

Advancing nurse educator training in Bangladesh. An international collaborative PRO-NURSE project

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CONTEXT

❖ Current nurse educator training is delivered via a 28-day *Nurse Teacher Training* program offered at the College of Nursing, Mohakhali, Dhaka or partner institutions

- ❖ There is a need and want for the modernization of nursing education and training in Bangladesh
 - The number of trained nurse teachers is inadequate
 - The curriculum and course-related learning materials require updating;
- ❖ The ProNurse project aims to elevate the status of nursing in Bangladesh, as part of its mandate, the 28-day program is to be transformed and converted into a Certificate Training Program (CTP)

OBJECTIVE

- ❖ Update and develop the nurse teachers' training program into a competency-based program, with content on leadership, collaboration, evidence-based nursing practice, and Equity, diversity and inclusion principles

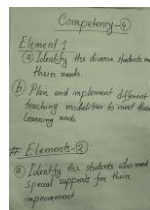
ACTIVITIES

- ❖ Three interactive workshops in Dhaka (November 2022, February 2023, June 2023)
- ❖ Brainstorming, small working groups and large group discussions

COLLABORATIVE PROCESS

❖ Technical working group comprised of 15-17 Bangladeshi nurse experts (knowledge, expertise) + Canadian nurse research consultants, with expertise in nurse education and training

- ❖ Process informed using international nursing standards^{1,2}
- ❖ **Workshop 1: Identify and define core competencies**



- ❖ Co-developed nurse educator competencies and defined the exit profile for the nurse educator CTP
- ❖ Co-developed and defined the competencies' indicators
- ❖ Drafted a proposal for the overall structure of the nurse educator CTP (year long program that includes courses and independent projects/internships)

❖ **Workshop 2: Develop course frameworks and syllabi**

- ❖ Reviewed and confirmed the competencies, indicators, and the overall CTP structure
- ❖ Co-developed course frameworks and syllabi
- ❖ Discussed and explored potential active teaching methods for delivering course content (Problem-based learning, concept mapping, group discussion, case study, simulation activities, etc.)
- ❖ Explored and discussed various assessment modalities consistent with a competency-based approach

Facilitators	Challenges
Collaborative and co-constructive approaches	Language barriers
On-site visits	Time consuming
Mutual commitment on both teams	Delays between visits

PROGRESS TO DATE

PURPOSE OF THE PROGRAM, COMPETENCIES AND EXIT PROFILE

The certificate-training program graduate has developed a sound professional identity as a **Bangladesh Nurse Educator (NE)**. The NE, exercises leadership and is committed to promoting this role. The NE is capable of planning, developing, and implementing a nursing education program, curricula or a course that incorporates best practices in health and education across diverse learning environments (virtual, classroom, simulation, or clinical setting) and nursing student populations. The NE identifies relevant assessment modalities and is alert to research and best practices to maintain their nursing education competencies current.

Develop, implement, evaluate, and revise a curriculum or teaching-learning program

Practice teaching that is informed by nursing and learning theories, best practices and evidence and contemporary population health issues

Cultivate conducive learning environments that are ethical, respect diversity and promote inclusion and equity

Exercise leadership and professionalism that contributes to the transformation of nursing education and clinical practice, including research practice

❖ **Workshop 3: Finalize course frameworks and syllabi**

- ❖ Finalized the frameworks and syllabi for two independent projects, each of which involve a 16-week internship
- ❖ Co-developed strategies for assessing competency development
- ❖ Conducted final review and validation of CTP

NEXT STEPS

- ❖ Implementation of the CTP January 2024
- ❖ Ongoing collaboration and support from Canadian team to finalize lesson plans and assessment strategies

1. Canadian Association of Schools of Nursing (CASN), (2022). National Nursing Education Framework. Retrieved : https://www.casn.ca/wp-content/uploads/2023/04/National-Nursing-Education-Framework_2022_EN_FINAL.pdf

2. The WHO Global Strategic Directions for Nursing and Midwifery (2021-2025). Genève. World Health Organization. Retrived: <https://www.who.int/publications/i/item/9789240033863>



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