

『臺灣護理人員素質的保持和提升策略』

Strategies to Maintain and Improve the Quality of Nursing in Taiwan

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澳門鏡湖護理學院

Outlines 概要

- I. Nursing Education System in Taiwan
臺灣護理教育系統
- II. The Problems faced and Needs for establishing a Peer-Review System
所面臨問題與建立同業評審系統需要
- III. Strategies to Quality Improvement:
The Accreditation System & Process
質量改善策略：認證系統與程序
- IV. Major Impacts and Challenges to Nursing Education in Taiwan
臺灣護理教育的主要影響與挑戰

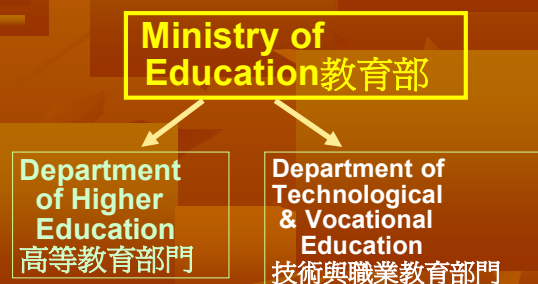
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I. Nursing Education System in Taiwan 臺灣護理教育系統

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A. Professional Education System in Taiwan 臺灣專業教育系統

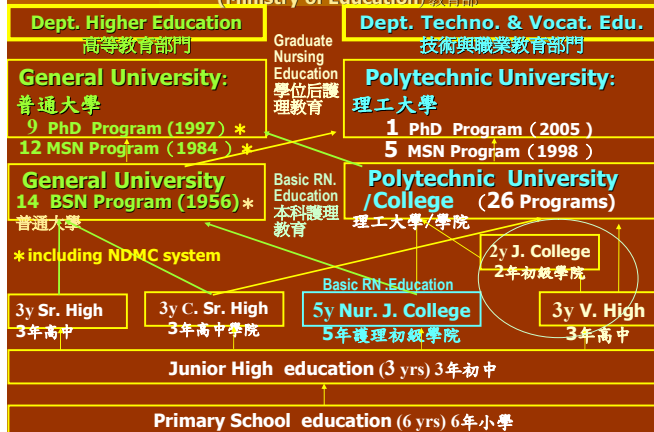


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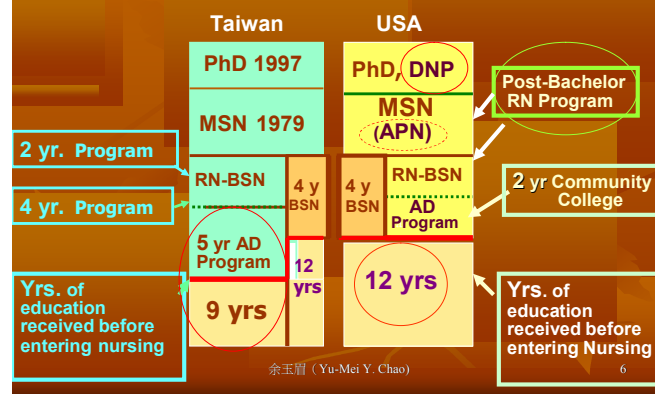
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B. Nursing Educational System in Taiwan (2011)

(Ministry of Education) 教育部



C. Nursing Educational System in Taiwan and USA 臺灣美國護理教育系統



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II. The Problems faced and the Needs for establishing a Peer-Review System 問題與建立同業評審系統需要

『Taiwan Nursing Accreditation Council』
臺灣護理認證委員會 (TNAC)

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A. The major Problems faced 主要問題

- Different **Department** in MOE, has different Mission Statements for Nursing Programs to which the program belongs.
教育部內不同部門負責的護理課程有不同的使命
- MOE's Accreditation focused only on the structural aspects of the Schools accredited, yet, the quality of nursing education remained quite debatable.
教育部的認證聚焦在學校結構方面，教育質量有待討論
- Nursing Professional Standards are not incorporated into Nursing Education
護理專業標準沒有包含在護理教育內

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B. The Needs for establishing TNAC 成立臺灣護理認證委員會的需要

- Establish a concerted Peer-review mechanism for all the Nursing Programs in Taiwan
臺灣所有護理課程建立一個協定的同行評審機制
- Connect Professional Standards with the Outcomes of all RN Nursing Programs
所有護理教育成果聯系專業標準
- Provides an opportunity for the nursing programs to participate in continuous quality improvement (CQI)
給護理課程提供持續質量改進的機會

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B. The Needs for establishing TNAC (con't) 成立臺灣護理認證委員會的需要

A system view toward Quality Improvement for Nursing Education 護理教育質量改進系統觀



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III. Strategies to Quality Improvement--- The Accreditation System and Process

質量改進策略---認證系統與程序

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A. The Organization of TNAC 臺灣護理認證委員會組織結構



財團法人高等教育評鑑中心基金會
Higher Education Evaluation
& Accreditation Council

The Board of the Council 董事會
since 2006

- TNAC Bylaws 章程
- Internal Operating Manual of Rules & Procedures approved by the Board
內部運作手冊與規章
- Procedures for Accreditation
認證程序

CEO

(150+ Universities)

TMAC

TNAC

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A. The Organization of TNAC (cont') 臺灣護理認證委員會組織結構

TNAC 2006

(臺灣護理教育
評鑑委員會)

Planning & Executive Committee
規劃行政委員會
(13 members, 3 yr term)

Core Executive Committee 核心行政委員會
Chairperson + 2 PEC members

Full time
Administrative
Staff (3) 行政人員

On-site Evaluators
(評審員)
(ad hoc based) 130+ names

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B. The Works and Activities of TNAC 臺灣護理認證委員會工作與活動



1. Design and revise Program Evaluation Elements and Indicators (評鑑項目與指標)
2. Establish On-site Evaluators Pool (訪視人才庫)
3. Conduct Workshops for the Evaluators (訪視委員研習)
4. Compile Final Report on every Program accredited (also at website) (最后報告)

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B. The Works and Activities of TNAC (cont') 臺灣護理認證委員會工作與活動



5. Compile Accreditation Reports on every Program to the two Departments of MOE
撰寫認證報告給教育部兩個部門
6. Write Accreditation Proposals for Funding Approval from the two Departments of MOE yearly
撰寫認證經費申請計劃書給教育部兩個部門
7. Answer to responses from the accredited Programs and conduct ongoing monitoring needed
回答認證課程的回應及進行持續監測

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C. Accreditation components and Process 認證內容與程序

1. Program Self-Study Process: CQI
課程自我學習程序：持續質量改進

2. On-Site Evaluation Process
實地評價程序

3. Competencies of On-site Evaluators
實地陪審員的才能

4. Six Elements of Accreditation Standards
認證標準的6個元素

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C. Accreditation components and Process 認證內容與程序

1. Program Self-Study Process: CQI

課程自我學習程序：持續質量改進

- Write by the Faculty and is an ongoing process
由護理系撰寫，是一個不間斷的過程
- Describes and analyzes how Program meet the Standards and the key Elements with documentations.
描述和分析課程是否達到標準，主要元素有記錄
- Identifies areas for improvement and action plans
確定改善領域和行動計劃
- Self-study report be sent in to TNAC 30 days before on-site visit is scheduled
自我學習報告在實地評審前30天寄給評審委員會

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2. On-Site Evaluation Process

實地評審程序

- A team of 7-8 members with no conflict of interests with the PROGRAM(S)
小組由與課程沒有利益衝突的7-8名成員組成
- Team members should read the Self-Study Report thoroughly before the Site-visit
小組成員在實地評審前仔細閱讀自我學習報告
- The key responsibility of on-site evaluators is to validate findings represented in Self-Study document
實地評審員的主要責任是確認自我學習文件內的主要內容
- Assess compliance with Accreditation Standards
評核評審標準的遵守

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2. On-Site Evaluation Process (cont'):

- Team does NOT make final decision regarding accreditation
小組不做評審的最后決定
- Identifies areas for improvement and action plans
確定改善空間及行動計劃
- Team is the public representative of the accrediting agency and so the conduct of the team must be very professional at all times
小組是評審機構的公眾代表，時刻行為必須專業
- On-site evaluation visit is a crucial part of the accreditation process
實地評價訪問非常重要
- Training of the On-site evaluators is essential so consistency can be ensured as much as possible
實地評審員的培訓很必要，盡量保證一致性

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3. Competencies of On-site Evaluators

實地評審員的才能

Knowledge of: 知識

- The nature, values and practice of Nursing
護理的本質、價值與實踐
- Curriculum development and design
課程發展與設計
- Teaching-learning strategies
教與學策略
- Student-evaluation
學生評價
- Program evaluation
課程評價
- Trends in health care, issues in nursing, society trends that impact nursing education
影響護理教育的健康照護、護理議題、社會趨勢

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3. Competencies of On-site Evaluators (cont')

- Ability to communicate well with multiple stakeholders - administrators, faculty, students, alumni..
與不同利益相關者溝通能力，包括行政、教師、學生、畢業生
- Ability to write and document findings clearly and concisely
清楚簡潔的寫作及記錄
- Understand the philosophy of the accreditation body:
理解認證的哲學
 - Peer-review, focus on CQI; 同行評審，聚焦與持續質量改進
 - Nonjudgmental, objective, collegial; 非批判性，客觀，同僚
 - Refrain from making comparisons
克制對比
 - Maintain confidentiality
保密

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4. Six Elements of Accreditation Standards:

- (1). Educational Mission, Goals and Program Objectives (教育願景與課程目標)
- (2). Faculty (師資的質與量、教師的持續成長)
- (3). Students (學生學習的功能與環境)
- (4). Curricula and Teaching (課程內容與教學)
- (5). Resources (師生可運用的資源)
- (6). Evaluations and Outcomes (學生學習護理之評估與培育目標之銜接)

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D. A Comparison of TNAC and CCNE

	TNAC	CCNE
Established	2006	1996
Autonomy	-/+	++
Mission & purposes	1. public's health 2. effective nurse	1. public's health 2. effective nurse
Scope	ADN Programs 2yr & 4yr BNS & MNS · PhD programs	BSN · MSN · DNP Programs
The Cost	Government Fund	Accredited Institution
Final Authority	MOE/TNAC	CCNE Board

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E. The Results of Accreditation in the first Six Years 頭六年認證結果

A total of 49 programs in 31 Institutions has been reviewed since 2006.

- 5 yr. Junior Colleges (14):
2 Granted with Excellence
12 Granted
- 2yr & 4yr BSN Programs (17):
17 Granted
- MSN Programs (14):
11 Granted
3 Conditionally Granted
- PhD Programs (4):
4 Granted

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IV. Major Impacts and Challenges to Nursing Education in Taiwan

臺灣護理教育的主要影響與挑戰

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A. The Major Impacts 主要影響

- Create a Critical Mass of trained nursing faculty as the **key movers** in advancing Nursing Education for Taiwan
創造了大量接受過培訓的護理教師，作為提升護理教育的主要促進者

- Re-identify and unify educational **missions** and **goals** for RN basic programs, MSN programs under different Depts. of MOE.

再確認和統一護理基本課程、碩士學位課的教育使命和目標

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A. The Major Impacts 主要影響

- Collectively identify **Core Values** of Nursing Education

集體確認護理教育的核心價值

- Identify a minimum requirement of clinical competence for Nursing Faculty :

Advanced Practice Nurse level

確認護理教師臨床才能的最低要求：高級實踐護士

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B. The Challenges: Reversing a Vicious Cycle into a Virtuous Cycle

挑戰：把惡心循環變良性循環



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Conclusion 結語

Nursing education in Taiwan is still far from perfect yet, we have been continued to make it better day after day! 臺灣護理教育仍未完美，我們已經不斷努力。

Since we have just completed writing the very 1st White Paper on Nursing Education in Taiwan (臺灣護理教育白皮書剛剛完稿), we hope this will be an another good beginning for us! 希望是另一個好開始。

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Thank you very much for your Great Attention!

Q & A

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