



Co-funded by the
Erasmus+ Programme
of the European Union



The "AccelEd" project is co-funded by Erasmus+ under Grant agreement
No.618052-EPP-1-2020-1LT-EPPKA2-CBHE-SP.

AccelEd News

Issue No.4

November, 2022

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Dear reader!

AccelEd team is pleased to share the latest news that take place within the project "Accelerating Master and PhD nursing education development in the higher education system in Kazakhstan - AccelEd". We thank you for being with us since the beginning of the project.



AccelEd project team is successfully implementing activities as evidenced by the following:

- ✚ In the period of 04.04-20.05.2022, PhD students of the Karaganda Medical University completed a scientific internship at the Jamk university of Applied Sciences, Finland. PhD students visited RehaLab, they were introduced to digital technologies used in the framework of the AIRE project. In addition, they were acquainted with the international DIRENE project, and attended an intermediate webinar of undergraduates, during which they discussed the specifics of writing a dissertation, and were able to give advice to undergraduates.
- ✚ The Training course "Creation and capacity building of research committees of nursing science faculties" was held online (March 28 and 31 and April 11th and 14th 2022) and face-to-face in Almaty from May 16 to 18, 2022. During the master class, the partners developed different sets of assessment criteria for the Master's and PhD thesis in nursing based on the literature and best international practices. Consultations were held with international experts in doctoral nursing education to support this

work. The method used in the development of the assessment criteria included a nine-step approach based on the literature. Participants in the development of criteria for guidelines were AccelEd project partners, including teachers, senior staff, Master's student and PhD students of nursing science.

- ✚ The international conference "Nursing Education, Research and Practice in Kazakhstan: Investments in the future of nursing" was held in Astana, on May 19-20, 2022. A resolution on the results of the conference has been prepared. [Link to resolution.](#)
 - ✚ In the period of June 13-17 2022 the first part of the master class, "Advanced qualitative research methods" was held in Kaunas, Lithuania. Teachers, undergraduates and PhD doctoral students in the specialty "Nursing Science" took part in this master class. The program of the 5-day master class included such topics as application of qualitative research and sampling strategies; phenomenological, thematic, ethnographic, historical, research; grounded research theory; content analysis; ethical issues and data management; presentation of qualitative data and academic writing; publication of an article.
 - ✚ On November 4, a seminar «Service design and its application for nursing development» was completed, which took place within the walls of the Karaganda Medical University. Six medical universities of Kazakhstan (Karaganda Medical University, Astana Medical University, Nazarbayev University School of Medicine, South Kazakhstan Medical Academy, Kazakh National Medical University, Semey Medical University) are implementing service design projects. The purpose of the seminar was to share experience in the implementation and use of the Service Design method in Kazakhstan. Another goal of the seminar was to initiate discussion, dissemination and sustainability of the Teaching and Learning materials developed within the framework of the project.
 - ✚ The best independent works of the participants of the course "The content and development of the theory of nursing care" are published in "Astana Medical journals" and on the platform of the Center for the Improvement of Nursing <https://nursekz.com/>
 - ✚ Master and PhD students of Kazakhstan partner universities have successfully completed a 7-week internship at the Abo Akademi University (Finland) and the Lithuanian University of Health Sciences (Lithuania) in the period from 03.10.2022 to 18.11.2022. The purpose of the internship is to acquire and improve the skills of research methodology, the development of innovative technologies, and the study of new teaching methods.
-

When improving the management and quality of Master and PhD nursing education, what are the important elements?

In the first Masterclass activities were conducted to benchmark best international practices in management of nursing departments, PhD nursing education and the procedures and assessment criteria for Masters and PhD theses in nursing within medical universities in Kazakhstan. A survey questionnaire was conducted with partners to define the baseline situation of Master and PhD nursing education in Kazakhstan. Best practices from European partners were presented and discussed. Based on the findings and discussions in working groups, 22 draft recommendations were developed, discussed and further edited resulting in *12 recommendations* divided into the three following content areas:

A. MANAGEMENT STRUCTURE, FINANCES AND STAFFING: Five recommendations emphasize the importance of having *independent nursing science departments* with Bachelor, Master and PhD nursing educational programmes including own budget and staff; that a PhD degree should be the minimum qualification for management of nursing science department and that more grant funding is needed for nursing science departments.

B. PROCEDURES/ASSESSMENT CRITERIA FOR MASTER'S AND PHD THESES: Four recommendations emphasize the need to improve the procedures and assessment of Master's and PhD theses; the establishment of Nursing Dissertation Councils for nursing science departments and involvement of international experts in the assessment of PhD theses.

C. NATIONAL AND INTERNATIONAL COLLABORATION IN PHD EDUCATION: Three recommendations emphasize the establishment of national network between professors/teachers in nursing science and a shared doctoral education programme for PhD students; international collaboration in research and education with involvement/support of national/international nursing organizations.

The second Masterclass, focused on developing criteria for the assessment of Master and PhD nursing thesis with participants including teachers, senior staff, Nursing Science departments and Master's and PhD students of Nursing Science, because of their expertise and the importance for successful implementation. As preparation, Kazakhstan Orders for Master and PhD education were explored; the evidence from the literature was reviewed and international best practices presented and discussed. Based on the literature, the method for the development of the assessment criteria was established (Dennison RD, Rosselli J, 2014; Gamel, et al. 2018) and as recommended by the literature, the form of analytical rubric was chosen (Gamel, et al. 2018). The content description of behaviours, including skills and competencies in conducting and reporting Masters and PhD research was based on the evidence from the literature and best international practices in the assessment of the quality of research. Because the content areas of Masters and PhD thesis international are in line with content areas of scientific articles, it was decided to adhere to the well-known IMRaD structure for scientific publications (Introduction, Methods, Results and Discussion) (Sollaci, et al. 2008; Bertin, et al.

2013). However, due to the fact that the content areas of Master and PhD thesis as is taught in Kazakhstan at the moment are different than content areas of Master and PhD thesis international and not in line with the IMRaD structure, it was decided to develop short term versions of assessment criteria for Master and PhD thesis, which are in line with the Master and PhD thesis in Kazakhstan today. In addition, Master and PhD thesis assessment criteria for the long term were developed which are in line with content areas of the Master and PhD thesis international. The short-term assessment criteria for Master and PhD thesis can be put into use in right at the end of the project. The long-term assessment criteria do require some changes in teaching students in the different content areas of the Master and PhD thesis, in line with international IMRaD structure for scientific papers (Sollaci, et al. Bertin, et al. 2013).

Now further work continues on establishing guidelines for the procedures of the assessment of Master and PhD thesis. This also includes the preparation of the third Masterclass on the establishment of Research Committees and their role in the assessment of Master and PhD thesis. Thereby the outcome of earlier masterclasses will be combined and integrated into thorough quality assurance system for the assessment of Master and PhD nursing thesis in higher education in Kazakhstan.



This work however, only addresses limited range of aspects supporting teachers and students in Master and PhD nursing education. More work is required to address different areas including continuous evaluation of the quality of Master's and PhD nursing education (of different courses) by students and teachers, creating supportive academic learning environments for students, supporting teachers in providing optimal supervision and mentoring to students and providing optimal resources for both teachers and students to develop as scientists, practitioners and leaders in nursing and health care.

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KATHERINE KOLCABA'S COMFORT THEORY

"In today's technological world, the historic mission of nurses to provide comfort for patients and their families is becoming even more important. Comfort is an antidote to the stresses inherent in modern medical situations, and when comfort increases, patients and their families are strengthened to cope with the challenges ahead. In addition, nurses feel more satisfied with the care they provide".

K. Kolkaba (March 7, 2008)

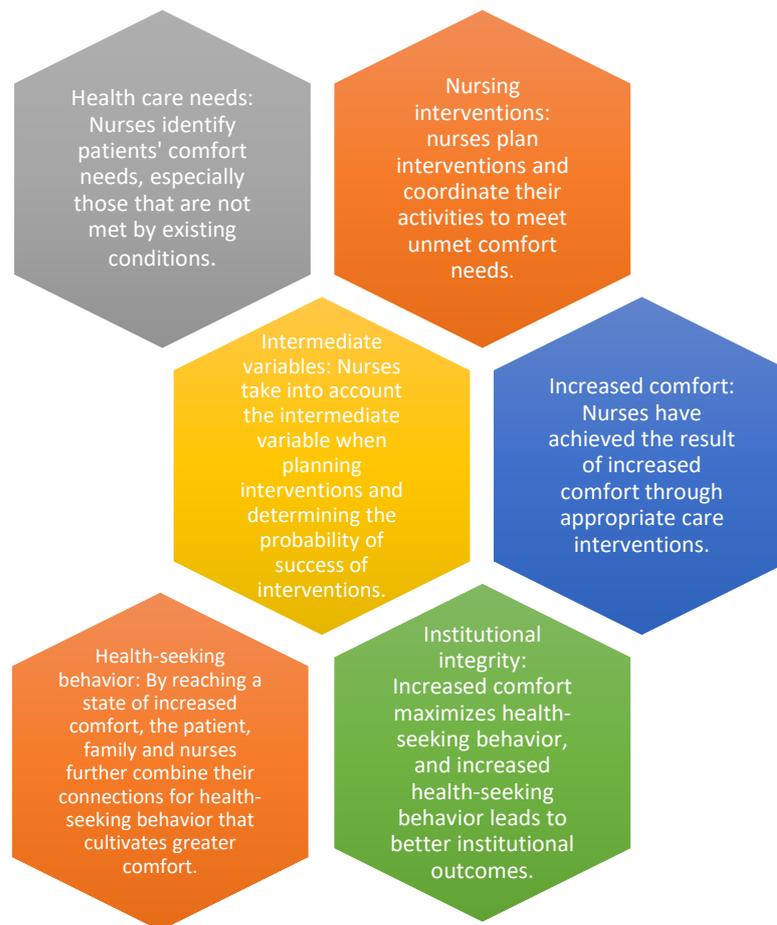
Caring has existed in practice since its existence, but caring as a profession, called nursing, was scientifically invented by the founder of modern nursing, Florence Nightingale, who in her writings declared boundaries along with its constitutional elements. One of the many roles of a nurse is to make sure that patients feel comfortable. Many people decide to take up nursing to help people, and what better way to help patients than to make sure they have everything they need for comfort during treatment and recovery?

Catherine Kolkaba was born in 1965 in Cleveland, Ohio, is a nurse specialist in gerontology and a theorist. Kolkaba developed a middle-level theory in which she introduced comfort as a result of care, and later her theory was tested in numerous studies (*Parker & Smith, 2010*). In 1994, K. Kolkaba developed a theory of comfort based on observed or provided care. Comfort theory has gained popularity due to its simplicity and has been successfully applied in various fields of activity.

According to her theory, patient comfort exists in three forms: relief, lightness and transcendence. Relaxation is the experience of satisfying the need for comfort. Relief is a nursing experience that favors calmness and/or contentment. Transcendence is a unique experience that occurs when a person is able to cope with pain or difficulties. These amenities can arise in four contexts: physical, psychospiritual, ecological, and socio-cultural. Physical comfort is affected by bodily sensations, symptoms and homeostasis. Spiritual and psychological comfort refers to self-esteem, self-image, sexuality, the meaning of life and attitude to higher powers. Interpersonal, socio-cultural and family relationships form socio-cultural comfort. Comfort in relation to the environment concerns a person's experience in relation to the outside world (temperature, lighting, sounds, colors, and so on).

In this theory, the role of the nurse is to assess the patient's comfort needs and create a nursing care plan to meet these needs. As the patient's comfort changes, so does the nurse's intervention. With this method, nurses can provide their patients with proper care and comfort. If the patient feels comfortable, he or she will feel emotionally and mentally better, which will help recovery.

According to (*Peterson & Bredow, 2009*), the theory of comfort of Kolkaba has the following statements that connect the concepts:



Catherine Kolkaba's theory of patient care comfort focuses on patient comfort. Comfort theory has been successfully applied in various clinical nursing practices and in research in the field of nursing. The application of comfort theory in clinical practice helps to determine comfort needs not only for patients, but also for medical professionals. The great achievement of the theory is that it covers the satisfaction of all the needs of patients in a holistic way.

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CARITATIVE FACTORS OF WATSON'S THEORY

Watson's theory describes the heart of contemporary nursing as person-centred transpersonal caring, meaning a wholeness of mind, body, and soul. Watson developed the theory between 1975 and 1979 based on her views of nursing, combined and informed by her doctoral studies in educational, clinical, and social psychology.

According to Jean Watson's theory, a person cannot be treated as an object of therapeutic influence. He is affected in a certain way by everything that surrounds him. Nursing is viewed by the author of the theory as a humanistic science and profession within which personal, scientific, ethical and aesthetic activities are carried out. The purpose of the theory is to ensure balance and harmony between the health and illness of the individual.

"Carative factors" is the original definition of Jean Watson, denoting virtue and/or beneficence by analogy with "karitas." Jean Watson believes that caritas communicates love by allowing care and love to come together (interpersonal care). This connection between love and care is associated with an inner healing of self and others, spreading in nature and in the universe.

Foreign studies confirm the possibility and success of applying the theory of human care in practice, citing as evidence the higher performance of nurses and the improved quality of life of patients. In addition, the theory according to foreign studies finds wide application in nursing education and research in the field of nursing.

By introducing professional care based on this theory, it will bring fundamental values, ethics, moral foundations and philosophy of human care into practice in practical healthcare in Kazakhstan. Incorporating Watson's theory into undergraduate, graduate and doctoral programs will help students make sense of caring, create values and beliefs about the philosophy of care and understand what it means to be a caring nurse.

Jean Watson cites 10 factors as a basis for providing a format and focus for nursing interventions:

Creating a humanistic-altruistic value system.

- To uphold these very values by practicing love, compassion, and balance toward self and others. Through these, positive care is provided and an effective nurse-patient relationship is established.

An instilling of faith and hope.

- A real presence that provides a system of faith and hope and support for one's own and others' subjective life world.

Nurturing sensitivity to self and others.

- Be sensitive to yourself and others as you develop your spiritual practices; moving into a transpersonal presence beyond your ego. Feelings should be central to the nurse-patient relationship.

Development of a trusting, caring relationship that includes mutual assistance.

- For transpersonal care, the development of such a nurse-patient relationship is essential. A trusting relationship encourages and allows for the expression of both positive and negative feelings. This translates into empathy, the ability to be real and honest, to be able to experience and understand the other person's feelings and to communicate that.

The ability to express positive and negative feelings.

- Encouraging and accepting expression of feelings through sincerity, being able to listen to the other person. Sharing feelings is always a risky experience for both the nurse and the patient. Usually only the patient expresses his or her feelings, but the nurse should do so as well. In addition, both must acknowledge that they may be negative.

Systematic use of the creative caring process in problem solving.

- Creative use of self and all modes of knowing (being present, acting, becoming, etc.) as part of the caring process, namely, solving problems using creativity and seeking solutions to those problems through caring.

Facilitating transpersonal teaching-learning.

- Participate in interpersonal learning in the context of caring relationships. The health care provider must learn how to adequately inform and show the patient how to care for themselves. Transitioning to a coaching model for health improvement.

Creating a supportive and protective mental, physical, social and spiritual healing environment at all levels.

- Nurses must recognize the influence of the internal and external environment on a person's health. The internal environment, includes the person's mental and spiritual well-being and sociocultural beliefs. The external environment includes comfort, privacy, safety, beauty, and integrity.

Helping to meet human needs.

- Helping to meet basic needs as actions that potentially affect the mind, body, and spirit of others, leading to wholeness and unity of being while maintaining human dignity. Nurses need to understand that patients have a wide variety of needs, and they need to help them with them. In addition, they need to help patients understand that they must first meet minor needs and then address the more serious ones.

Admitting existential-phenomenological spiritual forces.

- Acknowledging the miraculous is open to the spiritual, the mysterious, the unexplored, the soul taking care of itself. This means that nurses' responsibility is not limited to these ten points, but they must take actions that help prevent possible health problems.

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Upcoming events in 2023

 23.01-27.01.2023

Training course “Advanced qualitative methods in nursing II”

Target groups: academic staff, PhD students in nursing

Organizers: Lithuanian University of Health Sciences (Lithuania) and Nazarbayev University (Kazakhstan)

Venue: Astana, Kazakhstan

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 7.02-9.02.2023

The JBI collaboration center round table

Target groups: Representatives of the Ministry of Health of the Republic of Kazakhstan, Representatives of the Ministry of Education and Science of the Republic of Kazakhstan, academic staff, faculty, university administration, undergraduates, master and PhD students in the educational program "Nursing Science", clinic directors, nurses

Upcoming events in 2023

 01.03-19.04.2023

7-week internship for master and PhD students at Abo Akademi University (Finland) and Lithuanian University of Health Sciences (Lithuania), University Medical Center Utrecht (the Netherlands), JAMK university of Applied Sciences (Finland)

 13.03–24.03.2023

2-week internship of the teaching staff at the University of Abo Akademi (Finland) and the Lithuanian University of Health Sciences (Lithuania), the University Medical Center Utrecht (Netherlands), JAMK university of Applied Sciences (Finland)

 19.05.2023

Conference on improving the quality of nursing education at the Master's and doctoral level.

Target groups: Teaching staff, university students, administrative staff, representatives of associated partners and ministries, practical healthcare university leaders, nurses, undergraduates, master and PhD students in the specialty "Nursing Science"

Organizers: University Medical Center Utrecht (the Netherlands) and Kazakh National Medical University. S. Asfendiyarov (Kazakhstan)

Venue: Astana, Kazakhstan

Organizers: Jamk university of Applied Sciences (Finland) and Karaganda Medical University (Kazakhstan)

Venue: Astana, Kazakhstan

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 **27.02-3.03.2023**

Creation and capacity building of research committees of nursing science faculties

Target groups: Deans, Teaching staff, Administrative staff, Heads of nursing science departments, representatives from MoEdS, MoH, ECAQA, and partners of AccelEd project

Organizers: University Medical Center Utrecht (the Netherlands) and Kazakh National Medical University. S. Asfendiyarov (Kazakhstan)

Venue: University Medical Center Utrecht, the Netherlands

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 **October 2023**

Final Nursing Conference

Target groups: Teaching staff, university students, administrative staff, representatives of associated partners and ministries, practical healthcare university leaders, nurses, , master and PhD students in the educational program "Nursing Science"

Organizers: Astana Medical University (Kazakhstan)

Venue: Astana, Kazakhstan

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Date of release in 2023: March, October

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