

INITIATION OF NURSING EDUCATION SERVICES (NES) AT KHALIFA GUL NAWAZ TEACHING HOSPITAL MTI BANNU, KHYBER PAKHTUNKHWA

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ABSTRACT

The initiation of Nursing Education Services (NES) at Khalifa Gul Nawaz Teaching Hospital, MTI Bannu, Khyber Pakhtunkhwa, is a project aimed at establishing a comprehensive nursing education program within the hospital. The primary objective is to enhance the quality of nursing education and training in the region, ultimately leading to improved patient care and outcomes. This project involves creating a dedicated Nursing Education Services department responsible for designing and implementing a robust nursing education curriculum and providing continuous professional development opportunities for nursing staff. The curriculum will cover clinical skills, patient-centered care, and professional development, aligning with the latest evidence-based practices and national nursing education standards.

Keywords: Nursing Education Services (NES), Khalifa Gul Nawaz Teaching Hospital, MTI Bannu, Khyber Pakhtunkhwa, Nursing Training Programs, Healthcare Education Initiatives, Clinical Nursing Education.

INTRODUCTION

The American Nurses Association (ANA) defines staff development activities as integral components of healthcare organizations' strategies to enhance the competence of healthcare workers, particularly nurses. These activities, which include orientation, in-service training, and continuing education (CE), are crucial for evaluating and improving the skills and knowledge base of nursing personnel (ANA, 2021). Moreover, adherence to these activities is essential to ensure that healthcare organizations meet the standards set by regulatory bodies like the Joint Commission on Accreditation of Healthcare Organizations (Ibrahim et al., 2022). Occupational Safety and Health Administration (OSHA) underscores the

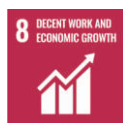
importance of proactive educational initiatives to equip employees with the knowledge to identify and address workplace hazards effectively, thus promoting a culture of safety within healthcare settings (OSHA, n.d.).

A significant emphasis lies on not only implementing unit-based education plans for clinical staff but also evaluating their effectiveness and efficiency in meeting learning objectives. This ongoing evaluation process, advocated by the ANA, allows for regular feedback and adjustments to ensure the educational initiatives remain relevant and responsive to the evolving needs of clinical staff (ANA, 2021).

It's crucial to ensure that advancements in nursing focus on enhancing patient health outcomes rather than mere progress for its own sake (Ibrahim et al., 2022). This underscores the importance of patient-centered care as the guiding principle for shaping the future of nursing practice, as highlighted by the World Health Organization (WHO, 2009).



This paper has objectives related to SDGs



In the current healthcare landscape, hospitals face the challenge of adapting to evolving external influences, including healthcare reforms and increasing external monitoring through verification and audit systems (Rechel et al., 2006). However, data indicates that many hospitals struggle with inefficiencies and low patient satisfaction due to inadequate healthcare services (Librarian, 2014; Travis et al., 2004).

Investing in training and education is vital for nurses to keep pace with evolving healthcare practices and patient care requirements (Travis et al., 2004). A fresh approach to training, tailored to meet the specific needs and preferences of nursing staff, can empower them to excel in their roles and contribute to organizational objectives (Chaghari et al., 2017). This investment not only leads to internal advancement and employee growth but also fosters increased productivity and loyalty (Ishak & Kamil, 2016).

Furthermore, training programs enable organizations to stay competitive by equipping staff with the skills and knowledge needed to adapt to market changes, foster innovation, and improve efficiency (Lee et al., 2011). To enhance educational outcomes, it's essential to embrace innovative approaches to clinical education for nurses (Tanner, 2010). In-service training plays a vital role in enhancing employees' skills and confidence, enabling them to perform tasks effectively and contribute to organizational goals (Fateminejad & Kolahjoei, 2013).

Given the critical role of nurses in maintaining health standards, ongoing in-service training is essential to refresh their expertise and enhance their ability to deliver quality care (Ajani & Moez, 2011). Moreover, with the increasing demand for healthcare services and the global shortage of qualified health workers, investing in pre-service education and continuing professional education (CPE) is more crucial than ever (Frenk et al., 2010). However, there's a need for more data on the effectiveness of various training techniques, especially in resource-constrained settings (Bluestone et al., 2013).

Simulation-based education has emerged as an effective method for enhancing nurses' skills in identifying

and managing clinical deterioration (Liu et al., 2023). By incorporating structured pre-brief and debrief processes, simulation offers a standardized approach to training that can improve nursing practices and patient outcomes over time. This underscores the importance of integrating educational strategies that prioritize practical skill development into nursing training programs (Liu et al., 2023).

1. Project Identification

Ongoing learning is essential for healthcare professionals to stay updated on the most recent research discoveries and methods. While working at a public tertiary care hospital (MTI Bannu), a notable lack of formal training options for nurses was noticed, which made it difficult for them to keep up with changes in the industry. In contrast to developed nations and prestigious private national hospitals like Aga Khan University Hospital in Karachi and Shifa Hospital in Islamabad, the present hospital does not have specialized departments and education services for nurses.

Acknowledging the crucial need to align our nursing staff with global standards, a project was launched to introduce a thorough training program. This project aims to create organized educational programs and frequent training sessions designed to meet the changing requirements of nursing practice. We strive to empower our nurses to provide high-quality patient care by offering ongoing education and proper guidance.

This project is more than just meeting national and international standards. It is about improving the skills and self-assurance of our nursing team. By providing them with the latest information and cutting-edge skills, we make sure they are more prepared to navigate the intricacies of contemporary healthcare. In the end, the increased skill level of our nurses leads to better results and contentment for patients. This project shows our dedication to providing excellent healthcare and our commitment to ongoing improvement.

2. Objectives

The following are the objectives of Nurses Education Services (NES).

2.1 Orientation Programs

One key duty of NES is to work together with Human Resources to arrange schedules and training courses on orientation/training for recently employed nursing personnel. NES offers orientation programs for recently employed Registered Nurses, Registered Midwives, Receptionists and Patient Care staff. Participants participate in a nursing orientation program which allows new employees to get acquainted with their roles and responsibilities in the healthcare setting, and they get to know the structure, culture, and standards of the organization. In this period, fresh new employees can learn about the organization's expectations of them and what they need to do. They should anticipate what the organization will provide.

2.2 Training Courses

NES will involve conducting Health Care Assistants and technician courses for allied health professionals. These courses will train and prepare allied health staff to support RNs in taking care of the complex needs of patients requiring tertiary care at the hospital. The following training courses will be provided by the Nursing Examination Services:

- BSCN Internship Programme
- Specialty-Based Certification Courses
- Facilitation for PNC Registration/Renewal of Licenses
- First aid
- Information Technology
- Updating Competency-Based Orientation (CBO)
- Providing inputs in the Interview Process
- Liaison with the School of Nursing & Medical College
- Resuscitative Training

Following Resuscitation training will be offered by the NES team.

- Heart Saver
- Basic Life Support (BLS)
- Advance Cardiac Life Support (ACLS)
- Pediatric Advance Life Support (PALS)
- Neonatal Resuscitation Program (NRP)

3. Goals

- The goal of NES is that it has the overall responsibility for providing comprehensive educational services/orientation programs that promote staff development and continuing education at all levels.
- NES focuses primarily on enhancing the professional knowledge and skills of nursing staff. Thus, this department plays a vital force in bringing quality care to the clients, which is one of the major goals of the hospital.

4. Expected Output

The potential results of the Nurses Education Services (NES) project are diverse and significant. Initially, by incorporating thorough orientation programs, newly hired nursing staff will smoothly adapt to their positions, gaining insight into their duties, the structure of the organization, its culture, and its standards. This will lead to better employee involvement, lowered turnover rates, and improved patient care since employees will be well-prepared to meet organizational demands. Furthermore, NES offers training programs such as internships, specialized certifications, and assistance with license registration to equip healthcare professionals with the essential expertise and abilities needed to provide high-quality care, particularly in advanced tertiary care environments. This will result in better patient results, higher patient contentment, and enhanced teamwork among healthcare professionals.

Furthermore, the resuscitation training programs offered by NES will guarantee that employees have the necessary skills in life-saving methods, improving patient safety and the capacity to react efficiently to medical crises. This will help create a safer healthcare setting, lower negative outcomes, and potentially save lives. Moreover, the partnership between NES and the institution will support a strong nursing workforce pipeline, guaranteeing a consistent flow of skilled professionals prepared to address the changing demands of the healthcare field. This will help ensure the organization's patient care delivery remains sustainable and excellent in the long run.

5. Timeframe

The Timeframe of the project is shown in Table 1.

6. Recruitment and Budgeting

The Board of Governor MTI Hospitals are empowered by the MTI Reforms Act 2015, amended, under Section 7 Functions and powers of the Board, subsection 1 which read as "prescribe the procedure for appointment, terms and conditions of service, disciplinary matters and other service matters for the employees of a Medical Teaching Institution."

Whereas, under Section (3) of the MTI Reform Act 2015, amended, read as "The Board may delegate its powers for recruitment to various management levels within the Medical Teaching Institution" which is further elaborated in Policy Board Regulation Section 1 (i) "The responsibility of hiring all staff members will be delegated by the Board to the Medical Director, Hospital Director, Nursing Director, and Deans within their areas of authority. However, these appointments must align with the Rules and Regulations and the principles of merit, transparency, fairness, and equality (Daire et al., 2014).

According to Section 14 (7), "The Nursing Director shall be responsible for all nursing functions, including training of nurses, ensuring adequate nursing staffing for all clinical needs, maintaining the highest nursing standards and performing regular audits of nursing functions."

6.1 Sponsors

The budget will be allocated by the health department KPK and Khalifa Gul Nawaz Teaching Hospital MTI Bannu itself. According to the MTI Act institutions can make their own decisions in the best interest of patient health.

6.2 Rationale for Funding

Investing in nursing education services in Khyber Pakhtunkhwa (KPK) through ADP funding is a strategic imperative with multifaceted benefits. Firstly, it addresses

the pressing need to bolster the region's healthcare infrastructure, crucial for providing quality healthcare services. Secondly, by training competent nursing professionals, it directly confronts healthcare disparities, particularly in underserved rural areas, thereby promoting equitable access to healthcare. Moreover, this investment stimulates economic growth by creating job opportunities within the healthcare sector, contributing to the region's prosperity. Importantly, well-trained nurses enhance patient care and outcomes, aligning with national health policies aimed at improving healthcare services. Additionally, such funding ensures the long-term sustainability of the healthcare system by building local capacity and fostering partnerships. In essence, ADP funding for nursing education services not only strengthens the healthcare workforce but also advances broader healthcare goals, making it a pivotal investment in the region's health and well-being.

The proposed budget for the nurse's education services (NES) project would depend on various factors such as the number of staff nurses to be trained, the frequency of the training sessions, and the cost of hiring. Additionally, there may be costs associated with space and equipment for the project. Non-recurring expenses would include one-time costs such as the purchase of furniture, computers, shells, stationery, the installation of equipment, and the development of offices. The installation of equipment would also incur one-time costs for the initial setup and configuration. Monthly recurring expenses would include ongoing costs such as salaries, maintenance and repair costs for equipment, and space and utility expenses.

In the start, we can propose the monthly salary for the employees around 80k to 150k per month according to their role, education, and experience. We will also release a proposed list of salaries according to the Pakistani context for all the educators and instructors that will benefit us in budgeting as in Pakistan the salaries are comparatively less than foreign Market. Table 2 shows the selection criteria for NES posts and Figure 1 shows the hierarchy. Table 3 presents the project budget.

Phases	Task	Start and End Dates
Phase One	Planning	June 2023- September 2023
Phase Two	Implementation	October 2023- January 2024
Phase Three	Evaluation	February 2024- May 2024

Table 1. Timeframe of the Project

S. No	Nomenclature of the Post	Proposed Criteria	Salary Package	Gender
1	Clinical nurse instructors	<p>Must be registered "Grade A Nurse" With the Pakistan Nursing Council. Baccalaureate Degree in Nursing (BScN Generic)/ Post RN BSC Nursing Degree (approved by Pakistan Nursing Council). BSCN Generic nurses must complete a 01-year internship at a recognized teaching institute/hospital.</p> <p>Required to be computer literate & English Literate.</p> <p>03 years' experience as an RNO.</p> <p><i>Job Expectations:</i></p> <p>Clinical nurse instructors are responsible for guiding nursing students through their clinical experiences, ensuring alignment with curriculum objectives, providing constructive feedback, mentoring, and fostering professional growth while promoting patient-centered care through collaboration and quality improvement initiatives.</p>	<p>Initial Pay package:</p> <p>RS. 85,000/ per month, + Allowance for IPC, with the Nursing Director's recommendation, on a performance basis with the approval of BoG.</p> <p>Increments & Allowance are admissible as per BoG Approval</p>	<p>Male & female</p> <p>The gender ratio will be as per clinical need.</p> <p>Number: 10</p>
2	Assistant Nursing Manager	<p>Msc Nursing degree from any recognized institution with 05 Years' Experience including 02 years as Head Nurse or equivalent position. MPH/MSPH/MBA Health care Management equivalent to 18 Years of Schooling with 06 Years' Experience including 02 years as Head Nurse or equivalent position.</p> <p>Baccalaureate Degree in Nursing (i.e. BSN or Post RN BSC, Nursing) with 07 Years' Experience including 04 years as Head Nurse or equivalent position.</p> <p><i>Job Expectations:</i></p> <p>The overall responsibility of the post is to lead and Manage the Nursing Team in the assigned clinical areas. The purpose of the post is to oversee all activities within the unit(s). The post holder is expected to teach, supervise, and manage all staff involved in direct patient and family care to the optimum level. The post involves clinical practice, management, teaching, and research.</p>	<p>Initial Pay package:</p> <p>RS. 120,000/ per month,</p> <p>+ Allowance for IPC, Block Supervisors, with Nursing Director recommendation, on a performance basis with the approval of BoG.</p> <p>Increments & Allowance are admissible as per BoG Approval.</p>	<p>Male & female</p> <p>The gender ratio will be as per clinical need deemed fit by the competent authority (ND).</p> <p>Number: 5</p>
3	Manager Nursing	<p>In addition to Assistant Nursing Manager Requirement must have: MSc Nursing degree from any recognized institution with 05 Years' Experience including 02 years as Deputy Nursing Manager or equivalent position.</p> <p>MPH/MSPH/MBA Health care Management equivalence to 18 Years of Schooling with 06 years of Experience including 02 years as Deputy Nursing Manager or equivalent position.</p> <p>Baccalaureate Degree in Nursing (i.e. BSN or Post RN BSC, Nursing) with 07 Years' Experience including 03 years as Head Nurse or equivalent position & 02 years as Deputy Nursing Manager or equivalent position.</p> <p><i>Job Expectations:</i></p> <p>The overall responsibility of the post is to lead and Manage the Nursing Team in the assigned clinical areas. The purpose of the post is to oversee all activities within the unit(s). The post holder is expected to teach, supervise, and manage all staff involved in direct patient and family care to the optimum level. The post involves clinical practice, management, teaching, and research.</p>	<p>Initial Pay package:</p> <p>RS. 150,000/ per month.</p>	<p>Both Male & Female are eligible.</p> <p>Number: 2</p>

Table 2. Selection Criteria for NES Posts

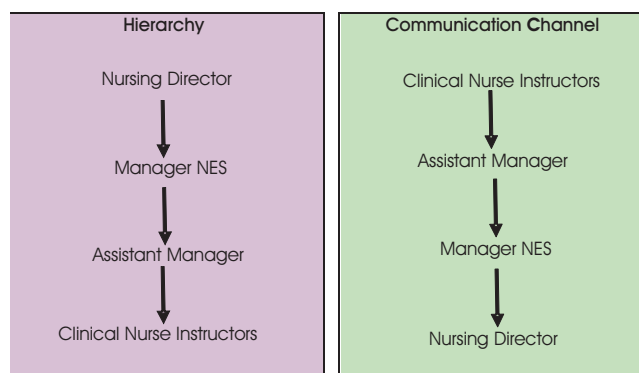


Figure 1. Hierarchy

Funding source: Health Department KPK, Hospital Itself				
Outputs	Cost Elements	Cost	Number	Total Cost
Per month/ Operational	Sinstructors	85,000 Rs	10	850,000 Rs
	Assistant Managers	120,000 Rs	5	600,000 Rs
	Managers	150,000 Rs	2	300,000 Rs
Total				1,750,000 Rs
Once	Non- recruiting budget/Logistic			5,000,000 Rs
Grand Total				6,750,000 Rs

Table 3. Project Budget

7. Risks and Alternatives

Starting Nursing Education Services (NES) at Public Sector Khalifa Gul Nawaz Teaching Hospital MTI Bannu, Khyber Pakhtunkhwa (KPK) comes with multiple risks and needs a thorough evaluation of options to guarantee effective execution. Below are a few major dangers and possible replacements.

7.1 Lack of Resources

7.1.1 Risk

Lack of adequate funding or budget limitations can obstruct the rollout of NES, affecting the quality of education and resources provided to nurses.

7.1.2 Alternative

Investigating different funding options like government grants, private collaborations, or international assistance is possible. Furthermore, a comprehensive budget plan can be created that includes all possible expenses and unforeseen circumstances.

7.2 Infrastructure and Resources

7.2.1 Risk

Insufficient infrastructure, such as classrooms, labs, and

clinical sites, could impact the quality of education and hands-on training for nurses.

7.2.2 Alternative

A thorough evaluation of current infrastructure should be performed and areas in need of enhancement or growth should be identified. Forming alliances with other schools or medical centers to acquire more resources, if necessary should be considered.

7.3 Faculty and Staffing

7.3.1 Risk

The challenge of attracting and keeping skilled faculty and staff may impact the provision of education and mentoring to nurses and nursing students.

7.3.2 Alternative

Effective recruitment plans to draw in experienced educators and clinical instructors should be created. Continuous professional growth opportunities and attractive salary packages to keep skilled employees on board should be offered.

8. Capacities of Institutions Responsible for Implementation

The effective establishment of Nursing Education Services (NES) in Medical Teaching Institutions (MTI) Khalifa Gul Nawaz Teaching Hospital Bannu, in Khyber Pakhtunkhwa (KPK), depends on the cooperation and capabilities of various important organizations. The Health Directorate KPK is essential in policy development, regulatory oversight, and resource allocation to ensure nursing education standards are followed in hospitals. MTIs play a crucial role in supporting quality nursing education programs by offering academic leadership, developing infrastructure, and recruiting faculty for NES. Nursing institutions assist in producing thorough curriculums, offering support services to nurses, and organizing clinical training placements/labs. Organizations like the Pakistan Nursing Council direct the procedures to uphold quality and competency norms by ensuring licensure. Collaboration from these institutions can lead to the implementation of NES in Khalifa Gul Nawaz Teaching Hospital MTI Bannu, which will result in substantial enhancements in healthcare delivery and professional growth for nurses in the area.

9. Monitoring and Evaluation

The project is initially planned to be evaluated half yearly. Evaluating progress throughout and at the end of six months should be conducted for staff nurses which is crucial to ensure that the project achieves its intended objectives and goals. Clear quality indicators should be developed to set goals and measure results.

Clear indicators, such as participation rates, performance improvement, feedback from staff nurses, simulation educators and clinical instructors, cost-effectiveness and patient outcomes, can be used to set goals and measure results. Table 4 shows the Evaluation chart.

Conclusion

The establishment of Nursing Education Services (NES) at Khalifa Gul Nawaz Teaching Hospital represents a significant and transformative step towards elevating the standards of nursing care in Khyber Pakhtunkhwa. By implementing a comprehensive educational framework, the project aims to address the pressing need for advanced nursing training, enhance clinical competencies, and foster professional growth among nursing staff. The emphasis on orientation programs, specialized training courses, and simulation-based education will ensure that nurses are well-equipped to meet the evolving demands of modern healthcare, thereby improving patient outcomes and safety. Through strategic investment and collaboration with various stakeholders, including the Health Directorate KPK and nursing institutions, NES promises to bridge the existing gaps in nursing education and create a sustainable model for ongoing professional development. The anticipated benefits, including improved employee retention, enhanced patient satisfaction, and a robust nursing workforce, underscore the project's alignment with both national health objectives and global

Review	Review Date	Description of Change	Identification of Change

Table 4. Evaluation

standards. Ultimately, the NES initiative will not only contribute to the quality of care provided at Khalifa Gul Nawaz Teaching Hospital but also serve as a benchmark for nursing education programs across the region.

List of Abbreviations

- NES: Nursing Education Services
- MTI: Medial Teaching Institutions
- ANA: American Nurses Association
- CE: Continuing Education
- OSHA: Occupational Safety and Health Administration
- WHO: World Health Organization
- CPE: Continuing Professional Education
- PNC: Pakistan Nursing Council
- BLS: Basic Life Support (BLS)
- ACLS: Advance Cardiac Life Support
- PALS: Pediatric Advanced Life Support
- NRP: Neonatal Resuscitation Program
- BoG: Board of Governer
- RN: Registered Nurse
- KPK: Khyber Pakhtunkhwa
- IPC: Infection Prevention and Control

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