fall 2002-2003	Community Health Nursing AUB
Fall 2003-2004	Community Health Nursing AUB
Spring 2007	Community Health Nursing AUB

Spring 2003	Community Health Nursing AUB
Spring 2002	Community Health Nursing AUB
Fall 2001-2002	Community Health Nursing AUB
Fall 2006-2007	Community health Nursing AUB
Spring 2012-2013	Community Health Nursing AUB
Spring 2007	Community health Nursing AUB
Fall 2013-2014	Community Health Nursing AUB
Summer 2007	Health Assessment AUB
Fall 2013-2014	Community Health Nursing AUB
Spring 2004	Community Health Nursing AUB
Spring 2004	Community Health Nursing AUB
Spring 2013-2014	Principles and Practice of Community Public AUB
Fall 2012-2013	Community Health Nursing AUB

Fall 2012-2013	Community Health Nursing AUB
Spring 2013-2014	Community Health Nursing AUB
Fall 2012-2013	Advanced Nursing Practicum AUB
Summer 2008	Health Assessment AUB
Summer 2005	Health Assessment AUB
Spring 2011-2012	Principles and Practice of Community Public Health Nursing AUB
Fall 2008-2009	Community Health Nursing AUB
Fall 2005-2006	Foundation: Professional Nursing AUB
Spring 2011-2012	Community Health Nursing AUB
Spring 2011-2012	Fundamentals of Nursing AUB
Fall 2010-2011	Coordination of residency Community Health tract AUB
Spring 2010-2011	Princples and Practice of Community and Public Health nursing AUB
Spring 2003	Community Health Nursing AUB

Spring 2013-2014	Community Health Nursing AUB
Summer 2011-2012	Health Promotion Strategies across the Life Span AUB
Fall 2006-2007	Community Health Nursing AUB
Spring 2010-2011	Community health Nursing AUB
Fall 2005-2006	Community Health Nursing AUB
Fall 2013-2014	Advanced Nursing AUB
Fall 2006-2007	Community Health Nursing AUB
Spring 2012-2013	Community Health Nursing AUB
Spring 2012-2013	Community Health Nursing AUB
Fall 2008-2009	Introduction to Nursing AUB
Spring 2008	Community health Nursing AUB
Fall 2008-2009	Community Health Nursing AUB
Spring 2008	Community Health Nursing AUB

Summer 2009	Health Assessment (team teaching) clinical AUB
Fall 2011-2012	Advance Community Assessment and Intervention AUB
Fall 2009-2010	Community Health Nursing, Theory AUB
Spring 2010-2011	Principles and Practice of Community and Public Health Nursing AUB
Spring 2010-2011	Fundamentals of Nursing AUB
Fall 2009-2010	Community Health Nursing AUB
Summer 2004	Fundamentals of Nursing AUB
Summer 2003	Fundamentals of Nursing AUB
Spring 2010-2011	Fundementals of Nursing AUB
Summer 2004	Fundamentals of Nursing AUB
Spring 2012-2013	Advanced Nursing Practicum AUB
Summer 2012-2013	Health Promotion AUB
Spring 2008	Community Health Nursing AUB

Summer 2012-2013	Health Promotion ,Theory AUB
Fall 2003-2004	Community Health Nursing AUB
Fall 2005-2006	Community Health Nursing AUB
Spring 2006	Community Health Nursing AUB
Fall 2004-2005	Community Health Nursing AUB
Spring 2008	Community health Nursing AUB
Summer 2006	Health Assessment AUB
Spring 2011-2012	Health Assessment AUB
Spring 2005	Community Health Nursing AUB
Fall 2002-2003	Community Health Nursing AUB
Summer 2002	Fundamentals of Nursing AUB
Fall 2001-2002	Community Health Nursing AUB
Fall 2012-2013	Community Health Nursing AUB

Fall 2004-2005	Community Health Nursing AUB
Summer 2003	Fundamentals of Nursing AUB
Spring 2002	Community Health Nursing AUB
Spring 2006	Community Health Nursing AUB
Summer 2010-2011	Health Promotion Strategies across the Life AUB
Fall 2007-2008	Introduction to Nursing AUB

Teaching Contribution

2009 - 2010	Undergraduate Projects Supervised: -Survey of three institutions delivering health care to elderly in Greater Beirut area - Survey a defined community looking for health practices Influenced by: superstition, popular beliefs and home remedies
2008 - 2009	Undergraduate Projects Supervised" - Survey of learning needs of adolescents on Sex education - Obesity: Health promotion through nutrition - Immunization: a chance for every child - Identify existing community resources in the Greater Beirut area

2007 - 2008 Undergraduate Project Supervised:
-Elderly Care: Home versus institution
- Womens health Issues
- Juvenile delinquency: a social and/or family problem? Factors putting young children and adolescents at risk.
- Substance abuse as a community health problem

2006 - 2007 STDs and HIV/AIDS as a community health problem
Undergraduate Project Supervised: - Malnutrition as a community health problem
- Female circumcision
- Environmental health in Lebanon

2005 - 2006 Undergraduate Project Supervised:
-Violence against women in Lebanon
- Breast cancer screening in Lebanon
- Malnutrition and health
- Smoking and health
- Poverty and health.

Thesis

2016 Training Primary Health Care Nurses to Spread Breast Cancer Screening Awareness*(MS Project)*
Fall 2016-2017
Reader
Mariam Shatila

2016 Protocol for Prevention of Falls Among Adults in Community Settings.*(MS Project)*
Fall 2016-2017
Advisor
Siham Suleiman

2016 Training Primary Health Care Nurses to Spread Breast Cancer Screening Awareness*(MS Project)*
Fall 2016-2017
Reader
Mariam Shatila

2016 Advanced Public Health Nursing: A Guiding Practice Model*(MS Project)*
Winter Session 2016
Reader
Hana Sahyouni

2015 Health Education Program for prevention of Coronary Artery Disease in Primary Health care in Saudi Arabia Health*(MS Project)*
Fall 2015-2016
Reader
Zeinab Al Far

2015 Factors Associated with low Influenza Immunization Rate among American University Medical Center Registered Nurses*(MS Project)*
Fall 2015-2016
Reader
Fatima Dirani

2014 A Multidisciplinary Outreach Program for Older Adults in Lebanon: Proposal and Recommendations*(MS Project)*
Fall 2014-2015
Reader
Serpouhi Toriguian.

2013 A Womans Heart Guard it with Care to save it.*(MS Project)*
fall 2012-2013
Reader
Nour Abi Zahr.

2010 Diabetes Educational Program for School Personnel*(MS Project)*
fall 2009-2010
Reader
Laila Kazan

Other Teaching Activities

2009 Undergraduate Project Supervised:
Survey of three institutions delivering health care to elderly in Greater Beirut area.
(2009-2010)

Undergraduate Project Supervised:
Survey of three institutions delivering health care to elderly in Greater Beirut area.
(2009-2010)

2009 Undergraduate Project Supervised:
Survey a defined community looking for health practices
Influenced by: superstition, popular beliefs and home remedies. (2009-2010)

Undergraduate Project Supervised:
Survey a defined community looking for health practices
Influenced by: superstition, popular beliefs and home remedies. (2009-2010)

2009 Undergraduate Project Supervised:
Study the Lebanese National Social Security Fund.
(2009-2010)
Undergraduate Project Supervised:
Study the Lebanese National Social Security Fund.
(2009-2010)

2009 Undergraduate Project Supervised:
Health risks appraisal in families in a defined community.
(2009-2010)
Undergraduate Project Supervised:
Health risks appraisal in families in a defined community.
(2009-2010)

2008 Undergraduate Project Supervised:
Survey of learning needs of adolescents on Sex education.
(2008-2009)
Undergraduate Project Supervised:
Survey of learning needs of adolescents on Sex education.
(2008-2009)

2008 Undergraduate Project Supervised:
Obesity: Health promotion through nutrition.
(2008-2009)
Undergraduate Project Supervised:
Obesity: Health promotion through nutrition.
(2008-2009)

2008 Undergraduate Project Supervised:
Immunization: a chance for every child.
(2008-2009)
Undergraduate Project Supervised:
Immunization: a chance for every child.
(2008-2009)

2008 Undergraduate Project Supervised:
Identify existing community resources in the Greater Beirut area.
(2008-2009)
Undergraduate Project Supervised:
Identify existing community resources in the Greater Beirut area.
(2008-2009)

2007 Undergraduate Project Supervised:
Elderly Care: Home versus institution.
(2007-2008)
Undergraduate Project Supervised:
Elderly Care: Home versus institution.
(2007-2008)

2007 Undergraduate Project Supervised:
Womens health Issues.
(2007-2008)
Undergraduate Project Supervised:
Womens health Issues.
(2007-2008)

2007 Undergraduate Project Supervised:
Juvenile delinquency: a social and/or family problem? Factors putting young children and adolescents at risk.
(2007-2008)
Undergraduate Project Supervised:
Juvenile delinquency: a social and/or family problem? Factors putting young children and adolescents at risk.
(2007-2008)

2007 Undergraduate Project Supervised:
Substance abuse as a community health problem.
(2007-2008)
Undergraduate Project Supervised:
Substance abuse as a community health problem.
(2007-2008)

2006 Undergraduate Project Supervised:
STDs and HIV/AIDS as a community health problem.
(2006-2007)
Undergraduate Project Supervised:
STDs and HIV/AIDS as a community health problem.
(2006-2007)

2006 Undergraduate Project Supervised:
Malnutrition as a community health problem.
(2006-2007)
Undergraduate Project Supervised:
Malnutrition as a community health problem.
(2006-2007)

2006 Undergraduate Project Supervised:
Female circumcision.
(2006-2007)
Undergraduate Project Supervised:
Female circumcision.
(2006-2007)

2006 Undergraduate Project Supervised:
Environmental health in Lebanon.
(2006-2007)
Undergraduate Project Supervised:
Environmental health in Lebanon.
(2006-2007)

2005 Undergraduate Project Supervised:
Violence against women in Lebanon.
(2005-2006)
Undergraduate Project Supervised:
Violence against women in Lebanon.
(2005-2006)

2005 Undergraduate Project Supervised:
Breast cancer screening in Lebanon.
(2005-2006)
Undergraduate Project Supervised:
Breast cancer screening in Lebanon.
(2005-2006)

2005 Undergraduate Project Supervised:
Malnutrition and health.
(2005-2006)

Undergraduate Project Supervised:
Malnutrition and health.
(2005-2006)

2005 Undergraduate Project Supervised:
Smoking and health.
(2005-2006)
Undergraduate Project Supervised:
Smoking and health.
(2005-2006)

2005	Undergraduate Project Supervised: Poverty and health. (2005-2006) Undergraduate Project Supervised: Poverty and health. (2005-2006)
2004	Academic Advisor for 15-25 students/semester: Class advisor BSN II, 2004,2005- Class advisor BSN, III 2005,2006- Class advisor BSN IV, 2006,2007.
	Academic Advisor for 15-25 students/semester: Class advisor BSN II, 2004,2005- Class advisor BSN, III 2005,2006- Class advisor BSN IV, 2006,2007.

D. Services

Professional Societies Membership

2014 - Present	Member Sigma Theta Tau, Honor Society of Nursing
2006 - Present	Member Advisory Board,A. Boulghourdjian Socio-Medical Center, ARCL
2006 - Present	Member Sigma Theta Tau, Honor Society of Nursing
1992 - Present	Member Local Health Committee, Middle East Council Churches
1992 - Present	Chair Health Committee, A. Boulghourdjian Socio-Medical Center, ARCL
1980 - Present	Member Y.W.C.A.
1964 - Present	Member Armenian Relief Cross In Lebanon
2006	Chair Sigma Theta Tau, Honor Society of Nursing, Lambda PI Chapter

2000 - 2004	Vice President Regional Executive Committee
2000 - 2004	Vice President Regional Executive Committee of the Armenian Relief Cross in Lebanon
1992 - 1994	Vice President Regional Executive Committee
1990 - 1992	President Beirut Branch

Reviewer / Editor

Health Promotion International

Journal of Womens Health

Journal of Japan of Nursing Science

Journal of Transcultural Nursing

Journal of Interprofessional Care.

Institutional/Administrative Service

2015 - Present	curriculum Committee Member

2015 - Present	Post Basic Nursing Programs. Coordinator Coordinator
2012 - Present	Ad Hoc committee: to establish Sigma Theta Tau Honor Society Chapter Member
2012 - Present	STTI Committee Treasurer
2011 - Present	Library Committee Representative
2011 - Present	Admission and Recruitment Commitee Member
2011 - Present	Wellness Committee Representative
2011 - Present	Advisory Committee Representative
2011 - Present	CCNE Self-Study Report Member
2011 - Present	CCNE Report, Standard I: Program Quality: Mission and Governance Chairman
2005 - Present	University Student Affairs Representative
2005 - Present	Faculty of Medicine Library Committee Representative
2005 - Present	Student Affairs Committee, Chairman
2005 - Present	Research and Continuing Education Committee Member
2003 - Present	Advisory Committee Member
2000 - Present	Academic /Evaluation committee Member
0 - Present	AUB, Academic Committee Member
0 - Present	AUB, MSN Community Tract Coordinator

2015 - 2017	Academic/ Curriculum Committee Chairperson Chair
2015 - 2016	STTI Chi Iota Chapter President
2011	AUB, Strategic Review Team HSON Committee Member
2011	AUB, Annual Program Learning Outcomes Assessment: Center for Teaching and learning Participant
2011	AUB, BSN Coordinator Coordinator
2007 - 2011	AUB, Advisory Committee Member
2005 - 2006	AUB, University Ad-Hoc Committee to update Breach of the Student Code of Conduct. Representative
2004 - 2005	AUB, Centennial-Archives and publications Participant
2004 - 2005	AUB, Strategic Planning Member
2003 - 2005	AUB, Centennial Celebration Scientific Committee Member
2003 - 2005	Centennial Celebration/Short Seminars Committee Member
2004	AUB, Ad Hoc Committee, Task Force for Faculty Workload Member
1999 - 2003	AUB, Traditional Orientation Program, Students Affairs Committee Member
1999 - 2002	AUB, Students Affairs Committee Acting Chair
1992 - 2002	AUB, University Student Affairs Representative Representative to University Student Affairs

Community Service

2006 - Present	Sigma Theta Tau, Honor Society of Nursing Member
2014 - 2018	Sigma Theta Tau, Honor Society of Nursing Member
2006 - 2018	A. Boulghourdjian Socio-Medical Center, ARCL Health committee Chair
2006 - 2018	A. Boulghourdjian Socio-Medical Center, ARCL Advisory Board Committee
1992 - 2018	Middle East Council Churches; local health committee. Member
1980 - 2018	Y W C A member. Member
1964 - 2018	Armenian Relief Cross Member
2000 - 2004	Regional Executive Committee Vice President
1992 - 1994	the Regional Executive Committee Vice President
1990 - 1992	Executive Committee President

Workshops And Seminars

2010	Meeting/Discussion of the results of the study: Assessment of Linkages between Sexual and Reproductive Health and HIV/AIDS Lebanon Presentation AUB AUB

2009 Healing Lessons of Ethno-medicine
Lebanon
Attendant
AUB
AUB, HSON

2009 . Innovation in Teaching
Lebanon
Attendant
AUB
CTL, AUB

2009 Depression and CVD
Lebanon
Attendant
AUB
AUB, HSON

2009 Conference on Aging in the Arab Countries: Policies and Development
Beirut, Lebanon

Local
Centre for Studies on Aging (CSA) in Lebanon in collaboration with the UNFPA Regional Office for Arab States

2009 Fifteen Annual Conference on Translating Research into Practice and Policy
Beirut, Lebanon

Local
Lebanese Epidemiological Association

2009 Studying Youth in the Arab World, The Research and Policy Forum on Youth in the Arab World
Lebanon, the Issam Fares
Attendant
AUB
Institute for Public Policy and International affairs, AUB.

2009 Results of a National Study Assessing Sexual and Reproductive Health and HIV Linkages
Lebanon
Attendant
AUB
AUB, HSON And UNFPA, AUB.

2009 Inter RAI; Patient Assessment and Quality Care Planning System.
Lebanon
Attendant
AUB
AUB, HSON

2008 Primary Health Care: present and future: in Lebanon and the Arab countries
Lebanon
Attendant
AUB
Peoples health Movement

2008 Wellness Fair
West Hall, AUB
Attendant
AUB
CUW

2008 What are people at AUB saying about smoking, results of tobacco free initiative
Lebanon
Attendant
AUB
AUB

2008 NCPNN Bi-Annual and Regional Meeting
Lebanon
Attendant
AUB
AUB, HSON

2008 Forum on Inquiry-based undergraduate education at a large research university,
Lebanon
Attendant
AUB
CTL, AUB

2006 Celebration of the International Nurses Day
Beirut, Lebanon

Local
Lebanese Order of Nurses

2006 Lecture on From Numbness to Resignation: Experiences of Pakistani Women with Breast Cancer
Lebanon
Attendant
AUB
AUB, HSON

2006 workshop on Moodle, I and II
Beirut, Lebanon

AUB
Academic Computing center, AUB

2006 XL MEMA, Research
Lebanon
Attendant
AUB
AUB, HSON

2006 Quality of Care: Obligations of the Health Care Provider
Lebanon
Attendant
AUB
AUB, HSON

2006 Commemoration of World Day for safety and Health
Beirut, Lebanon

AUB
ILO

2006 Workshop on Clinical Teaching and Clinical Evaluation, by Janice Hoffmann
Beirut, Lebanon

AUB
School of Nursing, AUB

2005 Lecture on Providing Culturally Congruent Health Care: Issues, Strategies and Priorities for Research
Lebanon
Attendant
AUB
AUB, HSON

2005 Writers Workshop: Writing for Publication by Dr. Marty Douglas
Beirut, Lebanon

AUB
School of Nursing, AUB

2005 Conference on Bridging Body and Mind. Organized by Lebanese Society of Family Medicine Forth Annual Conference
Lebanon
Attendant
AUB
AUB

2005 , Health Manpower planning in Nursing
AUB- Lebanon
Attendant
AUB
Special Short Seminar's committee

2005 Seminar on Occupational & Environmental Molecular Epidemiology: A 21st Century Approach to Disease by Prof.David Christiani
Beirut, Lebanon

AUB
FSH, AUB

2005 Conference on Bridging Body and Mind
Beirut, Lebanon

AUB
Lebanese Society of Family Medicine Forth Annual Conference AUB

2005 Workshop on Models of Collaboration: Nursing Education and Nursing Service, by Dr. Marty Douglas
Beirut, Lebanon

AUB
School of Nursing, AUB

2005 Centennial Closing Seminar, Forward Look
Beirut, Lebanon

AUB
School of Nursing, AUB, in Collaboration with University of Johns Hopkins.

2005 Innovations in Health Care Delivery in Lebanon: Role of the Nurse
AUB- Lebanon
Attendant
AUB
Special Short Seminar's committee

2005 Current Achievements and future challenges
AUB- Lebanon
Attendant
AUB
Special Short Seminars Committee

2005 Dr. Al-Assaf, Health care quality contribution of nursing in Improving Performance
AUB- Lebanon
Attendant
AUB
Special Short Seminars Committee

2005 Health as a bridge to peace in the Middle East, Challenges and Responses
AUB- Lebanon
Attendant
AUB
Special Short Seminar's committee

2004 Symposium of the Order of Nurses in Lebanon and the Lebanese Midwives University Group
Lebanon
Attendant
AUB
Lebanese Order of Nurses

2004 Seminar on the Power of Problem Based Learning: Bringing Problem Based into your Classroom
Beirut, Lebanon

AUB
Teaching Excellence Group, AUB

2004 Conference on the occasion of the 50th Anniversary of Faculty of Health Sciences, AUB
Beirut, Lebanon

AUB
AUB

2004 Seminar on Epidemiological data in Lebanon: Methodological Challenges and Options in Epidemiology.
Beirut, Lebanon

Local
Lebanese Epidemiological Association

2004 Evidence Based Nursing Practice: Infrastructure, Method, and Utilization,
Lebanon
Auditer
AUB
AUB, HSON

2004 How do we look at health care outcomes over time: a repeated measures analysis with time nesting
Lebanon
Attendant
AUB
AUB, HSON

2004 Workshop on Innovations in Medical, Nursing & Public Health Education: Towards Collaborative Practice.
Beirut, Lebanon

AUB
MEMA, AUB

2003 International Collaborative Conversations Conference
Bournemouth, United Kingdom

International
Bournemouth University

2003 Lecture Series
AUB- Lebanon
Attendant
AUB
FHS

2003 Conference on Osteoporosis: Prevention and treatment.
Beirut, Lebanon

AUB
International Osteoporosis Foundation

2003 Workshop on health needs for the Lebanese community and suggestions for improvement
Lebanon
Group Leader
AUB
Haygazian University

2003 Seminar on Advanced Practice in Lebanon: EmployersPerspective.
Beirut, Lebanon

AUB
Research and Continuing Education Committee, School of Nursing, AUB

2003 Seminar on Developing Program & Course Learning Outcomes.
Beirut, Lebanon

AUB
Teaching Excellence Group, AUB

2003 a Seminar on Advanced Practice in Lebanon: Employers Perspective.
Beirut, Lebanon

AUB
Research & Continuing Education Committee, School of Nursing, AUB

2003 The three Lecture Series
AUB- Lebanon
Attendant
AUB
AUB, HSON

2003 Workshop on health needs for the Lebanese community and suggestions for improvement
Beirut, Lebanon

Local
Haygazian University, Jinishian Memorial Fund

2003 Seminar on Developing Program and Course Learning Outcomes.
Beirut, Lebanon

AUB
Teaching Excellence Group, AUB

2003 Seminar by Lebanese Health Care Management Association: Issues in Health Manpower: in Nursing
Lebanon

Local
Order of Lebanese Physicians

2003 Seminar on Childrens Rights
Lebanon

Local
ARCL , UNICEF

2002 Conference Armenia-Diaspora

Local
Republic of Armenian

2002 University Teaching
AUB- Lebanon
Attendant
AUB
AUB, HSON

2002 Seminar by Nurses Chapter, Alumni Association, Advance Nurse Practitioner, Roles & Functions, Alumni Club
Beirut, Lebanon

AUB
Nurses Chapter, Alumni Association, Advance Nurse Practitioner, Roles & Functions, Alumni Club

2002 Workshop on Management of Hypertension in Primary Health Care Center.
Araxy Boulgherdjian Sosio
Beirut, Lebanon
chair
AUB
Medical Center (ABSMC) of Armenian Relief Cross in Lebanon (ARCL) in collaboration with Family Medicine Department of AUB

2002 Internet Search for Sources of Funding for Research.
Lebanon
Attendant
AUB
AUB

2002 Workshop on Advising
Beirut, Lebanon

AUB
AUB

2002 Faculty Retreat
AUB- Lebanon
Attendant
AUB
AUB, HSON

2002 First National Italo-Lebanese Nursing Congress A Profession for Better Life.
Lebanon
Attendant
AUB
AUB

2002 Faculty Seminar in University Teaching
Beirut, Lebanon

AUB
AUB

2002 MEMA the XXXVIIth Middle East Medical Assembly.
Lebanon
Attendant
AUB
AUB

2002 Teaching Excellence Seminar Series
Beirut, Lebanon

AUB
AUB

2002 Meta-Analysis: Quantifying Research Reviews
Lebanon
Attendant
AUB
AUB

2001 Nurses Day Celebration
Lebanon
Attendant
AUB
AUB, HSON

2001 Web Page Designing Workshop
Lebanon

Local
.

2001 Elements & Models in End-of-Life Care
Lebanon
Presentation
AUB
AUB, HSON

2001 Workshop on Pain Relief and Palliative Care
Marriott Hotel, Beirut, Lebanon

AUB
.

2001 Gaps in End-of-Life Care Faculty Continuing Education Sessions.
Lebanon
Attendant
AUB
AUB, HSON

2001 The XXXVI MEMA
Lebanon
Attendant
AUB
AUB, HSON

2001 Service Excellence Workshop
Lebanon

Local
.

2001 Oncology Conference COMO V
Lebanon

Local
.

2001 The Twelfth International Congress on Womens Health Issues.
Organized by the International Council on Womens Health Issues.
NC, USA
Attendant
AUB
Organized by the International Council on Womens Health Issues.

2001 Faculty Retreat
Lebanon
Attendant
AUB
AUB, HSON

2001 Workshop on Academic Computing
Beirut, Lebanon

AUB
AUB

2001 Alumni Nurses Chapter Symposium
Lebanon
Attendant
AUB
AUB, HSON

2001 Faculty Retreat on Hospice Care
Lebanon
Attendant
AUB
AUB, HSON

2000 Workshop on Pain Relief & Palliative Care
Lebanon

Local
.

2000 Osteoporosis
Lebanon
Presentation
AUB
AUB, HSON

2000 Workshop on Cooperative Learning
Lebanon
Attendant
AUB
Johnson & Johnson

2000 Faculty Retreat
Lebanon
Attendant
AUB
AUB, HSON

2000 Faculty Retreat
Lebanon
Attendant
AUB
AUB, HSON

2000 Asymetrix Toolbook II
Lebanon
Assisstant and Photoshop
AUB
AUB, HSON

2000 Workshop on Pain Relief & Palliative Care
Lebanon
Attendant
AUB
AUB, HSON

2000 Workshop on Pain Relief & Palliative Care
Lebanon
Attendant
AUB
AUB, HSON

2000 The XXXV MEMA
Lebanon
Attendant
AUB
AUB

2000 Enhancing Teacher Effectiveness
Lebanon
Attendant
AUB
AUB, HSON

2000 Osteoporosis
Lebanon
Presentation
AUB
AUB, HSON

1999 The XXXIV MEMA
Beirut, Lebanon

AUB
Faculty of Medicine, AUB

1999 First International Nursing Conference:Global Collaboration: Route to Excellence
Beirut, Lebanon

AUB
School of Nursing, AUB

1999 Conference on Ethics, Equity and Quality in providing Primary Care
Beirut, Lebanon

AUB
AUB, Family Medicine and Lebanese Association of Family Medicine

1999 Seminar on the Search for Quality and Effectiveness in Health Care in the Region Faculty of Health Sciences
Beirut, Lebanon

AUB
AUB

1999 Seminar on Diet and Coronary Heart Disease
Beirut, Lebanon

AUB
Faculty of Health Sciences, AUB

1999 Symposium on Stress, organized by the Professional Committee, AUB- Lebanon
Attendant
AUB
Nurses Chapter Alumni Association

1999 Workshop on update in Management and Care of Hypertension
Beirut, Lebanon

AUB
Family Medicine Practice Center, AUB

1998 AUB Saab Medical Library Internet and Medline Workshop
Beirut, Lebanon

AUB
AUB

1998 Protection Against the Dangers of Landmines
Lebanon
Attendant
AUB
FHS, Balamand

1998 MEMA
Lebanon, the Issam Fares
Attendant
AUB
AUB

1998 Staff Development Workshop on New Approaches in Nursing Care
Beirut, Lebanon

AUB
AUBMC

1998 MEMA
Lebanon, the Issam Fares
Attendant
AUB
AUB

1998 Workshop
Beirut, Lebanon
Organizing Committee
AUB
Health Education at the Preschool Level Health Committee of ARCL in collaboration with AUB, Faculty of Health Sciences and Division of Education

1998 Faculty Retreat on Critical thinking
Lebanon
Attendant
AUB
AUB, HSON

1998 Conference on Nutrition of Women: Problems and Solutions
Lebanon

AUB
UNESCO

1998 Workshop on provision of Quality Care at Primary Care Level: Medical Audit and Experience at ARCL
Beirut, Lebanon

AUB
ARCL, AUB, Family Medicine and Prince Leopoll Institute, Antwerp, Belgium.

1998 Symposium on Trauma Physical and Psychological Squeal
Alumni Club, AUB, Lebanon
Attendant
AUB
Lebanese Society of Family Medicine and the Department of Psychiatry

1998
MEMA
Lebanon, the Issam Fares
Attendant
AUB
AUB

1997
MECC workshop on Old Age
Lebanon
Attendant
AUB
St. Georges Hospital

1997
XXXII MEMA
Beirut, Lebanon

AUB
AUB

1997
Epidemiology and prevention in the Eastern Mediterranean Region
Lebanon, the Issam Fares
Attendant
AUB
Third International Epidemiological Association Eastern Mediterranean Regional Scientific Meeting

1997
Participated in the Terry Fox Run, Beirut - Lebanon. Intravenous Therapy: Lectures and Training. Took the course on Nursing Informatics N. 204, 2 cr.
Lebanon
training
AUB
Terry Fox Run

1997
Oncology Symposium
Lebanon
Attendant
AUB
Lebanese Cancer Society

1997
MECC workshop on Old Age
Beirut, Lebanon

Local
St. Georges Hospital

1997
Symposium on Lebanese Women: Reflection on the Nursing Profession, AUB.
AUB- Lebanon
Organizer
AUB
Alumni Assosciation

1996 The XXXI Middle East Medical Assembly
Beirut, Lebanon

AUB
Faculty of Medicine, AUB

1996 Third International Interdisciplinary
England

International
Institute of Health and Qualitative Health Research Community Studies, Bournemouth University

1996 Treatment of Diabetes Mellitus in the Nineties
AUB- Lebanon
Presentation
AUB
AUB, HSON

1996 Workshop on Student Advisement
Beirut, Lebanon

AUB
AUB

1996 Second Annual Scientific meeting
Lebanon, the Issam Fares Hall
Attendant
AUB
Lebanese Epidemiological Association

1996 Better Health Through Nursing Research
AUB- Lebanon
Moderator
AUB
Nurses Chapter Alumni Association

1996 Basic Life Support
AUB- Lebanon
Presentation
AUB
AUB, HSON

1996 Seventh International Health and Hospitalization Congress Health & Hospitalization, Man and Technology
City Exhibition Center, Martyrs Square Beirut.
Attendant
AUB
syndicate of hospitals in Lebanon

1996 Advanced Life Support
AUB- Lebanon
Training
AUB
AUB, HSON

1995 Middle East Medical Assembly
Beirut, Lebanon

AUB
AUB

1995 Workshop on clinical Evaluation
Beirut, Lebanon

AUB
SON, AUB

1995 Panel discussion on cancer hormones
AUB- Lebanon
Presentation
AUB
AUB, HSON

1995 The second Nursing Research Conference
Beirut, Lebanon

AUB
School of Nursing, Nursing Service and Nurses Chapter, Alumni Association

1995 Genitics and nursing
AUB- Lebanon
Presentation
AUB
AUB, HSON

1995 Workshop on Orems Self Care Model presented a lecture on application
Beirut, Lebanon

AUB
FM, School of Nursing, AUB

1995 Panel discussion on solid waste disposal
AUB- Lebanon
Training
AUB
AUB, HSON

1995 Seminar on Roles of Women in Policies and Society
Lebanon

Local
Armenian Relief Cross

1994 Workshop on Newmans model
Beirut, Lebanon

AUB
FM, School of Nursing, AUB

1994 Conference on Nursing Research
Beirut, Lebanon

AUB
Research Committee, School of Nursing, AUB

1994 Nosocomial Infetions
AUB- Lebanon
Attendant
AUB
FM/AUB

1994 Workshop of Nursing Informatics
Beirut, Lebanon

AUB
FM, School of Nursing, AUB

1994 Seminar on Public Health and Environment
Lebanon
Organizing Committee
AUB
Armenian Relief Cross of Lebanon

1994 Breast feeding Management and support
AUB- Lebanon
Training
AUB
the Nursing Service Department and the baby Friendly Hospital Initiative Group

1993 Regional workshop on the Evaluation of Community Health Programs
Cairo, Egypt.

Regional
Middle East Council of Churches

1992 Promoting the Image of the professional Nurse
Beirut, Lebanon
Organizing Committee
AUB
Nurses Chapter of Alumni Association, AUB

1992 Armenian Nurse/Physician Exchange Program
University of Connecticut, USA.
Attendant
AUB
Center for International Community Health studies

1992 Womens Health Issues
Copenhagen, Denamrk
Attendant
International
Fifth International Congress

1992 Children of War: Where to?
Amman, Jordan

Regional
Middle East Council of Churches

1990 6th International Cancer Conference
Amsterdam, Netherlands

International
,

1989 Seminar on Geriatric Nursing
Abu Dhabi, UAE

Regional
SoN

1989 Seminar Renal Nursing
Abu Dhabi, UAE

Regional
SoN

1989 Seminar on Geriatric Nursing
Sharjah, UAE

Regional
SoN

1988 The Twenty Sixth Middle East Medical Assembly
Aub, Lebanon
Attendant
AUB
AUB

1988 5th International Cancer Conference
London, UK

International
.

1985 International Conference on Accident & Emergency Nursing
London, UK

Local
.

1984 Workshop on Learning to Teach
Beirut, Lebanon

AUB
AUB

1984 Christian Education
Nicosia, Cyprus

Regional
Middle East Council of Churches

1983 A special Program on Maternal & Child Health
Lebanon
Attendant
AUB
AUB

1980 Breast - Feeding Workshop
Lebanon

Local
, Lebanese Family Planning Association

1979 The Christian Family and Child in Contemporary Society
Ayia Napa-Cyprus
Attendant
AUB
Middle East Council of Churches

1979 The Role of Women in Society Workshop
Beirut, Lebanon

Local
Middle East - Council of Churches

1979 Breast-Feeding Workshop
Lebanon

Local
Lebanese Family Planning Association

1975 Systematic Course Design (The Harvard Method)
Lebanon
Attendant
AUB
AUB

1975 Pediatric Nursing
Lebanon
Attendant
AUB
AUB

1973 Seminar Course on Human Development
Beirut, Lebanon

AUB
AUB

1972 Refresher Course in School Health
Lebanon
Attendant
AUB
AUB

1972 Refresher Course in Child Health
Lebanon
Attendant
AUB
AUB

1972 Public Health Nursing
Lebanon
Attendant
AUB
AUB

1971 Cardiovascular Nursing
Lebanon
Attendant
AUB
AUB

1971 Family Health and Population Dynamics
Lebanon
Atendant
AUB
AUB

Other Service Activities

2012 4. Reviewed 12 abstracts for the 17th International Conference on Cancer Nursing, Prague

2012	5. Prepared a program composed of 13 sessions, on Healthy Aging for the Armenian Relief Cross in Lebanon
2011	6. Participated radio Van talk shows (Armenian radio) three occasions on the following topics: a)Environmental Health b)Breast cancer awareness c) HIV/AIDS prevention
2011	10. Revising and editing the manual of community health volunteers to the Bedouin Health Community Engagement Project, AUB/FHS Oxford led Research Project,
2011	Prepared proposal for Post-Basic Nursing Certificate Programs
2011	Prepared proposal for post-basic certificate program in School Health Nursing, UAE
2011	3. Prepared proposal for post-basic certificate program in Community Health Nursing.
2009	Awareness Campaigns for the Prevention of H1N1 Infection
2008	Proposal for Vocational Training of Nurses aids for Elderly Home Health Care Services for the Jinishian Memorial Program.
2008	Implemented a one day seminar, with BSN IV students, for the staff of the Azounieh Armenian Sanatorium, on caring for the Institutionalized elderly
2007	Proposal Writing wrote a proposal to the Japanese Embassy in Lebanon for funding equipments for laboratory, a dental unit and x-ray machine for panoramic view of the teeth for the A. Boulghourdjian Socio-medical center of ARCL. (Japanese Embassy granted a sum of $83.0000).
2006	School Health Program for South Lebanon Wrote a Proposal for a comprehensive plan for a pilot School Health Program for South Lebanon in Collaboration with the Ministry of Health and Italian Cooperation. Prepared needs assessment form, conducted needs assessment, and with the BSN IV students taking Community Health Nursing in the spring semester, on March 22, 06, implemented Health Fair for four schools. Submitted a final report to: Italian Cooperation and the Ministry of Public Health. (Project was funded by the Italian Cooperation).

2006

Wrote a Proposal for a comprehensive plan for a pilot School Health Program for South Lebanon in Collaboration with the Ministry of Health and Italian Cooperation. Prepared needs assessment form, conducted needs assessment, and with the BSN IV students taking Community Health Nursing in the spring s

Proposal for Prevention of Substance Abuse: Train the Trainees that I had written last year for Armenian Relief Cross in Lebanon was funded this year by OXFAM, Canada. Program implementation began on February to end in October, 2006. A workshop was organized and implemented in collaboration with Armenian Relief Cross in Lebanon and the UM EL NOUR Organization during March 17_19, 2006 for 35 young men and women to prepare them for substance abuse awareness campaigns. Teaching kit is prepared.

CURRICULUM VITAE

Nour Alayan, PhD, RN

Beirut, Lebanon
Tel.: (+961) 81 685 187
Email: na62@aub.edu.lb

Biography

Dr. Nour Alayan is a health behavior nurse researcher, with a focus on behavior change and the use of complementary and bio-behavioral approaches that support mental health and well-being. She is currently an Assistant Professor at the Hariri School of Nursing of the American University of Beirut (AUB) and provides holistic behavioral health support at the Wellness Center at AUB-Medical Center Family Medicine Department. She completed her PhD in Nursing at Rutgers, the State University of New Jersey (2017), her MS in Nursing at AUB (2008), and her BS in Nursing at AUB (2004). Dr. Alayan's work is based on mind-body science, investigating bio-behavioral treatment interventions, such as heart rate variability biofeedback, and evidence-based therapeutic interventions, such as Motivational Interviewing and Screening, Brief Intervention, and Referral to Treatment (SBIRT).

I. Educational Background

2014 – 2017	**Rutgers University, School of Nursing** PhD in Nursing Science – Health Behavior Focus
2013 – 2014	**Oregon Health and Sciences University, School of Nursing** PhD in Nursing Science, First year *(Transferred to Rutgers for Teaching Fellowship)*
2005 – 2008	**American University of Beirut, Hariri School of Nursing** Master of Science in Nursing *Residency in Advanced Nursing Practice, Johns Hopkins Hospital and the School of Nursing in Baltimore, Maryland*
2001 – 2004	**American University of Beirut, Hariri School of Nursing** Bachelor of Science in Nursing

II. Professional Certificates

Ongoing	**Certificate Program of Advanced Motivational Interviewing** Health Education and Training Institute, Maine, USA (online)
January, 2021	**Stop Smoking Practitioner (England)** National Centre for Smoking Cessation and Training, England

June, 2019	**Emotional Freedom Techniques** Mind Your Power, Holistic Consultancy, Dubai
May, 2019	**Motivational Interviewing** Health Education and Training Institute, Maine, USA (online)
January, 2019	**Hypno-parenting Coach** Mind Your Power, Holistic Consultancy, Dubai
January, 2016	**Certificate in Effective College Instruction** American Council on University Education, USA
March, 2014	**Screening, Brief Intervention, and Treatment for Unhealthy Drinking, Training Program for Workplace Practitioners** National Association of Alcoholism and Drug Abuse Counselors, USA
January, 2013	**Registered Professional Nurse License, NY, USA**
Sept., 2011	**Clinical Hypnotherapy** National Guild of Hypnotists Inc., New Hampshire, USA

III. Employment History

2017 – current	**American University of Beirut** Assistant Professor, Hariri School of Nursing Clinical Associate, Health and Wellness Center, Family Medicine (*Pending*)
2012 – 2017	**American University of Beirut, Hariri School of Nursing** Clinical Instructor *(On leave from 2013-2016 for PhD studies)*
2014 – 2017	**Rutgers University, School of Nursing** Teaching Fellow
2013 – 2014	**Oregon Health and Sciences University, School of Nursing** Nursing Instructor
2010 – 2012	**American University of Beirut, Hariri School of Nursing** Clinical Preceptor (Part-time)
2010 – 2012	**E-Medlinks, Software Solutions for Healthcare, Lebanon** Executive Manager
2010	**American University of Beirut, Faculty of Health Sciences** Research Assistant
2008 – 2010	**The Advisory Group for Healthcare Solutions, Kuwait** Senior Associate, Hospital Operations Planning and Compliance

2005 – 2008	**American University of Beirut, Hariri School of Nursing** Graduate Assistant, Research and Teaching
2004 – 2008	**American University of Beirut, Medical Center** Registered Nurse, Medical-Surgical and Psychiatry Units

IV. Awards/Honors

2018 – 2019	**"Dr. Motivational Interviewing" Award** – recognition presented by graduating class
2016 – 2017	**Rutgers University, Newark Graduate School** Dissertation Fellowship ($20,000)
Oct, 2015	**Lois Wildly Scholarship, International Nurses Society on Addictions** Travel Award
2014 – 2016	**Rutgers University, School of Nursing** Teaching Fellowship ($60,000 / year)
2013 – 2014	**Oregon Health and Sciences University, School of Nursing** Dean's Scholarship and Leily Esteghlalian-Campagna RN Doctoral Award ($20,000)
Jun, 2004	**American University of Beirut, School of Nursing** Najla Morston Award, for Outstanding Achievement

V. Research Outputs

A. Refereed Journal Publications

Alayan, **N.**, Naal, H., Avedissian, T., Assaf, G., Talih, F., & Hamadeh, R. (2021). Primary Care Screening, Brief Intervention, and Referral to Treatment for Adolescent Substance Use in Lebanon: A National Cross-sectional Study. *Substance Abuse: Research and Treatment, 15*, 1-10. doi: 10.1177/1178221821994608

Avedissian, T., & **Alayan, N.** (2021). Adolescent well-being: A concept analysis. *International Journal of Mental Health Nursing*. https://doi.org/10.1111/inm.12833

Alayan, N., Carmody, D., Eddie, D., Eller, L., & Bates, M. (2019). Substance craving changes in university students receiving heart rate variability biofeedback: A longitudinal multilevel modeling approach. *Addictive Behaviors, 97*, 35-41. https://doi.org/10.1016/j.addbeh.2019.05.005

Eddie, D., Conway, F., **Alayan, N.**, Buckman, J., & Bates, M. (2018). Assessing Heart Rate Variability Biofeedback as an Adjunct to College Recovery Housing Programs. *Journal of Substance Abuse Treatment, 92*, 70-76. DOI: 10.1016/j.jsat.2018.06.014.

Alayan, N., Eller, L., Bates, M., & Carmody, D. (2018). Current evidence on Heart Rate Variability Biofeedback as a complementary anti-craving intervention. *Journal of Alternative and Complementary Medicine*, *24*(11), 1039-1050. doi: 10.1089/acm.2018.0019.

Alayan, N., & Shell, L. (2016). Screening adolescents for substance use: The role of Nurse Practitioners in school settings. *The Nurse Practitioner*, *41*(5) doi: 10.1097/01.NPR.0000482380.82853.c0

Clinton, M., **Alayan, N.**, & El–Alti, L. (2014). Rasch analysis of Lebanese nurses' responses to the EIS questionnaire. *SAGE Open, 4*(3) doi: 10.1177/2158244014547182.

Alayan, N. (2008). Strategy for the Implementation of 180 Degree Performance Appraisal for Nurses at AUB-MC (Master's Project). American University of Beirut, Lebanon.

Manuscripts in progress:

Alayan, **N.**, Sayegh, R., Avedissian, T., Assaf, G., & Madi, D. (2021). Student reflections on the use of Screening, Brief Intervention, and Referral to Treatment (SBIRT): A qualitative study. *In Progress*.

Alayan, **N.**, Sayegh, R., Avedissian, T., Assaf, G., & Madi, D. (2021). Integrating Screening, Brief Intervention, and Referral to Treatment (SBIRT) training in the undergraduate nursing curriculum. *In Progress*.

B. Refereed Conference Papers with Proceedings

2020, April	Bates, M., Buckman, J., Eddie, D., Epstein, E., & **Alayan, N.** Natural cardiovascular gains during addiction treatment and breathing interventions to decrease craving during recovery. *Collaborative Perspectives on Addiction Meeting, Society of Addiction Psychology, APA Division 50,* San Diego, California
2017, August	Eddie, D., Conway, F., **Alayan, N.**, & Bates, M. Heart Rate Variability Biofeedback for Relapse Prevention in University Students in Recovery from Substance Use Disorder. *NIAAA / NIDA Poster Session, American Psychological Association Convention*, Washington D.C.

C. Refereed Abstracts and Posters

2015, October	**Alayan, N**., & Shell, L. Screening, Brief Intervention, and Referral to Treatment for Adolescent Substance Use. *International Nurses Society on Addictions,* Annual Conference, Charlotte, NC
2008, February	**Alayan, N**. Strategy for the Implementation of 180 Degree Performance Appraisal for Nurses at AUB-MC, *American University of Beirut*, Research Week

D. Presentations

2021, May 26	Motivational Interviewing for Tobacco Cessation, Online Course on Basic Skills for Tobacco and Smoking Cessation, Waterpipe Tobacco Smoking Knowledge Hub, WHO Framework Convention on Tobacco Control, Faculty of Medicine, American University of Beirut, Lebanon
2021, Mar. 24	Hypnotherapy: Science and Misconceptions, Psychiatry Grand Round, Department of Psychiatry, American University of Beirut, Lebanon
2021, Mar. 19	Primary Care Screening, Brief Intervention, and Referral to Treatment for Adolescent Substance Use in Lebanon: A National Cross-sectional Study, Eta Beta Research Day at Widener University, Pennsylvania, USA
2018, Dec. 1	Motivational Interviewing in clinical practice: A tool for nurses, The 13th International Congress of the Lebanese Society of Cardiology, Beirut, Lebanon
2018, May 11	Heart Rate Variability Biofeedback for College Students Recovering from Substance Use Disorder: A Longitudinal Analysis of Craving Changes, 2nd International Nursing Conference, Order of Nurses in Lebanon
2018, April 9	Substance Use in the Workplace: Screening, Brief Intervention, and Referral to Treatment, 49th Middle East Medical Assembly (MEMA), American University of Beirut, Lebanon
2017, February	Heart Rate Variability Biofeedback for College Students Recovering from Substance Use Disorder: A Longitudinal Analysis of Craving Changes, HSON, AUB
2016, March	Introduction to substance use Screening, Brief Intervention, and Referral to Treatment in Primary Care, Accelerated Undergraduate Nursing Program, Rutgers University, USA
2015, December	Substance use Screening, Brief Intervention, and Referral to Treatment in Psychiatric Nursing Practice, DNP program, Rutgers University, USA

VI. Grants

A. Grants Awarded

2021 – 2023 **A Longitudinal Randomized Control Trial of Smartphone-Assisted Heart Rate Variability Biofeedback for Smoking Cessation**

Intramural Funding: Medical Practice Plan - AUB ($27,800)

Research Team: Dr. Nour Alayan (PI), Dr. Maya Romani (Co-PI), Dr. Angela Massouh (Co-I), Dr. Samar Noureddine (Co-I), and Dr. David Eddie (Co-I)

2020 – 2022 **Appraisal, Burnout, and Coping in Dyads Living with Chronic Illnesses: The ABCs of Informal Caregiving**

Extramural Funding: Qatar National Research Fund for Family Research ($50,000)

Research Team: Dr. Angela Massouh (PI), **Dr. Nour Alayan (Co-PI)**, and Dr. Samar Noureddine (Co-I)

2020 – 2021 **REflective Simulation-Based e-Training on Motivational Interviewing for Interprofessional Teams [REST-MI]**

Intramural Funding: Scholarship of Teaching and Learning (SOTL) Grants program at AUB ($7,000)

Research Team: Dr. Angela Massouh (PI) and **Dr. Nour Alayan (Co-PI)**

2019 – 2021 **Using simulation-based experiential learning to integrate Screening, Brief Intervention, and Referral to Treatment (SBIRT) in the nursing curriculum**

Intramural Funding: Scholarship of Teaching and Learning (SOTL) Grants program at AUB ($3,400)

Research Team: Dr. Nour Alayan (PI), Mrs. Tamar Avedissian (HSON), Dr. Ghada Najjar Assaf (HSON), and Dr. Dina Madi (HSON)

2018 – 2020 **Nurses' and Pediatricians' Attitudes, Perceptions, and Practices of Screening, Brief Intervention, and Referral to Treatment (SBIRT) for Adolescent Substance Use: A Multisite Cross-Study in Primary Care and School Settings**

Funding: AUB – University Research Board (URB) Faculty Research Grant ($12,500)

Research Team: Dr. Nour Alayan (PI), Mrs. Tamar Avedissian (HSON), Dr. Farid Talih (AUB Psychiatry Department), Dr. Randa Hamadeh (Ministry of Public Health, Primary Care Department)

2016 – 2017 **Substance craving changes in university students receiving Heart Rate Variability Biofeedback**

Dissertation Fellowship ($20,000) awarded but not accepted due to work conflict, Rutgers University, New Jersey, USA

B. Grants Submitted and Currently under Review

None

C. Grants Submitted and Not Awarded

2020, May **Assessment of Hospital Response to the Mental Health Needs of Healthcare Workers during the COVID-19 Pandemic in Lebanon** (PI: Dr. Dinah Ayna)

Extramural Funding: National Council for Scientific Research (CNRS), Lebanon – Not awarded

2020, Nov. **A Longitudinal Randomized Control Trial of Smartphone-Assisted Heart Rate Variability Biofeedback for Smoking Cessation** (PI: Dr. Nour Alayan)

Extramural Funding: Fondacion Mapfre (30,000 Euros) – Not awarded

VII. Teaching

A. Courses Taught

Years	*Course Number and Title*	*Level*	*Credits*
2019 – current	NURS 500 – Theories, Concepts, & Frameworks for Advanced Nursing Practice	Graduate	2
2013 – current	NURS 300 – Nursing Care of Adults I	Undergraduate	4
2017 – current	IPEC 300 – Interprofessional Education and Collaboration	Undergraduate	1
2011 – current	NURS 302 – Nursing Care of Adults and Older Adults II	Undergraduate	5
2016	Foundations of Health Education (TA)	Graduate	3
2016	Nursing Care Provider II	Undergraduate	6
2015	Health Assessment	Undergraduate	6
2015	Nursing Care Provider II	Undergraduate	6
2014 – 2016	Curriculum design and development	Graduate	3
2014	Health Assessment (RN-BS)	RN-BSN	2
2014	Nursing Care Provider I	Undergraduate	2
2014	RDTT 321 – Patient Care in Radiation Oncology	Undergraduate	2
2014	RDTT 320 – Basic Patient Care in Radiation Therapy	Undergraduate	2
2013	NURS 410 – Intensive Practicum II	Undergraduate	4
2012 – 2013	NURS 307 – Practicum I	Undergraduate	1
2012	NURS 202 – Health Assessment in Nursing	Undergraduate	2
2012	NURS 201 – Introduction to Nursing Practice	Undergraduate	2

B. Student Supervision and Advising

B1. Master's Students

Academic Year	Names of Students and Research Activities
2020 – 2021	**Nour Kassem (Masters' in Adult Care Nursing – Candidate)** *Thesis Committee Member* Thesis: Factors Affecting Delay in Emergency Department Presentation During Nationwide Lockdown in Lebanon
2020 – 2021	**Ani Artinian (Masters' in Adult Care Nursing – Candidate)** *Second Reader* Project: COPD Patient Symptom Management: A Continuing Education Course for Medical-Surgical Nurses

B2. Undergraduate Student Research

Academic Year	Names of Students and Research Activities
2019 – 2020	**Maribelle Zouein (BSN IV student)** Project: Using simulation-based experiential learning to integrate Screening, Brief Intervention, and Referral to Treatment (SBIRT) in the nursing curriculum *Started orientation to data collection. However, process was stopped due to COVID-19 epidemic*.
2020 – 2021	**Lynn Badran (BSN IV student)** Project: A Longitudinal Randomized Control Trial of Smartphone-Assisted Heart Rate Variability Biofeedback for Smoking Cessation *Mentored on grant writing and IRB process and application* **Samar Mohamad (BSN IV student)** Project: Using simulation-based experiential learning to integrate Screening, Brief Intervention, and Referral to Treatment (SBIRT) in the nursing curriculum *Mentored on data entry and analysis*

B3. Student Advising Activities Summary

I have been highly involved in the academic advising of undergraduate nursing students since 2012. I currently have 18 advisees whom I mentor throughout their nursing curriculum and until graduation. In general, my advising activities include follow up on academic progress, problem-solving of any academic and sometimes personal issues that the students share, guiding towards enhanced independent study and student counseling on any stress-related issues with referrals to the student counseling center when needed.

C. Educational Innovations and Academic Contributions

Date	*Educational Innovations**	*Audience*
Nov. 2019	Substance Use Disorders (Continuing Education)	Psychiatric Registered Nurses, AUBMC
2019 – current	Introduction to Motivational Interviewing for Medicine (Monthly)	Med IV Lifestyle Medicine Rotation, AUB
2019 – current	Motivational Interviewing Simulation (Every Semester)	BSN IV students, HSON, AUB
2019 – current	Introduction to Substance Use Disorders (Every Semester)	BSN IV students, HSON, AUB

*These educational innovations were newly developed based on course learning outcomes

VIII. Service

A. University/ Faculty/Department Service

2021 – current	Member, Accreditation Working Group, Standard III Curriculum and Teaching-Learning Practices, HSON, AUB
2020 – current	Creator and Provider, Stress Management for Nursing Students, HSON, AUB
2020 – current	HSON Representative, AUB Makerspace Cross-Campus Network Project
2019 – current	Class Advisor, HSON, AUB
2019 – current	Advisor, Nursing Student Society, HSON, AUB
2019 – current	Member, HSON Newsletter Team, HSON, AUB
2019 – current	Member, Research Committee, HSON, AUB
2019 – current	HSON Representative, Medical-Surgical Council, Nursing Services, AUB-MC
2017 – current	Member, Student Affairs Committee, HSON, AUB
2016 – current	Member, Undergraduate Curriculum & Undergraduate Student Academic Affairs Committee, HSON, AUB
2012	Member, Admissions and Recruitment Committee, HSON, AUB

B. Clinical Service

Clinical Associate, Wellness Center, Family Medicine Department, AUB-MC (pending)
This appointment has been approved by the HSON Dean Farhoud and Chairperson of Family Medicine Dr. Hamadeh.

I currently provide holistic behavioral health services for health promotion and well-being by combining various techniques including motivational interviewing, health coaching, hypnotherapy, emotional freedom techniques, and biofeedback.

C. Professional Service

C1. Committees and Taskforces

2019 – current	Member, Middle East Global Regional Council, Sigma Theta Tau International (STTI) Honor Society of Nursing
2017 – current	Member, Leadership Succession Committee, STTI Chi Iota Chapter
2014 – 2016	Member, Learning Collaborative for Adolescent SBIRT in Social Work & Nursing Education, NORC, USA
2010	Member, Tertiary Care Needs Assessment Committee, Kuwait Ministry of Health and The Advisory Group, Kuwait
2008	Member, Nursing Research Committee, AUB Medical Center
2008	Nurse Training on 180 degree performance appraisal program, AUB MC
2007 – 2008	Member, 180 Degree Performance Appraisal Taskforce, AUB Medical Center
2007 – 2008	Member, Clinical Practice Council for Medical-Surgical Units, AUB MC
2006 – 2007	Secretary, Standards of Care & Practice Committee, AUB Medical Center
2006 – 2007	Member, Task Force for Reconstruction and Community Service, AUB

C2. Peer Review

2020 – current	Drug and Alcohol Dependence
2015 – current	Japan Journal of Nursing Science
2015 – current	Journal of Addictions Nursing

D. Public and Community Service

2020 – 2021	Volunteer, FirstAid Team Response post Beirut Port explosion, Lebanon

2011 – current	Volunteer, Comunita Cenacolo, Italy-Lebanon (Youth rehabilitation community)
2010 – 2012	Volunteer, United Nations Online Program - Project planning proposal writing and fundraising for international community-based projects.
2006	Volunteer, Program for displaced Lebanese citizens during 2006 war - Organized the nursing volunteer team during the 2006 war in Lebanon.
2003 – 2004	Volunteer, Youths Reformatory - Initiated a volunteer group supporting the Lebanese Reformatory for Youths.

CURRICULUM VITAE

Nuhad Yazbik Dumit
Associate Professor
Hariri School of Nursing
American University of Beirut

Biography

My research focus is nursing workforce issues including migration, retention, work environment, continuing nursing education (CNE), and nurses' health; generated publications and oral presentations in international conferences the majority by invitation. The CNE research project resulted in the National Capacity Building Program for Nurses and regulation of CNE; the survey instrument developed for this research has been used in 5 languages.

I held academic and administrative positions: convener of undergraduate division, coordinator of MSN Administration and Management track at the School of Nursing, and co-director of Continuing Medical Education Office, Faculty of Medicine, AUB.

As President of the Order of Nurses in Lebanon (June 2015- 2018), I submitted several nursing regulation proposals, won the International Council of Nurses (ICN) innovation award (2017), and organized a regional symposium addressing the impact of refugee healthcare on the nursing workforce.

I served on the Scientific Steering Committee for the ICN Code of Ethics.

https://scholar.google.com/citations?user=qk7n4JIAAAAJ&hl=th

I. Educational Background

- PhD, May 2008, University of Colorado Denver, College of Nursing, Nursing.
- MA, June 1994, American University of Beirut, Education Policy and Foundation.
- Bachelor of Science, June 1980, American University of Beirut (AUB), Nursing.

Other Educational Attainments

- Global Nursing Leadership certificate, Sept. 2009**,** International Council of Nurses.
- Teaching diploma, June 1983**,** AUB, Health Education

II. Employment History

Academic

- Associate Professor, 2016-…, AUB, Hariri School of Nursing (HSON)
- Assistant professor, 2008 -2016, AUB, Hariri School of Nursing.
- Clinical Assistant professor, 1994-2008, AUB, School of Nursing.
- Instructor, 1986-1994, AUB, School of Nursing.
- Instructor, 1980-1986, Makassed College of Nursing.

Administrative

- Coordinator of the MSN Nursing Administration and Management track, 2018- …, HSON, AUB
- Convener of the Undergraduate program, 2015-…, HSON, AUB.
- Co-Director Continuing Medical Education Office, 2011-14 & 2019…, Faculty of Medicine, AUB,
- CE/Off-Shore Program Coordinator, 2008-2018, HSON, AUB
- Coordinator of the MSN Admin track, 2010-2011, HSON, AUB.
- Coordinator of the RN-BSN program, 2003-2010, HSON, AUB.

Clinical
Registered Nurse (evening), 1980-1981, intensive care unit, AUB Medical Center.

III. Awards/Honors

March 2021, Alumni Association of the University of Colorado College of Nursing, Pathfinder Award

March 2018, The 2018 Leader in LGBT Health Equality Award granted by 'The Lebanese Medical Association for Sexual Health'

March 2018, Award for women leaders as Presidents of Orders/Associations granted by the Young Women Christian Association in Beirut

May 19, 2017, Maha Khoury Award granted by the Faculty of Nursing, Universite Saint Joseph (USJ)

May 13, 2017, Recognition of Achievement award by the ambassador/embassy Kingdom of Saudi Arabia

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May 2015, *granted full support by the Burdett Trust Fund to attend the international Council of Nurses conference in Seoul Korea from June 17-23*

Sept. 6-11, 2009*, was selected for the "First ICN Global Nursing Leadership Institute" with full bursary that took place in Geneva, Switzerland*

June 2007*, TEACHING Excellence Award, AUB*

May 12, 2006*, Award for "Distinguished Nurse of the Year in Nursing Education" Conferred by the Order of Nurses in Lebanon and the WHO office In Lebanon*

May 2003*, Appreciation and Recognition Award- Lebanese Order of Nurses*

2001*, Appreciation and Recognition Award for Distinguished and Dedicated Services- AUBMC Nursing Services*

1980, *Mary Crawford Nightingale Award, granted to distinguished graduating nursing student, American University of Beirut*

IV. Research

A. Published Books, Book Chapters

Book contribution:

Yazbik-Dumit, N., Jones, B., LaPointe, R., & Ottenfeld, S. (2019). Case Studies and More Tools. In Swihart, D., & Figueroa, S. (Eds.). *Building your Professional Portfolio: Essential Tools for Healthcare Providers*. (pp. 89-130). HCPro: online at www.hcpro.com

B. Refereed Journal Publications

1. Honein-AbouHaidar, G., Imad Bou-Hamad, I., Dhaini, S., Patricia Davidson, P., Nancy Reynolds, N.R., Al Zaru, I., Gharaibeh, M., **Dumit, N.** (**Corresponding author)** (2022). Arabic version of the Resilience Scale 14 (RS-14): A validity study. Submitted to the International Journal of Clinical and Health Psychology.

2. **Dumit, N**., Abu Harb, Y., (corresponding author), Bou Ayash, H., Soubra, M. (2022). When the Providers Become the Consumers of Healthcare: A Mixed Methods Study. Submitted to BMJ Quality and Safety.

3. Bou Akl, I., Sakr, C., Fakih, L., DeJong, J., **Yazbik-Dumit, N**., Soueidan, H., Haidar, W., Bou Farhat, E. (2021). Can interprofessional education change students' attitudes? A case study from Lebanon. BMC Medical Education, under review.

4. Dhaini, S.R., **Dumit*, N.** ***(Corresponding author),*** Honein-Abouhaidar, G., Al Zaru, I.M., Gharaibeh, M., Reynolds, N.R., Davidson, P.M., Nabulsi, D, (2020). Perspectives of Registered Nurses on refugee healthcare in Lebanon and Jordan (PROfILE): A multi-site cross-sectional study protocol. *J Adv Nurs.*, https://doi.org/10.1111/jan.14217

5. Elbejjani, M., Abed Al Ahad, M., Simon, M., Ausserhofer, D., **Dumit, N**., Abu-Saad Huijer, & H., Dhaini, S.R. (2020). Work environment-related factors and nurses' health outcomes: A cross-sectional study in Lebanese hospitals. *BMC Nursing*. https://doi.org/10.1186/s12912-020-00485-z

6. Dhaini SR, Simon M, Ausserhofer D, Abed Al Ahad, M., Elbejjani, M., **Dumit, N**., & Abu-Saad Huijer, H. (2020). Trends and variability of implicit rationing of care across time and shifts in an acute care hospital: A longitudinal study. *J Nurs Manag*. 00:1–12. https://doi.org/10.1111/jonm.13035

7. Saad, R., Badr, L., **Dumit, N.Y**., Irani, C. & Muwakkat, S. (2020). Pediatric Oncology Providers' Perspectives on Early Integration of Pediatric Palliative

Care. *International Journal of Palliative Nursing*, *26*(3), pp. 100-109. DOI: 10.12968/ijpn.2020.26.3.100

8. Fares, S., **Dumit*, N.Y.** ***(corresponding author)*** & Dhaini, S.R. (2020) Basic and Continuing Education Needs of Nurses Instrument development and validation. *International Nursing Review 67*, 92–100. DOI: 10.1111/inr.12520

9. Alameddine, M., Kharroubi, S.A., **Dumit***, **N.Y.** ***(Corresponding author)***, Kassas, S., Diab-El-Harake, M., & Richa, N. (2020). What made Lebanese emigrant nurses leave and what would bring them back? A cross-sectional survey. *International Journal of Nursing Studies*, online: https://doi.org/10.1016/j.ijnurstu.2019.103497

7. Noureddine, S., **Dumit, N. Y**., Maatouk, H. (2020). Patients' knowledge and attitudes about Myocardial Infarction. *Nursing & Health Sciences;* 1-8. https://doi.org/10.1111/nhs.12642

8. Dhaini, S, Ausserhofer, D., El Bajjani, M., **Dumit, N.,** Abu-Saad Huijer, H., Simon, S. A longitudinal study on implicit rationing of nursing care among Lebanese patients – Study protocol. (2019). *J Adv Nurs.* 2019;75:1592–1599. DOI: 10.1111/jan.14012

9. **Dumit*, N.Y**. & Honein-AbouHaidar, G. (2019). The impact of the Syrian refugee crisis on nurses and the healthcare system in Lebanon: A qualitative exploratory study. *Journal of Nursing Scholarship, 00*, 289-298. doi:10.1111/jnu.12479 https://authorservices.wiley.com/api/pdf/fullArticle/16417509

10. Avedissian T, Honein-AbouHaidar G, **Dumit N**, et al. (2018). Anaphylaxis management: a survey of school and day care nurses in Lebanon. *BMJ Paediatrics* Open 2018; 2:e000260. doi: 10.1136/bmjpo-2018-000260

11. **Dumit***, **N.Y**. (2017). Des infirmières engagées au service de la communauté dans différentes régions au Liban (Éditorial). *Revue Francophone Internationale de Recherche Infirmière*. Available online 13 September 2017. https://doi.org/10.1016/j.refiri.2017.07.003

12. **Dumit*, N.Y.,** Noureddine, S.N., Magilvy, J.K. (2016). Perspectives on Barriers and Facilitators to Self-Care in Lebanese Cardiac Patients: a qualitative descriptive study, *International Journal of Nursing Studies, 60*, 69–78. http://dx.doi.org/10.1016/j.ijnurstu.2016.03.009

13. Baydoun, M., **Dumit*, N. Y**. (*corresponding author*), & Daouk-Oyry, L. (2016). What do nurse managers say about nurses' sickness absenteeism? A new perspective. *Journal of Nursing Management, 24*(1), 97-104. DOI: 10.1111/jonm.12277

14. **Dumit*, N. Y**., Magilvy, J. K., Afifi, R. (2016). The Cultural Meaning of Cardiac Illness and Self-care among Lebanese Patients with Coronary Artery Disease. *Journal of Transcultural Nursing, 27*(4), DOI: 10.1177/1043659615573080

15. ***Dumit, N. Y.**, Abboud, S., & Massouh, A. (2015). Role of the Lebanese Family Caregivers in Cardiac Self-Care: A Collective Approach. Journal of clinical Nursing**,** 24 (21-22), 3318-3326. doi: 10.1111/jocn.12949*

16. *Clinton, M., **Dumit, N. Y.**, & El Jardali, F. (2015). Rasch measurement analysis of a 25-item version of the Mueller/McCloskey Nurse Job Satisfaction Scale (MMSS-25) in a sample of nurses in Lebanon and Qatar. SAGE Open. DOI:10.1177/2158244015592167*

17. *Al Kouatly, I, Al Hassan, M, **Dumit, N. Y.**, Soubra, M., Malak, S., Badr, L.K. (2015) Psychometric testing of a comprehensive inpatient satisfaction survey in Arabic. Journal of Nursing Measurement, 23(2), 204-220. DOI:http://dx.doi.org/10.1891/1061-3749.23.2.204*

18. *Noureddine, S., **Dumit**, N. Y., & Saab, M. (2015). Deciding to seek emergency care for acute myocardial infarction. Clinical Nursing Research. DOI:10.1177/1054773814548508*

19. *Daouk-Öyry, L., Anouze, AL., Otaki, F., **Dumit, NY**., Osman, I. (2014) The JOINT model of nurse absenteeism and turnover: A systematic review. International Journal of Nursing Studies, 51, 93-110. DOI:10.1016/j.ijnurstu.2013.06.018*

20. *El-Jardali, F., Alameddine, M., Jamal, D., Dimassi, H., **Dumit, NY**., McEwen, MK., Jaafar, M., Murray, SF. (2013). A national study on nurses' retention in healthcare facilities in underserved areas in Lebanon. Human Resources for Health. 11(1):49. DOI:10.1186/1478-4491-11-49*

21. *El-Jardali, F., Murray, SF., Dimassi, H., Jamal, D., Abualrub, R., Al-Surimi, K., Clinton, M., **Dumit, NY**. (2013). Intention to stay of nurses in current posts in difficult-to-staff areas of Yemen, Jordan, Lebanon and Qatar: A cross-sectional study. International Journal of nursing studies. 03/2013; DOI:10.1016/j.ijnurstu.2013.02.013*

22. *Saab, S., Noureddine, S., **Dumit**, N.Y. (2013). Readmission Rates and Emergency Department Visits after Coronary Artery Bypass Graft Surgery and Related Factors. Lebanese Medical Journal, 61 (3), 155-160. Available at: http://www.lebanesemedicaljournal.org/articles/61-3/original6.pdf*

23. *El-Jardali, F., Alameddine, M., **Dumit, N.**, Dimassi, H., Jamal, D., & Maalouf, S. (2011). Nurses' Work environment and intent to leave in Lebanese hospitals: Implications for policy and practice. International Journal of Nursing Studies, 48(2), 204-14.*

24. ***Dumit, N.Y.,** Abboud, S., Noureddine, S., Arevian, M. (2010). Rapid Assessment of Sexual and Reproductive Health and HIV Service Linkages in Lebanon; Report submitted to UNFPA and presented at the WHO Geneva in December 2010.*

25. *El-Jardali, F., Dimasi, H.,* ***Dumit, N****., Jamal, D., & Mouro, G. (2009). A National Cross-sectional Study on Nurses Intent to Leave and Job Satisfaction in Lebanon: Implications for Policy and Practice; BioMed Central Nursing, [Available at], http://www.biomedcentral.com/1472-6955/8/3*

26. *El-Jardali, F., Merhi, V., Jamal, D.,* ***Dumit, N****., Mouro, G. (2009). Assessment of nurse retention challenges and strategies in Lebanese hospitals: The perspective of nursing directors. Journal of Nursing Management 17, 453-462.*

27. *El-Jardali, F.,* ***Dumit, N.Y.,*** *Jamal, D., & Mouro, G. (2008). Migration of Lebanese nurses: A questionnaire survey and secondary data analysis. International Journal of Nursing studies, 45(10), 1490-1500.*

28. ***Dumit, N****. (2006). School Book Content Analysis of Reproductive and Sexual Health. Educational Center for Research and Development (ECRD), and UNFPA Publication.*

29. *Noureddine, S., Adra, M., Arevian, M.,* ***Dumit, N****., Puzantian, H., Shehab, D., & Abchee, A. (2006). Delay in seeking health care for acute coronary syndromes in a Lebanese sample. Journal of Transcultural Nursing, 17, 341 – 348.*

30. *Abu Saad Huijer, H., Noureddine, S., &* ***Dumit, N****. (2005). Nursing in Lebanon. Applied Nursing Research, 18, 63-64.*

31. *Tamim, H.,* ***Dumit****,* ***N.,*** *Ghazi, A., Kassem, H., Abou Khamis, T., Al-Hourany, R., Abdul Hay, M., Musharrafieh, U. (2004). Weight control among university students in a developing country: a cultural association or a risk behavior. Journal of the American College of Nutrition, 23(4), 391-396. doi.org/10.1080/07315724.2004.10719383*

32. *Khazaal, N.,* ***Dumit****,* ***N.,*** *Araj, E. (2003). The new Lebanese Order for nurses. Surgical Services Management (AORN), 9(5), 37-40.*

33. *Makarem, S.,* ***Dumit, N****., Adra, M., & Kassak, K. (2001). Teaching effectiveness and learning outcomes of baccalaureate nursing students in a critical care practicum. Nursing Outlook, 49, 43-49.*

C. Refereed Conference Papers with Proceedings

Dumit, N.Y. *(2014). Role of the nurse as educator: case study in patient teaching. Pertinence Revue De Recherche Scientific de I'Université Antonine, 6, 60-69.*

D. Refereed Abstracts and Posters

Podium Abstracts

1. Massouh, A**.**, Chehade, M. [Presenter], Lambrinou, E., Skouri, H., & **Dumit, N**. *Lived Experiences of Left Ventricular Assist Device Patient Caregiver Dyads*. Podium Presentation at the HeartFailure2021 at the Heart Failure Association at the European Society of Cardiology. This poster was selected and presenter

invited for Oral Presentation, featured in the seminar finale, and ranked Third Best Abstract in Nursing.

2. **Dumit, N.Y**. & Daouk Oyry, L. (2021). Nurses' Absenteeism and Human Resources, Work Relationships, and Management Styles, presented ***virtually*** at the Western Institute of Nursing conference titled "Better Together: Integration of Nursing Research, Practice, and Education", April 14-16, 2021.

3. Karadag Caman, O., Karabey, S., Sumbuloglu, I., **Yazbik-Dumit**, N., Ben Amor, Y. (2020). Co-designing mHealth technologies with youth: REACH Initiative in Turkey and Lebanon, *European Journal of Public Health*, Volume 30, Issue Supplement_5, September 2020, ckaa165.1035, https://doi.org/10.1093/eurpub/ckaa165.1035

4. Dhaini, S.R., Simon, M., Ausserhofer, D., Abed Al Ahad, M., **Dumit. N.Y.**, Abu-Saad Huijer, H., Elbejjani, M. (2020). Trends and variability of rationing of care across time and shifts in a Lebanese hospital, presented at The German society of Nursing Science Conference in May 2020 in Berlin.

5. Fares, S., **Dumit, N.Y.,** & Richa, N. (2019). Continuing Nursing Education of Registered Nurses and Nurse Managers: Perceptions, Priorities and Barriers, presented at the ICN 2019 congress in Singapore, June 30, 2019. https://www.youtube.com/watch?v=NthDIDsFWko

6. **Dumit*, N.Y.,** Daouk-Oyry, L., & Bou Ali, L. (2019). Nurses' Absenteeism and Job Demands, Job Attitudes, and Personal Characteristics, presented at the ICN 2019 congress in Singapore, June 28, 2019. https://www.youtube.com/watch?v=zfgjdz8DHTo at minute 54 on.

7. Fares, S., **Dumit, N.Y**., Dhaini, S. (2018). Development and Psychometric Assessment of a Continuing Education Learning Needs Survey of Nurses in Lebanon, presented at the "European Federation of Educators in Nursing Science" (FINE) 2018 conference titled "Nursing Education and Practice from Vision to Action in a Changing World", Malta, February 2018

8. **Dumit* N.Y.,** Dhaini, S., Fares, S. (2017). Continuing Nursing Education Needs and Work-Related Factors of Registered Nurses, presented at the Western Institute of Nursing Conference, Denver, Colorado, April 2017.

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9. ***Dumit, N.Y****., Fares, S., Sabbagh, M.T., & Gebran, V. (2015). Cognitive interview testing, a more rigorous method than pilot testing, presented at the Western Institute of Nursing Conference, Albuquerque, New Mexico, April 22-25, 2015.*

10. ***Dumit, N. Y****., Daouk- Öyry, L., Otaki, F. & Khysho, J. (2012). Exploring Absenteeism among Nurses in a Tertiary Medical Center in Lebanon, presented at the Western Institute of Nursing Conference, Portland, Oregon, April 18-21, 2012.*

11. ***Dumit, N. Y****., El Jardali, F., Murray, S. F., Jamal, D., & Jaafar, M. (2011). Nursing in Underserved Areas: An atypical crisis, presented at the Western Institute of Nursing Conference, Las Vegas, April 16-19, 2011.*

12. ***Dumit, N. Y****. & Abboud, S. (2010). Perceptions of Cardiac Self-Care among Lebanese Family Caregivers presented at the Western Institute of Nursing, 2010 Conference, Phoenix; funded by URB, April 17-20, 2010.*

13. *El Jardali, F., Dimassi, H., **Dumit, N. Y****., Jamal, D., & Mouro, G. (2009). A national cross-sectional study on nurses' intent to leave and job satisfaction in Lebanon: Implications for policy and practice, presented at the ICN Congress in Durban, South Africa, June 2, 2009.*

14. *El Jardali, F., Merhi, M., **Dumit, N. Y****., Jamal, D., & Mouro, G. (2009). Assessment of nurse retention challenges and strategies in Lebanese hospitals: The perspective of nursing directors, presented at the ICN Congress in Durban, South Africa, June 3, 2009.*

15. ***Dumit, N. Y****., Magilvy, J. K., & Afifi, R. (2009). Perceptions of cardiac Self-Care among Lebanese Patients and their Family Caregivers, presented at the "20th Annual Rocky Mountain Regional Multidisciplinary Research & Evidence-Based Practice Symposium, Improving Patient Outcomes through Evidence-Based Practice, March 13, 2009.*

16. ***Dumit, N. Y. (2005).*** *What does your CV say about your teaching? Presented in the Sixteenth Annual International Nurse Educators Conference in the Rockies, Beaver Run Resort, Breckenridge Colorado, July 21-23, 2005.*

17. ***Dumit, N. Y.*** *What makes a teaching portfolio different for a nurse educator, Presented during the Centennial Conference of the School of Nursing, AUB, Beirut, Lebanon, July 2, 2005*

18. ***Dumit, N. Y.****, Doumit, M., Kais, N., Kanaan, S., Puzantian, H. (1999). Comparison of Patient and Staff Outcomes in Functional and Modular Nursing, "First International Nursing Conference in Lebanon", American University of Beirut in collaboration with University of Michigan, Ann Arbor and Villanova University, June 1999.*

19. *Makarem, S., **Dumit, N. Y****., Adra, M., & Kassak, K. (1998). Teaching Effectiveness and Learning Outcomes of Baccalaureate Nursing Students, "Third National Conference for Nurse Educators" at Indiana University School of Nursing, Indianapolis, Nov. 1998.*

Poster abstracts

1. Chehade, M., Massouh, A**.,** Lambrinou, E., Skouri, H., & **Dumit, N**. June 2021. *Dyadic Lived Experiences of Ventricular Assist Device in a Crisis Torn Country.* E-Poster Presentation at the EuroHeartCare2021 at the Association of Cardiovascular Nursing & Allied Professions (ACNAP) Congress.

2. ***Dumit, N. Y.,*** *(2014). Crafting a relevant continuing education needs assessment tool for Lebanese nurses, presented at the Western Institute of Nursing Conference, Seattle, Washington, April, 9-12, 2014.*

3. ***Dumit, N. Y****., El Jardali, F., Jamal, D., & Murray, S. F. (2013). Understanding a Developing Country Grass Root Problem of Nursing: A System's Approach, presented at the Western Institute of Nursing Conference, Los Angeles, California, April 14-17, 2013.*

E. Creative Works

Developed and validated the "Basic and Continuing Education Needs of Nurses Instrument (ABCEN); published, refer to page 3, number 5. Developed in the English language, translated and validated in the Arabic language. I received and granted requests for translating and using the instrument in Chinese, Greek, and Turkish languages (email requests for translation and use are included in the additional supporting material).

F. Technical Reports, Professional Practice Reports, Magazines

Technical Reports

Nursing education in the Eastern Mediterranean Region (2020). Report solicited by WHO EMRO describing nursing education in the 22 EMRO countries based on survey and desk review.

Magazine

1. Juvelekian Mira, Bou Zeid Vanessa, **Yazbik-Dumit Nuhad**, Saliba Najat A. (August 31, 2021). Getting Treated in Hell. Annahar Newspaper. Available at: https://www.annahar.com/arabic/section/5-%D8%B5%D8%AD%D8%A9/30082021103714804

2. Isma'eel, H., El Jamal, N., **Yazbik Dumit, N**., Al-Chaer, E. (2020). Saving the Suffering Lebanese Healthcare Sector: Immediate Relief while Planning Reforms. *Arab Reform Initiative*, October 15, 2020. Available at: https://www.arab-reform.net/publication/saving-the-suffering-lebanese-healthcare-sector-immediate-relief-while-planning-reforms/

3. ***Dumit, N.Y****. (2012). Nursing in Lebanon: between shortage in quality and surplus of quantity. Human and Health, 18, 38-39.*

G. Invited Presentations

International

1. Invited as a main speaker in a session titled **"Solving the global nursing workforce crisis"** in the International Council of Nurses (**ICN**) Congress that will be held in November 2-4, 2021 in Abu Dhabi.

2. Invited by Columbia Global Center Istanbul to join an online forum and share our experiences with the REACH project in October 2, 2021.

3. Invited speaker for the 3Next (Nursing Now Next Generation), part of Nursing Now's "Nightingale Challenge" and a global nursing leadership online platform supported by Chiba University, Japan, March 2021 via Zoom.

4. Invited by the Bobst-AUB Collaborative Initiative to contribute in the Panel entitled: "What is next for Lebanon?" that covered the recent events and several implications of the Beirut Blast. The panel was addressed to the Princeton University and AUB Communities, held on 12 October, 2020 via Zoom.

5. Invited as a panelist to the "4th Middle East HIV Nurses Meeting, Patient Focus: The Full 360" on September 27, 2019 Dubai, UAE.

6. Invited as a speaker to a symposium titled "**Nursing Profession and the UN Global compacts for Migration and on Refugees**". The symposium was organized by International Centre on Nurse Migration, CGFNS International that took place at the ICN 2019 congress in Singapore June 29, 2019.

7. Invited to an "Invitational, multi-stakeholder, international colloquium" titled, "NURSING. POWER. ADVOCACY. Helping Nurses Deliver: Conversations on nurses, nursing and power" co-hosted by the International Council of Nurses (ICN) and the Canadian Nurses Association (CNA) in Vancouver, Canada, June 1-2, 2019.

8. Invited to the 'First Saudi Forum: Eitizaz' [Pride] to speak on "My Journey as a Nurse Leader" among 5 regional leaders in nursing and honored by the KSA minister of health, Riyadh, KSA March 17, 2019.

9. Invited to speak on "Nurses leading healthcare Transformation: from Practice to Policy" at the International Nursing Conference organized by King Fahd Specialist Hospital, Dammam, under the title of "Nursing Voice: Partners in Healthcare Transformation", November 22-24, 2018.

10. Invited by the Jordanian Nursing Council to present my experience in policy making at a national level at the "Nursing Now" Roundtable on "Putting Nurses at the Heart of Policy Making: A Paradigm Shift in Nursing Leadership for the 21st Century", Amman, April 18, 2018.

11. Invited as a plenary keynote speaker by the "European Federation of Educators in Nursing Science" (FINE) to address the conferees in their 2018 conference titled "Nursing Education and Practice from Vision to Action in a Changing World". My presentation title was "Role of the Order of Nurses in Creating an Integrated System of Nursing Education, Practice and Research", Malta, February 2018.

12. Invited by the International Council of Nurses to present in a main plenary session the Innovation Award winning project done by the Order of Nurses in Lebanon "Nurses joining efforts in serving communities in different districts", ICN

Congress titled "Nurses at the Forefront of Transforming Care", Barcelona, June 1 2017.

13. Invited by the International Council of Nurses to participate in the ICN Policy Forum addressing "Displaced Populations – Health, Social, and Economic Implications" to present on Lebanese nurses perspectives on refugees' healthcare, Barcelona, May 25, 2017.

14. Invited to participate in the "Global Nursing and Midwifery Clinical research Summit" organized by Columbia University School of Nursing to develop clinical nursing and midwifery research priorities in the Eastern Mediterranean countries, Amman, Jordan, July 19, 2016.

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15. *Invited to speak on "Building and Promoting Excellence in Nursing Practice" at the 2nd International Nursing Conference Abu Dhabi – UAE, April 17-18, 2013.*

16. *Invited to speak about: Cardiac Nursing Experience in Lebanon; Recent Trends in the Care of Patients in ACS; & Family Caregivers Role in the Care of Cardiac Patients at the 4th International Cardiovascular Nursing Conference, Dammam, Saudi Arabia, Dec. 7- 9, 2010.*

17. *Invited by the World health Organization in Geneva to participate in the "Consultation to Discuss Country Implementation of the Rapid Assessment Tool for Sexual and Reproductive Health and HIV linkages", Geneva Switzerland, Dec. 1-3, 2010.*

18. *Invited to speak on "Globalization and Globalism: Effects on Nursing Education, Practice, Research and Workforce" at the "1st Abu Dhabi International Nursing Conference", May 19/20, 2009.*

19. *Keynote Speaker on adolescent health in Al-Ain, U.A.E. during the International Nurses' Day, May 1997.*

20. *Invited to present on "Survey of Health Care Facilities for Adolescents in selected Organizations in Lebanon" in Al- Ain U.A.E. during the International Nurses' Day, May 1997.*

National

1. Invited by MSF Lebanon Branch Office, as a main speaker in a webinar titled "**Health Sector in Lebanon: Caught Between the Pandemic, the Banks and the Blast",** May 19, 2021.

2. Invited to speak in a panel discussion about "Closing the Gap between What Market Needs and What Education Provides" at the 8th edition of Health Insight 2018 titled "Value in Healthcare", organized by the Arab Pharmaceutical Industry Business Development Forum, Beirut, April 20, 2018.

3. Invited to speak on "**Ethical Issues** in Emergency Care" at the Byblos Health, "First Emergency Medicine Conference of ND Maritime Hospital", Lebanon, April 20, 2018.

4. Invited to speak on "LGBT Health as a Right" at the LebMASH conference on "advancing Excellence in LGBT Health in Lebanon", March 17, 2018.

5. Invited to the "6th annual Beirut Breast Cancer Conference" Debate during the opening ceremony of the conference addressing challenges in breast cancer prevention, early detection and treatment from legal and service provision standpoints, and panel addressing support of cancer patients organized by AUBMC, Beirut, February 8-9, 2018.

6. Invited to speak on "Nursing Job Market Situation in Lebanon, Challenges in Hiring Palestinians, Practical solutions and Possible Collaborations, organized by UNRWA and supported by the European Union, Beirut, December 13, 2017.

7. Invited to speak in a panel discussion on "Multidisciplinary Approach to Diabetes Care' during the 13th Diabetes Day, organized by the Lebanese Society of endocrinology, Diabetes and Lipids, Beirut Lebanon, November 11, 2017.

8. Invited by the Ain WaZein Medical Village Center for Research to speak in a panel on the "Aged in Lebanon", during the scientific meeting on "the Aged in Lebanon: Advanced Vision for Better Care", Ain Wazein Lebanon, October 14, 2017

9. Invited to speak on a panel addressing "Medico-Legal Aspects of Infection Control" at the 2nd Annual Congress of Prevention and Control of Infections, Tripoli Lebanon, May 20, 2017.

10. Invited to speak in a panel discussion addressing "Diabetes in Lebanon, Where are we standing", organized by the Lebanese Society of Endocrinology, Diabetes, and Lipids in collaboration with the Ministry of Public health, Beirut, May 5, 2017.

11. Invited to a panel discussion on 'employment opportunities for Palestinian refugees in Lebanon, organized by the Issam fares Institute, AUB, May 4, 2017.

12. Invited to speak on a panel addressing the judicial session on "Co-Responsibilities between the Surgeon and the Team Worker" during the "20th Spring Lebanese Congress of Surgery" organized by the Lebanese Society for General Surgery, April 28, 2017.

13. Invited to speak on "Nursing Practice Regulation as a Foundation for Nursing Specialization" during the "5th annual Beirut Breast Cancer Conference" organized by AUBMC, February 10, 2017.

14. Invited to speak in a panel addressing "Emergency Nursing in Lebanon" during the conference on "Clinical Updates in Emergency Medicine", December 1-2, 2016.

15. Invited to speak in a press conference addressing role of nurses in diabetes care during the Diabetes Day organized by the Lebanese Society of Endocrinology, Diabetes, and Lipids, November 14, 2016.

16. Invited to speak in a panel addressing quality and safety in diabetes care during the "4th Annual Congress on Quality and Safety in HealthCare: Luxury or Necessity" organized by the Lebanese Society for Quality and Safety in Healthcare, September 23, 2016.

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17. *Invited to speak/sit on a panel addressing "Lifelong Learning as a Bridge between Higher Education and Industry", specifically the session on "Healthcare Industry Focus: Current HC Workforce Needs in Lebanon; organized by the Lebanese American University, Notre Dame University, Ministry of Higher Education, supported by Tempus and EU MILL, Beirut, October 7, 2015.*

18. *Invited to speak on Leading and Managing others: Inspiring and Motivating People at the "Women's Health across the Lifespan" symposium at Gefinor Rotana Hotel Beirut organized by AUB Medical Center, March 6-7, 2015.*

19. *Invited to speak on nurse migration at the MEDHEALTH conference at Le Royal Dbayeh, Lebanon, in Nov. 28, 2013.*

20. *Invited to give a workshop on teaching effectiveness for nurse educators at the Order of Nurses in Lebanon, September 26-28, 2013.*

21. *Invited by the Antonine University Nursing Program to speak about the "Role of the Nurse in Patient Education" at their conference titled* ***Éducation pour la santé: Rôles et responsabilités des professionnels de santé, Lebanon,*** *May 30, 2013.*

22. *Invited by the Order of Nurses in Lebanon to present on "Organizational Communication, Media, and Power" followed by a workshop as part of the "Campaign for Advocating Nurses' Rights", April 29, 2013.*

23. *Invited to speak on "Nurses' Role as Educators" presented at the International Nurses Day Conference titled "Nursing: values and ethics in serving your health", organized by the Order of Nurses in Lebanon, May 12, 2010.*

24. *Invited to speak on Selecting the Right Learning Strategy for the Right Population, Grand round organized by the Nursing Services Department AUBMC, Apr.1, 2010.*

25. *Invited to speak on "Nurses Fighting AIDS Stigma" at a conference organized by the Order of Nurses in Lebanon, WHO, and National AIDS Prevention Program On the Role of the Nurse in Fighting Stigma against People with AIDS, December, 2003.*

26. *Invited to speak on the "Role of the Nurse in Health Promotion" at the International Nurses Day celebrations organized by the "Mother and Child Association", Lebanon, May 1998.*

27. *Invited to speak on "Infection Prevention in Health Care Settings" at the Armenian Relief Cross Socio-Medical Center, Beirut, June, 1995.*

Scholarly/Scientific presentations with no published transactions

1. Presenting in a regional meeting that will be held in Istanbul in October 7-8, 2021 preliminary findings of the first phase of the study "REfugees Act and Communicate for Health (REACH): Using Technology to Increase Health Literacy and Health Care Access for Refugees in Turkey and Lebanon"

2. *Sexual and Reproductive Health and HIV Linkages in Lebanon, National dissemination day, January 14, 2010*

3. *School Book Content of Reproductive and Sexual Health at the Regional Technical Meeting of the UNFPA & Educational Center for Research and Development, April 2006*

4. *Comparative Study of Nursing Education in Lebanon, at The second Nursing Research Conference" AUB, Nov. 1995*

5. *Lebanese High Schoolers' Knowledge, Practices and Attitudes toward AIDS Prevention at the regional workshop on "Changing Times: AIDS and Drug Addiction" organized by the Middle East Council of Churches, Lebanon, June 1993*

V. Grants

A. Grants Awarded

1. Nuhad Dumit & Samar Noureddine Co-PIs (AUB) and Myrna Doumit Co-investigator (Lebanese American University)**.** URB. Lebanese Nurses' Health Study. July 2021-July 2022. Grant budget $4200.

   This study examines the health status of nurses working in Lebanon specifically prevalence of NCD risk factors and their association with work conditions, in addition to identifying nurses' attitudes and practices of health risk reduction; and explores their personal and professional experiences with COVID-19.

2. Yanis Ben Amor (International) PI**),** Ozge Karadag Caman (International) Co-PI**)**, Columbia University; **Nuhad Y. Dumit*, (Lebanon PI);** and Selma Karabey, Istanbul Faculty of Medicine, Istanbul University. Center for Sustainable Development, Earth Institute, Columbia University. REfugees Act and Communicate for Health (REACH): Using Technology to Increase Health Literacy and Health Care Access for Refugees in Turkey and Lebanon. December 2020-december 2021. $18,500 for Lebanon part of the study.

3. **Nuhad Y. Dumit (PI),** Gladys Honein-AbouHaidar, & Suzanne Dhaini (AUB); Ibtissam Al Zaru & Muntaha Gharaibeh (Jordan University of Science and technology); Nancy R. Reynolds & Patricia M. Davidson (Johns Hopkins University). AUB Global Health Institute. Perspectives of Registered Nurses On **Refugee Healthcare** In Lebanon and Jordan: A multi-site cross-sectional study (PROfILE). October 2019-October 2020. $20,230.

4. Mohamad Alameddine (PI), **Nuhad Y. Dumit** (**Co-PI**) (AUB). Order of Nurses in Lebanon. Understanding the Workforce Dynamic of Emigrant Lebanese Nurses: What made them leave? And what would bring them back? One year 2018. In-kind support.

5. **Nuhad Y. Dumit*** (PI), Souha Fares (Co-PI). URB. Assessing the Basic and Continuing Education Learning Needs of Nurse Managers in Lebanon. July 1st, 2016 to June 30th, 2017. $8800.

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6. ***Nuhad Y. Dumit**** *(PI), Souha Fares (Co-PI). Order of Nurses in Lebanon. Assessing the Basic and Continuing Education Learning Needs of Nurses in Lebanon. January 2015- 2016. $5800.*

7. ***Nuhad Y. Dumit**, Lina Daouk Oyry (AUB). Evidence-based Healthcare management Unit (AUB FM). Exploring nurses' perspectives on absenteeism in 2 private not-for-profit and a governmental referral medical center in Lebanon 2013-2014.*

8. *Fadi El-Jardali [PI], Susan F. Murray, **Nuhad Y. Dumit** [lead investigator for Lebanon], Diana Jamal (2009). Alliance for Health Policy and Systems Research. Exploring the Problem of Scarcity of Nurses in Underserved Areas in the Middle East: Factors, Reasons and Incentives for Recruitment and Retention. 2009-2010. $190,000.*

9. ***Nuhad Y. Dumit**, Project coordinator and lead investigator (2009). UNFPA Lebanon. Rapid Assessment of Sexual and Reproductive Health and HIV Linkages. 2009-2010. $49,784.00*

10. *Dr. Fadi El-Jardali (PI), **Nuhad Y. Dumit** (Co-PI) (AUB). World Health Organization. Developing Country-Specific Retention Strategies for Lebanese Nurses. 2007-2008. $8500*

11. *Dr. Fadi El-Jardali (PI), **Nuhad Y. Dumit** (Co-PI) (AUB). World Health Organization. Towards a Better Understanding of the Magnitude and Predictors of Nurse Migration out of Lebanon. 2006-2007. $8500.*

12. ***Nuhad Y. Dumit** Lead investigator, Myrna Abi Abdallah Doumit (AUB). AUB, University Research Board. Patient and Staff Outcomes in Functional and Modular Nursing. 1998-99. $3800.*

13. ***Nuhad Y. Dumit*** *Lead investigator (AUB). National AIDS Prevention Program. Knowledge, Attitudes, Practices and Behaviors of the Lebanese High-Schoolers towards HIV prevention. 1992-93. $ 4500.*

14. ***Nuhad Y. Dumit*** *research team member (1990-91). Knowledge, Attitudes, Practices and Behaviors of the Lebanese towards HIV prevention ($ 4500), National AIDS Prevention Program*

B. Grants Submitted and Currently under Review

Nuhad Dumit HSON-AUB (PI), Gladys Honein-AbouHaidar HSON-AUB (co-PI), Wassim Hajj (Co-I), Najat Saliba N (Co-I), Lina Daouk Oryr (Co-I), Fida Kanaan (Co-I). Nurses and women champions of low-carbon recovery: adapt, adopt, and act (AAA) a nurse-managed initiative. Canada's International Development Research Centre (IDRC). Submitted in 2021. Budget: $ 745,597.

Melhem N, Estaquier J, Nuwayhid I, Habib R, Honein-AbouHaidar G, Yazbik-Dumit N. Understanding and Mitigating Impact of the August 4 Beirut Blast and Concurrent Crises on the Community Spread of COVID-19. National Research Agency, National Council for Scientific Research of Lebanon (CNRS-L. submitted in 2021. Budget: 100,000 Euros

C. Grants Submitted and Not Awarded

- Nuhad Y. Dumit (PI), Gladys Honein-AbouHaidar (co-PI) (AUB) Randa Hamadeh MOPH (Co-I), Michel Matar –Karantina Government Hospital (Co-I), Khalil Ashkar Lebanese University (Co-I), Huda Huijer FHS Balamand (Co-I). European commission Delegation of the European Union to Lebanon. A Scalable Primary Healthcare Experience (SHE). Submitted April 2021 for 3 years duration. 2,800,000 euros.

- Nuhad Y. Dumit (PI) & Gladys Honein-AbouHaidar (Co-PI) (AUB). Canada Fund for Local Initiatives-Lebanon. Frontline Agents for Community Health Care (FACe): Empowering trained nurses and young women community agents in Karantina, Submitted April 2021 for one year duration. $39,476.

- Nuhad Y. Dumit (PI) & Gladys Honein-AbouHaidar (Co-PI) (AUB). HOPES-LEB (Higher and Further Education Opportunities and Perspectives for Syrians and vulnerable youth in Lebanon. Technique Supérieur (TS) to Bachelor of Science in Nursing (BSN) Bridging Program. Submitted December 2020 for 3 years duration. $72,333.

VI. Teaching

A. Courses taught

a. PhD

PhD, Fall 2021-2022, NURS 609, Research Seminar, 3 students

PhD, Fall 2020-2021, NURS 606, Qualitative Research, 6 students.

PhD, Spring 2019, NURS 606, Qualitative Research, 3 students; Newly introduced.

b. Graduate

Fall 2021-2022, NURS 527, Systems Approach to the Development and Evaluation of Health Care Services, 13 students.

Fall 2020-2021, NURS 527, Systems Approach to the Development and Evaluation of Health Care Services, 16 students.

Fall 2019-2020, NURS 527, Systems Approach to the Development and Evaluation of Health Care Services, 10 students.

Fall 2019-2020, NURS 525, Leadership Theories and Behaviors for Nurse Managers, 5 students.

Fall 2018-2019, NURS 527, Systems Approach to the Development and Evaluation of Health Care Services, 10 students.
Spring 2018-2019, NURS 520, Managing Quality with Teams. 9 students.

Fall 2017-2018, NURS 527, Systems Approach to the Development and Evaluation of Health Care Services, 13 students.

Fall 2016-2017, NURS 527, Systems Approach to the Development and Evaluation of Health Care Services, 8 students

Spring 2016-2017, NURS 520, Managing Quality with Teams. 6 students.

Spring 2015-2016, NURS 520, Managing Quality with Teams. 7 students.

c. Undergraduate/Graduate

Spring 2017-2018, IPEC 300, Interprofessional Education and Collaboration, 85 students.

Fall 2017-2018, IPEC 300, Interprofessional Education and Collaboration, 105 students.

Spring 2016-2017, IPEC 300, Interprofessional Education and Collaboration, 100 students.

Fall 2016-2017, IPEC 300, Interprofessional Education and Collaboration, 100 students of Medicine, Nursing and MPH.

d. Undergraduate

Spring 2020-2021, NURS 411, Intensive Practicum in Area of Interest, 26 students

Spring 2019-2020, NURS 411, Intensive Practicum in Area of Interest, 20 students.

Spring 2018-2019, NURS 411, Intensive Practicum in Area of Interest, 37 students.

Spring 2017-2018, NURS 410, Leadership and management in Nursing Theory & Practicum, 36 students.

Courses previously taught before 2016

NURS 508, Advanced Practice in Nursing Administration, ***Graduate***

NURS 520, Managing Quality with Teams ***Graduate***

NURS 527, Systems Approach to the Development and Evaluation of Health care Services ***Graduate***

NURS 507, Role Development in Nursing Administration ***Graduate***

NURS 525, Transformational Leadership for Nursing Practice ***Graduate***

NURS 509, Role Development in Nursing Education ***Graduate***

NURS 410, Leadership and management in Nursing Theory & Practicum ***Undergraduate***

NURS 411, Intensive Practicum in Area of Interest ***Undergraduate***

NURS 400, Critical Care Nursing Theory and Practicum ***Undergraduate***

NURS 205, Foundations of the Nursing Profession ***Undergraduate***

NURS 201-202, Fundamentals of Nursing Practice Theory & Practicum, ***Undergraduate***

Summer Nursing Institute Courses

Using Microteaching to Improve your Classroom Instruction, (NURS 511Y), 2010

Nursing-Sensitive Outcomes Measurement (NURS 511R, 1Cr), 2009

B. Student Supervision and Advising

B1. PhD Students

2021-2022, academic Advisor and mentor of 1 PhD student.
2020-2021, academic Advisor and mentor of 2 PhD students
2021, mentoring Christina Baker, a 3rd year PhD student at the College of Nursing University of Colorado

B2. Master's Students supervised/

Chair of thesis committee and thesis advisor

- Mahdy Braytee, The Relationship between Critical Care Nurses' Work environment factors, Nurses' Related Outcomes, and Patient Related

Outcomes in Lebanese Private and Public Hospitals Serving Syrian Refugees: A Secondary Data Analysis, December 2021.

- Maral Kojadelian Vassilian, The Relationship between Nurses' Work environment, Resilience, and Nurse and Patient Outcomes in Primary Healthcare Centers Serving Syrian Refugees: A Secondary Data Analysis, September 2021, ***quality officer at International Medical Corps***.

- Mireille Chehade, "Exploring the Lived Experiences of Left Ventricular Assist Device Patients and Their Caregivers", January 2021, ***Research Assistant***.

- Yara Hazouri, "Quality of Nursing Work Life among Lebanese Nurses", a national study, 2019.

- *Sameera Hilal, Nursing Students' and Clinical Faculty Members' Perceptions of Effective Clinical Instructors' Characteristics in Bahrain, May 2014;* ***pursuing her PhD studies in England***.

Projects Supervised as First Reader

- Malek Al Makkouk, Designing a Continuing Professional Development Program for Nurse Managers, 2020.
- Shadi Al Halabi, Lebanese Nurse Managers' selection of CNE offerings: Relevance to their roles and responsibilities, 2020.
- Lana Iskandarani, Nurse-Led Patient Access Line (PAL) for Oncology Patients, 2018.
- Joelle Bassila, Specialist Palliative Care Bereavement Program at AUBMC, 2018.
- Mona Shorba, Exploratory Study of Registered Nurses' Turnover in a Private Medical Center in Lebanon, 2017; ***nurse manager at AUBMC***.
- Fatima Chreif, Barriers of continuing education for nurses in Lebanon, 2017; ***senior GME program coordinator and administrator, neurology***, AUBMC.
- Nada Haidar, Developing a Nursing Research Policy for the Order of Nurses in Lebanon, 2016.
- Hana'a Abdel Salam, Predictors of Resilience among Registered Nurses at Three Private Hospitals in South Lebanon, 2016; ***nursing director in a hospital***.

- *Sandy Aziz, Implementing Quality and Safety Education for Nurses (QSEN) Project at AUBMC, 2015.*
- *Elyse Assaf El Gharib Nurse Led Clinic for International Patients at AUBMC, 2015.*
- *Rawan Raad, Redesigning Continuous Nursing Education Programs, 2014;* ***clinical educator in a hospital***.
- *Sara Tbaily, Developing a Leadership Program for Nurse Managers, 2014.*

- *Grace Kurkjian, Reengineering the Discharge Process in the Coronary Care Unit, 2014;* ***Nurse case manager at AUBMC****.*
- *Mohamad Azzam, Testing the validity and reliability of the revised outpatient satisfaction questionnaire at AUBMC, 2014.*
- *Mohamad Baydoun, Exploring Nurse Managers' Perceptions of Nurses' Sickness Absenteeism in a Governmental Academic Hospital in Lebanon, 2013,* ***Postdoctoral Fellow at University of Calgary, Alberta, Canada****.*
- *Danielle Damianos, Designing AUBMC Continuing Professional Education Institute, 2013,* ***instructor of nursing and PhD student*** *at the Hariri School of Nursing.*
- *Theresinia Menassa, Nurse Manager Perceptions of sickness absence in a Tertiary Medical Center in Lebanon, 2012,* ***nursing supervisor*** *at AUBMC.*
- *Ema Janahi, Developing Adult Critical Care Certification Program for Registered Nurses in Kingdom Of Bahrain, 2012;* ***Director of Academic Development at Bahrain Polytechnic****.*
- *Maha Al Hassan, Testing Validity and Reliability of a Patient Satisfaction Questionnaire, 2011;* ***Team Lead for case management, MSI at Cleveland Clinic Abu Dhabi****.*
- *Joelle Khysho, Sickness Absence among Registered Nurses at AUBMC, 2011.*
- *Fatemah Al Omar, Integrated Dialysis Care in End Stage Renal Disease, 2011.*
- *Tamar Avedissian, Designing a Nurse Managed Community Outreach Program, 2011;* ***instructor of nursing and PhD student at HSON****.*
- *Alia El Tabsh, Designing a Performance Sustainability Framework in Nursing, 2011.*
- *Maya Nizam, Evidence Based Nursing Management Framework: Based on Two Management Initiatives, 2011,* ***project manager nursing administration****, AUBMC.*
- *Rachel Hamdan, Nurse-Led Cardiac Clinic for AUB Employees: Proposal and Cost Analysis, 2011;* ***Nurse Case Manager and Credentialed Trainer for Epic Systems in Cadence module*** *at AUBMC.*
- *Nisrine Abou Fakhr, Professional advancement program for Lebanese Nurses, 2010.*
- *Shams Issa, Designing a Competency Framework for Intensive Care Nurses, 2010;* ***PhD student at HSON****.*
- *Raschele Nassar, Nurses' Perspectives of their Work Environment and Patients' Outcomes, 2010.*
- *Rasha Hamzeh, Communication in Isolation Technique Practices at AUB Medical Center, 2009.*

Projects supervised as second reader

- Christine Helou, Charging Medical Supplies: The Best Practice an Implication for Nurse Administrators to Improve Quality Care and Contain Cost, 2020.
- Mariam Al Sabae. Applying Health Care Failure Mode Effect Analysis to Improve the Process of Chemotherapy Administration at AUBMC-Outpatient Infusion Center, 2017.

- Mohammad Abbas, A Patient-Centered Approach to Inter-Shift Handoffs, 2016.

- *Rachele Bejjani, Creating a Kidney Transplant Recipient Educational Program, 2013;* ***PhD student at HSON****.*
- *Hassan Maatouk, Knowledge, Attitudes, and Beliefs about Heart Disease and Delay in Seeking Care for Myocardial Infarction, 2013.*
- *Mahmoud Ghozail, Introducing a new nursing administration role at AUBMC: the nursing recruitment and retention specialist, 2013.*
- *Hanan Al Faraj, An Educational Program of Psychosocial Interventions for Mental Health Nurses in Acute Care in Jordan, 2013;* ***nursing instructor at Jordan University of Science and Technology****.*
- *Rana Haddad, Introducing a New Role in Nursing into AUBMC: The Clinical Nurse Leader, 2012.*
- *Jizel Jahjah, Nurse-Led Triage and Health Instructions Phone Service: Proposal and Cost Components, 2012.*
- *Naseem Ali, Developing an Emergency Nursing Triage Educational Program, 2012;* ***nursing instructor at University of Bahrain****.*
- *Saydeh Hamouche, Education and Skill Promoting Program for Families, 2012.*
- *Selina Yamout, Group Psycho-Educational Package for Patients with Dual Diagnosis in a Rehabilitation Center, 2012;* ***Gender Based Violence IASC Guidelines Rollout consultant at UNICEF.***
- *Soulandia Saab, Early Hospital Readmission Rates Following CABG Surgery and Related Factors at the AUBMC, 2011.*
- *Nisrine Kumberji, Educational Package on Hemodynamic Monitoring for Novice Critical Care Nurses, 2011.*
- *Racha Abu Chahine, The impact of Change Management on Frontline Nurses, 2011.*
- *Aline Akiki, Educational Program for Chronic Obstructive Pulmonary Disease Patients, 2011;* ***pursuing her PhD degree at the University of Dundee****.*
- *Samar El Asmar, Improving Hand-Off Communication to Enhance Patient Safety, 2010; currently* ***nursing director in a hospital****.*
- *Nashaat Hassan, Assisting a Small Hospital in Lebanon with Ministry Of Public Health Accreditation, 2010.*
- *Bana Zein, Differences in Clinical Presentation and Responses to Acute Coronary Syndrome between Diabetic and non-diabetic Lebanese Patients, 2010.*
- *Lara Afesh, Critical Pathway for Acute Respiratory Distress Syndrome: Development and Implementation Proposal, 2010.*
- *Hanadi Syam, A Baseline Assessment for Improving Patient Care in a Critical Care Setting, 2010.*
- *Samar Nassif, Diabetes Management: Educational Material for Registered Nurses, 2009;* ***patient education coordinator at AUBMC****.*
- *Imtithal Kisirwan, Nursing Care for Patients Receiving Mechanical Ventilation: A Self Learning Module, 2009.*
- *Bader Alwadaany, Nursing Care for Patients on Intracranial Pressure Monitoring, 2008.*
- *Nariman Iskandarani, e-learning for Continuing Nursing Education, 2007.*

B3. Undergraduate Students Capstone Projects (selected)

I guide senior nursing students working on their clinical capstone project in NURS 411 course to identify a clinical/patientcare/management issue, analyze the problem situation, search the literature for evidence-based solutions, select one based on established criteria, and plan the implementation and evaluation of the proposed solution. Since I supervised over 50 projects, I am presenting titles of some of those projects:

- Reducing the Hemolysis Rates of Blood Specimens Withdrawn on the Units
- Creating a Pediatrics' Acuity Tool
- CLABSI Prevention and Control in the Coronary Care Unit
- Compliance and Effectiveness of the VAP Bundle in Intensive Care Unit
- Enhanced Compliance with the Safety Guidelines of Enteral Medication Administration
- Maintaining Patient-Centered Care during COVID-19
- Upholding a Positive Work environment during COVID-19
- Evidence-Based Practice and COVID-19
- Quality of Care and Safety in COVID-19
- Policy on Cross Training as a Strategy for Balanced Unit Staffing
- Alleviating Nurses Burnout in a Chronic Diseases Unit

B4. Service as Member on Thesis or Dissertation

Dissertation

Rana Abdel Malak, PhD Dissertation, "Nursing leadership and followers' relations and its impact on determinant of RN job satisfaction", 2016, currently Executive Healthcare Consultant.

Member of Master's Thesis

- Member of thesis committee, Dalya Nehme, "The Impact of CME/CNE Programs on Clinical Practice and Clinical Attitudes of Physicians and Nurses at AUBMC", Department of Education, Faculty of Arts and Sciences AUB, in progress.

- Member of thesis Committee, Dana El Hajj, "Smoking among students at the American University of Beirut: prevalence and relation to other lifestyle risks"; defended successfully, MS Population Study program, Faculty of Health Sciences, 2002; ***assistant professor at the university of North Carolina***.

B5. Student Advising Activities Summary

Though I am involved in teaching undergraduate students in their last semester of the senior year, yet as a convener of the division, I am the secondary advisor for all BSN students (160-205 students). Nonetheless, I supervise almost half of the senior class (ranging between 18-26) each year in their clinical capstone projects.

In the MSN program, other than academically supervising 5-7 students per year, I supervise those working on their graduation projects or theses whether they are in the nursing administration and management track or the clinical tracks. I served as thesis chair to 5 students; project first reader to 29 students; and second project reader to 25 students.

I am supervising 2 second-year PhD students specifically preparing them for their qualifying exam in December 2021.

C. Educational Innovations and Academic Contributions

Currently, co-designing the "**Development of an Online Training Module for Nurses Working in Primary Health Care Centers in Lebanon**" funded by WHO, in collaboration with the Order of Nurses in Lebanon, AUB Family Medicine Department, and the Ministry of Public Health.

April-May 2021: Coordinated and co-designed a Bachelor of Nursing program for the American University of Armenia

2020-2021, Co-designed to the "**Online Academic Graduate Diploma in Nursing Education"** approved by the AUB Senate in May 2021.

2020-2021, Co-designed to the "**Online Academic Graduate Diploma in Nursing Administration"** approved by the AUB Senate in May 2021.
April 2020, developed the "Critical Care Capacity Building Program" for critical care nurses in Irbil upon the request of the Syrian American Medical Society. The program is pending funding.

2018, Coordinated and participated in the Nursing Program Review for the Mohammed Al Mana' College of Health Sciences (KSA).

April 2017…, developed the National Capacity Bridling Program for bedside Nurses based on the national survey that I led assessing continuing education needs of nurses. Phase 1 of the program, Train the Trainer, that took 2 years was completed [2017-2019]. Phase 2, trainers train bedside nurses in all Lebanese healthcare organizations will commence once the country situation allows.

April 2017-2019: Served as Technical Coordinator for the Mohammed Al Mana' College of Health Sciences (KSA) academic and administrative consultation agreement with AUB Regional External Program.

2016-2019, chaired a task force that designed the **Technique Supérieur to BSN Bridging Program;** this new program is pending approval by the Academic and Development Committee at AUB.

2016-2018, Designed, led and coordinated a 3-year project of Continuing Nursing Education of more than 50 offerings to UAE nurses under the Health Authority Abu Dhabi through REP.

VII. Service

A. University/ Faculty/Department Service

Service to the University

2017… Elected Member of **AUB senate**, effective September 2017
Senate steering Committee member
Chair of the Senate Steering Committee, 2019-2020; 2020-2021

2020 …, member of the **VITAL** Advisory Group 6 addressing the health of our communities; VITAL 2030 is the new vison for AUB

2021…, Reviewer of grant proposals for the Center for Teaching and learning (CTL) at AUB.

2020…, member of the Board of the General Education Program

2011- Now, Abstract reviewer for the CTL and IT Academic Core Processes & Systems (IT ACPS), annual conferences on "Effective Teaching and Learning in Higher Education,", AUB.

2018-2019, Ad hoc Senate Committee on Department Chairs at AUB, member

2018-2019, Core Mandatory, Elective, Capstone Courses Task Force, AUB Core Curriculum, member

2018 … Committee on the Lives and Careers of Women at AUB, member

2017-2018, member of the Working Group 1 of the AUB Accreditation

2016-2019, Regional External Program technical coordinator of MACHS project

2017, Standing Faculty Grievance Committee Co-Chair

2016-2020 Regional External Program Steering Committee member, AUB

2015 – 2017, member of the Task Force on the Lives and Careers of Women Faculty at AUB

2014 – 2017, member of the Board of Graduate Studies at AUB

2012 -2018, member of the Task force on Interprofessional Education, (School of Nursing, Faculty of Medicine, Faculty of Health Sciences) AUB

December 18, 2012, *participated in giving a workshop on assessment of program learning outcomes organized by the Center for Teaching and learning (CTL), AUB*

August 6, 2012, *gave a session on Diagnostic/Formative/Summative Assessment in a workshop organized by CTL for AUB faculty*

May 24, 2012, *gave workshop on peer observation to AUB faculty organized by CTL*

2009, *Member of the Search Committee for director of the CTL, AUB*

2008-2012*, Member of the Senate Committee on General Education Requirement, AUB*

2008-2012, *Member of the AUB Center for teaching and Learning Advisory Committee*

2007-2008*, Member of Working Group 8–Institutional Assessment and Student learning Assessment- for the University accreditation*

2007- 2008, *member of the University Learning Outcomes Coordinating Committee, AUB*

2001-2003*, Member of one of the task teams –Institutional Assessment- for accreditation of the University by the Middle States Commission on Higher Education*

1999-2002*, Member of the AUB Task Force on Undergraduate Teaching Excellence;*

- *Member of a Sub-Committee of the Task Force on organizing Workshops for AUB Faculty on teaching excellence;*
- *Secretary of the Sub-Committee for preparing and conducting surveys related to Perceptions of AUB graduating students about teaching practices at AUB;*
- *Member of the Sub-Committee on teaching portfolios*

2009, *Offered the unit on "Designing Course Syllabi" for the Mellon Summer Seminar, AUB*

March 2009, *Provided 2 train the trainer workshop on "Developing Course Learning Outcomes" to faculty members from the FAS and FAFS, AUB*

Jan. 5 & April 11, 2008*, Gave 2 sessions on "how to prepare a teaching portfolio" for AUB*
Faculty together with Drs. Nesreen Ghaddar & Saouma BouJaoude

Feb. 25, 2005*, Gave a sessions on "how to prepare a teaching portfolio" for AUB Faculty together with Drs. Malek Tabbal & Saouma BouJaoude*

Nov. 8, Dec. 13, 2003, & Jan. 10, 2004, *Gave 3 sessions on "how to prepare a teaching portfolio" for AUB Faculty together with Drs. Nisreen Ghaddar & Ayman Kaysi*

2002-2003, *Gave 3 sessions on "how to prepare a teaching portfolio" for AUB Faculty together with Dr. Nisreen Ghaddar in November 30, 2002, December 13, 2002, & January 10, 2003*

Apr. 2002*, Co-coordinated and presented a seminar on Teaching Portfolios for AUB Faculty in a series of Faculty Seminars on University Teaching*

Service to the Faculty/School

2021…, HSON Graduate Studies Committee, chairperson
2020-2022, member of the CCNE accreditation self-study task team and leader of Standard II
2020-2021, member of the task team for developing the online academic graduate diploma in nursing education and the online academic graduate diploma in nursing administration
2019…, HSON Advisory Committee, member
2015…, HSON Administrative Committee, member
2015…, ex-officio on the Academic and Curriculum Committee & Academic Evaluation Committee
2015…, Convener of the Undergraduate Division
2010 – 2021, HSON Graduate Studies Committee, member

2011-2013*, HSON Graduate Studies Committee, chairperson*
2011*, HSON Strategic Planning Committee, member*
2005 – 2008, *Led Development of the ADN and BSN nursing curriculum for Mohamad Al Mana' College of Health Sciences Division of Nursing, AUB-REP project*
2008-2011*, HSON Research Committee, member*
2006-2008*, SON Advisory Committee, member*
2005-2007*, SON Task force on Accreditation, member*
2005*, SON Strategic Planning Committee, member*
2004-2010*, SON Search Committee, member*
2004-2009*, SON Catalogue Committee, Chair*
2003 – 2005*, SON Centennial celebration & conference, member of*
Organizing Committee
Scientific Committee
Home Coming Committee

2003-2008*, Academic and Curriculum Committee (Chairperson)*
2001-2003*, Curriculum Committee, Chairperson*
1997-2003*, Research Committee, member*
1995-2001*, Continuing Education Committee, member*
1993-2001*, Curriculum Committee, member*
1998-1999*, Academic Committee, member*
1998-1999*, Organizing Committee for the "First International Nursing Conference in Lebanon", member*
1997-1999*, Advisory Committee, member*
1995-1999*, Student Affair Committee Chairperson,*
1990-1999*, Nursing Student Society, Advisor*
1993-1996*, Task Force Graduate Subcommittee, member*

***1987-1990**, Library Committee – member*
***1987-1990**, Recruitment Committee, member*

B. AUB Medical Center

Continuing Medical Education Office Co-Director

2011-2014 & 2019 on, I served as the co-director of the CME Office at the Faculty of Medicine, AUB on a 50% FTE basis. In my capacity as a co-director, I lead the office into moving from three continuing medical education activities into more than 70 activities for medicine, nursing, pharmacy, pathology, clinical nutrition, physiotherapy, radiology, and quality administrators. The CE offerings included conferences, seminars, workshops, congresses, short courses, training, and observership. Moreover, I helped in developing the self-study report in preparation for accreditation application to the American Council for Continuing Medical Education (ACCME) that we achieved. Similarly, I lead the learning need assessment for pharmacist in collaboration with the Order of Pharmacists in Lebanon; also in preparation for the Accreditation Council for Pharmacy Education accreditation application.
I resumed office in 2019 after 5 years break due to academic and professional responsibilities.

2010 - 2020, Member of the "Evidence-based Healthcare Management Unit (EHMU)" Executive Board, AUBMC

***July 2012,** Delegated to visit Cleveland Clinics for a 4-day meeting on CME/CNE update on continuing education strategies, methods, media, and evaluation*

***2010,** Member of the FM task force for collaboration with KFSHRC*

***2010,** Member of the Search Committee for Director of Nursing, Nursing Services department, AUB Medical Center*

***2008-2011**, Member of the Education Council, Nursing Services, AUBMC*

***2006-2008**, Quality committee, Nursing Services, AUBMC, member*

***1986-1990**, Nursing Procedure Committee, AUBMC, member*

***1986-1990**, Nursing Routine Committee, AUBMC*

C. Professional Services

C1. Professional National

President of the Order of Nurses in Lebanon, June 2015- June 2018, as president of the Order of Nurses, the only legal and professional regulatory body in Lebanon, I spearheaded several national projects naming a few:

1. "Nurses joining efforts in serving Communities in different Districts" for which the Order received the International Council of Nurses (ICN) Innovation Award May 2017. In this national project, masses of nurses and nursing students from different geographic areas joined efforts to do health

screening and health awareness in different underserved areas over a period of 4 months with full media coverage highlighting the contribution of the nursing profession in a country where nursing image is still unfavorable.
2. Transforming the national nursing qualifying [colloquium] exam for university nursing graduates from a subjective oral exam of 1-3 questions to computerized case-based multiple-choice questions.
3. The national capacity-building program for nurses, which is designed based on the national study that assessed basic and continuing education learning needs of nurses. This is a 2-year long program where experts and clinical nurse specialists train selected nurses from across the country to be national trainers for practicing nurses; once proven competent, the trainers will train fellow nurses in their geographic area over 1-2 years.
4. Nursing practice regulation where leaders in nursing from academia and practice joined efforts to write the standards and scope of practice and associated competencies for nurses in all healthcare settings consistent with Lebanese practice act and Lebanese laws.
5. Media coverage including TV, Radio, social media, online and newspapers to demonstrate the value of nursing and the contribution of the profession to healthcare.
6. Organization of joint meeting among the Orders of the healthcare professions in the country, (nurses, physicians, pharmacists, physiotherapists, midwives, dieticians, and syndicate of hospitals) to address challenges encountered in legislation and regulation and come up with recommendations for solutions.
7. New nursing laws/regulations submitted:
    a. to the parliament, law concerned with mandatory continuing nursing education to keep nurses abreast of the updates on nursing and health care that are evidence-based; legislated, decree number 136.
    b. to the council of ministers, two regulatory laws: one related to standards and scope of practice of nurses through the Ministry of Public Health; another regulation concerned with accreditation of nursing programs through the Ministry of Education
8. Brought to Lebanon the Leadership for Change program by the International Council of Nurses; a capacity building program for nursing services directors from all hospitals in Lebanon.
9. Organizing the 2nd International Nursing Conference of the Order of Nurses in Lebanon in collaboration [for the first time] with the International Council of Nurses, May 2018.
10. Organizing the first regional symposium on **Health of Refugees and Displaced People with** speakers from the international communities and agencies such as the International Committee of the Red Cross, UNHCR, MSF, ICN, International Organization of Migration, WHO, and the National Nurses' Associations from countries of the region, May 2018.
11. Organizing the first regional nursing workforce forum in collaboration with the International Council of Nurses, May 2018.
12. Supporting 5 research studies for AUB nursing faculty members.

2003-Now, Order of Nurses in Lebanon, member

2016-2018. member of the Beirut Arab University Faculty of Health Sciences Advisory Board

2016-2017, invited to several national conferences to give opening ceremony speeches:

- The 11th Regional Meeting of the Lebanese Society of Hematology and Blood Transfusion, October 12-14, 2017
- The 2nd Annual Congress of Prevention and Control of Infections, Tripoli Lebanon, May 20, 2017
- Conference on "Nurses: a Voice to Lead" organized by Sagesse University in collaboration with Agence Universitaire Francophone and the Order of Nurses in Lebanon, May 15, 2017
- The first scientific conference, Orange Nassau Governmental Hospital, Tripoli, Lebanon, May 2017
- The 10th Annual Congress of the Lebanese Society of Critical care Medicine, Beirut Lebanon, March 11, 2017
- The "Spiritual Care Conference", organized by University Saint Joseph in collaboration with the Episcopal Commission of the Pastoral of Healthcare Services in Lebanon, and the Orders of Physicians and Nurses, February 24, 2017
- 2eme Congres International, La Profession Infirmiere au Coeur du Systeme de Sante, USJ, Beirut Lebanon, November 17, 2016
- Diabetes Day with the Association of Endocrinologists, November 14, 2016
- HSON research conference, October 2016
- 3M congress, Habtoor Lebanon, October, 2016
- Lebanese German University congress, September 10, 2016
- Annual Beirut Breast Cancer conference, February 2016

2016-2018, guest in several TV and Radio programs in Lebanon addressing the value and the need for nurses in Lebanon and nursing workforce issues. Also, presenting the role of the Order of Nurses in collaboration with the Ministry of Health and others and in encouraging the youth to choose nursing as a career. Other media talks included the Order achievements and the national nursing capacity-building program aiming at improving nursing practice nationwide

2015-2016, was a guest in several TV and Radio programs in Lebanon addressing challenges facing the Order of Nurses in Lebanon and the strategic plan of the Order.

2015*, participated in a round table discussion on the "Nurses' work environment in the governmental hospitals in Lebanon" in a symposium organized by the Federation of the Health Syndicates in Lebanon.*

2012-2015*, Chairperson of the Continuing Education Committee of the Order of Nurses in Lebanon; evaluate CNE activities and allocate CE credits*

2010-11*, Assigned by the Order of Nurses in Lebanon as a Chairperson of the Task Force on creating policy for Continuing Nursing Education*

2009-2012*, Member of the Scientific Committee of the Order of Nurses in Lebanon*

***2004**, Served as member of the Adhoc Committee for the selection of the "Nurse of the Year" an award granted by WHO during the International Nurses Day organized by the Nurses' Order*

***2003**, Chairperson of the Adhoc Committee for the selection of the "Nurse of the year", an award granted by WHO during the International Nurses' Day organized by the Order of Nurses (previously the Federation)*

***Feb. 2003**, Coordinated a seminar on the Role of the Clinical Nurse Specialist in Lebanon organized by the Nurses' Chapter, AAA*

***2000-2003**, Council of the Federation of Nursing Associations in Lebanon, member*

***1990-1996**, Member of the Nursing Colloquium Examination Committee Ministry of Higher Education, Lebanon*

***1981-1986**, participated in the correction of Governmental Nursing Written Exams*

***1981-1986**, Nursing Practical Examination Committee, member Technical and Vocational Directorate of the Ministry of Education*

***May 1985**, TV round table on "Nursing as a Profession" on the occasion of the International Nurses Day - May 12*

***1981-1983**, participated in series of meetings with the Preparatory Committee of the Nurses' Order in Lebanon at the Ministry of Health*

Others:

***2000-2007**, Council of the AUB Alumni Association, member*

***2000-2007**, President of the Nurses' Chapter of the AUB Alumni Association*

***1980-2000**, Member of the Nurses' Chapter of the AUB Alumni Association*

***1996-1997**, Professional Welfare Committee of the Nurses' Chapter, AUB Alumni Association, member*

C2. Professional-international

2018 -2021, Member of the Scientific Steering Committee for the International Council of Nurses Code of Ethics

2008…, Member of the Western Institute of Nursing

2015…, Member of the "Honor Society of Nursing Sigma Theta Tau International, Chi Iota Chapter

2004 – 2015, Member of the "Honor Society of Nursing Sigma Theta Tau International, Alpha Kappa-At-Large Chapter

2021 …, Member of the editorial board and reviewer for the International Nursing Review published by the International Council of Nurses

2021 …, Reviewer for the Journal of Advanced Nursing
2020 …, Reviewer for the Journal of Nursing Scholarship
2019 …, Reviewer for the Nurse Education Today journal
2019 …, Reviewer for the Journal of Clinical Nursing
2019 …, Reviewer for Health Research Policy and Systems
2018 …, Reviewer for the European Journal of Cardiovascular Nursing
2016 …, appraiser, McMaster Online Rating of Evidence (MORE), McMaster University
2014 …, Reviewer, Nursing Management published by the Royal College of Nursing
2014 …, Reviewer for the Clinical Nursing Research journal
2013 …, Abstract reviewer for the ICN congresses and conferences
2013 …, Reviewer for the BMC Nursing journal by BioMed Central
2013, Evaluator of the portfolios for the "Excellence Award for an Educator and a Nursing Program" for the Scientific Society of Arab Nursing Faculties
2008- Now, Reviewer for the Journal of Nursing Management
2009 –Now, Reviewer for the Journal of Interprofessional Care
2009 – Now, Reviewer for the Western Institute of Nursing conference abstract & Poster Judge.

C3. Consultancies

1. **April-May 2021**: Consulted on a project for designing a Bachelor of Nursing program for the American University of Armenia.

2. **November 2019:** served as reviewer of the WHO/EMRO Universal Health Coverage, Health Systems and SDGs curriculum guide for undergraduate level students in the health professions.

3. **April 2017-2019:** Consulted on the accreditation of the nursing program at Mohammed Al Mana' College of Health Sciences (KSA) within the academic and administrative consultation agreement with AUB Regional External Programs.

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4. ***December 2014****: Site visit to assess clinical training facilities at Fahd Bin Sultan University, Tabuk, KSA; REP project*

5. ***December 2012****: Developed the Bachelor of Science in Nursing Program for Fahad Bin Sultan University, School of Health Sciences; REP project*

6. ***2008-2010****: Coordinated the Jabal Amel Women's Association [JAWA] Project that aims at evaluating the current BT nursing program in KfarHatta Technical School and making recommendations for a possible upgrade to a B.Sc. level including feasibility study for a nursing program*

7. ***November 2008****: Developed a business plan for a college of nursing for NESMA group, Jeddah, KSA*

8. ***May 2007****: served as Short-term consultant on nursing curricula to the Syrian Ministry of Higher Education funded by WHO*

9. ***June 2006****: conducted evaluation of the Diploma Degree in Nursing at Saudi institute for Health Services, Jeddah, Saudi Arabia*

10. ***March 2006****: Assessing the progress made in launching the nursing program at MACHS, Al Khobar, Saudi Arabia*

11. ***Summer 2002****: Consultant on nursing curriculum to the nursing program of the Balamand University-Lebanon*

12. ***Summer 2001****: Consultant on nursing curricula to the Nursing Department of the Directorate of Technical and Vocational Education, Ministry of Education-Lebanon*

13. ***May 1999-2001****: Consultant and then leader of the "Nursing Taskforce For Streaming of Patient Education" at AUB Medical Center During that period training and certification of all RN's took place in addition to developing the patient teaching manual*

14. ***Apr.-June 1999****: Consultant on the application of Patient Centered Care at AUBMC*

15. ***Feb. 1998****: WHO Short term Nursing Consultant on HIV/AIDS Nursing Management, Control and Prevention - Oman, Muscat*

16. ***Fall 1996****: Consultant Health Education course for Middle School at International College – Lebanon*

C4. <u>Policy & Regulation</u>

2018, invited to a stakeholder dialogue on the subject of "Integrating Palliative Care into the Health System in Lebanon" organized by the Knowledge to Policy (K2P) Center at AUB and the Ministry of Health in Lebanon, Friday July 13, 2018

2018, invited to a dialogue "Towards Reform of the Aged People Policies in Lebanon" organized by the Ministry of Social Affairs and ESCWA in Lebanon, June 21, 2018

January-June 2018, appointed by the Minister of Education and Higher Education as a member of a specialized committee to evaluate and recommend approval, disapproval, or conditional approval of newly designed university nursing programs.

2018, invited by the Ministry of public health and WHO, Lebanon Office to the NCD stakeholder consultation meeting, Beirut Lebanon, April 19, 2018

2017, invited to a stakeholder dialogue on the subject of "Reducing Preventable Preterm" organized by the Knowledge to Policy (K2P) Center at AUB and the Ministry of Health in Lebanon, Thursday April 6, 2017

2017-2018, based on a ministerial decree [Minister of Public Health and minister of Education and Higher Education], I was appointed to serve on the "Higher Committee for the Follow-up on the Development of Medical Specialties, Public Health and Colloquium Examinations in Lebanon"

2016, invited to a stakeholder dialogue on the subject of "Improving the prescribing quality and pattern of pharmaceutical drugs in Lebanon" organized by the Knowledge to Policy (K2P) Center at AUB and the Ministry of Health in Lebanon, Friday October 14, 2016

2016, invited to a stakeholder dialogue on the subject of "Addressing Medical Errors in the Lebanese Healthcare System" organized by the Knowledge to Policy (K2P) Center at AUB and the Ministry of Health in Lebanon, Friday February 5, 2016

2015, invited to the "Expert Group Meeting on Regulation of Nurses, Midwives, and Allied Health Professionals" organized by EMRO/WHO, Cairo Egypt, 8-10 December 2015

C5. <u>Professional Practice Training</u>

Nursing leadership and Management

2018, resumed my workshop tour on organizational communication and patient safety with Sacre Coeur hospital Baabda in October 20 and November 2.

2010-2015*, gave workshops on organizational communication and patient safety [workshop Tour in Lebanon]:*

June 12, 2015, Makassed General Hospital
December 15, 2014, Kisirwan Medical Center
June 23, 2014, St. George hospital
June 13, 2014 at Khoury hospital Zahle
May 2, 2014 at Beirut Hariri University Hospital
March 9, 2012 at Bekhazi Medical Group hospital, Beirut
Nov. 25, 2010 at Al-Youssef Medical Center Halba, Akkar,

Nov. 2014, *Evidence-based healthcare nursing management workshop at the Private Hospital Syndicate part of the main workshop organized by Evidence-based Healthcare Management Unit of AUBMC*

2009*, Organized and offered a training course on Developing Leadership and Management Capacity in Nursing for Nurse Managers*

June-July 2009 at St. George Hospital
May-August 2009 at Makassed General Hospital

May 1, 2008*, conducted a half day workshop to the head nurses and supervisors, St. George Hospital on "Organizational Communication"*

Mar.-Apr. 2002*, offered series of workshops on multidisciplinary Communication to RN's in Bahman Hospital, Beirut*

Mar.-Jul. 2000*, offered series of training programs in Leadership and Management in nursing for nurse managers, supervisors, and Staff Development instructors at AUBMC*

April 29 -May 5, 1995*, offered a one-week block course/training on "Nursing Management" in Sharjah, UAE*

May 1993*, trained nurses and senior nursing students in a project on 'Creating Nursing Policies and Procedures' at Haroun hospital*

Nursing Education

June 16, 2015 *gave a workshop on "Student Clinical Evaluation" at the Faculty of Health Sciences, University of Balamand*

2014*, Organized Teaching excellence workshops*
September 5, 2014, Imam Sadr nursing program
November 17-21, 2014, HSON West Bank faculty members

Sept. 26-28, 2013*, conducted teaching effectiveness workshop for nurse educators at the Order of Nurses in Lebanon*

December 5, 2012, *participated in training nurse educators from Bahman Hospital in teaching critical care nursing*

July 25, 2008*, organized the School of Nursing Summer retreat on Clinical Evaluation: Monitoring Student's Progress*

Aug. 16/17, 2007*, Organized the School of Nursing Summer retreat on Evaluating Student learning*

January 19, 2006*, conducted a workshop on "Teaching Portfolio for Nurse Educators" to nurse educators from all over Lebanon at the AUB Medical Center*

Aug. 13/14, 2004*, organized the School of Nursing Summer retreat on Conceptual progression and course evaluation*

March 1995*, Participated in planning, offering, and facilitating a workshop on Clinical Performance Evaluation for the Faculty and Senior Students of the American University of Beirut - School of Nursing*

Nursing Practice

Dec. 1992-1993*, participated in Planning, Offering, and Facilitating 3 workshops for Nurses on AIDS Prevention organized by the National AIDS Prevention Program.*

***Nov.-Dec.1992**, offered a Continuing Education course on Advanced Nursing Care for RN's at Haroun Hospital*

***August 1992**, offered a Continuing Education course on Nursing Skills update for Registered Nurses at Haroun Hospital, Lebanon*

***Feb. 1992**, offered a block course on Critical Care Nursing for RN to BSN Students in Bahrain*

***Sept. 1990**, offered a two week block course on Nursing Patients with Cardiovascular Problems in Al Ain, UAE*

***Sept. 1990**, offered a two week block course on Care of Patients with Cardiovascular Problems in Sharjah - UAE*

***Feb. 1988**, conducted a one week workshop on Care of Patients with Respiratory Problems for Professional Nurses in Bahrain*

***Jan. 1988**, Conducted a one week workshop on Care of Patients with Musculoskeletal Problems for Professional Nurses in UAE*

Medical and Allied Health

***Mar. 12/13, 2008**, provided seminar/workshop on "Teaching Excellence" to Iraqi group of nurses and paramedics*

***April 13/14, 2004**, Gave 3 sessions on communication, team work, and adult education to a group of Qatari Community Physicians*

***Oct. 12-17, 2003**, in collaboration with the Family Medicine Department, AUB, organized (& trained) a second "Training and Study Tour in Curriculum Development" for a group of Jordanian Family Physicians*

***Sep.16-28, 2003**, in collaboration with the Family Medicine Dept. AUB, I organized (& trained) a "Training and Study Tour in Curriculum Development" for a group of Jordanian Family Physicians*

Higher Education

***Mar.28/29, 2010**, gave a 2-days workshop on "Writing Exam Questions" to 30 faculty members from Qatar University followed by a one-day follow-up session end of April 2010*

***Nov. 29 - Dec. 2, 2008**, Organized and implemented a 4-day workshop on "Program, Course, and clinical Evaluation" for faculty at Mohammad Al Mana'a College of Health Sciences, Khobar, KSA*

***Sept. 15-17, 2008**, organized and implemented a 3-day workshop on "Teaching Effectiveness" for faculty at Mohammad Al Mana'a College of Health Sciences, Khobar, KSA*

D. Public and Community Services

2020 …, I am leading the Community Health Initiative (CHI) of Khaddit Beirut (KB) (Shake-up Beirut). KB is established in response to the Beirut Port blast led by an interdisciplinary team of healthcare providers, public health experts, environmentalists and chemists, education experts, small business experts, political scientists, and information technology experts. The CHI is an interprofessional team of nurses, doctors and other volunteers of healthcare professionals targeting the Karantina community.

> The team identified the need to manage chronic diseases in the affected areas including homebound elderlies; and established a preventive and chronic disease management unit at the epicenter of the blast. In addition, we are aiming at training local agents on community health care for which we are soliciting funding, thus empowering and providing jobs to local agents who will be most suited to care for their community.

Additionally, the team responded to the influx of COVID-19 patients to the emergency rooms in hospitals by adopting a decentralized approach and establishing COVID-19 response task teams in coordination with municipalities in rural areas formed of nurses and doctors from the same communities. We developed guidebooks that we used in conducting training workshops to the municipalities' COVID task teams, thus empowering the marginalized medical doctors, nurses and social workers in their own villages.

2020, Coordinated the 4-month AUB-Annahar COVID-19 studio, a live show program aired 2 times per week, each time hosting an expert in a specific topic to create public awareness about COVID. The program was a part of a plan created by the AUBMC Medical Committee in response to the pandemic. Examples of topics covered are Socio-economic impact of COVID-19; Preparing hospitals for handling COVID-19; Communities against Corona-collaborative: Effort with municipalities; non-COVID patients are not left behind; Household recommended disinfectants for COVID-19; Empowering and enabling healthcare providers to face the Corona pandemic; Mental health and COVID-19; and COVID-19 policies at national and institutional levels. The Epidemiologic overview was addressed in every episode.

2009-2011, *Member of the "Think Positive' organization that addresses issues related to People Living with HIV [PLHIV]*

1990-1999, *as advisor to the Nursing Student Society, I lead several student activities including health screening and awareness to various groups of populations*

March 1998, *Offered a whole-day activity/sessions on AIDS Prevention for the Middle and High Schoolers at Adma International School - Lebanon*

Dec. 1, 1992*, organized a whole-day awareness campaign on AIDS Prevention for AUB students*

Mar. - June 1985*, Participated in training elementary school teachers on Health Education in addition to field application in elementary schools of Tareek Al Jedideh*

- Beirut. The program was sponsored by the Health Education Unit of the Ministry of Education

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

June-December 2013
Coursework in Epidemiology and Biostatistics at the Chan School of public Health, Harvard University, USA

April 2001
PhD in Nursing at the University of Michigan, Ann Arbor, USA. Dissertation titled: Self-Cognitions as Motivational Predictors of Healthy Eating.

June 1994
Masters in Nursing, cardiopulmonary specialty, at the University of California, Los Angeles (UCLA), USA.

1991-1992
One year graduate study in physiology, Faculty of Medicine, AUB, Beirut, Lebanon.

October 1983
Bachelor of Science in Nursing at the American University of Beirut (AUB), Beirut, Lebanon, "with distinction".

WORK EXPERIENCE

September 1, 2019
Honorary Professor, University of Dundee, UK

September 1, 2019-present
Associate Dean for Academic Affairs

September 1, 2018-present
Convener, Graduate Division, Hariri School of Nursing
Tenured Professor, Hariri School of Nursing

September 1, 2014-August 31, 2018
Professor, Hariri School of Nursing, AUB

September 1, 2013 – August 31, 2016
Adjunct Professor, Faculty of Health, University of Technology at Sydney, Australia

February 2012 – August 31, 2018

Assistant Director for Academic Affairs, Hariri School of Nursing, AUB

October 2007 – September 2011

MSN Program Coordinator, School of Nursing, AUB

October 2007 – August 31, 2014

Associate Professor, School of Nursing, AUB

July 2006 – Present

Adjunct faculty, Johns Hopkins University, School of Nursing, Maryland, USA.

October 2003 – September. 2007

BSN program coordinator, School of Nursing, AUB.

January 2001 – September 2007

Assistant Professor, School of Nursing, American University of Beirut (AUB).

January 1997 – December 2000

Research assistant at the University of Michigan, School of Nursing

July 1994 – August 1996

Assistant professor on annual contract, American University of Beirut, School of Nursing.

Courses taught: Critical Care Nursing, Medical Surgical Nursing, Fundamentals of Nursing Practice, Leadership and Management in Nursing (all theory and clinical undergraduate courses).

September 1993 – June 1994

Clinical nurse specialist internships at the UCLA medical center

1. Coronary Care Unit, UCLA; 10 weeks.
2. Medical Intensive Care Unit, UCLA; 10 weeks.
3. Nursing Research and Education Center, UCLA; 10 weeks.

February 1993 – March 1994

Research Assistant in the family CPR project, UCLA School of Nursing

September 1993 – November 1993

Teaching assistant at the School of Nursing, UCLA. Taught Fundamentals of Nursing to junior BS nursing students.

July 1988 – September 1992

Instructor, American University of Beirut (AUB), School of Nursing

Courses taught: Fundamentals of Nursing Practice, Medical Surgical Nursing, and Leadership and Management in Nursing (undergraduate courses: Theory and Practicum).

October 1987 – June 1988

1. Part time Clinical Instructor, AUB, school of nursing. Supervised students in Leadership and Critical Care Nursing, Practicum.
2. Part time Registered Nurse, AUB Medical Center (AUBMC), Critical Care, namely Neonatal ICU and Coronary Care Unit.

January 1984 – January 1987

General Duty Nurse, Arab American Oil Company, Dhahran Health Center, Adult Medical Unit, Kingdom of Saudi Arabia.

October 1983 – January 1984

Registered Nurse, AUB Medical Center, Medical Surgical Unit, Beirut, Lebanon

RESEARCH

1. Articles in international journals

a. Publications in progress:

1. Bayrakdar, A., **Noureddine, S.,** Puzantian, H., Martyn-Nemeth, P. A Culturally Sensitive Conceptual Framework for Emerging Adults with Type 1 Diabetes. Under Review by the *International Journal of Nursing Practice*.

2. **Noureddine S,** Abi Zeid Daou, M., Isma'eel H., Obeid M, Sarkis, A., Sarkis, A., Dabar, G., Nassir, A., Husari A, Variations in attitude and practices towards end of life and resuscitation in intensive care units: a survey in a country with diversity in educational, religious, economic, and sociocultural background. Submitted to *Inquiry.*

b. Published Articles:

1. **Noureddine S**., Avedissian, T., Khatib, N, Irani, J. Survey of the Knowledge, Attitude and Practices related to Out-of-Hospital Resuscitation among Nurses in Lebanon. Accepted at *Journal of Clinical Nursing* First published: 24 April 2021 https://doi.org/10.1111/jocn.15813
2. Deek, H., **Noureddine, S.,** Allam, D., Newton, P., Davidson, P. (2021). A single educational intervention on heart failure self-care: extended follow-up from a multisite randomized controlled trial. *European Journal of Cardiovascular Nursing, 20,* 212 – 219. doi:10.1177/1474515120941645
3. Zahweh, M., Skouri, H., Rachidi, S., Khoury, M., **Noureddine, S.,** Isma'eel, H. Tamim, H., Al-Hajje, A. (2020). Potentially Inappropriate Medications in Elderly Patients with Heart Failure: Beers Criteria-Based Study. *International Journal of Pharmacy Practice, 28,* 652 – 659. **DOI:**10.1111/ijpp.12651.
4. Zahwe, M., Isma'eel, H. Skouri, H., Al-Hajje, A., Rachidi, S., Tamim, H., **Noureddine, S*.** (2020) .Validation of the Arabic Version of the Minnesota Living with Heart Failure Questionnaire. *Heart Lung the Journal of Cardiopulmonary and Acute Care, 49,* 36-41. doi: 10.1016/j.hrtlng.2019.10.006.
5. **Noureddine*, S.,** Dumit, N. Y., Maatouk, H. (2020). Patients' knowledge and attitudes about Myocardial Infarction. *Nursing & Health Sciences, 22*, 49-56.doi. org/10.1111/nhs.12642.
6. Isma'eel, H., **Noureddine, S.**, Mohammad, M., Zgheib, A., Abou Arbid, S., Njeim, M., Nasr, S., Bassil, R., Sarkis, A., Abi Saleh, B. , El Sayed, M. (2019). Out-of-Hospital Cardiopulmonary Resuscitation: A position statement of the Lebanese Society of Cardiology and the Lebanese Society of Emergency Medicine. *Cardiovascular Diagnosis and Therapy, 9*(6), 609-612. doi: 10.21037/cdt.2019.11.04
7. **Noureddine*, S**., & Massouh, A. (2019). Self-Care in Cardiovascular Nursing. *European Journal of Cardiovascular Nursing, 14*, 372-81. DOI: 10.1177/1474515114547649
8. **Noureddine* S.,** Massouh, A. (2019). Factors Associated with Continued Smoking in Lebanese Patients with Acute Coronary Syndrome Patients. *Journal of Cardiovascular*

Nursing, *34*(1), 94-98. doi: 10.1097/JCN.0000000000000514.

9. Abu-Saad Huijer, H., Fares, S., Bejjani, R., Dhaini, S., **Noureddine, S.**, Ghusn, G. (2019). Symptom prevalence and management in older adult patients in Lebanon. *Palliative and Supportive Care, 17,* 464-471. https://doi.org/10.1017/S1478951518000676.

10. Haidar, M. H., **Noureddine, S.,** Isma'eel, H., El Sayed, M. (2018). Resuscitation of Out of Hospital Cardiac Arrest Victims in Lebanon: The Experience of Paramedic Personnel. *Journal of Emergencies Trauma and Shock, 11,* 183-8. **DOI:** 10.4103/JETS.JETS_101_17

11. Abu-Saad Huijer H; Deek H; **Noureddine S**. (2018). A mapping of nursing and midwifery research in the Eastern Mediterranean Region, 2006–2016. Eastern Mediterranean Health Journal, 24(7):640–650. https://doi.org/10.26719/2018.24.7.XX

12. Semaan, V., **Noureddine, S.,** Farhood, L. (2018). Prevalence of Depression and Anxiety in End-Stage Renal Disease: A Survey of Patients Undergoing Hemodialysis. *Applied Nursing Research, 43,* 80-85.[IF = 1.36].

13. Assaf, G., **Noureddine*, S.,** Kouyoumjian, S., El Khoury, J. (2017). Medical Students' Knowledge, Attitudes and Practices of Substance Use in Lebanon: A Cross Sectional Survey. *Eastern Mediterranean Health Journal, 23*(11), 734-743. [IF = 0.663]

14. Deek, H., Chang, S., Newton, P. J., **Noureddine, S.,** Inglis, S. C., Al Arab, G., Kabbani, S., Chalak, W., Timany, N., MacDonald, P. S., Davidson, P. M. (2017). An evaluation of involving family caregivers in the self-care of heart failure patients on hospital readmission: Randomised controlled trial (the FAMILY study). *International Journal of Nursing Studies, 75,* 101-111. http://dx.doi.org/10.1016/j.ijnurstu.2017.07.015 [IF = 3.561]

15. Al Touby, S., Larson, E., **Noureddine, S.,** Altaweli, R., Al Nagshabandi, E., El Seesy, N.A.A., Fathy, N., Abubakar, F., Ibrahim, R. H. (2017). Building Evidence-Based Practice in Resource Limited Settings: Exemplars of success. *Global Journal for Research Analysis, 6*(4), 715-9. [IF = 4.547]

16. Al Rajoub, B., **Noureddine*, S.,** El Chami, S., Haidar, M., Itani, B., Zaiter, A., Akl, E. (2017). Prognostic value of left bundle branch block in patients with acute myocardial infarction.*Heart & Lung: The Journal of Acute and Critical Care, 46,* 85-91. doi: 10.1016/j.hrtlng.2016.11.002. [IF = 1.332].

17. Kjellström, B., Lee, G., Khatib, R., Mahrer-Imhof, R., Moons, P., **Noureddine, S.,** O'Donnell, S., Strömberg, A., Svavarsdóttir, M., Jaarsma, T. (2016). The Science Committee of the CCNAP: Moving forward. *European Journal of Cardiovascular Nursing, 15*(7), 476-477.[IF = 2.491]

18. Deek, H., Chang, S., **Noureddine, S.,** Newton, P. J., Inglis, S. C., MacDonald, P. S., Al Arab G., Davidson, P. (2016). Translation and validation of the Arabic version of the self-care of Heart Failure Index. *Nurse Researcher, 24*(2), 34-40.

19. **Noureddine, S.,** Avedissian, T., Ismaeel, H., El Sayed, M. (2016). Assessment of Cardiopulmonary Resuscitation Practices in Emergency Departments for Out of Hospital Cardiac Arrest Victims in Lebanon. *Journal of Emergencies Trauma and Shock, 9*(3), 115-21. doi: 10.4103/0974-2700.185275.

20. Deek, H., Hamilton, S., Brown, N., Inglis, S. C., Digiacomo, M., Newton, P. J., **Noureddine, S.,** Macdonald, P. S., Davidson, P. M. (2016). Family-centered approaches to healthcare interventions in chronic diseases in adults: A quantitative systematic review. *Journal of Advanced Nursing, 72*(5):968-79. doi: 10.1111/jan.12885. http://dx.doi.org/10.1016/j.colegn.2014.11.001. [IF = 1.998]

21. Dumit, N. Y., **Noureddine, S. N.,** Magilvy, J. K. (2016). Perspectives on Barriers and

Facilitators to Self-Care in Lebanese Cardiac Patients: a qualitative descriptive study. *International Journal of Nursing Studies, 60,* 69-78. doi:10.1016/j.ijnurstu.2016.03.009 [IF = 3.561]

22. Deek, H., Skouri, H., **Noureddine, S.** (2016). Readmission Rates and Related Factors in Heart Failure Patients: A Study in Lebanon. *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research, 23*(1), 61-68. doi:10.1016/j.colegn.2014.11.001 [IF = 1.122].

23. Deek, H., Newton, P. J., **Noureddine, S.,** Al Arab, G., Kabbani, S., Inglis, S., Chalak, W., Timany, N., MacDonald, Davidson, P. M. (2016) Protocol for a block randomised controlled trial of an intervention to improve heart failure care. *Nurse Researcher, 23*(4), 24-30.

24. Deek, H., **Noureddine, S.,** Newton, P. J., Inglis, S. C., MacDonald, P. S., & Davidson, P. M. (2016). A family-focused intervention for heart failure self-care: conceptual underpinnings of a culturally appropriate intervention. *Journal of Advanced Nursing, 72*(2), 434-450. DOI: 10.1111/jan.12768 [IF = 1.998]

25. Noureddine*, S., Dumit, N.Y., Saab, M. (2015). Deciding to seek care for acute myocardial infarction in Lebanon. *Clinical Nursing Research, 24*(5), 487-503. DOI: 10.1177/1054773814548508 [IF = 1.359]

26. Deek, H., Newton, P., Inglis, S., Kabbani, S., **Noureddine, S.,** MacDonald, P., Davidson, P. (2015). Heart health in Lebanon and considerations for addressing the burden of cardiovascular disease. *Collegian: The Australian Journal of Nursing Practice, Scholarship and Research, 22*(3), 333-39. [IF = 1.122].

27. DeVon, H., **Noureddine, S.** (2014). Twenty things you did not know about heart disease in women. *Journal of Cardiovascular Nursing, 29,* 384-385. [IF = 2.172]

28. Saab, M., **Noureddine, S.**, Huijer, H., DeJong, J. (2014) Surviving Testicular Cancer: The Lebanese Lived Experience. *Nursing Research, 63*(3), 203-210.[IF = 1.856]

29. Noureddine*, S., Metzger, B. (2014) Do health-related feared possible selves motivate healthy eating? *Health Psychology Research, 2:1043,* 25-29. doi:10.4081/hpr.2014.1043

30. Bayrakdar, A., **Noureddine, S.,** Farhood, L., Nasrallah, M. (2014). Comparison of Quality of Life in Lebanese Subjects with Type 1 Diabetes on Insulin Pump and those on Multiple Injections. *Lebanese Medical Journal, 62*(1), 22-26.[IF = 0.16]

31. Deek, H., Newton, P., Sheerin, N., **Noureddine, S.,** Davidson, P.M. (2014). Contrast media induced nephropathy: a literature review and recommendations for practice. *Australian Critical Care.* 27(4):166-71. doi: 10.1016/j.aucc.2013.12.002 [IF = 1.479]

32. Jaarsma, T., Kjellstrom,B., Deaton, C., Fitzsimmons, D., Hardig, B. M., Mahrer-Imhof, R., Moons, P., **Noureddine, S.,** O'Donnell, S., Pedersen, S. S., Thompson, D., Tokem, Y., Stewart, S., Strömberg on behalf of Council on Cardiovascular Nursing and Allied Professionals (CCNAP) of the European Society of Cardiology (2014). Research in Cardiovascular Care: A position statement of the Council on Cardiovascular Nursing and Allied Professionals of the European Society of Cardiology. *European Journal of Cardiovascular Nursing, 13*(1), 9-21. DOI: 10.1177/1474515113509761 .[IF = 2.491]

33. Saab, S., **Noureddine, S.,** Dumit, N. (2013). Readmission Rates after Coronary Artery Bypass Graft Surgery and Related Factors. *Lebanese Medical Journal, 61(3),* 155-160.[IF = 0.16]

34. Abdul Rahman, M., Abu-Saad Huijer, H., **Noureddine, S.** (2013). Lebanese Nurses' Knowledge Regarding Pain Management. *Lebanese Journal of Nursing, 3,* 10-12.

35. Hajj, M., Abu-Saad Huijer, H., **Noureddine, S.,** Kanazi, G. (2013). Patients' Experiences and Satisfaction with Postoperative Pain Management. *Lebanese Journal of Nursing, 3,* 24-28.

36. Baydoun, M., Otrock, Z. K., Okaily, S., Nehme, R., Abu-Chahine, R.Hamdan, A., **Noureddine, S**., Kanj, S., Kanafani, Z., Bazarbachi, A., Kharfan-Dabaja, M. A. (2013). Prophylactic Administration of Infections in Patients Undergoing Hematopoietic Cell Transplantation. *Mediterranean Journal of Hematology and Infectious Disease, 5*(1): e2013015, DOI: 10.4084/MJHID.2013.015

37. Noureddine*, S., & Froelicher, E.S. (2013). "Psychometric testing of an Arabic version of the Illness Perception Questionnaire for Heart Disease". *Heart and Lung: The Journal of Acute and Critical Care, 42,* 51 - 58. http://dx.doi.org/10.1016/j.hrtlng.2012.08.002. [IF = 1.332]

38. Noureddine*, S., Massouh, A., & Froelicher, E.S. (2013). Perceptions of heart disease in community-dwelling Lebanese. *European Journal of Cardiovascular Nursing, 12,* 56 - 63. DOI: 10.1177/1474515111430899 .[IF = 2.491]

39. Noureddine*, S. (2011). Heart disease in Lebanon: Lessons learned from research. *Lebanese Journal of Nursing, 2,* 14 – 16.

40. Kjellstrom, B., Hardig, B. M., Mahrer-Imhof, R., Moons, P., **Noureddine, S.,** Pedersen, S., Tokem, Y., Jaarsma, T. (2011). The science committee of the CCNAP: Eager to start. *European Journal of Cardiovascular Nursing, 10,* 195-196. .[IF = 2.491]

41. Arevian, M., **Noureddine, S**., Abboud S (2011). Beliefs Related to Breast Cancer and Breast Cancer Screening among Lebanese Armenian Women. *Health Care for Women International, 32,* 972 - 989. DOI: 10.1080/07399332.2011.580405. [IF = 0.958]

42. Ballout, S., **Noureddine*, S.,** Abu-Saad Huijer, Kanazi, G. (2011). Psychometric testing of the Arabic Brief Pain Inventory. *Journal of Pain and Symptom Management, 42*(1), 147-154. [IF = 2.649]

43. Saad, R., Abu-Saad Huijer, H., **Noureddine, S.,** Abboud, M. (2011) Bereaved Parents' Evaluation of the Quality of a Palliative Care Program in Lebanon. *Pediatric Blood and Cancer, 57,* 310-316. DOI: 10.1002/pbc.23082 [IF = 2.634]

44. Abboud, S., **Noureddine, S.,** Huijer, H., DeJong, J., Mokhbat, J. (2010). Quality Of Life in People Living with HIV/AIDS in Lebanon. *AIDS Care, 22*: 6, 687 - 696.[IF = 1.902]

45. Noureddine*, S. (2010). Current evidence shows no reduction in mortality or re-infarction rate with early mobilization following myocardial infarction. [Invited commentary] *Evidence Based Nursing 13,* 39. DOI: 10.1136/ebn1037.

46. Noureddine*, S., Froelicher, E. S., Sibai, A., & Dakik, H. (2010). Response to a Cardiac Event in Relation to Cardiac Knowledge and Risk Perception: A Descriptive Study in a Lebanese Sample. *International Journal of Nursing Studies, 47(*3), 332-347. [IF = 3.561]

47. Noureddine*, S. (2009). Patterns of responses to cardiac events over time. *Journal of Cardiovascular Nursing, 24*(5), 390-397.[IF = 2.172]

48. Noureddine*, S. (2009). The American Heart Association – Council on Cardiovascular Nursing (AHA – CCVN) and European Society of Cardiology – Council on Cardiovascular Nursing and Allied Professions (ESC – CCNAP) postdoctoral mentoring program in cardiovascular nursing: Developing Cardiovascular Nursing Research in Lebanon. *Progress in Cardiovascular Nursing, 24*(3), 102-104.

49. El Sadr, C. B., **Noureddine, S.,** & Kelley, J. (2009). Concept Analysis of Loneliness with Implications for Nursing Diagnosis. *International Journal of Nursing Terminologies and Classifications, 20*(1), 25 – 33.

50. Noureddine*, S. & Stein, K. F. (2009). Eating and body weight self-schemas as predictors of dietary behavior in middle aged adults. *Western Journal of Nursing Research, 31(*2), 201 - 218.[IF = 1.09]

51. Noureddine*, S., Arevian, M., Adra, M., & Puzantian, H. (2008). Response to signs and symptoms of Acute Coronary Syndrome: Differences between Lebanese men and women. *American Journal of Critical Care, 17,* 26-35. [IF=2.053]

52. Noureddine*, S., Adra, M., Arevian, M., Dumit, N., Puzantian, H., Shehab, D., & Abchee, A. (2006). Delay in seeking health care for acute coronary syndromes in a Lebanese sample. *Journal of Transcultural Nursing, 17,* 341 – 348. [IF = 1.111]

53. Arevian, M., **Noureddine, S.,** & Kabakian, T. (2006). Raising awareness and providing free screening improves cervical cancer screening among Lebanese/ Armenian women. *Journal of Transcultural Nursing, 17,* 357 – 364. [IF = 1.111]

54. Abu-Saad Huijer, H., **Noureddine, S.**, & Dumit, N. (2005). Nursing in Lebanon. *Applied Nursing Research, 18,* 63-64.

55. Noureddine*, S. & Arevian, M. (2004). Occupational health nursing in Lebanon: exploring the world through international occupational health. *AAOHN Journal, 52*(5), 193 - 198. [IF=0.608]

56. Farhood, L., & **Noureddine, S.** (2003). PTSD, depression, and health status in Lebanese civilians exposed to a church explosion. *International Journal of Psychiatry in Medicine, 33* (1), 39-53. [IF = 0.824]

57. Wu, T.Y., Pender, N. & **Noureddine, S.** (2003). Gender differences in the psychosocial and cognitive correlates of physical activity among Taiwanese adolescents: A structural equation modeling approach. *International Journal of Behavioral Medicine, 10*(2), 93 – 105. [IF = 1.872]

58. Noureddine*, S. (2001). Development of the ethical dimension in nursing theory. *International Journal of Nursing Practice, 7,* 2 – 7. [IF=0.98]

59. Noureddine*, S. (2000). A new approach to measure health risk perception in middle-aged adults. *Newsletter of the Midwest Nursing Research Society, 16(2),* 10.

60. Metzger, B. L., Jarosz, P. A. & **Noureddine, S.** (2000). The effect of a high-fat diet and exercise on the expression of genetic obesity. *Western Journal of Nursing Research, 22*, 736-748. [IF = 1.09]

61. Arevian, M., **Noureddine, S.,** & Kabakian, T. (1997). A survey of knowledge, attitude and practice of cervical screening among Lebanese/Armenian women. *Nursing Outlook, 45*(1), 16 - 22. [IF = 2.287]

62. Noureddine*, S. (1996). Sleep apnea: A challenge in critical care. *Heart & Lung: The Journal of Critical Care, 25*(1), 37 - 42. [IF = 1.332]

63. Noureddine*, S. (1995). Research Review: The Use of Activated Clotting Time to Monitor Heparin Therapy in Coronary Patients. *American Journal of Critical Care, 4,* 272-277. [IF = 2.053]

*** indicates my being corresponding author.**

c. Monographs

- Eid, L., Darwish, H., **Noureddine, S.** (2012). *Assessing the Need for a Fast Track Unit at AUBMC emergency Department: A Retrospective Blind Chart Review*. Germany: Lambert Academic Publishing.

d. Reports

- Abu-Saad Huijer, H., **Noureddine, S.,** Deek, H. (2017). Nursing and Midwifery Research in the Eastern Mediterranean Region. Report submitted to the Eastern Mediterranean Regional office of the World Health Organization.
- Alghalayini, K., Al Habeeb, W., Abdel Hamid, M., Bader, F., El-Deeb, M., Elwany, M.,. Hassanein, M., Ibrahim, B. S., Javed, B., Massouh, A., **Noureddine, S.,** Panduranga, P., Raza, S., Zolezzi, M. (2017). Heart Failure in the MENA Region- A RoadMap for Action. http://www.healthpolicypartnership.com/project/hf-roadmap-middle-east-north-africa/
- Dumit, N., Abboud, S., **Noureddine, S.,** Arevian, M.(2010) Assessment of linkages between sexual and reproductive health and HIV/AIDS services in Lebanon. United Nations Population Fund.

e. Book Chapters

- **Noureddine, S.** (2016). *Investigating Cardiovascular Risk in a Conflict Zone*. In S. Ketefian (Ed.) Shaping Nursing Science and Improving Health. Michigan: Michigan Publishing, 298-301.

f. Abstracts:

1. Bayrakdar, A., **Noureddine, S.,** Puzantian, H. (2022). Experiences and Health of Emerging Adults with Type 1 Diabetes in Lebanon: Mixed Methods Study. Abstract accepted as a virtual; poster presentation at the Sigma's 33rd International Nursing Research Congress 21-25 July in person event and 3-5 August virtual event.
2. Bayrakdar, A., **Noureddine, S. (2021).** A culturally Sensitive Framework for Emerging Adults with Type 1 Diabetes. Presented an eposter presentation at the International Diabetes Federation Virtual; Congress 2021 and published in Diabetes Research and Clinical Practice, the official journal of the International Diabetes Federation.
3. Liske, CD, Ramsboitham, K., Tuttici, N., Liyu, J. **Noureddine, S.,** Rungua, S. M, Waweru, S. Mentoring for Global Leadership: Experiences of Mentors and Mentees Through Sigma's Global Leadership Mentoring Community Accepted for a symposium at the 45th annual convention of the Sigma Theta Tau International, November 17, 2019.
4. **Noureddine, S.**, Avedissian, T., Irani, J., Khatib, N. Nurses and Cardiopulmonary Resuscitation in the Community. Poster presentation at the ICN Congress 2019, Singapore; 29 June, 2019.
5. **Noureddine, S.,** Zahwe, M., Isma'eel, H., Tamim, H., Al Hajje, A., Rachidi, S., Skouri, H. (2018). Validation of the Arabic Version of the Minnesota Living with Heart Failure Questionnaire. *Cardiology,140*(suppl 1), 283.
6. Zakka, P., Mansour, S., Chami, H., Hotait, H., **Noureddine, S.**, Wood, K., Abi Saleh, B., Khoury, M., Refaat, M. (2017) –Arrhythmias and impact on patients' life. *The American Journal of Cardiology , 119(*8), e65

7. **Noureddine, S**., Massouh, M. (2017). Factors that Make Patients Continue Smoking after Myocardial Infarction. Conference proceedings: the ICN congress 2017 in Barcelona.
8. **Noureddine, S.** Avedissian, T., El Sayed, M. (2016). Assessment of Cardiopulmonary Resuscitation Practices in Emergency Departments in Lebanon. *European Journal of Cardiovascular Nursing, 15(*Suppl 1), S39.
9. **Noureddine, S.,** Dakik, H., Massouh, A. (2014) Smoking behavior after hospitalization for a coronary event. *European Journal of Cardiovascular Nursing, 13* (suppl 1), S52.
10. **Noureddine, S**. Testing the Arabic Illness Perception Questionnaire for Heart Disease in a Lebanese Sample. Proceedings of the *10th International Congress on Coronary Artery Disease*, Florence, Italy, October 13-16, 2013.
11. Saab, S., **Noureddine, S.,** Dumit, N. Readmission rates and emergency department visits after coronary artery bypass graft surgery and related factors. Proceedings of the *ICN conference 2013,* Melbourne, Australia, May 18-23, 2013. Accepted for poster presentation.
12. Hajj, M., Abu- Saad Huijer, H., **Noureddine, S.,** Kanazi, G. Patients' experiences and satisfaction with postoperative pain management at a Lebanese tertiary care medical center. Proceedings of the *ICN conference 2013,* Melbourne, Australia, May 18-23, 2013. Accepted for a poster presentation.
13. Abdul Rahman, M., Abu-Saad Huijer, H., **Noureddine, S.** Nurses' knowledge and attitudes regarding pain management at the American University of Beirut Medical Center, Lebanon. Proceedings of the *5th Association of South-East Asian Pain Societies Conference,* Max Atria, Singapore, May 2-5, 2013.
14. El Asmar, R., **Noureddine, S.,** Doumit, M**.** Developing an Educational Package for Breast Cancer Patients. Proceedings of *the Annual GAP 2012 Nursing Program***,** May 14-16**,** 2012 Oslo**,** Norway**.**
15. Saab, S., **Noureddine, S.,** Dumit, N. Early Hospital Readmission Rates Following Coronary Artery Bypass Graft Surgery and Related Factors. Reaching the Stars 2012 ANCC National Magnet Conference in Los Angeles, USA, October 9-12, 2012.
16. Baydoun, M, Bazarbachi, A., Okaily, S., Nehme, R., Abu-Chahine, R., Hamdan, A., Otrock, Z., **Noureddine, S.,** Kanj, S., Kanafani, Z., Kharfan-Dabaja M.A. Use of Doxycycline Prophylaxis Reduces Incidence of Catheter-Related Blood Stream Infections in Hematopoietic Stem Cell Transplantation Recipients: A Single Institution Experience. Proceedings of the *38th annual meeting of the European Group for Blood and Marrow Transplantation.* Geneva, Switzerland, April 1-4, 2012.
17. **Noureddine, S.** Heart disease in Lebanon: Lessons learned from research. Proceedings of the *First International Conference of the Order of Nurses in Lebanon*, May 12-14, 2011, Beirut, Lebanon.
18. **Noureddine, S.** & Dumit, N. Deciding to seek healthcare in myocardial infarction: The Lebanese experience. Proceedings of the *44th annual Western Institute of Nursing: Communicating Nursing Research* conference in Las Vegas, April 16, 2011.
19. **Noureddine, S.** & Dumit, N. (2011). Decision process to seek healthcare in myocardial infarction patients in Lebanon. Abstract accepted for a poster presentation at the spring annual meeting of the Cardiovascular Council for Nursing and Allied Professionals in Brussels, *European Journal of Cardiovascular Nursing, 10* (supplement 1), 155.
20. **Noureddine, S. (2010).** Development of a research program to reduce delay in seeking care for acute myocardial infarction in Lebanon. *European Journal of Cardiovascular Nursing, 9* (supplement 1), 46.

21. Williams, K. A. & **Noureddine, S.** (2009). Impacting Nursing Education with International Collaboration: Bridging cultural Experienced of Health Promotion in the On Line Environment. Abstract accepted for an oral presentation at *the 40th biennial convention of the Sigma Theta Tau International* in Indiana, USA, November 3rd, 2009.

22. Noureddine, S. & Froelicher, ES. (2009).What are the beliefs of Lebanese adults about cardiac illness? *European Journal of Cardiovascular Nursing, 8* (supplement 1), page S7.

23. Noureddine, S. (2007). Response to Symptoms of Acute Coronary Syndromes: The Influence of Past Experience in a Sample of Lebanese Patients. *Proceedings of the 39th Biennial convention of the Sigma Theta Tau Honor Society* in Baltimore, Maryland, November 3- 7, 2007.

24. Puzantian, H. & **Noureddine, S.** (2006). The need for structured nursing care in clinical trials. Accepted for oral presentation at *the 7th Interdisciplinary Research Conference: Transforming healthcare through research, education & technology at the University of Dublin, Trinity College, Ireland*, November 8 – 10, 2006.

25. Arevian, M. & **Noureddine, S.** (2006). Raising awareness and free screening improves cervical cancer screening among economically disadvantaged Lebanese/Armenian women. Published in the *Proceedings of the 17th International Nursing Research Congress Focusing on Evidence-Based Practice: Advancing knowledge, Community and Evidence Based Nursing.* Conference held by Sigma Theta Tau International: Honor Society of Nursing, Montreal, Canada, July 19-23, 2006.

26. Noureddine, S. (2006).Gender differences in the responses to symptoms of acute coronary syndromes in a Lebanese sample. *European Journal of Cardiovascular Nursing, 5* (supplement 1), S29-S30.

27. Noureddine, S., Adra, M., Arevian, M., Dumit, N., Puzantian, H., Shehab, D., & Abchee, A. (2005). Factors related to delay in seeking health care among persons experiencing symptoms of acute coronary syndromes. *Program and Abstracts book*, Centennial Nursing Conference, American University of Beirut, Lebanon, June 30- July 2, 2005.

28. Noureddine, S., Adra, M., Arevian, M., Dumit, N., Puzantian, H., & Shehab, D. (2005). Factors associated with delay in seeking health care among persons experiencing symptoms of acute coronary syndromes. *European Journal of Cardiovascular Nursing, 4*(1), 56-57.

29. Noureddine, S., & Metzger, B. L. (2002). Health concerns and dietary behavior. *Proceedings of the Midwest Nursing Research Society 2002 Annual Research Conference.* Colorado: MNRS, p. 100.

30. Noureddine, S. N. (2001). Self-cognitions as motivational predictors of healthy eating. (Doctoral dissertation, University of Michigan, 2001). *Dissertation Abstracts International, 62,* p. 313.

31. Pohl, J. M., Uphold, C. R., Mirr, M. P., & **Noureddine, S**. (2001) Faculty practice, promotion and tenure. Proceedings of the *27th annual meeting of the National Organization of Nurse Practitioner Faculties titled: Leadership for the future: Nurse Practitioner Education, Research and Practice",* San Antonio, Texas, USA.

2. Oral Presentations at Scientific Meetings

- **October 16, 2020**
  Noureddine, S. Towards better out-of-hospital cardiopulmonary resuscitation in a challenged country. **[Invited presentation].** The 2020 virtual Global Cardiovascular

Nursing Leadership Forum (GCNLF) meeting: the global nursing imperative by the global cardiovascular nursing leadership forum.

- **November 18, 2019**
  Liske, C., Ramsbotham, J., Strockland, K., Tutticci, N., **Noureddine, S**., Runga S. M., Waweru, S**.** Global leadership: Characteristics and commitment developed through community. Presented at the 45th Sigma global nursing excellence convention of Sigma Theta Tau International: Connect, Collaborate, Catalyze, Washington DC, USA.
- **July 28, 2018**
  Noureddine, S., Zahwe, M., Isma'eel, H., Tamim, H., Al Hajje, A., Rachidi, S., Skouri, H. (2018). Validation of the Arabic |Version of the Minnesota Living with Heart Failure Questionnaire. Presentation at the 23rd Congress on Heart Disease of the International Academy of Cardiology, Boston, USA.
- **December 9, 2017**
  Noureddine, S. [Invited presentation]. Sudden cardiac death Reduction Group: from surveys to policy. Presentation at the biennial retreat of the Vascular Medicine Program, American University of Beirut.
- **July 25, 2017**
  Noureddine, S. [Invited Presentation]. Nursing and Midwifery Research in the Eastern Mediterranean Region. Presentation at the third Global Summit on Strengthening Clinical Nursing Research: Moving the Agenda Forward for Nursing and Midwifery Clinical Research Strengthening the Bridge between the Southern/Eastern African and Eastern Mediterranean Regions by Columbia University Global Center, Amman, Jordan
- **July 24, 2017**
  Noureddine, S. [Invited presentation]. Smoking in Cardiac Patients: An exemplar of Clinical nursing Research. Presentation at the third Global Summit on Strengthening Clinical Nursing Research: Moving the Agenda Forward for Nursing and Midwifery Clinical Research Strengthening the Bridge between the Southern/Eastern African and Eastern Mediterranean Regions by Columbia University Global Center, Amman, Jordan
- **May 28, 2017**
  Noureddine, S., Massouh, A. Factors that Make Patients Continue Smoking after Myocardial Infarction. Presentation at the International Council of Nurses conference in Barcelona, Spain.
- **March 15, 2017**
  Noureddine, S. [Invited keynote]. *The role of nursing in cardiovascular disease prevention: What does the research evidence show?* The 5th International Nursing conference: Scientific Research in the Light of Contemporary Global Changes; Tanta University, Egypt.
- **December 3, 2016**
  Haidar, MH, **Noureddine, S (presenter),** El Sayed, M., Isma'eel, H. *Attitudes and practices of Lebanese paramedic personnel related to resuscitation of out-of-hospital cardiac arrest*. The 21st annual conference of the Lebanese Epidemiological Association (LEA). Epidemiology in Health Policy & Practices. Gefinor Rotana Hotel, Lebanon
- **November 19, 2016**
  Noureddine, S. [Invited presentation]. *Can we reduce the mortality of patients with Acute Coronary Syndrome?* A Symposium on innovations in nursing research and practice. The 2nd International Nursing Congress: The Nursing Profession at the Heart of

the Health Care System, Universite St Joseph, Lebanon

- **October 8, 2016**
  Noureddine, S. [Invited presentation]. *Cardiovascular Risk Reduction in Lebanon.* Presented at the Development of Evidence-Based Nursing in an Interdisciplinary Era: Achievements and Prospects. International Research Conference at the Hariri school of Nursing, American University of Beirut, Lebanon.
- **July 18, 2016**
  Noureddine, S. [Invited presentation]. *Summary of Regional Research Meeting & Forward Look.* Presented at the Columbia University Global Center's Global Nursing and Midwifery Clinical Research Development Initiative Summit Meeting in Amman, Jordan.
- **May 28, 2016**
  Noureddine, S. [Invited presentation]. *Factors that influence Resuscitation Practices of Out of Hospital Cardiac Arrest Victims.* Exploring the Practice of Cardiopulmonary Resuscitation in Lebanon. A workshop organized by the Vascular Medicine Program, CHAMPS Fund, the Continuing Medical Education Office at the American University of Beirut Medical Center and the Law School at the Lebanese University, Beirut, Lebanon. http://aubmc.org.lb/Pages/Exploring-Practice-Cardio-Pulmonary-Resuscitation-CPR-Lebanon.aspx#sthash.BpGFrWBx.dpbs
- **April 7, 2016**
  Noureddine, S., Avedissian, T., Ismaeel, H., El Sayed, M. **[Invited presentation].** *Assessment of cardiopulmonary resuscitation practices in emergency departments for out of hospital cardiac arrest victims in Lebanon.* The International Nursing Conference 2016 titled: Improving Clients' Outcomes through Implications of Scientific Evidence at Zarqa University, Jordan
- **April 7, 2016**
  Noureddine, S. [Invited keynote speech]. *Developing Nursing Education to Achieve Desired Outcomes.* The International Nursing Conference 2016 titled: Improving Clients' Outcomes through Implications of Scientific Evidence at Zarqa University, Jordan
- **December 12, 2015**
  Noureddine, S. [Invited presentation]. *Current state of attending to cardiac arrest in Lebanon*. The third Vascular Medicine program retreat of AUB at Crowne Plaza Hotel, Beirut, Lebanon
- **November 10, 2015**
  Noureddine, S. [Invited presentation]. Global challenges and barriers for nursing in CVD prevention. Presented at the American Heart Association Scientific Sessions, Orlando, Florida, USA.
- **November 29, 2014**
  Noureddine, S. [Invited presentation] '*Evidence based practice: what it is and how to teach it*' at the XIth Makassed Medical Congress, Hilton Habtour Grand Hotel, Beirut, Lebanon
- **October 16, 2014**
  Noureddine, S. [Invited presentation]. *Seeking Emergency Care for Acute Coronary Syndrome: The Case of Lebanon.* The University of Illinois at Chicago, USA.
- **October 12, 2014**
  Noureddine, S. [Invited presentation]. *CVD Prevention in Lebanon.* The Global

Nursing Leadership Forum of the Preventive Cardiovascular Nursing Association, New York, USA

- **May 3, 2012**
  Noureddine, S. [Invited presentation] *Cardiovascular Health Promotion for Women.* The 45th Middle East Medical assembly, AUB, Beirut, Lebanon
- **April 19, 2012**
  Noureddine, S. [Invited presentation]: *Do women's symptoms of acute coronary syndrome contribute to treatment?* World Congress of Cardiology, Dubai, United Arab Emirates.
- **May 13, 2011.**
  Noureddine, S. [Invited plenary]: *Heart disease in Lebanon: Lessons learned from research*. Invited plenary at the first international conference of the Order of Nurses in Lebanon, Habtoor Hotel, Lebanon.
- **May 7, 2011.**
  Noureddine, S. *Update on heart failure*. Presentation at a workshop on heart failure at the 44th Middle East Medical Assembly, AUB, Lebanon.
- **April 16, 2011.**
  Noureddine, S. and Dumit, N. *Deciding to seek health care in myocardial infarction: The Lebanese experience.* Paper presented at the 44th annual communicating nursing research conference of the Western Institute of Nursing, Las Vegas, USA.
- **March 12, 2010.**
  Noureddine, S. *Development of a research program to reduce delay in seeking care for acute myocardial infarction in Lebanon*. Oral presentation at the 10th annual spring meeting on cardiovascular nursing by the Cardiovascular Council for Nursing and Allied Professionals, European Society of Cardiology. Geneva, Switzerland.
- **April 24, 2009.**
  Noureddine, S., Froelicher, ES. *What are the beliefs of Lebanese adults about cardiac illness?* Moderated poster presentation at the annual spring meeting of the Cardiovascular Council of Nursing and Allied Professionals in Dublin, Ireland
- **November 6, 2007**
  Noureddine, S. *Response to Symptoms of Acute Coronary Syndromes: The Influence of Past Experience in a Sample of Lebanese Patients*. Paper presented at the 39th Biennial convention of the Sigma Theta Tau Honor Society of Nursing: Vision to Action: Global Health though Collaboration; in Baltimore, Maryland.
- **May 26, 2007**
  Noureddine, S. *Dealing with Bereaved Families in the ER: The Nurse's Role.* Presentation at the first nursing conference in Southern Mount Lebanon titled 'Nursing Care in the Emergency Room' in Baaklin, Chouf, Lebanon.
- **November 8, 2007**
  Ballout, S., & **Noureddine, S.** (2007). *Psychometric evaluation of the Arabic Brief Inventory in a sample of Lebanese cancer patients*. Paper presented by the first author at the 8th annual interdisciplinary research conference: Transforming healthcare through research, education and technology. The University of Dublin Trinity College, Ireland.
- **May 13, 2006**
  Noureddine, S. *Gender differences in the responses to symptoms of Acute Coronary Syndromes in a Lebanese sample.* Presentation at the 40th Middle East Medical Assembly

meeting at the American University of Beirut, Lebanon, May 11-14, 2006.

- **November 19, 2005**
  Noureddine, S. *Ventilator-associated pneumonia: Evidence-based nursing management.* Paper presented at the XXI[st] Annual Conference, St. George Hospital, Lebanon, November 17-19, 2005.
- **November 5, 2005**
  Khogali M., Major S., Nabulsi M., Yunis K., Arayssi T., Al-Amin H., Sibai A., Nassar H., Farha A., **Noureddine S.,** Khalil I. *Evaluation of the first evidence-based health care (EBHC) workshop for medical students at the American University of Beirut (AUB)* . The 3rd international conference of evidence based health care teachers and developers; 'Building bridges between research and teaching', Italy, November 2 – 6, 2005.
- **July 2, 2005.**
  Noureddine, S., Adra, M., Arevian, M., Dumit, N., Puzantian, H., Shehab, D., & Abche, A. (2005). *Factors related to delay in seeking health care among persons experiencing symptoms of acute coronary syndromes*. Paper presented at the Centennial Nursing Conference: '100 years of Nursing Education at AUB: Pioneering Achievements and Global Vision', American University of Beirut, Beirut, Lebanon, June 30-July 2, 2006.
- **July 2, 2005.**
  Mouawad, R., the Magnet CAUTI Task Team, & **Noureddine, S**. *Female Catheter Associated Urinary Tract Infections, a Prospective Study at a tertiary Center in Lebanon.* Paper presented at the Centennial Nursing Conference: '100 years of Nursing Education at AUB: Pioneering Achievements and Global Vision', AUB, Lebanon, June 30, 2005.
- **March 12, 2005**
  Noureddine, S., Adra, M., Arevian, M., Dumit, N., & Shehab, D. (2005). *Factors associated with delay in seeking health care among persons experiencing symptoms of acute coronary syndromes.* Paper presented at the 5[th] Annual Spring Meeting of the Working Group on Cardiovascular Nursing of the European Society of Cardiology in Basel, Switzerland, May 11-12, 2005.
- **January 13, 2004**
  Noureddine, S. *Application of evidence based practice in nursing.* Session given as part of a multidisciplinary seminar on evidence based practice organized by the Lebanese Health Management Association, Hotel Dieu de France hospital, Beirut, Lebanon.
- **March 3, 2002**
  Noureddine, S. & Metzger, B. *Health Concerns and Dietary Behavior*. Paper presented at the 26th Annual Conference of the Midwest Nursing Research Society titled 'Nursing Research: International Perspectives' in Chicago, USA.
- **June 23, 1999**
  Noureddine, S. *Changing health behavior: A process oriented approach*. Paper presented at the First International Nursing Conference in Lebanon, American University of Beirut, Lebanon.
- **June 23, 1999**
  Farhood, L. & **Noureddine, S**. *PTSD, depression and health status in Lebanese civilians exposed to church explosion*. Paper presented at the first international nursing conference in Lebanon, American University of Beirut, Lebanon.
- **June 23, 1999**
  Arevian, M., **Noureddine, S.** & Khasholian, T. K. *Level of knowledge, attitude and*

practice of Papanicolaou smear among Lebanese Armenian women following an educational program. Presented at the first international nursing conference in Lebanon, AUB, Beirut, Lebanon.

3. Poster presentations

- **December 2021**
- Bayrakdar, A., **Noureddine, S.** A culturally Sensitive Framework for Emerging Adults with Type 1 Diabetes. Presented as an eposter presentation at the International Diabetes Federation Virtual Congress 2021
- **June 29, 2019**
  Noureddine, S. (presenter), Avedissian, T., Irani, J., Khatib, N. Nurses and Cardiopulmonary Resuscitation in the Community. Poster presentation at the ICN Congress 2019, Singapore; 29 June.
- **April 15, 2016**
  Noureddine, S. (Presenter), Avedissian, T., El Sayed, M. (2016). *Assessment of Cardiopulmonary Resuscitation Practices in Emergency Departments in Lebanon.* Poster presentation at EuroHeartCare Annual Congress of the Council on Cardiovascular nursing and Allied Professionals, Athens, Greece.
- **April 5, 2014**
  Noureddine, S. (Presenter), Dakik, H., Massouh, A. *Smoking behavior after hospitalization for a coronary event.* Moderated poster presentation at the EuroHeartCare Annual Congress of the Council on Cardiovascular Nursing and Allied Professions, Stavanger, Norway
- **October 16, 2013**
  Noureddine, S. **(Presenter).** *Testing the Arabic Illness Perception Questionnaire for Heart Disease in a Lebanese Sample*. Presented at the *10th International Congress on Coronary Artery Disease*, Florence, Italy.
- **October 10, 2012**
  Saab, S., **Noureddine, S.**, Yazbik Dumit, N. *Early Hospital Readmission Rates Following Coronary Artery Bypass Graft Surgery and Related Factors.* Presented at the 2012 ANCC Magnet conference, Los Angeles, California, USA.
- **April 2, 2011.**
  Noureddine, S. (Presenter) , Dumit, N. *Decision Process to Seek Heath Care in Myocardial Infarction Patients in Lebanon.* Poster presented at the 11th spring annual meeting of the Cardiovascular Council of Nursing and Allied Professionals of the European Society of Cardiology in Brussels, Belgium.
- **May 23, 2009**
  Noureddine, S. (Presenter), Froelicher, ES. *What are the beliefs of Lebanese adults about cardiac illness?* Poster presented at the Research Day organized by the Nurses' Chapter of the Alumni Association, American University of Beirut.
- **May 5, 2006**
  Noureddine, S. (Presenter) *Gender differences in the responses to symptoms of acute coronary syndromes in a Lebanese sample*. The 6th annual spring meeting of the Working Group on Cardiovascular Nursing of the European Society of Cardiology: New Frontiers in Cardiac Care. Bergen, Norway.

- **November 2 – 6, 2005**
  Major S., Khogali M., **Noureddine S**., Arayssi T., Nabulsi M., Yunis K., Al-Amin H., Sibai A., Khalil I., Nassar H., Farha A. *The evolution of evidence-based health care (EBHC) at the American University of Beirut Medical Center (AUBMC* . The 3rd international conference of evidence based health care teachers and developers; 'Building bridges between research and teaching', Italy.
- **November 2 – 6, 2005**
  Nassar H., Farha A., Major S., Khogali M., **Noureddine S**., Arayssi T., Nabulsi M., Yunis K., Al-Amin H., Sibai A., Khalil I. *Role of medical librarians in promoting evidence based health care (EBHC) at the American University of Beirut (AUB)*. The 3rd international conference of evidence based health care teachers and developers; 'Building bridges between research and teaching', Italy.
- **April 11, 1999**
  Noureddine, S. **(Presenter)** & Metzger, B. L. *The effect of dietary manipulation on body weight, metabolic efficiency and body composition in Zucker rats*. Poster presented at the Annual Conference of the Midwest Nursing Research Society, Indianapolis.
- **June 2, 1994**
  Faber, L., & **Noureddine, S**. **(Presenter)** *Quality of life of renal transplant recipients.* Presented at the School of Nursing, UCLA.
- **November 24, 1992**
  Noureddine, S. (Presenter)*Coping with chronic illness: The American Indians and diabetes mellitus*. Poster presented at the School of Nursing, UCLA.

4. Research Grants

a) Research grants funded and completed

- Cardiopulmonary Resuscitation in the Community: A survey of nurses. This national survey explored the knowledge, attitude and practices related to out-of-hospital resuscitation in a national sample of 692 nurses. The survey was completed in 2018. Role: PI. I wrote the proposal, coordinated the mailed survey and analyzed the data, Partial funding by the Order of Nurses in Lebanon was granted for $5,000.00

- D-43 Fogarty research training grant in non-communicable diseases. I am a member of the multidisciplinary team and serve as mentor. Grant for 4 years by NIH for the amount of $863,000. A certificate program and a Masters program in clinical research were launched through this grant in 2012. Role: I participated in writing the grant proposal and currently serve as a faculty mentor offering seminars and supervising students' projects.

- Postdoctoral fellowship award by the Cardiovascular Nursing Councils of the European Society of Cardiology and the American Heart Association, May 12, 2008 for research at the University of California San Francisco. Grant amount $14,000. The grant requirement was to do research activities with a mentor. I developed a proposal for a study that I conducted in Lebanon in 2009 and wrote manuscripts.

- Delay in seeking health care among persons experiencing acute coronary syndromes. Project was supported by 2 grants from the American University of Beirut: Medical Practice Plan grant # 116010034007. Amount is $8,500.00 and University Research Board grant # 110610088602. Amount is $5,000.00 on February 2004. My role was primary investigator (PI), overseeing the whole study from proposal preparation, data collection and analysis, to manuscript writing and revisions.

d) Grants under Review

- Community knowledge and levels of air pollution. Submitted to the Lebanese National Council of Scientific Research. Role: Co-PI. Status: Pending funding decision

e) Grants submitted not funded

- 2020: Lebanese Nurses' Health Study**.** Grant submitted to Sigma Theta Tau International. Role: PI. Other investigators: Nuhad Dumit, Myrna Doumit, and Hiba Chakhtoura

- 2018: Out of Hospital Cardiac Arrest Outcomes in Lebanon. PI. Mazen El Sayed. Role co-PI. Submitted to Laerdal Foundation. Not funded

- Collaborative Stimulus Research grant proposal submitted October 2017 titled: Health Promotion using Social Media In Lebanon (HeLP SMILe) Samar Noureddine (lead PI); Lara Nasreddine, Marco Bardus and Hussain Isma'eel. Not funded

- Collaborative Stimulus Research grant proposal submitted October 2016 titled: Multifactor Intervention to Reduce Cardiovascular Risk in people with Metabolic Syndrome. Samar Noureddine (lead PI); Lara Nasreddine, Marco Bardus and Hussain Isma'eel. Not funded.

- Council for Scientific Research-Lebanon proposal submitted September 2012 titled: Smoking behavior after hospitalization for a coronary event. Samar Noureddine (PI); Habib Dakik; Angela Massouh. Not funded

- Medical Practice Plan proposal submitted September 2011 and January 2012 titled: Smoking behavior after hospitalization for a coronary event. Samar Noureddine (PI); Habib Dakik; Angela Massouh. Not funded

- International Cooperation grant FPA7 FP7-REGPOT-2009-2. INTERNATIONAL COLLABORATIVE INITIATIVE TO COMBAT CHILDHOOD OBESITY (ICICCO). PROPOSAL SUBMITTED FEBRUARY 2009. INVESTIGATORS: HAFEZ EL ZEIN (PI); SAMAR NOUREDDINE (CO-PI); Wolfgang Ahrens; Iris Pigeot; Luis Moreno; Gerardo Rodriguez ; German Vicente-Rodriguez Rodriguez; Rekia Belahsen; Nezha Mouane; Mohamad EL Ayachi;Jose Calbet; Joaquin Sanchis Moysi. Not funded.

- Joint grant by Sigma Theta Tau International and the American Nurses Foundation proposal submitted May 2009 titled: Decision making Processes and their Correlates in Patients Experiencing Acute Myocardial Infarction. Samar Noureddine (PI); Nuhad Dumit. Not funded

- Council for Scientific Research-Lebanon proposal submitted September 2008 titled: Decision making Processes and their Correlates in Patients Experiencing Acute Myocardial Infarction. Samar Noureddine (PI); Nuhad Dumit. Not funded

5. Research in Progress

- Emerging Adulthood in Individuals with Type 1 Diabetes in Lebanon: A Mixed Method Study. Submitted to the University Research Board. Role: PI. Status: Funded by the University Research Board at AUB. Award # 104113; project # 26345 ; Amount $ 10,352

- The Lebanese Nurses' Health Study. PI: Dr. Nuhad Dumit. Assigned custodian Dr. Nour Alayan. Submitted to the University Research Board. Role: Co-PI. Status: Funded by the University Research Board. Award number 104113. Project # 26344 Amount: **$ 5,600**

- Appraisal, Burnout, and Coping in Dyads Living with Chronic Illness: The ABCs of Informal Caregiving. Grant received from the Doha International Family Institute and the Qatar National Research Fund DIFI-QNRF-OSRA funded in 2020. Role: Co-PI. Status: Funded $45,000 and IRB approved.

- A survey of the knowledge and attitudes of physicians concerning air pollution. Role: Primary investigator (PI). Status: Data analysis. Funding: Vascular Medicine Program.

- Symptom Measurement in Patients with Arrhythmias. Role: Team member. Manuscript in preparation.

TEACHING

1. Courses taught

- ***Graduate (taught since the academic year 2003-2004):***
  - NURS 602: Quantitative Research Designs, every Fall starting 2018.
  - NURS 506: Advanced Practice in Adult Gerontology III, Summer and Fall semesters since 2018
  - IPEC300: Interprofessional Education and Collaboration, Spring 2017.
  - NURS505B: Advanced Practice in Adult Gerontology II, every Spring starting 2017.
  - NURS 505A: Advanced Practice in Adult Gerontology I, every Fall starting 2016.
  - NURS 511E: How to Ask the Right Questions in Research: Conducting Surveys.

Summer 2010.
- NURS 506: Advanced Practice in Adult Care II (Clinical residency for graduate students). Summer and Fall semesters till 2017.
- NURS 503: Advanced Health Assessment (with theory and clinical components). Every fall semester then every spring starting 2017; also taught summer of 2004.
- NURS 504: Advanced Pathophysiology (theory course). Every fall semester.
- NURS 502: Advanced Nursing Research (theory course). Every spring semester 2004 till 2011.
- NURS 505: Advanced Practice in Adult Care I (theory and clinical components). Every spring semester till 2016.
- NURS 528: Certification practicum (a clinical course for students planning to get specialty certification from the US). Summer and fall semesters 2009 till 2013.

➢ ***Undergraduate courses (taught until academic year 2003-2004):***
- NURS 311: Nursing Care of Adults-Theory and Practicum, course for RN-BSN students; summer 2002.
- NURS 406: Nursing Research (theory course). Every fall semester.
- NURS 409: Leadership and Management in Nursing-Theory. Every spring semester.
- NURS 410: Leadership and Management in Nursing –Practicum. Every spring semester.
- NURS 400: Critical Care Nursing-Theory. Every Fall semester till 2003-2004.
- NURS 401: Critical Care Nursing-Practicum. Every Fall semester 2003-2004.
- NURS 201: Introduction to Nursing Practice-Theory. Every summer till 2003.
- NURS 202: Introduction to Nursing Practice-Practicum. Every summer till 2003.
- NURS 407: Community Health Nursing -Theory (guest lecturer). Fall semester 2002.
- NURS 303: Nursing Care of Adults II-Practicum. Spring semester till 2002.

2. Doctoral Dissertation Supervised

- Advisor of the PhD dissertation of Tamar Avedissian: The influence of parental perceptions of child vulnerability and overprotectiveness on growth and development of children with congenital heart disease
- Advisor of the PhD dissertation of Melissa Makhoul: The role of pain catastrophizing and pain resilience in patients with chronic musculoskeletal pain
- Advisor of the PhD dissertation of Amani Bayrakdar: Type 1 Diabetes in Emerging Adults in Lebanon: A Mixed Methods Study
- Dissertation Committee chair of Rima Saad: Primary Caregivers' Knowledge, Attitudes and Beliefs toward Palliative Care for Children with Cancer
- Co-Director of the PhD thesis of Hassan Maatouk; Lebanese University: The Effect of Public Access Defibrillation Programs on Survival of Out-of-Hospital Cardiac Arrest Victims
- Doctoral thesis committee member for Aline Akiki, University of Dundee, United Kingdom: self-management in COPD patient

- Consultant on the dissertation of Mariam Zahweh at the Lebanese University on a study titled 'Validation of the Arabic version of the Minnesota of Living with Heart Failure Questionnaire'. Defended successfully December 2, 2019.
- Dissertation Committee Member, University of Technology at Sydney, for Hiba Deek. Dissertation title: Family focused Approach to improve Heart Failure care In Lebanon Quality (FAMILY) Intervention. Successfully completed January 28, 2016.

3. Master's Theses Supervised

1. Member, thesis Committee: Investigating Predictors and Health Outcomes of Polypharmacy among Older Adults with Type 2 Diabetes Mellitus at a Primary Care Center in Lebanon by Ahmed-Rufai Yahaya.

2. Member, thesis Committee: The Feasibility of Implementing a Tailored Delirium Prevention Bundle for Intensive Care Unit (ICU) from Registered Nurses perspective by Hratch Moskofian

3. Chair, thesis Committee: Outcomes of pregnant women with COVID-19 by Nour Kassem

4. Chair, thesis committee, HSON, Attitudes and beliefs related to early mobility of patients in the ICU: A survey of nurses and physicians by Noura Jannoun. Defended August 24, 2021.

5. Chair, thesis committee, HSON, Thirst, salt intake and associated factors in patients with heart failure by Kamar Younes.

6. Chair, thesis committee: Comparing Patient Outcomes of Transcatheter Aortic Valve Implantation versus Surgical Aortic Valve Replacement by Dounia Iskandarani. Defended successfully January 22, 2021

7. Chair, thesis Committee, HSON, Knowledge and Self-Management of Patients with Chronic Kidney Disease for Yvonne Jleilaty; successfully defended January 27, 2020.

8. Member, thesis Committee, HSON, A Tailored Delirium Prevention Bundle for Intensive Care Unit (ICU)

9. Member, thesis committee, Hariri School of Nursing for Ammar Zahreddine. Thesis title: Health-Related Quality of Life in Adult Patients Following Hematopoietic Stem Cell Transplant. Defended successfully June 22, 2020.

10. External examiner on 2 Masters thesis committees at Sultan Qaboos university that were successfully defended on April 22, 2019

    a. Predictors of Patient Safety Culture and Frequency of Event Reporting among Critical Care Nurses in Selected Hospitals in Oman by Qasim Sultan Ali AL-Mamari

    b. Diabetes Self-Management among Adult Omanis with Type 1 Diabetes Mellitus By Rajaa Al-Hadhrami

11. Member of the thesis Committee of Nay Ezzeddine on Validation of the Heart Failure Index 9-Item European Heart Failure Scale Arabic Version (EHFScB Scale). Successfully defended April 25, 2019

12. Member, thesis committee, Universite St Joseph Faculty of Nursing. Student Eliane El Haj; Thesis title: Facteurs predictifs de la depression chest le maladies coronariens; successfully defended March 22, 2018.

13. Member, thesis Committee, Hariri School of Nursing for Grace Hakim. Thesis title: The effect of sex on the outcomes of traumatic brain injury; successfully defended February 5, 2018.

14. Chair, thesis committee, Hariri School of Nursing for Mohamad Saab. Thesis title: Surviving testicular cancer: the Lebanese experience. Successfully defended May 13, 2013.Member, thesis committee for Madeleine El Hajj, Hariri School of Nursing. Thesis title: 'Patients' Experiences

and Satisfaction with Postoperative Pain Management at AUBMC'. Thesis successfully defended June 8, 2012.

15. Member, thesis Committee, Faculty of Health Sciences for Abeer Dakik; thesis title: Differentials in Myocardial Infarction Management and Related Outcomes at a University Hospital in Lebanon. Thesis defended successfully June 10, 2010.

16. Member, thesis Committee, School of Nursing for Rima Saad; thesis title: Evaluation of the quality of pediatric palliative care at the Children Cancer Center in Lebanon. Thesis successfully defended February 25, 2009.

17. Chair, thesis committee, school of nursing for Sara Abboud; thesis title: Quality of life in AIDS patients in Lebanon. Thesis successfully defended October 30, 2007.
18. Chair, thesis committee, school of nursing for Suha Ballout; thesis title: the Arabic Brief Pain Inventory: psychometric testing and cultural validation. Thesis successfully defended October 24, 2007.
19. Chair, thesis committee, school of nursing for Amani Bayrakdar; thesis title: Quality of life in type 1 diabetic patients receiving insulin pump therapy. Thesis defended successfully on March 28, 2007.
20. Chair, thesis committee, school of nursing for Nina El Khatib; thesis title: Self care in a sample of Lebanese heart failure patients. Successfully defended October 29, 2007.
21. Chair, thesis committee, school of nursing, for Dareen Al Hajj Sleiman; thesis title: Comparison of code management at a tertiary center in Beirut to the American Heart Association Guidelines. Thesis successfully defended January 23, 2008.
22. Member, thesis committee, school of nursing, for Reda Gharzeddine; thesis title: Prevalence of Cardiovascular risk factors and their relation to PTSD symptoms among civilian population exposed to Israeli occupation in South Lebanon. Thesis successfully defended February 23, 2007.
23. Member, Thesis Committee for Mohammad Al Shami, Masters in Educational Psychology, thesis title: Professional self-esteem of university degree nurses in Lebanon. Thesis successfully defended June 10, 2005.

24. **Graduate Projects supervised**

- Fall 2021: First reader on
    - A Lung Transplant Clinical Pathway Proposal for the American University of Beirut Medical Center (AUBMC) Transplant Program by Sarine Rita Malkdjian. Defended successfully September 6, 2021
- Fall 2019: First reader on
    - Delay in seeking care for stroke by Ahmad Termos. Defended successfully June 17, 2020.
- Fall 2018: Second reader on
    - Exploring health literacy in patients with non-communicable disease in South Lebanon by Hanadi Saad; successfully defended January 25, 2019
- Spring 2018: First reader on:

  - Educational Program for Hospital Nurses on Diabetes Mellitus for Hind Abdel Massih, successfully defended on May 2, 2018.

- Spring 2017: First reader on
  - Prevalence of depression and Anxiety in ESRD patients undergoing hemodialysis at AUBMC by Victoria Semaan. Successfully defended April 28, 2017.
- Summer 2016: First reader on
  - Protocol for prevention of falls among older adults in community settings by Siham Sleiman, successfully defended June 1, 2016
  - 'Survey of Paramedic Personnel on Attitudes and Practices Related to Resuscitation of Out of Hospital Cardiac Arrest Victims in Lebanon', by Mohamad Hussein Haidar successfully defended September 6, 2016.
- Spring 2016: First reader on
  - 'Improving Nutritional Status in Head and Neck patients: A clinical guideline', by Joyce Abi Kharma, successfully defended May 25, 2016.
  - 'An Evidence Based Protocol for Skin Management For Breast Cancer Patients Receiving Radiation Therapy' by Aida Zaiter, successfully defended April 11, 2016
- Spring 2016: Second reader on
  - 'Subarachnoid Hemorrhage: Development Of An Evidence Based Clinical Pathway' by Abdel Wahab Al Firkh, successfully defended April 11, 2016.
- Fall 2015: First reader on
  - 'Knowledge of Diabetes Mellitus, a Survey of Registered Nurses' by Bachir Itani, successfully defended December 16, 2015.
  - 'Educational Program for Family Caregivers of Stroke Survivors' by Ingrid Corbani, defended successfully December 16, 2015.
- Spring 2015: First reader on
  - 'Health Education Program for Prevention of Coronary Artery Disease in primary health care centers in Saudi Arabia by Zainab Al Far; defended successfully April 28, 2015.
  - 'Educational Program for Liver Transplant Patients' by Diana Wehbeh; defended successfully April 30, 2015.
  - Fall 2014: First reader on
  - 'Optimizing the Management of Patients Admitted with Acute Heart Failure' by Samer El Chami. Defended successfully February 4, 2015.
  - 'The Prognostic Value of New Left Bundle Branch Block in Patients with Acute Myocardial Infarction: A Systematic Review and Meta-analysis' by Belal Al Rajoub. Defended successfully January 16, 2015.
  - 'Cardiac Rehabilitation at AUBMC: Clinical Protocols and the Role of the Advanced Practice Nurse' by Mohamad Issa. Successfully defended December 15, 2014.

- Fall 2014: Second reader on
    - Richmond Agitation and Sedation Scale (RASS): an Educational Package for Critical Care Nurses by Rayan Al Dabbah. Successfully defended December 15, 2014.
- Summer 2014: First reader on
    - Peripartum Cardiomyopathy: A Proposed Clinical Pathway by Manal Hamzeh on September 17, 2014.
    - Development of an Early Mobility Protocol in Critically Ill Patients by Amali Saab. Successfully defended September 17, 2014.
- Summer 2014: Second reader on
    - Clinical Guidelines for a Headache clinic by Solange Chweifaty. Defended successfully on September 17, 2014.
- Spring 2014: First reader on:
    - Assessment and management of oral mucositis: A hospital protocol by Ghina Al Arab. Project successfully defended May 7, 2014.
    - A multidisciplinary outreach program for older adults in Lebanon: Proposal and recommendations by Serpouhi Toriguian. Project successfully defended May 7, 2014.
- Spring 2014: Second reader on
    - Establishing an ischemic stroke management program at AUBMC emergency department: A proposal by Ahraf Emara. Project successfully defended May 7, 2014.
    - Survey of Registered Nurses 'and nurses in management positions' perceptions of the safety culture at AUBMC by Aimee Khaled. Defended successfully on April 23, 2014.
- Fall 2013: Second reader on
    - Testing the validity and reliability of the revised outpatient satisfaction questionnaire at AUBMC by Mohamad Azzam. Project successfully defended January 10, 2014.
- Summer 2013: First reader on:
    - Educational campaign about heart disease for women by Nour Abi Zahr Successfully defended September 30, 2013.
    - Staff educational program in oncology nursing by Dana Kassem successfully defended September 30, 2013.
    - Diabetes Conversation Maps: An Evaluation Study by Elise Ghostine successfully defended September 30, 2013.
- Spring 2012-2013: Second reader on:
    - Clinical Nurses' Perceptions of Shared governance at the National Center for Cancer Care and Research, Qatar by Layal Diba; successfully defended May 17, 2013.

  - Stress Management Program for Health Care Providers in Healthcare Settings by Myrna Saadeh; successfully defended May 17, 2013.
- Spring 2012-2013: First reader on:
  - Patients' knowledge, attitudes and beliefs regarding heart disease by Hassan Maatouk; successfully defended May 17, 2013.
  - Educational program for renal transplant recipients by Rachele Bejjani; successfully defended May 17, 2013.
  - Clinical pathway for atrial fibrillation patients by Madice Merheb; successfully defended May 14, 2013.
- Fall 2012-13: First Reader on:
  - Readmission rates of Chronic Respiratory Patients by Ali Shaddad. Project successfully defended January 25, 2013.
- Summer 2012: Second reader on:
  - Quality care monitoring and improvement: a comparison of generic versus specific patient satisfaction tools by Alik Sarian; successfully defended October 29, 2012.
- Spring 2011-2012: First Reader on:
  - Readmission rates in Heart Failure Patients: A study in Lebanon by Hiba Deek. Successfully defended June 8, 2012
  - Developing an Emergency Nursing Triage Educational Program by Naseem Ali. Project successfully defended May 24, 2012
  - Discharge planning program at the Respiratory Care Unit by Sabat Jamous. Project successfully defended June 8, 2012
- Spring 2011-2012: Second Reader on:
  - Knowledge, attitude and practice of nurses related to pain by Maya Abdul Rahman. Project successfully defended June 6, 2012
  - Developing a post basic critical care certificate by Ema Janahi. Project successfully defended May 24, 2012.
- Fall 2011-2012. Second reader on:
  - Evaluation of Traumatic Brain Injury Management in the Emergency Department at AUBMC in Lebanon by Maha Habre. Project successfully defended February 15, 2012.
  - Testing Validity and Reliability of a Patient Satisfaction Questionnaire by Maha Al-Hassan. Project successfully defended November 4, 2011.
- Summer 2011. First reader on:
  - Educational Package on Hemodynamic Monitoring for critical care nurses, by Nisrine Kumbarji. Project successfully defended on October 5, 2011.
- Summer 2011: Second reader on:
- Spring 2010-2011. First reader on:

  - Early Hospital Readmission Rates Following Coronary Artery Bypass Graft Surgery by Soulandia Saab. Project successfully defended June 1, 2011.
  - Protocol for the Management of Asthma in the Emergency Department by Noyemi Kasbarian. Project successfully defended June 1, 2011.
- Spring 2010-2011. Second reader on:
  - Comparative Evaluation of Non-Mercury Thermometers and Nursing Staff Preferences, by Ali Naffah. Project successfully defended June 1, 2011.
  - Integrated Dialysis Care in End Stage Renal Disease: Peritoneal Dialysis as Initial Modality, by Fatemah Al Omer. Project successfully defended June 8, 2011.
- Fall 2010-2011. First reader on:
  - Educational package for Chronic Pulmonary Disease Patients, by Aline Akiki. Project successfully defended February 28, 2011.
- Fall 2010-2011. Second reader on:
  - Nurse-led cardiac clinic for AUB employees: proposal and cost analysis by Rachel Hamdan, successfully defended February 28, 2011
- Summer 2010. Second reader on the following projects:
  - Assessing the need for the creation of a fast track unit at AUBMC Emergency Department, by Lamia Eid. Successfully defended August 16, 2010.
  - A systematic approach to discharge planning: Development of a new assessment tool, by Taline Gulgulian. Successfully defended October 22, 2010.
  - Implementing ventilator bundles to reduce ventilator associated pneumonia in intensive care unit, by Iman Abiad. Defended successfully October 22, 2010.
- Spring semester 2009-2010, first reader on the following projects:
  - Differences in Clinical Presentation and Responses to Acute Coronary Syndrome between Diabetic and Non Diabetic Lebanese Patients, by Bana Zein; defended successfully June 9, 2010.
  - Clinical management guidelines for a stroke unit at AUBMC, by Hisham Bawadi; successfully defended June 9, 2010.
  - Critical Pathway for Acute Respiratory Distress Syndrome: Development and Implementation Proposal by Lara Afesh; defended successfully June 7, 2010.
- Spring semester 2009-2010, second reader on the following projects:
  - Need Assessment For The Role Of Psychiatric APN in Adult Critical Care Areas at AUBMC as Perceived by Nurses and Physicians by Hanadi Masalkhi; Project defended successfully June 7, 2010.
  - Nurses' perspectives of their work environments and patients' outcomes, by Rachelle Nassar, successfully defended April 1, 2010.
- Spring semester 2008-2009, first reader on the following projects:
  - Diabetes Management: Educational Material for Nurses, by Samar Nassif. Project successfully defended May 28, 2009

  - Nursing care of patients on mechanical ventilation: A self-learning module, by Imtithal Kiserwan. Project successfully defended May 28, 2009
  - Outcomes of patients presenting to the emergency department with chest pain, by Farah Salha. Project successfully defended May 28, 2009
- Spring semester 2008-2009, second reader on the following projects:
  - Development of educational material for oncology nurses, by Zeina Kassem. Project successfully defended May 28, 2009
  - Guidelines and recommendations for the development of a palliative care program in Lebanon by Janane Hanna. Project successfully defended May 28, 2009
- Fall 2008-2009, first reader on 2 projects:
  - Development of an educational module for women with breast cancer; project by Rebecca El Asmar successfully defended February 25, 2009.
  - Development of an educational module for nurses on management of patients on intracranial pressure monitoring; by Bader Al Wadaany. Defended October 30, 2008.
- Spring 2007-2008, first reader on the following project
  - Heart failure clinic in Lebanon: proposal and recommendations by Angela Massouh, defended successfully May 22, 2008.
- Spring 2007-2008, second reader on the following project:
  - Creation of a heart failure clinic in Lebanon by Wahid Kaissi, defended successfully May 29, 2008.
- Fall semester 2007-2008, first reader on the following project;
  - Ventilator weaning protocol. Student: Rafika Zaatari. Project successfully defended February 2, 2007.
- Spring semester 2006-2007, first reader on the following students' projects:
  - Elderly fall assessment and prevention protocol proposal in a hospital setting. Student Grace Khatcherian. Project successfully defended June 5, 2007.
  - Diabetes mellitus: Control, complications and related predictors. Student: Fatimah Al-Sayah. Project successfully defended April 27, 2007.
  - Chronic Wounds Center: review and recommendations. Student: Thana Mikdashi. Project successfully defended April 27, 2007.

5. Undergraduate projects supervised

- In the spring semesters of 2002, 2003 and 2004, I supervised clinical group projects of undergraduate students as part of the leadership and management in nursing course.

6. Other teaching activities

1. Advising 17-20 students per semester for their curriculum plans.

2. Give a guest lecture on *Advanced Practice Competencies Globally and in Lebanon* as part of the graduate course (NURS 501) every fall semester since 2010.
3. Gave a research seminar as part of the Masters in the SHARP Master of Sciences in Health Research, Faculty of Medicine, AUB on *Seeking Emergency Care for Acute Coronary Syndrome: The case of Lebanon*, November 20, 2014.
4. Invited and gave guest lectures on *theoretical frameworks in nursing research* and *mixed methods research* to MSN students Fall 2014.
5. Invited to give guest lectures in the undergraduate and graduate research courses on *quantitative designs and sampling designs*, 2011-2012 and 2012-2013.
6. Gave a workshop on writing papers for graduate students October 2008.
7. Gave part of a graduate workshop on writing research proposals in the summer of 2005.
8. Gave a number of continuing education sessions and seminars for nurses (listed under professional practice activities).

SERVICE

1. Professional practice

- **April 23, 2019**
  Presented on 'Designing and Conducting Mixed Methods Research' for faculty members at Sultan Qaboos University College of Nursing, Muscat, Oman.
- **June 30, 2018**
  Moderated a session titled 'Surgical Patient Management and Care' at the 21st congress of the Lebanese Society of General Surgery, Order of Physicians, Beirut, Lebanon.
- **June 18, 2018**
  Reviewed abstracts for the ICN Regional Conference on Nurses: A Voice to Lead – Ensuring access to healthcare through leadership, innovation and collaborative practice, that was held in Abu Dhabi, UAE, 25-27 September 2018.
- **May 10, 2018**
  Moderated a session titled 'Nursing Care in NCDs' at the 2nd international conference of the Order of Nurses in Lebanon in Habtoor Hotel, Lebanon
- **May 11, 2018**
  Moderated a session titled 'Nursing care in NCDs' at the 2nd international conference of the Order of Nurses in Lebanon in Habtoor Hotel. Lebanon
- **March 28, 2018**
  Presented on the cultural adaptation of research instruments to the faculty members of the Hariri School of Nursing.
- **July 27, 2017**
  Moderated a session titled 'Better Communication leads to Better Education' at the Congress titled 'Back to Lebanon: The International Medical Forum', organized by the St. Pantaleon Group at the Regency Hotel, Adma, Lebanon.
- **March 16, 2017**
  Workshop on Writing for Publication: Why and How. Presented to faculty members at

Tanta University, Egypt.

- **March 9, 2017**
  Presentation on 'Programs of Research at HSON' for the Nursing Advancement Program in Clinical Research at the American University of Beirut Medical Center.
- **November 19, 2016**
  Invited to moderate a session titled 'Amélioration de la qualité des soins' at the second international nursing conference at the Faculty of Nursing Science of St. Joseph University, Beirut, Lebanon.
- **July 18, 2016**
  Invited to moderate a session on 'Regional Barriers and Specific Actions Needed to Address Research Priorities' at the Global Nursing and Midwifery Clinical Research Development Initiative Summit Meeting by Columbia University Global Center in Amman, Jordan
- **April 7, 2016**
  Invited to moderate a session on 'Integrating Scientific Knowledge into Clinical Practice' at the International Nursing Conference at Zarqa University, Jordan.
- **March 27-30, 2016**
  Gave a 3-day course on 'Renal Nursing' for the Training and Development Center of the Ministry of Health, at Sharjah, UAE
- **October 10, 2015**
  Invited to present on 'Interdisciplinary approaches to Rehabilitation' at the Al Rahme Hospital conference on rehabilitation, Tripoli, Lebanon.
- **April 19, 20, 2015**
  Offered a 2 day workshop on Evidence Based Practice at Al Rassoul Al A'zam Hospital to practicing nurses.
- **November 21, 2014**
  Gave a session on 'Writing for Publication' for faculty members from Palestine as part of a teaching excellence workshop for nurse educators at the Hariri School of Nursing, Beirut,
- **November 15, 2014**
  Participated in a multidisciplinary panel on diabetes mellitus: do we control it with a good diet and healthy life style? Organized by the Lebanese Society of Endocrinology, Diabetes and Lipids at the Metropolitan Hilton-Hilton Hotel, Beirut, Lebanon.
- **April 24, 2014**
  Moderated a Nursing Workshop: Evidence and Quality in Oncology Nursing Care as part of the Middle East Medical Assembly 2014 Updates: Focus on Hematological Malignancies, AUB, Beirut.
- **September 8, 2012**
  Invited to present on Accreditation of Academic Programs at the 2nd international conference of the Order of Physiotherapists in Lebanon titled 'Quality in Physiotherapy' in the congress center in Dbayeh, Beirut.
- **May 12, 2012**
  Invited to moderate a session on *Nutrition, Exercise and Nursing in Heart Failure* at the Middle East Heart Failure Congress, Le Bristol Hotel, Beirut.
- **May 13, 2011**
  Moderated a session on *Evidence Based Practice* at the conference titled 'Globalization

and nursing challenges and perspectives held by the Order of Nurses in Lebanon in Habtoor Hotel, Beirut May 12-14, 2011.

- **February 9, 2011.**
  Shock in the trauma patient. A session given for Iraqi nurses as part of a course on trauma care.
- **February 7, 2011**
  Assessment of the trauma patient. A session given for Iraqi nurses in a course on trauma care.
- **January 14, 2011**
  The Dos and Don'ts when submitting a proposal to the IRB. Presentation to faculty and students, Hariri School of Nursing, American University of Beirut
- **March 5, April 1, May 7, 2010**
  Understanding Statistics. Workshop presented to 25 nurse managers, advanced practice nurses and clinical educators from the Nursing Services Department, AUBMC.
- **September 2-4, 2009.**
  Professional training workshop in gerontological nursing. Workshop presented to 20 registered nurses in Larnaca, Cyprus.
- **January 14, 2009**
  Patient Education. Workshop presented to Iraqi health professionals in the Department of Family Medicine, American University of Beirut Medical Center.
- **March 17, 2008**
  The knots and bolts of a journal club in nursing. Grand round given at the Nursing Services Department, AUB Medical Center.
- **May 26, 2007**
  Acted as president of the first nursing conference in Southern Mount Lebanon titled 'Nursing Care in the Emergency Room'.
- **March-May, 2007**
- Developed and pilot tested a survey for the National Nursing Development Program, Ministry of Public Health, on the profile, working conditions, continuing education needs and job satisfaction of nurses at government hospitals; did training for data collectors.
- **June 2006**
  Served on the Colloquium Examining Committee, Ministry of Higher Education.
- **May 12, 2006**
  Moderated a panel on *'safe staffing saves lives'* at the International Nurses Day meeting of the Order of Nurses in Lebanon, UNESCO Palace, Beirut, Lebanon.
- **May 26, 2005**
  Gave a session on reviewing *The Literature, Theoretical And Conceptual Frameworks*, as part of the workshop on research proposal writing offered by AUB school of Nursing to graduate students and researchers.
- **February 25, 2004**
  Critiquing research articles. Session given to registered nurses at AUBMC as part of the critical care journal club at the nursing services department, Beirut, Lebanon.
- **February 26, 2004**
  Shock: Types, management and nursing care. Continuing education session for graduate nurses at AUBMC as part of a critical care course, Beirut, Lebanon.

- **March 7, 2003**
  Critiquing research articles. Session given to registered nurses at AUBMC as part of a journal club launched by the nursing services department, Beirut, Lebanon.
- **December 17, 2002**
  Shock: Types, management and nursing care. Continuing education session for graduate nurses at AUBMC as part of a critical care course, Beirut, Lebanon.
- **November 28, 2002**
  A healthier body and mind. A grand round presentation to staff nurses at AUBMC, Lebanon.
- **August 30, 2002**
  Kais, N., **Noureddine, S**. & Haidar, L. *The Job Satisfaction Survey – 2001*. Grand Round presentation for nursing staff at AUBMC, Beirut, Lebanon.
- **August 16, 2002**
  The nursing perspective on evidence based nursing. Presentation for the faculty of the School of Nursing, AUB as part of a workshop on evidence based practice; Mzar Intercontinental Hotel, Faraya, Lebanon.
- **April 5, 2002**
  Meta-analysis: Quantifying research reviews. Continuing education presentation given for nursing graduates, AUBMC.
- **November 28, 2001**
  Health Behavior Modification. Presentation at the 'Nursing Grand Rounds' at AUB-Medical Center, Lebanon.
- **May 28, 2001**
  Writing for publication. Presentation to nursing faculty at the school of nursing, American University of Beirut, Lebanon.
- **April 9, 2001**
  Self- thoughts that motivate healthy eating in middle aged adults. Presentation to nursing faculty and staff at the American University of Beirut, Lebanon.
- **March 30, 2000**
  Ketefian, S. & **Noureddine, S.** *Meta-analysis: Statistical basis and the DSTAT software*. Presentation to doctoral students at the University of Michigan, School of Nursing, USA.
- **July 18, 1996**
  Research utilization in the hospital setting. Presentation to the nursing staff at the AUBMC on the occasion of the initiation of a hospital wide journal club.
- **May 30, 1996**
  Historical overview of research utilization in nursing. Presentation to nursing staff on the occasion of the International Nurses' Day, the AUB Alumni Auditorium, Lebanon.
- **August 12, 1995**
  Genetics and Nursing. A continuing education presentation for the faculty of the School of Nursing, AUB, Lebanon.
- **September 19, 1995**
  Medications: ways to reduce errors. A continuing education lecture to the nursing staff at Ain Wazain Hospital, Lebanon.
- **November 19, 1994**
  The Neuman Systems Model. A presentation to the faculty of the School of Nursing, AUB, Lebanon.

- **March 15, 1994**
  Disseminated intravascular coagulation. An in-service session to the nursing staff at the Coronary Care Unit, UCLA Medical Center, USA.
- **January 27, 1994**
  Rejection after heart transplantation. An in-service session to the nursing staff at the Coronary Care Unit, UCLA Medical Center, USA.
- **May 19, 1992**
  Physical assessment of the critically ill. An in-service session to staff nurse at AUBMC.

2. Service to the University

A. At the Hariri School of Nursing, AUB

1. Chair, Task Force on HSON Faculty Workload, 2020-present
2. Chair of Promotion Review Committees, 2018 and 2019.
3. Chair, Research Committee, 2019 till present**.**
4. Member, Task Force on Promotion and Tenure, Fall 2016 till 2018.
5. Member, Task Force on Master in Nursing Education, spring 2017.
6. Member, Task Force on TS-BSN bridging program, spring 2017.
7. Chair, Scientific Committee of the conference on 'Development of Evidence-Based Nursing in an Interdisciplinary Era: Achievements & Prospects' Nov. 2015-Oct. 2016.
8. Acting director, School of Nursing, AUB: Many times since appointed assistant director for academic affairs in February 2012; August 22-31, 2011; March 18-21, 2011; October 19-29, 2011; December 13-17, 2010; September 4-20, 2010; March 21-28, 2010; September 8-12, 2009; September 21-October 2, 2009; June 29-July 13, 2009; June 3-5, 2009; May 25-27, 2009; March 11-18, 2009; February 4-9, 2009; September 6 to 15, 2008; January 24 to 29, 2008; November 27 and 28, 2007; September 3-5, 2007; July 10 – 13, 2007; June 13 – 15, 2007; March 5 - 7, 2007; November 6 - 9, 2006; October 16 - 18, 2006; July 17 - August 31, 2006; June 26 - 29, 2006; April 29 – May 4, 2006; November 11-25, 2005; September 7 – 18, 2005; April 7 -18, 2005; December 24, 2004 - January 3, 2005; November 8-16, 2004; September 20-23, 2004; September 6-10, 2004; June 3rd - 15th, 2004; April 16 - 20, 2004; November 1 - 12, 2003; August 22 - September 22, 2003.
9. Chair, Graduate Studies Committee, September 2013-August 2017, then member till present.
10. Member, Administrative Committee, October 2011-present.
11. Member Research Committee, October 2009 till present.
12. Coordinator, Strategic Planning Committee, HSON, January 2011-present.
13. Member, Task Force on the collaboration between HSON and AUBMC Nursing Services, spring 2011 and again January 2017.
14. MSN program coordinator and chair, Graduate Studies Committee, October 2007 till January 2012.
15. Balanced Score Card coordinator for the Hariri School of Nursing since October 2009.
16. Member, HSON catalogue Committee, September 2005 till present.
17. Member of the organizing team of the conference on 'Development of the Nursing Workforce in Lebanon: Challenges and opportunities' held at the Hariri School of

Nursing June 20, 2008.

18. BSN program coordinator, October 2003 till September 2007.
19. Chair, School Service Committee, September 2005 till 2007, then member till 2009.
20. Member, Strategic Planning Committee, AUB School of Nursing March, 2005 till now.
21. Member, Task Force on the CCNE accreditation of the AUB school of Nursing since September, 2004 till present.
22. Chair, Research and Continuing Education Committee, October 2001-2002, then October 2005 till September 2009.
23. Member, Search Committee, School of Nursing, September 2005 till now.
24. Member, Graduate Studies Committee, School of Nursing, October 2003 till September 2007.
25. Member, Advisory Committee, School of Nursing, AUB; December 2002 till September 2006 then 2008 till present.
26. Chair, Organizing Committee, AUB School of Nursing Centennial Nursing Conference, effective December 2003 through December 2005.
27. Member, Scientific Committee, AUB school of Nursing Centennial Nursing Conference, effective December 2003 through December 2005.
28. Member, task for on promotion, tenure and merit criteria, school of nursing, AUB, October 2003 through October 2004.
29. Chair, Task force on revision of the By-Laws, school of nursing AUB, February 2003 till 2013.
30. Member, Academic and Curriculum Committees, School of Nursing, AUB, effective October 2001 till 2004 and ex-officio since October 2012.
31. Secretary, the Dean's Task Force on Academic Restructuring, AUB School of nursing, appointed January 2001 through May 2001.
32. Member of the Academic, Research, Human Subjects, and Curriculum Committees, AUB School of Nursing; October 1994 till August 1996:
- Participated in the revision of the conceptual framework and the curriculum of the School of Nursing, AUB, Lebanon, 1995-1996.
- Conducted a workshop on clinical performance evaluation in nursing, AUB School of Nursing, Lebanon, March 17 & 18, 1995.
- Assisted in the preparation of a proposal for MSN in Nursing at AUB as member of the Graduate Committee, School of Nursing, AUB, Lebanon, 1994-1995.
- Chairperson, Library Committee, AUB School of Nursing; 10/94 till 09/96.

33. Participated in the preparation of the five-year plan for the AUB School of nursing in the Task Force on Academic Restructuring, Lebanon, February 2001.

B. At AUB

1. Appointed chair of the Council of Associate Deans effective January 2022.
2. Representative of HSON on the Council of Associate Deans effective September 2019.
3. Representative of HSON on the University Promotion and Tenure Committee, October 2018 till present.
4. Elected representative of HSON on the Board of Graduate Studies, September 2017 till present.
5. Member of the AUB Task Force on Faculty Workload, effective October 2017-2020

6. Member, Vascular Medicine Program Council, American University of Beirut, effective October 2017.
7. Member of the AUB Task Force on Student Complaints since March 2017
8. Co-Chair, Working Group VII, AUB Accreditation Task Force, effective January 2017
9. Member, Steering Committee, AUB Accreditation since January 2017
10. Elected as Hariri School of Nursing representative to the University Research Board, AUB, 2016-2019.
11. Representative of the Hariri School of Nursing Graduate Studies Committee on the Graduate Council Advisory Board since September 2015 then on the Task Force on Graduate Education since Fall 2016-2017.
12. Member, Research Committee, Faculty of Medicine, 2015-2017
13. Promotion Committee external member, Faculty of Health Sciences, AUB, 2013-2014.
14. Elected Member, Senate Steering Committee, September 2013 - 2014.
15. Member of the Governance Committee, Hariri School of Nursing Honor Society, effective January 2013.
16. Hariri School of Nursing representative on the Clinical Nursing Research Council, AUBMC effective October 2012 till present.
17. Hariri School of Nursing representative on the Research Strategic Planning Task Force, Faculty of Medicine, October 2012 till December 2014
18. AUB Task Force on Graduate Assistantships, Spring 2013 till 2014.
19. AUB Advising Committee, appointed member, September 2012 till 2013.
20. AUB Task Force on the University Calendar, appointed member, November 2011.
21. Elected faculty representative to the AUB senate, October 2011 till 2014.
22. Member, Task Force on Heart Failure Clinic at AUB Medical Center, July 2010.
23. Member, Institutional Review Board for the Social and Behavioral Sciences, AUB, September 2009-December 2011
24. Facilitator, Nursing Research Council, AUB Medical Center, Nursing Services Department, January 2009 - December 2010.
25. School of Nursing representative, biomedical IRB Committee, Faculty of Medicine; October 2006 till 2008.
26. Member, Evidence Based Practice Committee, Nursing Services, AUB-Medical Center, October 2005 till 2008.
27. Member, Professional Development Committee, Nurses Chapter of AUB Alumni Association, January 2002 till 2008.
28. Member, Task Force on Assessment of Student Learning Outcomes, the Accreditation Committee for the Middle States Commission on Higher Education, AUB, October 2001 till February 2003.
29. Co-Chair, Research Committee, Nursing Services Department, AUB Medical Center, August 1, 2001 till August 2005.
30. Member, Evidence Based Health Care Group, Faculty of Medicine, AUB, July 2001 till present.
31. School of Nursing representative to the Performance Improvement Coordinators Committee, AUB, effective February 7, 2001.
32. Secretary, executive committee, Nurses' Chapter, AUB Alumni Association, from January 1994 till September 1996 and from January 1990 till September 1992.
33. Member, In Service Committee, AUB Medical Center, October 1994 - August 1996.

34. Member of the Procedure Committee, AUB Medical Center, October 1991 till September 1992.

3. Service to the Community

1. January 2020
Founding President of the Lebanese Cardiovascular Nursing Society.
2. May 2019 till October 2020
Co-chair, Scientific Committee, 3rd international conference of the Order of Nurses in Lebanon
3. May 2017 till May 2018
Co-Chair, Scientific Committee, 2nd International Nursing Conference: Nurses Leading The Vision For Global Health planned for May 9-11, 2018.
4. May 2016-November 2016
Member, Scientific Committee, Pan Arab Critical Care conference, Beirut, Lebanon.
5. March 2016-November 2016
Member, Scientific Committee, Second International Nursing Conference, St Joseph University, Faculte des sciences infirmieres, Beirut, Lebanon
6. September 2015 – present
Member Scientific Committee, Order of Nurses in Lebanon
7. February 2009 – present
Member on the national committee of the Ministry of Public Health for developing nurse competencies for all levels of nurses.
8. January and February, 2009
Served as member of the examining committee of applicants to the position of Registered Nurses for the Rafic Hariri University Hospital by the Council of Civil Service.
9. June 18, 19, 2007
Served as member of the examining committee of applicants to the position of Nursing Director for the Rafic Hariri University Hospital by the Council of Civil Service.
10. July 1, 2005.
Moderated a session on acute nursing at the Centennial Nursing Conference '100 years of nursing education at AUB: Pioneering Achievements and Global Vision' at the School of Nursing, American University of Beirut, Beirut, Lebanon.
11. May 13, 2005.
Moderated a session on 'the use of medications in the elderly' at the XXXIX Middle East Medical Assembly, American University of Beirut, Beirut, Lebanon
12. May 22, 2004
Moderated the session on 'labor and delivery' in the Third World Congress of Perinatal Medicine in Developing Countries, Bristol Hotel, Beirut, Lebanon.
13. December 3, 2003
Moderated a seminar on 'The role of the nurse in fighting AIDS stigma', Saint Joseph University Auditorium, Beirut, Lebanon.
14. May 17, 2002
Noureddine, S. *Documentation in nursing: Legal and ethical responsibilities*.
Invited Presentation for nurses on the occasion of the international nurses' day, Makassed National College of Nursing, Beirut, Lebanon.
15. May 12, 2002

Noureddine, S. *The nurse and family health*. Presentation for nurses on the occasion of the International Nurses' day, UNESCO Palace, Beirut, Lebanon.

16. May 13, 2001
Moderated the session on 'collaboration between nursing services and nursing education', a symposium of the nurses' chapter of AUB alumni association, Lebanon.

17. June 1999 – March 2000
Served on the local planning Committee for the Midwest Nursing Research Society conference held in Dearborn, Michigan, March 31, 2000 to April 3, 2000, USA.

18. June 27, 1999
Assisted in the registration for the International Network for Doctoral Education in Nursing conference in London, UK.

4. Service to the Region

1. External referee for promotion files of 2 faculty members from Al Al Bayt University, Jordan, applying for promotion from associate to full professor, 2019 and 2020
2. External referee for a faculty member's application for promotion from associate to full professor for Philadelphia University, Amman, Jordan, 2018.
3. Member, scientific Committee, International Nursing Conference, Zarqa University, April 6-7, 2016.
4. Gave a course on Nephrology Nursing to registered nurses at the Ministry of Health Training and Development Center in Dubai, March 28-30, 2016.
5. Jabal Amel Women's Association feasibility project for planning a technical program in nursing in Kfarhatta, South Lebanon, May 2009 till now.
6. Workshop on Gerontologic nursing, Cyprus, September 2009.
7. UNFPA project on assessment of the linkages between sexual and reproductive health and HIV services, September 2009 till January 2010.
8. Assisted in the development of the Abu Dhabi proposal for a BSN program, May 2006.
9. Assistance in the establishment of AD and BS nursing curricula for the Al Mana' college of Health Sciences, and a site visit March 17 – 21, 2006 to help in the planning of the launching of the nursing program.
10. Assistance in the development of a proposal for an accelerated nursing program for the Education for Employment Cairo project, December 2005.
11. Assistance in the preparation of an MOU, Dubai Health Care City project, November 2004.
12. Gave a continuing education course on Emergency Nursing, with theoretical and clinical components to registered nurses in Bahrain, September 19-October 3, 1991.
13. Conducted a seminar on Emergency Nursing to registered nurses in Bahrain, July 12-19, 1990.
14. Gave two continuing education courses on 'Nursing Care of Clients with Gastrointestinal and Hepato-biliary disorders' to registered nurses in Abu Dhabi and Sharjah, the United Arab Emirates, November 28-December 26, 1988.

5. Service to the Profession

1. Abstract reviewer, ICN conference, 2019-present

2. Abstract reviewer, EuroHeart Care conference of the Association of Cardiovascular and Allied Professionals of the European Society of Cardiology, 2017-present
3. Reviewer, European Journal of Cancer Care, effective Spring 2018.
4. External referee for a faculty member's application for promotion from assistant to associate professor for Zarqa University, Jordan, Summer 2019.
5. Served as external examiner on the theses of 2 Masters students in adult care: Rajaa Al-Hadhrami and Qasim Sultan Ali AL-Mamari for the college of nursing at Sultan Qaboos University, Oman, who defended successfully April 21, 2019
6. External referee for an application for promotion from assistant to associate professor for the Faculty of nursing, Philadelphia University, Jordan, spring 2018
7. Reviewer of research proposal for the Faculty Advancement Program at AUBMC, spring 2017
8. External referee for an application for promotion from assistant to associate professor for the Faculty of Nursing, A'l Al Bayt University, Jordan, Fall 2017
9. Reviewer, BMC Health Services Research effective November 2016
10. Abstract reviewer, Pan Arab Critical Care conference, October 15 and 16, 2016
11. Abstract reviewer, University of St. Joseph International conference, November 11 and 12, 2016
12. Reviewer of excellence awards applicants to the Scientific Society of Arab Nursing Faculties, summer 2013.
13. Member, international editorial board, European Journal of Cardiovascular Nursing, effective February 2013.
14. Reviewer, Heart & Lung: The Journal of Acute and Critical Care, effective September 2012.
15. Reviewer, Pan African Medical Journal, effective March 2012.
16. Abstract reviewer, Spring annual meeting of the Cardiovascular council of Nurses and Allied Professionals, effective 2012.
17. Reviewer, Journal of Clinical Nursing, since August 2011.
18. Reviewer of research proposals for funding for Qaboos University School of Nursing.
19. Member, interest group in heart failure of the Lebanese Society of Cardiology, since April 2011.
20. Member, International Editorial Board of the Metas de Enfermiera' Nursing Journal, effective September 2009
21. Member on the editorial board for the Lebanese Journal of Nursing, since November 2010.
22. Member on the editorial board for the Journal of Transcultural Nursing, since November 2008.
23. Reviewer for the Journal of Cardiovascular Nursing, effective December 2010.
24. Reviewer for the International Journal of Nursing studies, effective August 2009
25. Reviewer for the Journal of Nursing Scholarship, effective April 2009
26. Reviewer for the European Journal of Cardiovascular Nursing, effective February 2009
27. Reviewer for the American Journal of Critical Care, effective November 2008.
28. Elected Council member, Order of Nurses in Lebanon, February 2003 till April 2007.
29. Chair, Scientific Committee, Order of Nurses in Lebanon, April 2004 till April 2007.
30. Member, Scientific committee, Third World Congress of Perinatal Medicine in Developing Countries, May 20-22, 2004, Beirut, Lebanon.
31. Member, Scientific Committee of the Federation of Nurses' Association in Lebanon, January 2001 till December 2002.

6. Memberships in International Organizations

- Member, Global Cardiovascular Nursing Leadership Forum since 2014.
- Member, Science Committee of the Cardiovascular Council for Nursing and Allied Professionals (CCNAP) of the European Society of Cardiology, November 2010-September 2016
- Member, American Heart Association, member #153102746, effective September 2007.
- Member, Working Group on Cardiovascular Nursing of the European Society of Cardiology (WG24) later changed to CCNAP, ESC member # 195197, since April 2005.
- Member, Midwest Nursing Research Society, April 1997 till present.
- Member, the American Association of Critical Care Nurses, February 1993 till present.
- Member, Sigma Theta Tau International, Honor Society, 1994 till now. Member number 021393.
- Graduate students' representative, Alumni Committee, University of Michigan, School of Nursing, 1999-2000.
- Doctoral students' representative, Curriculum Committee, School of Nursing, the University of Michigan, 1998-1999.
- Member, Advisory Committee for International Affairs, the University of Michigan, School of Nursing, 1997-1998.
- Treasurer, Doctoral Student Organization, University of Michigan, School of Nursing, 1997-1998.

AWARDS AND HONORS

- Distinguished Faculty Award by the Scientific Committee of Arab Nursing Faculties, December 2021.
- Inducted as international fellow in the American Academy of Nursing, October 17, 2015
- Elected President of the Nurses' Chapter, Worldwide Alumni Association of the American University of Beirut, January 2015; served for one term till 2018.
- Nominated for the American University of Beirut Award for Excellence in Teaching, December 2013 and 2014; Beirut, Lebanon.
- Biographical record included in the 30th Pearl Anniversary Edition of The Marquis Who's Who in the World, 2013, in recognition of outstanding achievements in own field of endeavor.
- Recognition for special contribution to nursing by the Order of Nurses in Lebanon, December 11, 2012 at the UNESCO palace, Beirut, on the occasion of the 10-year anniversary of the establishment of the Order.
- Inducted as international Fellow at the American Heart Association: November 15, 2011.
- Recognition for contribution to the Order of Nurses in Lebanon, May 15, 2009 in the Conference palace, Dbayeh, Beirut, Lebanon.
- Distinguished Nurse of the Year in Nursing Education; award granted by the Order of Nurses in Lebanon, May 12, 2008.
- Postdoctoral fellowship award by the Cardiovascular Nursing Councils of the European Society of Cardiology and the American Heart Association, May 12, 2008.

- Who's Who Among Students in American Universities and Colleges, the University of Michigan, 1999 - 2000.
- Barbour scholarship for Asian Women, Rackham School of Graduate studies, the University of Michigan, 1999-2000.
- Who's Who Among Students in American Universities & Colleges, The University of Michigan, School of Nursing, 1996 - 1997.
- Faculty Award, UCLA School of Nursing, June 19, 1994.
- Inducted into Sigma Theta Tau, Gamma Tau Chapter, April 16, 1994.
- Graduated with Distinction, October 1983, with Bachelor in the Science of Nursing.
- Placed on the Dean's Honor List at AUB school of nursing on:
  February 1981, June 1981, February 1982, February 1983, and June 1983.

PRACTICE LICENSURE

- License to practice nursing in Lebanon; license number 3985-87; active.
- License to practice nursing in U.S.A.; California RN license number 489077; inactive.
- License to practice nursing in U.S.A.; Michigan, license 4704210012; active.

PROFESSIONAL PRACTICE CERTIFICATES

- ACLS experienced provider, American Heart Association, December 2013.
- Training certificate in smoking cessation, American Lung Society, 2002.
- ACLS provider, American Heart Association, September 2006 till present. # 70-2920
- BLS provider, American Heart Association, June 2006 till present. # 70-2915.
- Critical Care Registered Nurse certificate (CCRN), the American Association of Critical Care Nurses, August, 1993 till 2004; license # 110086.
- CPR instructor, the American Heart Association, April 1993 till 1995.

Silva Dakessian Sailian

Personal Information

- **Home Address and Contact Info**: Dekwaneh, City Rama, Raai El- Saleh Street, Guibinian
  Building #112, 2nd floor. Beirut - Lebanon. Contact number: 01-488496, 03-864070
- **Email**: sd61@aub.edu.lb

- **Date of Birth:** 1/4/1974.
- **Present Family Status:** Married
- Dependents:

Family Name	First Name	Relationship	DOB	Nationality
Sailian	Lana	daughter	12/3/2007	Lebanese
Sailian	Laura	daughter	12/3/2007	Lebanese
Sailian	Carmen	daughter	22/6/2015	Lebanese

Education

Bachelor of Sciences in Nursing with distinction
American University of Beirut 1995
Master's in Public Health with distinction
American University of Beirut 2000
PhD candidate in Palliative Care
Lancaster University enrolled in 2017- expected date of graduation 2021-22

Languages

Excellent reading, writing and speaking skills in English, Arabic, Armenian

Academic Positions/ Clinical roles

Clinical Instructor *AUB-Hariri School of Nursing* Sept. 2014-present
Nursing Instructor *University of Balamand, Faculty of Health Sciences* 2008- Aug.2014
Consulting-Clinical-Nursing- *St.George-Hospital-University-Medical-Center(SGUMC)*- 2010
Registered Nurse (CCU) *AUBMC* 1995-1999
Professional Medical representative *Khayat-Kanaan Medical* 2000-2002
Professional Medical representative *Merck-Sharp & Dohme* 2002-2004
Pharmacy Administrator *Primary Health Care Center: Jinishian Memorial Program* 2004-2008
Clinical Preceptor *AUBMC* 2001-2002 & 2005-2006

Teaching Experience at University of Balamand & at American University of Beirut:

i). Undergraduate Courses

- NURS201 Introduction/ Fundamentals to Nursing Practice (Theory & Practicum)
- NURS300 Nursing Care of Adults & Older Adults I (Theory and Practicum)
- NURS302 Nursing Care of Adults & Older Adults II (Theory and Practicum)
- NURS400 Nursing Care of Adults in Critical Condition (Theory and Practicum)

- NURS307 Service Training/ Internship for Nurses (Practicum)
- NURS410 Leadership in Nursing Management (Theory and Practicum)
- Clinical Skills for medical students (Simulation Laboratory)

ii). **Continuing Education Courses delivered or courses completed**

- "Oncology Nursing" for Staff nurses at SGHUMC (5 day course) given twice per year for 3 years consecutively.
- "Acute Coronary Syndrome and Nursing Care" two lectures for SGHUMC staff nurses given yearly for 2 years.
- 3 sessions in the Nephrology course at UAE- Training and Development Center-Dubai (March 2016) on:
    - Conservative Management in End Stage Renal Disease (ESRD)
    - Palliative Care in ESRD
    - Prevention and Management of Acute Kidney Injury

- Participated in delivering "Essentials of Primary Care Nursing - Cardiovascular Nursing and Triage to UNRWA nurses.
- Attended 3rd Regional MENA: IDF Diabetes Workshop - May 2012
- Attended "Masters course in Palliative Care" AUB - May 2013
- Attended "Effective Learning and Teaching" at AUB (Feb 6-7/2015)
- Attended "Pressure Ulcer Workshop: with the AUBMC CPDC Department (March 16-2015)
- Attended "Heart Failure Workshop" at AUB by Mrs. Angela Massouh (April 2015)
- Completed "Recent Advances in Simulation" 5 day online course By Judith Lampton (June 2016)
- Completed Faculty Advancement Program course with the Clinical Research Institute at AUB (April 2017-July 5, 2017).
- Audited the SHARP program in summer of 2017 at AUB planned and executed by AUB.
- Completed Palliative care online course with The End-of-Life Nursing Education Consortium - ELNEC to be completed in Summer 2017.
- Completed an online Palliative Care Program in summer of 2018 prepared by Lancaster University. https://www.futurelearn.com/courses/palliative

Research activities

Publications

- Abdallah, Irani, **Sailian** et al (2014). Nursing faculty teaching a module in clinical skills to medical students: a Lebanese experience. *Advances in Medical Education and Practice.* 5 (427-432).
- **Dakessian- Sailian**, S. (2014). Sleep in the Elderly: What do we know? *Lebanese Journal of Nursing.* 4 (35-40).

- Kantar, L. D., & **Sailian**, S. (2018). The Effect of Instruction on Learning: Case Based Versus Lecture Based. *Teaching and Learning in Nursing, 13*(4), 207-211. doi:https://doi.org/10.1016/j.teln.2018.05.002
- Dakessian **Sailian**, S., Abou Saad Huijer, H. Dhaini, Adra Gharibian, M. (2019). Palliative Care Assessment Tools for Older Adults. *Lebanese Medical Journal* 67(2). 94-102.
- Poster presentation in European Association of Palliative Care , Berlin, May 2019 titled : Palliative Care Assessment Tools for Older Adults: A Review.
- Poster presentation in 45th Biennial Convention by Sigma Theta Tau International in Washington DC, USA, November 2019 titled: *Mentoring for Global Leadership: Experiences of Mentors and Mentees Through Sigma's Global Mentoring Community.*
- Yamout R. I., **Dakessian Sailian** S., Beydoun H. M. (2020) The State of Palliative Care during COVID-19. *Middle East Journal of Anasthesia; (20) 171-176*
- Dakessian Sailian S. Salifu Y., Saad R, Preston N. (2021) Dignity within Palliative Care in the Middle East: An Integrative Review. BMC Palliative care: 20 (112)
- Three-minute video on Covid precautions via AUB studios
- Participated in data collection and data entry in a descriptive research study with Dr. Huda Huijer as the Primary Investigator. The paper tackles Quality of Life within palliative care in the older adult population. Paper in progress.

Scientific/Professional Society Memberships/Professional Services

- Served as a member in the committee of "National Nursing Colloquium Examination" in 2013-2014.
- Current Member of the Order of Nurses in Lebanon
- Corresponding secretary and member of the AUB Alumni Nurses Chapter 2015-2019.
- Member of the Social Committee at AUB- HSON 2015-current
- Member of the Academic Curriculum Committee at AUB-HSON 2015-2017
- Member of Sigma Theta Tau International- Honor Society of Nursing- Chi Iota Chapter AUB
- Member of the MSN education task force 2018-2019.
- Served as on ground coordinator of graduating students in the HSON undergraduate graduation ceremony 2018.
- Participated in the 2nd International Nursing Conference held in Lebanon- Habtour Hotel, May 9-11, 2018
- Participated in Global Leadership Mentoring Program with Sigma Theta Thaw- The Circle started from March 2018- 2020.
- Participated in a Nursing campaign for Armenian Orthodox schools in BH. On January 2019, 21st form 10am -2pm, with collaboration of the Order of Nurses in Lebanon.
- Participated in a Workshop on Teaching Portfolio at AUB, June 18, 2019
- Participated in a Workshop on life design with GradEX on September 11, 2019 from 10 till 2:00pm
- Prepared a video on How to restart life at the workplace in times of COVID, that was broadcasted through AUB COVID studio in May 2020

Certifications

- Certified in the Advanced Cardiac Life Support- training course offered by LEAEM, the Emergency Medicine Courses at SGHUMC. (2011)
- Certified in Basics of Mechanical Ventilation delivered by LEAEM/ SGHUMC (2012).
- Certified in Advanced Trauma Course for Nurses- AUB (April 2016)
- Certificate of attendance at the Geriatric course at ELNEC – Relias Learning in 2017
- CITI Collaborative Institution for Training Initiative: Certification renewed on 17-11-2019.
- Certificate of Attendance on *Conducting Systematic Review* by Clinical Research Institute (CRI)- AUB, September 2018
- Certificate of Completion of Palliative care course "Palliative Care: Making it Work" by Lancaster University in July 2018.
- Certificate of Attendance at the 16th World Congress of the European Association for Palliative Care 23 – 25 May 2019, Berlin, Germany
- Certificate of Attendance on *Qualitative Research* by Clinical Research Institute (CRI)- AUB, April 2020

Honors and Awards:

- **Penrose award-** American University of Beirut , School of Nursing-1995 *Graduation Ceremony*
- **Dean's Honor List -** American University of Beirut. 1992-1995; 2000
- **Distinguished Research Award** from the Scientific Society of Arab Nursing Faculties Nov 16, 2018

CURRICULUM VITAE

Souha Fares
Assistant Professor
Rafic Hariri School of Nursing
American University of Beirut

Skilled in clinical research with a record of publications and presentations in international conferences, and an extensive experience in teaching statistics and offering statistical training for health care professionals. I am the lead researcher on studies on blood pressure variability/complexity (beat-to-beat) and the lead statistician on research related to cardiovascular disease, Covid-19, pharmacology, bariatric surgery, cancer, mental health, quality of life, vitamin D, nursing workforce and others. Well versed in clinical study designs (observational, RCTs, quasi-experimental, survey and other) and recently involved in pre-clinical research. Extensive experience in grant writing and submission, research design, sampling methods, sample size calculation, randomization, data collection process, statistical analyses and writing, discussing and disseminating the research results. Well experienced in organizing and delivering workshops on a wide range of statistical topics and use of statistical software. Successful team leader and collaborative team player, acting as key resource in statistics to colleagues and graduate students.

Education

I. Educational Background

- Case Western Reserve University, Cleveland, Ohio, USA.
  PhD in Statistics, May 2011.
  Dissertation titled: Cox-Ross-Rubinstein Option Pricing Model with Dependent Jump Sizes.
  GPA: 4.0/4.0

- Lebanese University with the collaboration of Universities of Rennes and Reims, France and L'Ecole Polytechnique Federale de Lausanne, Switzerland.
  Masters in Modeling and Simulation, September 2004.

- Lebanese University, Beirut, Lebanon.
  BS/Teaching diploma in Mathematics, September 2002.

II. Employment History

- September 2014-present: Assistant professor of biostatistics at the American University of Beirut.
- September 2013-August 2014: Lecturer of biostatistics at the American University of Beirut.
- September 2011-August 2013: Visiting assistant professor of biostatistics at the American University of Beirut.

III. Awards/Honors

- Graduate Dean's Instructional Excellence Award, Case Western Reserve University, 2011.
- Teaching Assistantship, Department of Statistics, Case Western Reserve University, 2007 – 2011.

IV. Research and/or Creative Work Outputs

A. Refereed Journal Publications

Blood pressure variability

- **Souha Fares**, Nour Bakkar, Ramzi Alami, Issam Lakkis and Kamal Badr. Beat-to-Beat Blood Pressure Variability in Obese Patients Undergoing Bariatric Surgery: A Longitudinal Study of the Impact of Surgical Weight Loss on Blood Pressure Dynamics. *The British Medical Journal, BMJ Ope*n, under review.
- **Souha Fares**, Nour Bakkar and Ahmed El Yazbi. Predictive Capacity of Beat-to-Beat Blood Pressure Variability for Cardioautonomic and Vascular Dysfunction in Early Metabolic Challenge. *The American Journal of Physiology – Regulatory, Integrative and Comparative Physiology*, under review.
- Nour Bakkar, Ahmed Yazbi, Fouad Zouein and **Souha Fares (corresponding author**). (2020). Beat-to-Beat Blood Pressure Variability: An Early Predictor of Pathology and Cardiovascular Risk. *The Journal of Hypertension*. 39(5):830-845.
  DOI: 10.1097/HJH.0000000000002733

- Nour bakkar, Nahed Mougharbil, Abdulla Kaplan, Ali Eid, **Souha Fares**, Fouad Zouein and Ahmed El Yazbi. (2020). Worsening baroreflex sensitivity on progression to TypeII diabetes: localized vs. systemic inflammation and role of antidiabetic therapy. *American Journal of Physiology- Endocrinology and Metabolism.* 319(5):E835-E851.
  DOI: https://doi.org/10.1152/ajpendo.00145.2020

- **Souha Fares**, Joseph Habib, Milo Engoren, Kamal Badr and Robert Habib. (2016). Effect of Salt Intake on Beat-to-Beat Blood Pressure Nonlinear Dynamics and Entropy in Salt Sensitive versus Protected Rats. *Physiological Reports,* 4(11). pii: e12823. DOI:10.14814/phy2.12823

Covid-19

- George Booz, Raffaele Altara, Ali Eid, Zena Wehbe, **Souha Fares**, Hassan Zaraket and Fouad Zouein. (2020). Macrophage responses associated with Covid-19: a pharmacological perspective. *The European Journal of Pharmacology*. 15; 887:173547.
  DOI: 10.1016/j.ejphar.2020.173547

Psychometric validation of research instruments

- **Souha Fares**, Julien Dirani and Hala Darwish. (2019). Arabic Validation of the Hopkins Symptom Checklist-25 (HSCL) in a Lebanese sample of Adults and Older Adults. *Current Psychology*.
  DOI: https://doi.org/10.1007/s12144-019-00240-x

- **Souha Fares**, Nuhad Dumit and Suzanne Dhaini. (2019). Basic and Continuing Education Needs of Nurses Instrument: Development and Validation. *International Nursing Review*. 67(1):92-100.
  DOI: 10.1111/inr.12520

- Michael Clinton, Lina Younan and **Souha Fares**. (2019). Multidimensional Rasch Analysis of the Arabic Occupational Fatigue Exhaustion Recovery Subscales. *The Journal of Nursing Measurement.* 27 (1), 64-76.
  DOI: 10.1891/1061-3749.27.1.64

- Michael Clinton, Lina Younan and **Souha Fares.** (2018). A Multidiemsnional Rasch analysis model of the Arabic version Arabic version of the Actual Scope of Nursing Practice Scale (A-ASCOP). *The Journal of Nursing Measurement*. 26(3):435-452.
  DOI: 10.1891/1061-3749.26.3.435

- **Souha Fares**, Michael Clinton and Lina Younan. (2018). The first Arabic version of the Actual Scope of Nursing Practice Scale: Psychometric evaluation. *Journal of Nursing Management.* 26(8):1059-1065.
  DOI:10.1111/jonm.12635

- Hala Darwish, Pia Zeinoun, Nathali Farran and **Souha Fares**. (2018). Rey Figure Test with recognition trial: normative data for Lebanese adults. *Clinical Neuropsychology*. 12:1-12.
  DOI: 10.1080/13854046.2018.1480802.

- Huda Abu-Saad Huijer, **Souha Fares** and Douglas French. (2017). The Development and Psychometric Validation of an Arabic-language Version of the Pain Catastrophizing Scale (PCS-A). *Pain Research & Management*. 1472792.
  DOI: 10.1155/2017/1472792.

Mental health – Quality of life

- Huda Abu-Saad Huijer, Rachele Bejjani and **Souha Fares**. (2019). Quality of Care, Spirituality, Relationships and Finances in Older Adult Palliative Care Candidates in Lebanon. *Annals of Palliative Medicine*. *8*(5), 551-558.
  DOI: 10.21037/apm.2019.09.08

- Huda Abu-Saad Huijer, **Souha Fares**, Rachele Bejjani, Suzanne Dhaini, Samar Noureddine and Husam Ghusn. (2018). Symptom Prevalence and Management in Older Adult Patients in Lebanon. *Palliative and Supportive Care*. 1-8.
  DOI: 10.1017/S1478951518000676

- Laila Farhoud, **Souha Fares**, Carmen Hamady and Fadi Maalouf. (2018). Promoting psychosocial and mental health care through community-based educational workshops for teachers and parents: A follow-up to mental health assessments in civilians exposed to traumatic war events in the South of Lebanon. *Mental Health and Family Medicine.* 13: 772-781.

- Laila Farhood, **Souha Fares** and Carmen Hamady. (2018). PTSD and gender: could gender differences in war trauma types, symptom clusters and risk factors predict gender differences in PTSD prevalence? *Archives of women's mental health*. 2018. *21*(6), 725-733.
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- Laila Farhood, **Souha Fares**, Rachel Sabbagh and Carmen Hamady. (2016). PTSD and depression construct: Prevalence and predictors of co-occurrence in a South Lebanese civilian sample. *European Journal of Psychotraumatology*, [S.l.], v. 7, jul. 2016. ISSN 2000-8066. DOI: http://dx.doi.org/10.3402/ejpt.v7.31509.

Nursing workforce

- Lina Younan, Michael Clinton, **Souha Fares**, Fadi El Jardali and Helen Samaha. (2018). The relationship between work-related musculoskeletal disorders, chronic occupational fatigue, and work organization: A multi-hospital cross-sectional study. *The Journal of Advanced Nursing*.
  DOI: https://doi.org/10.1111/jan.13952

- Lina Younan, Michael Clinton, **Souha Fares** and Helen samaha. (2018). A Descriptive Study of the Compositions and Scope of Practice of Nursing Staff in Acute Care Hospitals of Lebanon. *The Journal of Nursing Regulations.* 9 (4): 34-41.
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- Lina Younan, Michael Clinton, **Souha Fares** and Helen Samaha. (2018). The Translation and Cultural Adaptation Validity of the Actual Scope of Practice questionnaire. *Eastern Mediterranean Health Journal*.
  DOI: https://doi.org/10.26719/emhj.18.028

Other

- Mary Abed Al Ahad, Ali Chalak, **Souha Fares**, Patil Mardigian and Rima R Habib. (2020). Decentralization of solid waste management services in rural Lebanon: Barriers and opportunities. *Waste Management & Research.*
  DOI: https://doi.org/10.1177/0734242X20905115

- Rouham Yamout, Walid Ammar, J tabbara, **Souha Fares,** Moubadda Assi and Abla Sibai. (2019). Waist circumference cutoff points for predicting metabolic abnormalities in Lebanese adults. *Archives of Medical Sciences-Civilization Diseases*. 4(1), 64-71.

- Patil Mardignian, Ali Chalak, **Souha Fares**, Alyssa Parpia, Khalil El Asmar and Rima Habib. (2019). Pesticide practices in coastal agricultural farms of Lebanon. *International Journal of Environmental Health*. 17: 1 – 16.
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- Cynthia El Hajj, **Souha Fares**, Jean Michel Chardigny, Yves Boirie and Stephane Walran. (2018). Vitamin D supplementation and muscle strength in sarcopenic elderly Lebanese people: a randomized controlled trial. *Archives of Osteoporosis*. 19;14 (1):4. DOI: 10.1007/s11657-018-0553-2.

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- Pierre Obeid, **Souha Fares**, Ghada Farhat, Bilal El-Khoury, Rana Nassif, John El-Nakat and Hassan R. Dhaini. (2017). Mercury health risk assessment among a young adult Lebanese population. *Environmental Science and Pollution Research*. 24(10):9370-9378. DOI: 10.1007/s11356-017-8621-5.

- Rima R. Habib, Blanche Ghandour, **Souha Fares**, Fadi El-Jardali and Iman Nuwayhid. (2016). Occupational Health and Safety in Hospitals Accreditation System: The Case of Lebanon. *The International Journal of Occupational and Environmental Health*. *22*(3), 201-208.
  DOI**:**10.1080/10773525.2016.1200211

- Abla Sibai, Mohamad Iskandarani, Andrea Darzi, Rima Nakkash, Shadi Saleh, **Souha Fares** and Nahla Hwalla. (2016). Cigarette smoking in a Middle-Eastern country and its association with hospitalization use: a nation-wide cross-sectional study. *BMJ Open;* 6:e009881.
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- Anthony Rizk, Nabil M Kronfol, Suzanne Moffatt, Shahaduz Zaman, **Souha Fares** and Abla Mehio Sibai. (2015). A survey of Knowledge-to-Action pathways of aging policies and programs in the Arab region: the role of institutional arrangements. *BMC Implementation Science,* 10:170.
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- Manfred Denker and **Souha Fares.** (2014). Richter's local limit theorem and Black-Scholes type formulas. *Statistics and Probability Letters.* 92, 241–248.
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- Maroun Semaan, Elisha Fredman, Jay Shah, **Souha Fares**, Gail Murray and Cliff Megerian. (2013). Surgical Duration of Cochlear Implantation in an Academic University-Based Residency Training Program. *American Journal of Otolaryngology - Head and Neck Medicine and Surgery*, 35(5), 382-387.
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- Suhael Momin, Sami Melki, Joy Obokhare, **Souha Fares,** Maroun Semaan and Cliff Megerian. (2011). Hearing Preservation in Guinea Pigs with Long-Standing Endolymphatic Hydrops. *Otology & Neurotology*, 32(9), 1583-9.
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- Saba Aftab, Maroun Semaan, Gail Murray and Cliff Megerian (2010). Cochlear Implantation Outcomes in Patients with Autoimmune and Immune-Mediated Inner Ear Disease. *Otology & Neurotology*, 31(8), 1337-42 (**Acknowledged for statistical analysis**).

- Khaled Ghattas, Sally El-Sitt, Kazem Zibara, Saide rayes, Makhluf Haddadin, Marwan El-Sabban and Hala Muhtasib. (2014). The quinoxaline di-N-oxide DCQ blocks breast cancer metastasis by targeting the hypoxia inducible factor-1 alpha pathway. Molecular Cancer (**Acknowledged for addressing reviewers' comments regarding statistical analysis**).

B. Refereed Abstracts and Posters

Presenter

- **Souha Fares**, Nour Bakkar and Ahmed El Yazbi. redictive Capacity of Beat-to-Beat Blood Pressure Variability for Cardioautonomic and Vascular Dysfunction in Early Metabolic Challenge. Submitted to the American Heart Association AHA, Boston, USA, November 13 – 15, 2021.

- **Souha Fares**, Nour Bakkar and Ahmed El Yazbi. Effect of Age and Body Composition on Beat-to-Beat Blood Pressure Dynamics in Prediabetic Rats. Experimental Biology in San Diego, USA, April 3 – 7, 2020.

- **Souha Fares**, and Nuhad Dumit. Development and validation of basic and continuing education learning needs knowledge and skills instrument for nurse mangers in Lebanon. International Council of Nurses in Singapore, June 27 – July 1st, 2019.

- **Souha Fares,** Lina Younan and Michael Clinton. Complexity of nursing activities in the first Arabic version of the Actual Scope of Nursing Practice Scale. A multidimensional scaling approach. Presented at the International Council of Nurses in Barcelona, Spain, May 27 – June 1st, 2017.

- **Souha Fares,** Joseph Habib, Milo Engoren, Kamal Badr and Robert Habib. Effect of Salt Diet on Beat-to-Beat Blood Pressure Dynamics in Hypertensive and Non-hypertensive Rats. Experimental Biology in Boston, USA, March 28 – April 1st , 2015.

- **Souha Fares,** Joseph Habib, Milo Engoren, Kamal Badr and Robert Habib. Effect of salt diet on beat-to-beat blood pressure and heart rate dynamics in hypertensive and non-hypertensive rats. Abstract submitted and accepted at the American Society of Hypertension in New York, USA, May 15-18, 2015.

Co-author

- Nour Bakkar, Nahed Mougharbil, **Souha Fares**, Abdullah Kaplan, Fouad A. Zouein and Ahmed F. El-Yazbi. Transition from pre-diabetes to diabetes is associated with worsening of cardiac autonomic neuropathy: Reversal by anti-diabetic drugs. Presented at the American Heart Association Scientific Sessions in Chicago, USA, September 6-9, 2018.

- Mohammad Shahait, **Souha Fares,** Mohammad El-Hout, Raja Khauli, Mohammad Bulbul. The impact of ABO blood group on biochemical failure after radical prostatectomy. Société Internationale de L'Urologie in Melbourne, Australia, October 15-18, 2015.

- Myrna Doumit, **Souha Fares,** Mary Arevian. Knowledge, Attitude and Practice of Lebanese Women towards Breast Cancer, Breast Self-Examination and Mammography. The STTI 43rd Biennial Convention in Las Vegas, USA, November 7 – 11, 2015.
- Abla Sibai, Anthony Rizk, Nabil Kronfol N, **Souha Fares.** Knowledge-to-Action pathway on aging in the Arab world: The critical role of governance. Aging & Public Health program of the 142nd APHA Annual Meeting and Exposition, Chicago, IL, 2015.
- Abla Sibai, **Souha Fares S,** Anthony Rizk. Importance of institutional arrangements in translating research into policy and practice: Findings from a cross-country survey in the Arab world. Aging & Public Health program of the 142nd APHA Annual Meeting and Exposition, New Orleans, LA, 2014.
- Maroun Semaan, Neal Gehani, Neelima Tummala, Carolyn Coughlan, **Souha Fares,** Daniel Hsu, Gail Murray G, Cliff Megerian. Cochlear Implantation Outcome in Patients with Far Advanced Otosclerosis. Triological society 115th annual meeting, San Diego, 2012.
- Suhael Momin, Sami Melki, Joy Obokhare, **Souha Fares,** Cliff Megerian (2011). Hearing Preservation in Guinea Pigs with Long-Standing Endolymphatic Hydrops. The American Ornithological Society in Nebraska, USA, 2011.

C. Reports

The Initiative of Cardiovascular Service in the PHC Network of Lebanon. Published on the website of the Lebanese Ministry of Public Health. (2015). Team Leader: Walid Ammar, MD, PhD. Principal Investigator: Rouham Yamout, MD, MPH. Contributors (By alphabetical order): Salim Adib, MD, PhD; . Mohammad-Samir Arnaout, MD; Moubadda Assi, MPH; **Souha Fares, PhD;** Alia Freidi, ParmD, MPH; Ghassan Hamadeh, MD; Randa Hamadeh, MPH; Fatima El-Masry, MPH; Joe Noun, MPH; Ali Roumani, BE; Mohammad Sandid, MD; Abla Mehio Sibai, PhD.

D. Oral Presentations

- **Souha Fares** and Nuhad Dumit. Continuing nursing education of registered nurses and nurse managers: Perceptions, priorities and barriers. International Council of Nurses in Singapore, June 27 – July 1st, 2019.
- **Souha Fares** (Invited as keynote speaker). Abnormal blood pressure complexity and fluctuation: an indicator of vascular disease. Applied Statistics Day. Beirut Arab University, Lebanon, April 24, 2018.

- **Souha Fares,** Nuhad Dumit and Suzanne Dhaini. Development and psychometric assessment of a continuing education learning needs survey of nurses in Lebanon. Fine Europe Conference in Malta February 21st – February 23rd, 2018.

V. Grants

A. Grants Awarded

- Beat-to-beat Blood Pressure Variability Parameters in Young Healthy Adults: Using Linear and Non-linear Variability Parameters to Inform Early Clinical Diagnosis of Cardiovascular Disease. Principal Investigator. Funded by the University Research Board at the American University of Beirut (2021).

- ACEIs and ARBs during COVID-19 Pandemic: Friends or Foes? Co-Investigator. Funded by the National Council for Scientific Research (2020).

- Gender Differences in the Interplay between Type 1 Cardiorenal Syndrome and Metabolic Impairment: Underlying Mechanisms. Co-Investigator. Funded by the Medical Practice Plan at the American University of Beirut (2019).

- Patient and Caregiver Dyad Engagement in Heart Failure Self-Care. Co-Investigator Funded by the University Research Board (2019).

- Abnormal Blood Pressure Complexity and Fluctuation: An Indicator of Vascular Disease Independent of Mean Blood Pressure. Principal Investigator. Funded by the Medical Practice Plan at the American University of Beirut (2018).

- Assessing the Basic and Continuing Education Learning Needs of Nurses in Lebanon. Co-Principal Investigator. Supported by the Order of Nurses in Lebanon (2016).

- The organization of nursing work in Lebanese hospitals: What do nurses do and how do models of care affect fatigue. Co-Investigator. Funded by the University Research Board at the American University of Beirut (2016).

- Exploring continuing education learning needs of nurse managers in Lebanon. Co-Principal Investigator. Funded by the University Research Board at the American University of Beirut and supported by the Order of Nurses in Lebanon (2016).

B. Grants Submitted and Currently under Review

- Impact of inhibitors of Angiotensin II axis and NAD metabolic booster on inflammatory profile of peripheral blood mononuclear cells from COVID-19 patients with heart failure. Submitted to the French National Research Agency (ANR) and the National Council for Scientific Research.

C. Grants Submitted and not Awarded

- Blood Pressure Variability as a Potential Predictor of Severe Cardiovascular and Respiratory Involvement in COVID-19 Patients. Principal Investigator. Submitted to the National Council for Scientific Research. (2020).
- Beat-to-Beat Blood Pressure Variability and Podocyturia in Young Adults: The Framework for a Computational Model for Detection of Early Vascular Aging. Principal Investigator. Submitted to the Johnson&Johnson WiSTEM2D Scholars Award Program. (2020).
- Lebanese families' functioning during COVID-19 pandemic. Co-Investigator. Submitted to the Qatar Foundation. (2020).
- Empowering Families to Cope: A Community-Based, Multi-Family Intervention to Promote Wellbeing. Co-Investigator. Submitted to International Medical Corp. (2019).

VI. Teaching

A. Courses Taught

TEACHING

a. Graduate Courses

Faculty of Medicine, American University of Beirut

Scholars in Health and Research (SHARP): I am part of the Basic Biostatistics component of the sharp summer program. It is an introduction to basic statistical techniques applied to health sciences and related fields. The objectives are twofold: descriptive statistics, which encompass techniques for organizing and summarizing data, and inferential statistics from estimation, to confidence interval, and testing of hypothesis. Summer 2015-Present.

Medical Statistics: An introductory course for Medicine I students to the study of statistics applied to medicine. Topics include introduction to design in medical research, methods for describing and summarizing data, introduction to probability, screening tests, statistical inference for means and proportions both parametric and non-parametric and simple linear and logistic regression. Spring 2011-2012, coordinator.

Hariri School of Nursing, American University of Beirut

Applied Multivariate Statistics and Longitudinal Methods: Data are often complicated by high dimensionality and inter-observation correlations. This course aims at providing a solid grounding in the analysis of multivariate data, repeated measure data and correlated data. Specifically, students will learn to (1) distinguish between univariate and multivariate outcomes, (2) group comparison for multivariate outcomes using One- Way and Two -Way MANOVA, (3) multivariate analysis using General Linear Model, (4) analysis of longitudinal data and (5) analysis of correlated clustered data. Spring 2021-Present, coordinator.

Bivariate Analysis and Linear Regression: This class introduces PhD students to the statistical techniques commonly used in nursing and health sciences. It covers descriptive statistics, inferential statistics (both parametric and non-parametric) followed by regression methods (linear and logistic) and diagnostics with a focus on linear regression. The statistical software used SPSS. Spring 2018-Present, coordinator.

*Biostatistics for Nursing Research***:** This class introduces Masters students to the basic concepts and applications of statistics for Nursing research and how to carry these applications using SPSS. Topics include types of data, data management, descriptive statistics, and inferential statistics with a main focus on t tests, ANOVA, chi-squared tests, Fisher's exact test and the assumptions underlying those tests. Simple and multiple linear regression will also be covered. Spring 2015-Present, coordinator.

Advanced Nursing Research: This course is offered to masters nursing students. It focuses on complex research designs and analysis of multiple variables. Emphasis will be placed on research designs, sample selection technique and data collection methods. Reliability and validity of research instruments will also be covered. Students will critically evaluate research articles Utilization of research findings to promote evidence-based practice will be emphasized. Spring 2014-2018, Coordinator/Co-coordinator.

Biostatistics for Health care Professionals Made Easy Using SPSS: A condensed course offered to health care professionals on the basic concepts and applications of statistics in the health care field, and how to carry these applications using SPSS. Topics include types of data, data management, descriptive statistics, and inferential statistics with a main focus on t tests, ANOVA, chi-squared tests, Fisher's exact test and the assumptions underlying those tests. January 2014, coordinator.

Exploratory and confirmatory Factor Analysis: A session offered to PhD nursing students on the construct validity of research instruments using exploratory and confirmatory factor analyses. Spring 2019-Present.

Power and Sample Size Calculation: a session offered to Nursing PhD students on the power and sample size calculation. Examples included sample size calculations for one and two means and one and two proportions. Spring 2019-Present.

Faculty of Health Sciences, American University of Beirut

Analysis of Continuous Data: This class is designed for Public Health masters' students who intend to use Regression Analysis to address their research questions. It covers basic exploratory data analysis for univariate (outcome) continuous observations with single or multiple covariates, followed by regression methods and diagnostics with a main focus on multiple regression. Applications of the statistical techniques are carried out using the statistical package STATA. Spring 2011-2013, coordinator.

Practical Non-Parametric Data Analysis: Non-Parametric tests are often used in place of their parametric counterparts when certain assumptions about the underlying population are questionable. This course introduces Public Health masters' students to the students to the theory and applications of nonparametric statistics. Methods will include estimation and testing of hypotheses for the one sample location problem, two sample location problem, multi-sample location problem, correlation, regression and tests for proportions. Summer 2011-2013, coordinator.

b. Undergraduate Courses

Hariri School of Nursing, American University of Beirut

Introduction to Nursing Research: This course is writing intensive and includes a basic introduction to quantitative and qualitative research methods and research proposal writing as they are used in nursing research and practice. Fall 2013-2017, coordinator/co-coordinator.

Biostatistics for Nurses: This course is designed to introduce the BSN students to the concepts and applications of statistics in the nursing field. The course starts with a general overview of probability, types of data and ways to summarize and present them. The course then introduces the concept of hypothesis testing with a main focus on t tests, ANOVA, chi-squared tests, Fisher's exact test and the assumptions underlying those tests. Summer 2013-2015 and Spring 2015-Present, coordinator.

Faculty of Health Sciences, American University of Beirut

Introduction to the Principles of Epidemiology and Biostatistics: This is an introductory course offered to undergraduates covering the basic principles of Epidemiology and Biostatistics. This course introduces students to the types and sources of epidemiological data, common measures of morbidity and mortality, the design and analysis of various epidemiological study designs, and the main biases and issues that threaten data validity. The course also covers exploratory data analysis, and introduces students to statistical techniques commonly used in the analysis of epidemiological data. Fall 2013, co-coordinator.

Case Western Reserve University, The United States of America

Basic Statistics for Scientists and Engineers: For advanced undergraduate students in engineering, physical sciences, life sciences. Comprehensive introduction to probability models and statistical methods of analyzing data with the object of formulating statistical models and choosing appropriate methods for inference from experimental and observational data and for testing the model's validity. Balanced approach with equal emphasis on probability, fundamental concepts of statistics, point and interval estimation, hypothesis testing, analysis of variance, design of experiments, and regression modeling. Spring 2008-2009, Fall 2008-2009, Spring 2009-2010, Fall 2009-2010, coordinator.

*Basic Statistics for Social and Life Sciences***:** Designed for undergraduates in the social sciences and life sciences who need to use statistical techniques in their fields. Descriptive statistics, probability models, sampling distributions. Point and confidence interval estimation, hypothesis testing. Elementary regression and analysis of variance. Summer 2009-2010, coordinator.

B. Student Supervision and Advising

B1. PhD's Theses Supervised

2021: Member of dissertation committee, Hariri School of Nursing, for Ms. Rima Saad, titled: Primary Caregivers' Knowledge, Attitudes and Beliefs toward Palliative Care for Children with Cancer. Current.

2021: Member of dissertation committee, Hariri School of Nursing, for Ms. Rachele Bejjnai, titled: Parkinson's Disease Patient and Caregiver Quality of Life: A Dyadic Analysis. Current.

B2. Master's Students

B2.1 – Theses Supervised

2021: Member of thesis committee, Hariri School of Nursing, for Mr. Hratch Moskofian, titled: The Feasibility of Implementing a Tailored Delirium Prevention Bundle for the Intensive Care Unit (ICU) from the Registered Nurses' perspective. Current.

2021: Member of thesis committee, Hariri School of Nursing, for Ms. Fatima Dirani, titled: The Role of Resilience in Mediating the Relationship between Dispositional Mindfulness and Depression in Nursing and Medical Students. Current.

2021: Member of thesis committee, Hariri School of Nursing, for Mr Mahdy Braytee, titled: Perspectives of Critical Care Registered Nurses on Refugee Healthcare in Lebanon: Work-environment Factors in Relation to Emotional Exhaustion and Quality of Patient Care. Current.

2020: Member of thesis committee, Hariri School of Nursing, for Ms. Joelle Massouh, titled: Association of Resilience with Depression, Anxiety, and Quality of Life in Multiple Sclerosis Patients. Successfully defended in July 2020.

2020: Member of thesis committee, Hariri School of Nursing, for Ms. Roula Chehade, titled: Brownout in a sample of Lebanese registered nurses. Successfully defended in February 2020.

2020: Member of thesis committee, Hariri School of Nursing, for Mr. Mohammad Taha, titled: Symptom Clusters' Severity and Effects on Quality of Life of Hospitalized Oncology Older Adults in Lebanon. Successfully defended in February 2020.

2020: Member of thesis committee, Hariri School of Nursing, for Ms. Yvonne Jleilaty, titled: Knowledge and self-management of patients with chronic kidney disease. Successfully defended in February 2020.

2019: Member of thesis committee, Hariri School of Nursing, for Ms. Melissa Makhoul, titled: The relationship between pain catastrophizing and pain-related outcomes in patients with Rheumatoid Arthritis: A secondary analysis of research data. Successfully defended in May 2019.

2019: Member of thesis committee, Hariri School of Nursing, for Ms. Zepur Aharonian, titled: Prevalence and Relationship of Work-Related Musculoskeletal Disorders, Work-Related Fatigue, and Work organization among Lebanese Nurses. Successfully defended in May 2019.

Member of thesis committee, Faculty of Medicine, for Ms. Nour Bakkar

2019: (Pharmacology) titled: Cardiac Autonomic Neuropathy and Cardiovascular Dysfunction in Type 2 Diabetes: Modulation by Anti-Diabetic Drugs. Successfully defended in January 2019.

2018: Member of thesis committee, Faculty of Health Sciences, for Ms. Mary Abdel Ahad, titled Factors associated with people's willingness to pay for better solid waste management services in Lebanese rural areas: the case of Jdeidet Ghazir. Successfully defended in December 2018.

2016: Member of thesis committee, Faculty of Health Sciences, for Ms. Patil Mardigian, titled: Factors associated with farmers' willingness to engage in safer pesticide use in coastal farms in Lebanon. Successfully defended in November 2016.

2013: Chair of thesis committee, Faculty of Health Sciences, for Mr. Karim Firikh titled: The impact of psychological maltreatment and social support on self-perceived health in a large nationally representative sample of elderly men and women above 60 years old in Lebanon. Successfully defended in December 2013.

2013: Member of thesis committee, Faculty of Health Sciences, for Ms. Blanche Ghandour. Titled: Organizational factors affecting worker-related injuries in private hospitals in Lebanon. Successfully defended in September 2013.

2013: Member of thesis committee, Faculty of Health Sciences, for Mr. Mohamad Iskandarani, titled: Association of smoking with hospitalization in a large nationally representative sample of the Lebanese adult population. Successfully defended in January 2013.

2012: Co-advisor of thesis committee, Faculty of Health Sciences for Mr. Fathi Hezam, titled: Determinants of malaria seeking behavior in the endemic areas in Yemen. Successfully defended in June 2012.

B2.2 Projects Supervised

2017: Second reader of MSN project, Hariri School of Nursing for Ms. Fatima Chreif, titled: Barriers of continuing Education for Nurses in Lebanon. Successfully defended in Spring 2017.

2016: Second reader of MSN project, Hariri School of Nursing for Ms. Hasmig Tchaparian, titled Fatigue and Burnout in a sample of Lebanese Bedside Nurses. Successfully defended in Spring 2016.

2015: Second reader of MSN project, Hariri School of Nursing for Ms. Nora Kakati, titled: Collaborative Perception: Physician-Nurse Communication and Stress in an Acute Hospital. Successfully defended in Spring 2015.

2014: Second reader of MSN project, Hariri School of Nursing for Ms. Fatme Dirani, titled: Factors Associated with Low Influenza Vaccination Rate among AUBMC Registered Nurses. Successfully defended in Spring 2014.

2013: Supervisor of MPH culminating experience for Mr. Rami Ofeich, titled: Influence of mental disorders on smoking behavior in the Lebanese population. Successfully defended in Spring 2013.

2013: Supervisor of MPH research project for Mr. Rami Ofeich, titled: Use of Antibiotics without Medical Prescription in 5 to 10-Year-Old Children. Successfully defended in Spring 2013.

2013: Supervisor of MPH research project for Ms. Noura El Salibi and Ms. Pamela Mrad, titled: Lay public's perception and understanding of dementia in Lebanon. Successfully defended in Spring 2013.

2013: Supervisor of Medicine I SPM project for a group of 9 students, titled: The Impact of the Influx of Displaced Syrians into Densely Populated Areas in Sidon, Lebanon, on the Quality of Provided Healthcare to the Lebanese Population Living in Their Proximity. Successfully defended in Spring 2012-2013.

2013: Supervisor of MPH research project by Ms. Maria Saade, titled: Dominance of Specific Facial Components in Predicting Class II Treatment Outcome. Successfully defended in Fall 2012.

B3. Other Teaching Activities

- Advising students for their curriculum plans.
- In addition to serving as a member of students' projects/theses committees, I provide statistical advice and guidance, specifically in design and analysis to all graduate students working on quantitative studies.

C. Educational Innovations and Academic Contributions

- Developed and taught as a coordinator and sole instructor the following courses:
    - NURS627: Applied Multivariate Statistics and Longitudinal Methods
    - NURS605: Bivariate Analysis and Linear Regression
    - NURS530: Statistical Reasoning and Application for Nursing Research

VII. Service

A. University/Faculty/Department Service

- Member, HSON Graduate Studies Committee, September 2019 – present.
- HSON representative on the AI, Computational and Data Sciences committee (Facilitator of the sub-group working on the Bio-statistics-epidemiology/bio-medical/bio-informatics component), 2020
- Chair, HSON Research Committee, September 2015-2019.
- Member, HSON Research Committee, September 2013-2015.
- Member, HSON Graduate Assessment Committee, 2018-present.
- Member, taskforce working on the PhD in Nursing Science, 2016-2017
- Member, taskforce working on the joint PhD program between FM-HSON- FHS, 2016.
- HSON representative at the Faculty of Medicine Research Committee, September 2017- 2019.
- Member of the special review panel for proposals submitted in response to the Farouk Jabre Biomedical Research Grants, 2017-2019.
- HSON representative on the Library Committee, 2018-2021.
- HSON representative on the Institutional Assessment Committee, 2018-2020.
- HSON representative on the OIP Advisory Board, 2016-present.
- HSON representative on the Quantitative taskforce of the Core curriculum taskforces, 2018-2021.
- Jury for the 6th Annual AUB Biomedical Research Day, 2016.
- Member, committee to select the recipient of the Penrose Award, 2012-2013.
- Member, Teaching Public Health in the Faculty of Medicine, 2012-2013.
- Jury member, culminating experience poster presentation sessions, FHS, 2012.
- Member of the search committee for a Faculty Position in Biostatistics at the Department of Nutrition and Food Sciences, 2015.

- Statistician, AUB Composite Score Sub-Committee to revisit the method for admission of sophomores and freshmen to AUB, 2013.

B. Professional Service

- Consultant to develop undergraduate research syllabus for the BS in Nursing program at the American University in Armenia (2021).
- Consultant to revise undergraduate research and biostatistics syllabi for the Mohammad Al Mana' College for Health Sciences (MACHS) in Saudi Arabia (2017).
- Trainer, two-day workshop for health care professionals organized by the Modern University for Science and Technology. Title: *Data Management and Statistical Analysis using SPSS.* (2018).
- Invited to give a session for the Clinical and Professional Development Center at the American University of Beirut Medical center (CPDC). Title: Data Analysis Methods for Nursing Research. (2017).
- Statistical Consultant on a national study organized by Smart Kids with Individual Learning Differences (SKILD). Title: *Prevalence and types of special education needs in public elementary schools in Lebanon*. (2014).
- Trainer, two-day workshop for oncologists organized by Pierre Fabre medicament. Title*: Introduction to statistics for cancer research using SPSS.* (2013).
- Invited to give grand rounds in the Research Education Sessions organized by the Clinical Research Institute at the American University of Beirut/AUBMC, Title: Descriptive data analysis and Inferential data analysis (2012-2015).
- Editorial Board
    - 2019- The Journal of Cardiovascular Pharmacology.
    - 2018 - Biostatistics and Epidemiology International Journal.

C. Public and Community Service

- Consultant on the Capacity building for nursing services directors in Lebanon done by the International Council of Nurses leadership for change academy, with the Order of Nurses in Lebanon.

- Statistical consultant for the Order of Nurses in Lebanon Title: *Nurses' and Nurse managers' salaries in relation to work-related and socio-demographic characteristics*. Data from two national studies.

SHORT CURRICULUM VITAE

PERSONAL DATA

NAME	Suzanne R. Dhaini
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ACADEMIC EDUCATION

Graduate/Post Graduate

2012-2016	*PhD Study program*
	Institute of Nursing Science, University of Basel, Switzerland
2009-2010	*German language certificate*
	A1, A2, B1 TELC
	Allegra Schprachzentrum, Zurich, Switzerland
2005-2007	*Master in Child Studies*
	Concordia University, Montreal, Quebec, Canada

Undergraduate

1995-2000	*Bachelor of Science in Nursing*
	American University of Beirut, Lebanon
1980-1995	*Diplome du Baccalauréat de second degreé*
	Collège Protestant Francais-Lebanese Ministry of Education, Lebanon

APPOINTMENTS AND POSITIONS

2017-present	Assistant Professor, Hariri School of Nursing, AUB, Lebanon
2012-2016	Research assistant (SHURP) and doctoral student
	Institute of Nursing science, University of Basel, Switzerland

2006-2007	Faculty lecturer, 2nd year pediatric nursing School of Nursing; McGill University, Montreal, Qc, Canada
2004-2007	*Registered nurse*, pediatric medical and surgical unit McGill University Health Center-Montreal Children Hospital, Qc, Canada *Clinical Instructor*, 1st years medical surgical adult nursing Dawson College, Montreal, Quebec *Clinical Instructor*, 1st years medical surgical adult nursing John Abbott College, Montreal, Quebec *Research Assistant* Research Institute of McGill University Health Center, Montreal, Qc, Canada
2002-2003	*Registered nurse preceptor* St. Jude Children Cancer Research Center, Beirut, Lebanon
2000-2002	*Registered nurse, pediatric unit* American University of Beirut Medical Center, Lebanon

LICENSURE AND CERTIFICATION

2017-present	Order of Nurses of Lebanon (ONL)
2004	Order of Nurses of Quebec (ONQ) College of Nurses of Ontario (CNO) Syndicat de l`Enseignement de la Region des Moulins (SEM), Quebec

MEMBERSHIP

2017-present	Member at the RANCARE COST action

FUNDED RESEARCH

Dhaini, S, Simon, M, Ausserhofer, D, Dumit, H, Huijer, H. Implicit rationing of nursing care among Lebanese patients (RATIONAL): a longitudinal study on the variations, trends, predictors, and outcomes of rationed nursing care. Gant: **$** 28,000. MPP, AUB, Lebanon. Role: PI. Time period: 2018-2020.

Dhaini S, Widmer M, Scott, A, Matthews, A, Schwendimann R. Forecasting and future nurse workforce scenarios in Switzerland (4NURSE-CH). Grant: *CHF 25.000*, Start stipend of the PhD Program in Health Sciences, University of Basel, Basel, Switzerland. Role: PhD student. Time period: March 2013 – February 2016.

PUBLICATIONS

Peer reviewed journal

2018 Keller, F*, **Dhaini, S*,** Briel, M, Hnerichs, S, Höchsmann, C, Kalbermatten, D, Künzli, N, Mollet, A, Puelacher, C, Schmidt-Trucksäaa, A, von Niederhäausern, B, De Geest, S. How to conceptualize and implement a PhD program in health sciences: the Basel approach. Journal of Medical Education and Curricular Development. 2018, 5, 1-8. Doi: 10.1177/2382120518771364. *(* Joint first author)*

Schwendimann, R, Blatter, C, **Dhaini, S**, Simon, S, Ausserhofer, D. The occurrence, types, consequences and preventability of in-hospital adverse events: a scoping review. BMC Health Services Research. 2018, doi: 10.1186/s12913-0183335-z

Dhaini, S, Denhaerynck, K, Bachnick, S, Schwendimann, R, Schubert, M, De Geest, S, Simon, M, on behalf of the Match RN study group. Work schedule flexibility is associated with emotional exhaustion among registered nurses in Swiss hospitals: A cross-sectional study. Int J Nurs Stud, 2018, 82, 99-106.

2017 **Dhaini S**, Zúñiga F, Ausserhofer D, Simon M, Kunz R, De Geest S, Schwendiman R. Are nursing home care workers` health and presenteeism associated with implicit rationing of care: a cross-sectional a multisite study. Geriatric Nursing, 2017, 38 (1), 33-38. doi: 10.1016/j.gerinurse.2016.07.003.

2016 Schwendimann, R**., Dhaini, S.,** Ausserhofer D , Engberg, S., Zúñiga F. Factors associated with high job satisfaction among care workers in Swiss nursing homes– A cross sectional survey.study.. BMC Nursing, 2016, doi: 10.1186/s12912-016-0160-8

Dhaini S, Zúñiga F, Ausserhofer D, Simon M, Kunz R, De Geest S, Schwendiman R. Care workers health in Swiss nursing homes and its association with psychosocial work environment: a cross-sectional study. Int J Nurs Stud, 2016, 53:105-115. doi: 10.1016/j.ijnurstu.2015.08.011

Dhaini S, Zúñiga F, Ausserhofer D, Simon M, Kunz R, De Geest S, Schwendiman R. Absenteeism and presenteeism among care workers in Swiss nursing homes and their association with psychosocial work environment: a multisite cross-sectional. The Gerontology, 2016, 62 (4), 386-395 Doi: 10.1159/000442088

PRESENTATIONS

2018 **Dhaini, S**, Honein-Abu Haidar, G, Dumit, N. Perspectives of registered nurses on refugee healthcare in Lebanon & jordan (PROfILE).(May 10, 2018). Invited speaker at the Health of Refugees and Displaced People Symposium.

Dhaini, S, N, Bachnick, S, Simon, M, on behalf of the Match RN study group. *Work schedule flexibility and Burnout*. (May 4-5 2018). Oral presentation at the International Conference of the German Society of Nursing Science, Berlin.

Dhaini, S. Sharma, N, Bachnick, S, Mabire, C, Simon, M, on behalf of the Match RN study group. *The Significance of the Psychosocial Work Environment on Nurses` Health and Quality of Care.* (March 28th, 2018). Oral presentation at the FHS-AUB Research Seminar, Lebanon.

2017 **Dhaini, S,** Schubert, M, Bachnick, S, Ausserhofer, D, Schwendimann, R, Simon, M. Work family conflict and the work environment of registered nurses in Swiss acute care hospitals: a multi-site cross-sectional study. (May 27th- June 1st, 2017). Poster presentation at the ICN conference, Barcelona.

2016 **Dhaini S**., Zuniga F., Ausserhofer D., Simon M, De Geest S., Schwendimann R. Association of care worker health and work environment in Swiss nursing homes. (February 3rd, 2016). Oral presentation at the SHURP Conference, Bern, Switzerland.

Dhaini S., Zuniga F., Ausserhofer D., Simon M, De Geest S., Schwendimann R. Association of work environment, absenteeism and presenteeism in Swiss nursing homes. (January 28th, 2016). Poster presentation at the Tag der Klinischen Forschung, Basel Swizerland.

Dhaini S., Zuniga F., Ausserhofer D., Simon M, De Geest S., Schwendimann R. Association of work environment, absenteeism and presenteeism in Swiss nursing homes. (January

12-14th, 2016). Oral presentation at the Economic, Health, and Happiness Conference, Lugano, Swizerland.

2015 **Dhaini S.**, Zuniga F., Ausserhofer D., Simon M, De Geest S., Schwendimann R. Association of care worker health and work environment in Swiss nursing homes. (November 19th, 2015). Oral presentation at The 1st SPINE Doctoral Student Research Day, Basel, Switzerland.

2015 **Dhaini S**., Zuniga F., Ausserhofer D., Simon M, De Geest S., Schwendimann R. Association of work environment, absenteeism and presenteeism in Swiss nursing homes. (November 19th, 2015). Poster presentation at The 1st SPINE Doctoral Student Research Day, Basel, Switzerland.

2014 **Dhaini S**., Zuniga F., Ausserhofer D., Simon M, De Geest S., Schwendimann R. Work-related health injuries & complaints for nurses in Swiss nursing homes. (September 12-14th, 2014*).* Oral presentation at The 14th European Doctoral Conference in Nursing Science, Maastricht, Netherlands.

Zuniga F, Ausserhofer D., Simon M, De Geest S, Schwendiman R.(Novemebr 4th, 2014) presented by **Dhaini S.** at the 3e symposium «Recherche sur les services de santé»: La recherche sur les services de santé interdisciplinaire et multiprofessionnelle. Bern, Switzerland.

Talin Gulgulian

Clinical Instructor, RN, MScN

Experienced Nurse Leader in Neonatal and Child Health Population, 10+ years of experience in clinical care, 5+years of academic teaching experience, activist in community health nursing programs specifically in early development intervention outreaches.

Contact Details

tg03@aub.edu.lb

009613046655

Beirut, Lebanon

linkedin.com/in/Talin Gulgulian

WORK EXPERIENCE

*** Registered Nurse, AUBMC**

October 2000 – July 2012 ***American University of Beirut Medical Center,***

Pediatric Intensive Care Unit Registered Nurse

Core competencies:

- *Competent in advanced physical assessment of newborns and children including invasive hemodynamics monitoring.*
- *Competent in performing peritoneal dialysis for children.*
- *Cross-trained on regular pediatric floors, Neonatal ICU, Cardiac Surgical Unit, ER pediatrics.*
- *Provided staff education on various topics.*
- *Served as preceptor and mentor.*
- *Served in multiple task forces and nursing councils for e.g. the 180-degree Performance Appraisal taskforce, initiation of peer review at departmental level and served as one of the investigators in a peer review incident and in other nursing committees such as Community Council, Quality Council.*
- *Served as an active member in the accreditation process at the unit level JCI.*
- *Served as magnet champion to ensure initial designation to nursing excellence.*
- ***Pediatric Advanced Life Support Instructor accredited by the American Heart Association since 2008 for different health care professional's physicians and nurses.***
- ***Neonatal Resuscitation Program Instructor at AUBMC since 2012 active till current date.***

- *Clinical Preceptor by Joint Appointment between AUBMC Nursing Services and Hariri School of Nursing HSON*
- ***Clinical residency accomplished in Fort Collins, Colorado with the Magnet Prize winning program of year 2009 Community Case Management Program at Poudre Valley Health System.***
- ***Clinical residency accomplished in Fort Collins, CO at Poudre Valley Health System accomplished 500 hrs. Clinical observer ship with Poudre School District Early Childhood Program, also conducted home visits of children with special needs accompanying community health nurses.***

July 2012 – Sept.2014 * Clinical Educator at the Clinical and Professional Development Center Nursing Services, AUBMC

Core Competencies:

Supervised the following units and coordinated their continuing education learning needs

- **Pediatric Intensive Care Unit**
- **Neonatal intensive care Unit**
- **Pediatric Outpatient/ Private Clinics**
- **Clinical Nursing Research Unit, Quality Council, Pediatric Educational Council**

November 2014- till Present * Clinical Instructor at AUB Rafic Hariri Faculty of Nursing

- ***Clinical Instructor***
  - ✓ *NURS 306 Nursing Care of Children (Theory and Practicum; 5 Cr.)*
  - ✓ *NURS202 Health Assessment (Practicum*
- ***Course Coordinator***
  - ✓ *NURS 307 Practicum; Course coordinator and Clinical*
  - ✓ *NURS 200 Introduction to Nursing*
- ***Clinical Instructor***
  - ✓ *NURS 304 Nursing Care of the Expectant Family (Theory and Practicum; 5 Cr.); Clinical instructor in 2 sections*

- ***Continuing Nursing Education Workshops to UAE Dubai: coordination and facilitation***
  - ✓ *Best Practices in Pediatric Nursing (3 day workshop) 2016*
  - ✓ *Obstetric Emergencies (2 day workshop) 2017*
  - ✓ *Competency Based Learning (2 day workshop) 2018*
  - ✓ *Evidence Based Nursing in Neonatal Care (3 day workshop) 2018*
  - ✓ *Best Practice in Maternal Care (3 day workshop) 2019*

Reference Contact:
AUB HSON

CERTIFICATES

Scholars in **H**ealth **R**esearch **P**rogram (**SHARP**) post graduate certificate (06/2017)

Neonatal Resuscitation Instructor (09/2012 – Present)

American Heart Association Instructor (06/2008 – Present)

EDUCATION

Master of Science in Nursing
American University of Beirut

06/2010

Community and Public Health Track

SKILLS

Workshops coordination, Proposal Writing, Data Analysis using SPSS, Excel

RESERSCH PUBLICATION

Hajj, M., et al. 2017. "The satisfaction of families in the care of their loved ones in CCUs in Lebanon", *nursing in Critical Care*, vol.22, no.4, pp-203-211

COUNCILS AND COMMITTEES

Admissions and Recruitment committee

HSON Newsletter committee

WAA AUB Professional Development committee

Pediatric Education Council committee AUB MC

VOLUNTEER EXPERIENCE

Course Workshop Coordinator, Clinical Instruction
National Organizations and Non-Governmental organizations

Example:

Helping Babies Survive (HBS) is an initiative of the American Academy of Pediatrics (AAP)**,** developed in collaboration with WHO, and supported by the US Agency for International Development (USAID), Save the Children, Latter-day Saint Charities, Laerdal Global Health, Johnson & Johnson, and a number of other global health partners. HBS is a suite of evidence-based, hands-on training programs developed by the AAP to reduce neonatal mortality in resource-limited environments.

HBS consists of the following programs:

Helping Babies Breathe (HBB)

HBB teaches the initial steps of neonatal resuscitation to be accomplished within The Golden Minute to save lives and give a much better start to many babies who struggle to breathe at birth.

Essential Care for Every Baby (ECEB)

ECEB teaches health care providers essential newborn care practices to keep all babies healthy from the time of birth to discharge from the facility.

Essential Care for Small Babies (ECSB)

ECSB builds on the skills taught in ECEB, guiding providers on the specialized care small and preterm babies need.

Tasks/Achievements

Content Expert, Master Trainer

09/2012 – Present

Beirut Lebanon

ORGANIZATIONS

American Heart Association

Order of Nurses Lebanon

WAA AUB

HONOR AWARDS

AUB Presidents Service Excellence Award (06/2005)
AUB

LANGUAGES

Armenian, Arabic, English
Full Professional Proficiency

SUPPORTED CAUSES

Gospel Activist

INTERESTS

Entrepreneurship

Tamar Avedissian Meguerdichian
Date of Birth : October 9, 1981
☎: + 961 3 750963
Email: ta18@aub.edu.lb; tamarr_av@hotmail.com

I. EDUCATION

2019	American University of Beirut (AUB) PHD Student
2008-2011	American University of Beirut (AUB) Master's Degree in Nursing Administration
2000-2004	American University of Beirut (AUB) BS – Bachelor of Science in Nursing
2000-2004	Lebanese University (LU) BS – Bachelor of Science in Sociology
1999-2000	Yeghishe Manoukian College (YMC) Lebanese Baccalaureate II – Experimental Sciences

II. AWARDS

2003-2004	Hanneh Shahine Award (An award given to the top ten students of the class).

III. CERTIFICATES

June 2020	Designing Search Strategies for Systematic Reviews from AUB-Clinical Research Institute (CRI))
April 2020	How to conduct Systematic Reviews and Meta-Analyses from AUB-CRI
November 2018	Helping Babies Breathe by American Academy of Pediatrics in collaboration with the Order of Nurses in Lebanon (ONL)
July 2018	Primary Care Nurse from University of North Carolina Chapel Hill
October 2017	Basic Life Support (BLS) from the American Heart Association (AHA)
Summer 2016	Scholars in HeAlth and Research Program (SHARP) from AUB in collaboration with NIH

Tamar Avedissian Meguerdichian
Date of Birth : October 9, 1981
☎: + 961 3 750963
Email: ta18@aub.edu.lb; tamarr_av@hotmail.com

November 2015	Blended Learning Training (AUB)
April 2015	Faculty Seminar on Learning and Teaching Excellence from AUB - Center of Teaching and Learning (CTL)
November 2013	Emergency Triage Course by Saint George Medical Center
March 2012	Society for Heart Attack Prevention and Eradication (SHAPE) certificate from the American University of Beirut Medical Center (AUBMC)

IV. EXPERIENCE

Sept 2014-Currently *American University of Beirut-AUB*

- **Clinical Instructor**
  Involved in teaching the following courses:
  Nursing care of the expectant family;
  Nursing care of the children;
  Community health nursing;
  Leadership and management in Nursing;
  Intensive Clinical Practicum

  Acting as an academic advisor

  Member in committees

Sept 2010-Aug2014 *American Community School at Beirut*

- **School Nurse**
  Writing/updating health policies, ensuring school safety, providing health care services, screening, health education, precepting AUB Nursing students in community school health, collaborating with others

March 2010-Sept 2010 *American University of Beirut Medical Center*

- **Research Assistant**
  Data collection/recruiting participants, writing research proposals, creating data sheet/informed consents/assents, entering data in SPSS/Excel, submitting for publication, liaising with the Institution Review Board

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Aug 2004- Feb2010 *American University of Beirut Medical Center*

- **Pediatric Registered Nurse** (2005-2010, Pediatric Unit Working as children's nurse)
- **Adult Medical-Surgical Registered Nurse** (2004-2005, Medical-Surgical Adult Unit)
- Hospital Committee Member: in the **Nursing Quality Improvement** and **Cultural diversity committees**
- **JCI and Magnet unit champion:** I was responsible to follow up on all pediatric units that the standards are met
- **Charge Nurse:** I have experience in being the nurse in charge in the absence of the nurse manager
- **Care Coordinator:** Evening and night shift nurse care coordinator on the floor
- **Trainer:** I had the opportunity to train new Registered Nurses employed on my floor (precepting), evaluate and follow up on their progress
- **Preceptor:** I also had the chance of precepting AUB undergraduate nursing students with the AUB School of Nursing for one semester and evaluated them at the end of the semester with the course coordinators
- I presented and attended several health sessions, conferences and grand rounds
- **Cross Trained:** I had training on other units such as the step-down unit and the pediatric intensive care unit (chronic patients on mechanical ventilation and supportive/palliative care)

2001-2004 **AUB Saab Medical Library** (coding, filing, data entry)

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V. SERVICE

2016	Participated as election supervision at the Lebanese Order of Nurses
2016	Placed Multiple Choice Questions for the Colloquium-Community Health Nursing Course and reviewed the Pediatrics questions
2015-16	Mentee for the Global Leadership Mentoring Community of Sigma Theta Tau International

VI. COMMUNITY SERVICE/VOLUNTEER

August 2020-2020	Quick Aid-provided wound care services for victims of Beirut Blast
October 2018-2020	Remy Rbeiz Foundation– cardiac screening and health education- promotion
October 2015-2020	CHAMPS FUND – cardiac screening and health education-promotion

VII. RESEARCH

1- Accepted

Noureddine S, Khatib N, Irani J, **Avedissian T**. (2021). Towards better out-of-hospital cardiopulmonary resuscitation: A survey of nurses. Journal of Clinical Nursing. doi.org/10.1111/jocn.15813

Alayan N, Naal H, Makhoul M, **Avedissian T**, Assaf G, Talih F, Hamadeh R. (2021). Primary Care Screening, Brief Intervention, and Referral to Treatment for Adolescent Substance Use in Lebanon: A National Cross-sectional Study. Subst Abuse, 15: 1-10. doi: 10.1177/1178221821994608.

Avedissian T, and Alayan N. (2021). Adolescent well-being: a concept analysis. International Journal of Mental Health Nursing, 1-11. doi: 10.1111/inm.12833

Tamar Avedissian Meguerdichian
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Email: ta18@aub.edu.lb; tamarr_av@hotmail.com

Rosser S, Buckner E, **Avedissian T,** Sze Ki CD, Eviza K, Hafsteinsdottir T, Hsu MY, Kirshbaum MN, Lai C, Chye Y, Waweru S, Ramsbotham J. (2020). Initiating the Global Leadership Mentoring Community (GLMC): Building Capacity across Sigma Regions. International Nursing Review, 00, 1-11.

Avedissian T, Dumit N, Richa N, Honein-AbouHaidar G. Anaphylaxis management: a survey of school and day care nurses in Lebanon. BMJ Paediatr Open. 2018 Aug 20; 2(1):e000260. doi: 10.1136/bmjpo-2018-000260

Noureddine, S., Ismail, H., **Avedissian T**., and El Sayed, M. Current Cardiopulmonary Resuscitation Practices in Emergency Departments for Out of Hospital Cardiac Arrest Victims in Lebanon. Journal of Emergencies, Trauma, and Shock, Year 2016, Volume 9, Issue 3 [p. 115-121]. DOI: 10.4103/0974-2700.185275

2- In progress

Alayan N, **Avedissian T**, Madi D, Assaf G. Using simulation-based experiential learning to integrate Screening, Brief Intervention, and Referral to Treatment (SBIRT) in the nursing curriculum (manuscript writing)

VIII. Collaborations

2020	Guideline development: Identifying and managing anaphylaxis by school and day care nurses in Lebanon. In collaboration with the Order of Nurses, Order of Physicians, Lebanese Pediatric Society, Lebanese Society of Allergy & Immunology, Lebanese Society of Family Medicine and the Lebanese society of Emergency Medicine and Droguerie De L'union
2018	Recommendations to improve immunization with Islamic Health Institute (IHI), Lebanese Ministry of Public Health (MOPH), UNICEF and ICRC
2018	Reviewing school health services for Lebanese public schools with Lebanese Ministry of Education and Higher Education (MEHE)

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2016	Policy development: Immunization. In collaboration with the Order of Nurses and the Ministry of Public Health in Lebanon for primary health care nurses

IX. PRESENTATIONS IN CONFERENCES

Avedissian T, Dumit N, Richa N, Honein-AbouHaidar G. Anaphylaxis management: a survey of school and day care nurses in Lebanon.
(Oral presentation, ***2nd International Nursing Conference organized by the Order of Nurses in Lebanon, May 2018)***
(Poster presentation, ***Mediterranean Academy of Emergency Medicine Congress MAEMC September 2018)***

X. WORKSHOPS/PRESENTATIONS OFFERED

Nov 2019	Precollege mentoring program, first aid and CPR
May 2019	Patient Education training, AUB-REP, MOH Sharjah
Apr 2018	Competency Based learning and evaluation, AUB-REP, MOH Sharjah
Nov 2016	Immunization for Primary Health Care Nurses in Lebanon, through the Order of Nurses in Lebanon with collaboration of the Lebanese Ministry of Public Health
Oct 2016	Rights of residents in a nursing home, for Nurses at Moadieh center
Sept 2016	Health Outreach for Primary Health Care Nurses in Lebanon, through the Order of Nurses in Lebanon
Dec 2015	Health Assessment, AUB-REP, MOH Sharjah
May 2015	Diabetes Mellitus to the Armenian Community attending the Karagheuzian Health Center
Nov 2014	Diabetes Mellitus to the Armenian Community at the Armenian Relief Cross
Jan 2014	Community School Nurse to Balamand University Senior Nursing students
Nov 2012	Anaphylaxis management at the American Community School Mini-NESA conference

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XI. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS/ASSOCIATIONS

2019-2022	Nurses' Chapter of the AUB Alumni Association, member elected
2019-2020	American Public Health Association (APHA), member
2015-17	Elected as a member in the retirement plan of the Lebanese Order of Nurses
2015-2021	Administrative Committee member in the Lebanese Order of Nurses
2013-2020	Chi Iota, Honor Society Committee member, Succession Leadership committee
2004	Order of Nurses in Lebanon
2004	Nurses' Chapter of the WAAAUB, member

XII. LANGUAGES

Fluent in English, Arabic and Armenian (writing, reading and speaking)

XIII. COMPUTER SKILLS

MS Word, Excel, PowerPoint, SPSS, Endnote and Internet use

XIV. HOBBIES & INTERESTS

Basketball, swimming, and writing poems

Tamar Avedissian Meguerdichian
Date of Birth : October 9, 1981
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XV. REFERENCE LIST

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2nd INTERNATIONAL NURSING CONFERENCE

NURSES LEADING THE VISION FOR GLOBAL HEALTH

9–10–11 MAY 2018

PROGRAM

WEDNESDAY MAY 9 • 2018	
12:00	Registration
13:30 -16:30	**PRE-CONFERENCE WORKSHOPS (BY RESERVATION)**
AL RABYEH / NOURA	1. Communication positive, prévention et gestion de la violence interprofessionnelle
EMIRATES A	2. Disaster in Your School, What Can You Do?
BEIRUT	3. Healthcare, Technology and Nurses: a Symbiotic Relationship
DUBAI A	4. The Role of Nurses in Nutrition Screening and Assessment in Dialysis Patients
HAMRA	5. Best Practice of Simulation and Objective Structured Clinical Evaluation (OSCEs)
DUBAI B	6. Practical Management in Type 1 Diabetes
17:00 -17:30	**OPENING CEREMONY**
	Master of Ceremony, **Nehmat Azoury Oussi**
	Lebanese National Anthem Address by the President of the Order of Nurses, **Dr. Nuhad Yazbik Dumit** Address by His Excellency, The President of the Lebanese Republic, **General Michel Aoun**
	INTERLUDE
	Keynote Speech by the President of the International Council of Nurses, **Ms. Annette Kennedy** Achieving Global Health in Times of Conflict: the Role of the Nurse
18:00	**RECEPTION**

PARTICIPANTS WILL BE AWARDED UP TO 11 CONTINUING NURSING EDUCATION CREDITS (CNE)

HILTON BEIRUT
HABTOOR GRAND HOTEL
SIN EL FIL/BEIRUT/LEBANON

2nd INTERNATIONAL NURSING CONFERENCE PROGRAM		
NURSES LEADING THE VISION FOR GLOBAL HEALTH		
THURSDAY MAY 10 • 2018		
8:30	Registration	
9:00 -10:00	Wadad Chaya **PLENARY SESSION I** **Nursing Now - Raising the Status and Profile of Nursing Globally, Ms. Annette Kennedy** Moderator: MR. ELIE AARAJ	
10:00 -10:30	**COFFEE BREAK & POSTER SESSION**	
10:30 -12:00	**CONCURRENT SESSIONS I**	
EMIRATES A	**1. ADVANCED NURSING PRACTICE**	Moderators: **Randa Atallah & Hera Tashjian**
C01	Patterns of Help-seeking in Women when Problems Arise in their Sexual Life: a Discussion Paper	Mathilde Azar
C02	Les facteurs contraignants et facilitants la pratique infirmière en soins palliatifs au Liban	Mona Nehme
C03	Using the Intervention Mapping Protocol to Promote School-ased Physical Activity: A demonstration of the Step-by-Step Process	Tania Santina
C04	L'infirmière clinicienne en oncologie: un rôle pivot au cœur d'une équipe pluridisciplinaire	Brigitte Bechwati
C05	Effects of Continuous Versus Bolus Infusion of Enteral Nutrition on Gastric Residual and Incidence of Aspiration in Critically Ill Patients	Ibrahim Kadamani
AL RABYEH	**2. CARING FOR OLDER ADULTS**	Moderators: **Joelle Abboud & Manale Said**
C06	Exploring Resident-staff Relationship in Nursing Homes in Lebanon	Marina Gharibian Adra
C07	Qualité de vie liée à la santé des personnes âgées souffrant d'insuffisance cardiaque	Soha Zeineddine
C08	Cartographie internationale de la place de l'infirmière dans la prescription médicale	Taghrid Chaaban
C09	Prevalence and Associated Factors of Frailty Among Community Dwelling Elderly in Rural Versus Urban Areas in South Lebanon	Asya Khalil
C10	Satisfaction et adaptation des personnes âgées en maison de repos	Rita Nohra
EMIRATES C	**3. NURSING WORKFORCE**	Moderators: **Christianne Bachour & Myrna Abi Abdallah Doumit**
C11	Facteurs influençant l'intention des infirmiers/es de quitter leur emploi actuel dans un Centre Hospitalier Universitaire de Beyrouth	Mira Bejjani
C12	Facteurs associés à la satisfaction au travail des infirmières exerçant à l'hôpital Sacré-Cœur	Suzanne Berbary
C13	Towards a Family-Practice Based Primary Care in Eastern Mediterranean Region: Roles and Functions of Nursing and Midwifery Workforce	Gladys Honein
C14	Les facteurs de stress et les stratégies d'adaptation des infirmières dans un hôpital universitaire à Beyrouth	Rana Salloum

2nd INTERNATIONAL NURSING CONFERENCE PROGRAM			
NURSES LEADING THE VISION FOR GLOBAL HEALTH			
THURSDAY MAY 10 • 2018			
10:30 -12:00	**CONCURRENT SESSIONS I**		
AL HAMRA	**4. PROMOTING THE QUALITY OF CARE**	Moderators: **Micheline Challita & Lina Younan**	
C15	Information Technology in Promoting the Quality of Care		Mahdi Kazan
C16	Anaphylaxis Management in Lebanese Schools and Day Cares: Current Practices, Needs and Recommendations		Tamar Avedissian
C17	Le signalement pour l'amélioration de la culture qualité-sécurité à l'Hôtel Dieu de France		Rica Rabine Medawar
C18	Preparing Health and Nursing Faculties to Hospital Accreditation Requirements		Samar Merhi
BEIRUT	**5. INNOVATION IN NURSING EDUCATION**	Moderators: **Mirna Fawaz & Marie-Therese Sabbagh**	
C19	Patient/Family Education Training and Support: Enhancing the Nurses and Patients Experience		Amal Irani
C20	Innovative Interprofessional Education and Simulation at the Lebanese American University: Engaging Nursing Students to Become Effective Team Members		Maha Habre
C21	Simulation Debriefing for Reflective Practice		Randa Farha
C22	Les facteurs prédictifs de la résilience chez les étudiants de Licence en sciences infirmières à l'Université Saint – Joseph de Beyrouth		Joelle Seoud
12:00 -13:30	**LUNCH BREAK & NETWORKING**		
13:30 -15:00	**CONCURRENT SESSIONS II**		
BEIRUT	**6. HEALTH PROMOTION**	Moderators: **Mariana El Khoury & Dina Madi**	
C23	Obesity, Eating Behaviors, Weight Bias, and Psychological Functioning Among Adolescents		Rana Najjar
C24	La signification du phénomène de la résilience pour des aidantes familiales libanaises qui s'occupent d'un parent âgé en perte d'autonomie à domicile au Liban		Joelle Séoud *Presented by* Eliana Homsieh
C25	Les facteurs associés au port de carte de don d'organes chez les infirmiers(ères) exerçant dans un centre hospitalier universitaire à Beyrouth		Amale Cherfane
C26	Les facteurs prédictifs de la fatigue reliée au cancer chez les femmes atteintes du cancer du sein au Liban Nord		Maha Dankar

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13:30 -15:00	**CONCURRENT SESSIONS II**	
EMIRATES A	**7. NURSING CARE IN NCDS**	Moderators: **Samar Noureddine & Randa Salem**
C27	Determinants of Self-Care in a Sample of Lebanese Patients with Heart Failure	Angela Massouh
C28	Facteurs prédictifs de la dépression chez les patients atteints de maladie coronarienne au Liban	Eliane Hajj
C29	The growing Role of the Nurses in the MSF Non-Communicable Diseases Model of Care	Wilma van den Boogaard
C30	Plan Blanc	Abdallah Mikati
EMIRATES C	**8. LEADERSHIP IN NURSING**	Moderators: **Bahia Abdallah & Mona Nehme**
C31	Career Planning and Development	Rania Mahmoud
C32	The Impact of Occupational Stress on the Quality of Life of Psychiatric Nurses in Lebanon	Mohammad Itani
C33	Emotional Intelligence Ability Testing in Nursing: Progress and Gaps	Rana Abdel Malak
AL HAMRA	**9. NURSING CARE OF MOTHERS & CHILDREN**	Moderators: **Lina Bader & Hayat Zghoundi**
C34	Les conséquences obstétricales d'une induction du travail chez les accouchées dans un CHU de Beyrouth	Vanessa Zeidan
C35	Surveillance and Cohort Analysis of DM During Pregnancy by Using E-health	Raeda El Issa
C36	Accouchement aquatique: expérience de l'Hôtel Dieu de France de Beyrouth	Norma Aouad *Presented by* Roula Kamato
C37	Implementation of NIDCAP in a Tertiary Care Center in Lebanon	Saadieh Masri
C38	Pediatric Oncology Providers' Perspectives on Early Integration of Pediatric Palliative Care	Rima Saad Rassam
15:00 -15:30	**COFFEE BREAK & POSTER**	
15:30 -16:30	Mother Marie Leyonard Mazraani **PLENARY SESSION II** **Améliorer la pratique infirmière pour relever les défis de la santé du 21ème siècle** Mr. Michael Villeneuve Moderator: MS. CLAIRE GHAFARI ZABLIT	

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FRIDAY MAY 11 • 2018		
8:30	Registration	
9:00 -10:00	Khayriyeh Alame Tinawi **PLENARY SESSION III** **The Critical Connection: The Nursing Workforce and Universal Health Coverage** **Dr. James Buchan** Moderator: MS. HELEN SAMAHA NUWAYHID	
10:00 -10:30	**COFFEE BREAK & POSTER SESSION**	
10:30 -12:00	**CONCURRENT SESSIONS III**	
EMIRATE A	**10. EVIDENCE-BASED PRACTICE**	Moderators: **Hiba Chakhtoura & Joelle Seoud**
C39	A Systematic Integrative Review of Infant Massage	Bahia Abdallah
C40	Les soins palliatifs au Liban: Attitudes et défis Expérience de notre équipe au sein d'un hôpital universitaire	Marie Claire Mouhawej
C41	Les facteurs prédictifs d'une pratique basée sur les données probantes	Karoun Missirian
C42	Evidence-Based Practice: Maternal Infectious Diseases and Breastfeeding	Roweida El Khalil
C43	A Qualitative Study Exploring the Factors Influencing Subjects' Participation in Research Studies in Low-middle Income Countries: the Case of Lebanon Factors Influencing the Participation of Pregnant Women in Research: a Qualitative Study	Gladys Honein
BEIRUT	**11. HEALTH PROMOTION**	Moderators: **Bouchra Bou Khaled & Vicky Gebran**
C44	Les personnes sans logement au Liban: Perception de la santé et Recours aux soins	Micha Massad
C45	Attitudes et pratiques de gestion des déchets dans les écoles publiques	Bouchra Berro
C46	Impact of Therapeutic Education on Compliance and Quality of Life of Type 2 Diabetic Patients in Lebanon	Najwa El Gerges
C47	Knowledge Assessment of Persons with Type 1 Diabetes at the Chronic Care Center (CCC)	Claude Rayes Sadek
C48	Les adolescents diabétiques dans le contexte libanais: entre exigences liées à la maladie et celle de l'adolescence	Jihane Abi Chacra

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10:30 -12:00	**CONCURRENT SESSIONS III**	
EMIRATE C	**12. NURSING WORKFORCE**	Moderators: **Francois Bassil & Lina Choueiri**
C49	Understanding the Personal Meaning of Work for Oncology Nurses in Lebanon	Myrna Abi Abdallah Doumit
C50	A Follower Centric Model: Predictors of Job Satisfaction and Perception of Leader Effectiveness in Lebanese Registered Nurses	Rana Abdel Malak
C51	Les facteurs prédictifs de l'épuisement professionnel des infirmières d'un hôpital universitaire au Mont Liban	Paula Howayek *Presented by* Randa Atallah
C52	Prevalence and Relationship of Work-Related Musculoskeletal Injuries, Work-Related Fatigue, and Work Organization Among Lebanese Nurses	Lina Younan
C53	Pratiques de soins préventives de comportements violents de la clientèle au service des urgences: Recommandations de pratique clinique adaptées	Rita Dagher
AL HAMRA	**13. INNOVATION IN NURSING EDUCATION**	Moderators: **Taghrid Chaaban & Eliana Homsieh**
C54	Efficacité et niveau de connaissances: Etude comparative entre cours magistral et cours de simulation	Darine Mouannes
C55	Les facteurs associés à l'intention de choisir la profession infirmière chez les élèves du cycle secondaire dans une école à Saida	Nahed Rahal
C56	Comparing The Effect of Concept Mapping and Traditional Methods on Health Sciences Students Academic Achievement and Interest	Mohammad El Nakhal
12:00 -13:30	**LUNCH BREAK & NETWORKING**	
13:30 -15:00	**CONCURRENT SESSIONS IV**	
EMIRATE A	**14. INNOVATION IN NURSING EDUCATION**	Moderators: **Mathilde Azar & Shams Issa**
C58	A New Dawn in Nurse Education: A Call for Radical Transformation	Hamza Shehade
C59	L'influence de l'analyse de l'activité sur l'auto-efficacité des infirmières à se comporter d'une manière éthique	Ghada Khawand Ayle
C60	Case-Based Learning and the Development of Professional Skills: Perceptions of Nursing Students	Lina Kantar
C61	Students' Experiences from a Refugee Camp: Promoting New Perspectives on Nursing	Kirsti Anita Henriksen

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13:30 -15:00	**CONCURRENT SESSIONS IV**	
AL HAMRA	**15. NURSING CARE IN NCD'S**	Moderators: **Gisele El Chemali El Hajal & Samar Noureddine**
C62	Evaluer la connaissance des infirmiers et infirmières envers la trans-fusion sanguine: étude pilote dans des hôpitaux de Baabda/Metn	Claudine Salamoun
C63	Palliative Care: A Concept Analysis within Palestine Context	Hatem Idais Manasrah
C64	Anaphylaxis	Nadine Bikhazi-Mattar
C65	Heart Rate Variability Biofeedback for College Students Recovering from Substance Use Disorder: A Longitudinal Analysis of Craving Changes	Nour Alayan
EMIRATE C	**16. PROMOTING THE QUALITY OF CARE**	Moderators: **Soha Abdel Malak & Abir Alame**
C66	Medication Safety Online Training Program	Samir Sawli
C67	Bedside Intershift Report: The Lived Experience of Lebanese RNs	Rana Abdel Malak *Presented by* Faten Badran Zgheib
C68	La différence de la qualité de vie entre la dialyse péritonéale et l'hémodialyse	Nada Akl
C69	Physicians' and Nurses' Awareness and Perception of Patients' Rights within the Ministry of Health Care Institutions in Oman	Aisha Al Saadi
BEIRUT	**17. MANAGEMENT IN NURSING**	Moderators: **Randa Rustom & Rabiha Sakhat Saidy**
C70	Emergency Response Plan "Al-Rassoul Alaazam Hospital"	Ali Ftouni
C71	Quality Education for Nurses: the Key is System Thinking	Alein Bou Saba
C72	Transformational Leadership and Predictors of Resilience Among Registered Nurses	Hana'a Abdul Salam
15:00 -15:30	**COFFEE BREAK & POSTER SESSION**	
15:30 -16:15	Aida Sultan **PLENARY SESSION IV** **Nursing and Midwifery Workforce in the Context of the Sustainable Development Goals and Universal Health Coverage, Dr. Arwa Oweis** Moderator: MS. URSULA RIZK	
16:15 -17:00	**CLOSING CEREMONY AND RECOMMENDATIONS** **DR. NUHAD DUMIT PRESIDENT OF THE CONFERENCE**	

AMERICAN UNIVERSITY OF BEIRUT
HARIRI SCHOOL OF NURSING

Faculty Retreat October 11, 12, 2019
Summary Report

The retreat took place at Ain Kassis in Dhour Choueir. See attached schedule.

Friday October 11, 2019

Dean Farhood started the retreat by addressing the faculty regarding the purpose and plan for the 2 days. This was followed by a group activity whereby the faculty were divided into 3 groups that discussed concerns related to 3 main areas and provided recommendations for improvement:

Collegiality and Team Work, moderated by Mrs. Mary Arevian & Dr. Houry Puzantian

1. Group 1 Moderated by Samar Noureddine: Partisanship: The group addressed segregation that is felt among faculty members, such as clinical versus research faculty, faculty trained in Europe/Canada versus those trained in the US; Graduate teaching faculty versus undergraduate teaching faculty; senior versus junior faculty; and staff versus faculty. Some expressed a generation gap and others a sense of discrimination, all of which is creating tension, a negative atmosphere and suboptimal collaboration. Others raised concern over faculty members not differentiating professional disagreements from personal relationships, and the sense of hierarchical ranking and marginalization of junior and some senior faculty members that is coming in the way of collegiality. Recommendations to address this issue were:
    a. Improve communication between faculty members by showing respect, active listening and accepting differences
    b. Providing opportunities for growth to early career faculty members
    c. Involving early career faculty in change and accepting their new ideas
    d. Engaging faculty members at all levels in research to promote collaboration
    e. Stop using titles such as Dr. when addressing each other in meetings except in front of students
    f. Improve the mentorship and allow faculty members to choose their mentor. Make sure new faculty members are better oriented to their role as faculty member at all levels.
    g. Revisit the current division structure in the school (undergraduate and graduate) and replace with specialty divisions, such as health system and clinical/translational
2. Group 2 Moderated by Hala Darwish and Ghada Assaf: Communication and trust: This group discussed issues related to communication during meetings and

email communication and how trust among faculty members is affecting and being affected by those. The main points raised were:

Email Communication: The following suggestions were made:

- Respect needs to be reflected
- Formal tone is recommended
- Clear and concise style and it is preferable to make it simple and short
- Avoiding abuse and keeping it for work purposes especially when replying to all.
- Whenever we have an announcement, it is preferred to reply to the person, in person or by email.
- When reading an email, we read and comprehend based on how we feel at the moment, based on assumption, based on perception. To avoid conflict, not responding or reacting immediately, allow some time to pass the respond or clarify with the sender in person. In certain situations, we may escalate to a higher rank.
- When email requests are made by the administration (the Dean or conveners) faculty are expected to reply as per the deadline posted, which ought to be 2 weeks, unless it is an emergency.

Communication during Meetings: The following points were made:

- Respect again ought to be displayed
- Active listening ought to be the norm
- Avoid nonverbal communication or clues that may offend others
- Meetings are not a battlefield. It is a place to address work related agenda.
- The chairperson of the meeting has a responsibility in keeping a focused conversation and abiding by the timeframe.
- Sticking to the point of discussion, respecting others and giving constructive feedback
- When facing a negative comment, it helps to take a deep breath and control our responses.
- Discussing topics one to one prior or after the meetings facilitates the discussions.

Communication in Hallways: Dos and Don't:

- Only non-work-related conversations can take place in the hallways or the elevator or the faculty lounge. All other work-related conversations are to held inside closed doors.

Trust: Trust can be promoted by:

- Respect
- Actions and behaviors that promote trust
- The pattern of our behavior is what promotes trust or mistrust
- Transparency
- Sorting certain issues on one to one basis

3. Group 3 moderated by Marina Adra and May Khoury: Teaching assignments and workload: The group discussed how the decisions about teaching assignments are made, how one chooses what to teach, one's expertise versus what he/she perceives to be able to do. The following recommendations were made:
    a. There needs to be room for growth and a trajectory for moving from course to course
    b. Provide consistency in teaching assignment in order to allow more time for research
    c. Avoiding undergraduate faculty stagnation from giving the same exact courses and provision of opportunities to teach in the graduate program
    d. Rotation between courses within a track ought to be based on expertise
    e. Clarification of when can a faculty member teach in the graduate program.
    f. Plan the teaching assignment ahead of time in agreement with the faculty member and share it early in due time
    g. Undergraduate clinical coordinators ought to be involved in the clinical units.
    h. Preceptors are often used to help in clinical teaching. Ensure adequate preparation and monitoring of preceptors.

Clinical Instruction, Clinical Evaluation of Students, & Safe Practice

Clinical Instruction (moderated by Lina Kantar)

1. Hire master prepared clinical preceptors and initiate joint appointments with AUB-MC.
2. Further develop the role of the clinical coordinator in terms of mentoring preceptors and weak students.
3. Establish teaching assistants/fellowship with PhD students.
4. Make use of simulation hours to teach clinical skills and track student development of these skills.
5. Not to hire master students as clinical preceptors.

Clinical Evaluation (moderated by Lina Younan)

1. Ensure consistency of student exposure to a clinical unit, mainly when developing the course's clinical rotation; the exposure has to take place over a number of weeks, to ensure valid evaluation.
2. Maintain the already existing learning contracts with needy students.
3. Revisit clinical appraisal tool to include attitudes, behaviors, and ethical features of students, as this may have an impact on faculty decision for student graduation readiness.
4. Have a pool of prepared preceptors to garner effectiveness of evaluation.
5. Ensure more involvement of clinical coordinators in the evaluation process of students.
6. Develop a preceptor education program to secure better preparation of preceptors.

Safe Practice (moderated by Nour Alayan)

1. Have competent preceptors who can be role models for students.
2. Foster systematic thinking during case discussions with students in clinical settings.
3. Consistently deliver instructions to students on safety.
4. Train students on therapeutic communication with patients
5. Offer stress management sessions to reduce student anxiety in the clinical settings.
6. Report incidents of bad practice (shortcuts) of nurses to the dean.

Advising, Follow Up, and Documentation

This session was moderated by Drs. Dumit and Massouh. Issues concerning advising, documentation of student's progress and follow up were discussed. Then faculty members proposed related solutions. The following are issues followed by proposed solutions:

What are the issues faculty face in **advising**?

- Graduate and undergraduate students do not come for advising.
- Faculty are not available when students come to advising [potential causes are when advising overlaps with clinical days].
- Students do not listen to instructions given by advisors.
- Students seek advice from peers and registrar.
- Students complain that nursing curricula are not flexible.
- Advising can pose the risk of **too much control** and might **shift the focus of responsibility to the advisor rather than student.**

What are possible solutions for issues in **advising**?

- Stress importance of advising during orientation.
- Stress the fact that advising is not solely for academic issue but rather for student enculturation at AUB.
- Faculty should be present during student orientation (Fall and Spring) and should make sue to be present during academic advising.
- Academic advisors are asked to document in student files when students do not come for advising.
- Academic advisors are asked to document in student files when serious academic challenges are discussed with students.
- Academic advisors are asked to balance between exerting too much control over advises.
- One future suggestion: creation of a system for advising where students cannot register nursing courses before advising.

What are the issues faculty face in **documentation and following up on weak students**?

- Faculty members requested that academic files be electronic.

- All student evaluations, letters of probation be put in the academic files immediately after academic evaluation.
- Academic advisors and the student officer are responsible to ensure no document is missing from student academic files.
- Academic advisors are asked to document student encounters in the academic files by time and themes to ensure proper documentation. A standardized system will be shared with academic advisors soon.

What are possible solutions for issues in **documentation and following up on weak students**?

- Involve graduate and undergraduate convener as applicable.
- Standardize the process of documentation and follow up on weak students.

Promotion concerns

Dr. Noureddine gave an overview of the promotion criteria for both the tenure track and the clinical track. The faculty members raised a number of concerns and clarifications made regarding the differences between the 2 tracks, whereby faculty members are evaluated on research, teaching and service in both tracks, the weight and expectations of research are much heavier and higher in the tenure track, whereas teaching and service are weighed more heavily in the clinical track. Research in the clinical track may include quality improvement projects, development and implementation of clinical protocols and evidence based management projects. The following recommendations ensued:

a. Provide faculty members with the choice of which track to join upon securing their PhD and applying to the professorial rank, following a very clear articulation of the expectations for promotion within each track
b. Provide graduate assistants who are trained to help early career faculty with teaching and research
c. Manage the time and teaching assignments for faculty who are candidates for promotion, so they can use their time efficiently and effectively to meet the promotion criteria.
d. Promote the formation of research groups that include tenure track and clinical faculty to increase research productivity as clinicians may bring research ideas and researchers would then plan studies to address them.
e. Increase funding opportunities for faculty development, such as covering travel for attending conferences and research meetings.
f. Faculty members must consult their division convener regularly regarding their plans and discuss their progress towards promotion not just at the yearly appraisal meeting.

Strengthening the culture of ethics at HSON for faculty & students

This session was moderated by Drs. Gladys Honein & Suzanne Dhaini, the following ethical challenges were discussed and proposed solutions were recommended:

Ethical Challenges at HSON

- Vandalism
- Cheating in exams
- Social inappropriate behaviors on the premises

Proposed Etiology

- Students reflect the current society
- Faculty members have become lenient over time

Proposed Solutions:

- Design workshops on ethics
- Faculty members need to be firm, strict, & consistent
- Student involved in cheating should be on 1 yr suspension
- There is a need to have an agreement among all faculty members on measures taken against cheating and plagiarism
- Faculty members should include grades on ethical behavior
- Class representatives should attend workshops plagiarism
- Start a campaign on ethics-allocate half a day (or so) on ethic-related activities (ex: paper rally)
- Empower and protect students to be whistle-blower
- Emphasize ethical concerns in our courses
- Assignment of guided-reflective writing: ethical, professional, legal, quality of care
- Learn from opportunities- ex: Role modeling (preceptor/instructor interacting professionally with patients)
- Find a mechanism to communicate ethical issues between HSON and service (AUBMC) in order to improve quality of care
- Report to the Dean of HSON ethical issues witnessed in the hospital
- A majority agreement on NO use of cell phones by students during classes. Very few faculty members objected under the umbrella of freedom.
- Interprofessional collaboration and contribution: faculty researchers should communicate contribution and authorship during early phases of the study
- Contribution and role of Thesis members should be openly discussed early
- Acknowledge name of colleagues who prepared syllabus &/or ppt slides.
- Register protocols with OGC to protect ownership of data and ideas

Saturday October 12, 2019

Research Collaboration: where are we heading

Moderators: Drs. Hala Darwish & Souha Fares

Dr. Darwish gave an overview of the flow of thinking. The activity was divided into 3 parts:

1. Assessment of the current research status of the HSON

2. Thinking for the coming 3 years, “Dream State”, what needs to be done to shift the current status to prepare the grounds for Implementation
3. Immediate action to initiate the shift

Under the Current Assessment, the following was mentioned:

- Lack of research collaborations: internal and external
- The bio-behavioral group is larger than the rest of the groups hence leading to imbalance
- The IRB process is challenging
- The chair of research and center of nursing research are still vacant and not launched
- More intramural funding opportunities than extramural
- Need for more statistical support
- Lack of visibility
- Little RCTs
- Little specialized courses in research
- No faculty development activities in research
- Workload imbalance
- Lack of infrastructure
- Little senior and research expertise
- Scarcity of funds
- Minimal internal consultations
- No research identity
- Fragmented research
- No research culture with little engagement from the students
- Seed grant is tiny

Thinking for the coming 3 years, “Dream State”, what needs to be done to shift the status to prepare the grounds for implementation?

- Launching the Nursing Research center
- Webinars with external expertise
- Research Roundtables and seminars
- More teamwork and collaboration
- Statistical Support
- Involving Students in research activities
- Securing more funds
- Balancing workload to facilitate the promotion
- Creating a regional research identity
- Influence the practice: translational research, generate the evidence for practice
- More research specialized courses
- Faculty development funds
- Space
- More RCTs
- Visibility: website and social media

Immediate action:

1. RC will plan webinars and research roundtables
2. RC will organize a research day and conference
3. RC will revisit the website and social media dissemination of research findings
4. Research seminars geared toward faculty development
5. Collect research ideas and needs from the faculty to be addressed by the RC
6. Involve the students in research: URVP, consider an honors program,
7. Identify funds for collaborative research teams
8. The administration will work on workload balance for possible dedicated time for research
9. The administration will revisit the idea of the research center

Mental Health issues by Dr. Laila Farhood: An overview of common mental health problems among students and how to detect them

Faculty Wellness

Moderators: Drs. Dina Madi & Houry Puzantian

- Create a wellness committee (led by Dr. Nour Alayan)
- Integrate activities with the wellness center at AUB (yoga, Botanics group, university for seniors)
- Social outings more regularly
- Nursing relations/greetings
- Better communication needed in-person vs. emails
- Flowers in offices
- A small gym at HSON, e.g., treadmill
- Healthy snacks in the vending machine
- Utilize the rooftop if possible
- Aroma in elevator
- Music
- Add color to the school walls
- Remove the painting from the lounge
- Promoting exercise for faculty and students

Stress Management by Dr. Laila Farhood: A session about measures to reduce stress among students and faculty.

The retreat was wrapped by a presentation by Samar Noureddine, Nuhad Dumit and Hala Darwish of a summary of the recommendations made.