

National Authority for Quality Assurance and Accreditation Of Education

National Academic Reference Standards (NARS)

(Nursing)

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Gratitude

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Preface

Competence is defined as the application of knowledge and the interpersonal, decision - making and psychomotor skills expected for practice role. Identifying competencies is the main step in developing standards. In Egypt , attempts are being made for establishing standards in the different specialties . The purpose of the standards of nursing practice is to fulfill the professional`s obligation to provide a mean of improving the quality of care. Because there is no one set of standard , such organization and profession must set standards and objectives to guide individual practitioners in performing safe and effective care

The guideline of Academic Reference Standards has been prepared by the Supreme Council of Egyptian Universities, Nursing sector (SCU/NS).

Work Methodology

Different methods were used to revise the NARS of nursing profession:

- 1- Regular meetings were held weekly for discussion and consensus agreements concerning the following :
 - a- Revision of the introduction by adding some details for more clarification and comprehension
 - b- Revision and reorganization of attributes and roles of the nurse graduate.
 - c- Revision of the existing Academic Reference Standards
 - d- Determining the total teaching hours for the bachelor nursing program compared with national and international frames
 - e- Determining the percentage weight for different subject group in the bachelor program compared with the national and international frames
- 2- Communication between the reviewer team was established through E. mails
- 3- Net search was done to be sure that the existing standard are not copied

I-Introduction

Nursing profession is evolving with the mode delivery of health care services and has undergone major changes both locally and internationally in the past decades. In line with international trends, it is important to develop a health care system that provides lifelong holistic care, promotes health, enhances the quality of life and enables human development.

The availability of qualified and competent health care professionals is the key to the delivery of quality health care services. As nurses play a central role in the promotion, maintenance and restoration of health, there is a need to develop competent nurses who are capable of taking up extended and expanded roles in the delivery of primary, secondary and tertiary care.

Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and inpatient health systems management and education are also key nursing roles.

Hence, education programs for preparing nurses must ensure that students acquire the essential skills that will enable them to fulfill these roles competently and ethically.

Working Opportunities

The Registered Nurse (RN) works in collaboration with the health theme. She works as a clinical nurse to provide direct care to patients with various medical and surgical diagnoses; she can have administrative responsibilities in any of the nursing specialties and subspecialties.

She can also work in the critical and intensive care unit where she provides care for patients with serious complex and acute illness, she provides close monitoring and extensive protocol of care.

The RN can as well work outside the health care setting such as home care, where she provides follow up care after hospital discharge or for rehabilitative long term care, geriatric homes, or health care centers for preventive services to all age groups or occupational health settings to prevent job related illness or injuries or school health to monitor the students growth and development and early detection of any illness.

In all areas, in addition to the nursing care providers the RN offers advice and emotional support for patients and families.

She also works as teacher, health educator. Also works in certain specialties as infection control and quality control.

Philosophy and Mission of the Nursing College

The stated mission summarizes the beliefs in the nature and practice of Professional nursing, as the nursing experts on the person, the environment and health. It provides a basis for the revision of the nursing syllabus that guides the development of educational programs for GRN.

Each individual college will have to formulate own mission, reflecting its own believes and training emphasis.

II- Roles and Attributes of the Nurse Graduate

Basic roles of the graduate B.Sc nurse have been identified by the working group as comprising nine dimensions of nursing practice that relate to working with consumers, significant others, health care and service providers. *(Diagram1)*

Diagram 1: Proposed Identification General Registered Nurses' Role



This identification will help in the development of the background document that assist educators in the design of curriculum of nursing college that will go hand in hand with worldwide directions in nursing provision of care and education.

The Bachelor of Science in Nursing is a vocational qualification as well as an academic award. The following attributes have been identified by the working groups as being an integral part of the multiple roles of the nurse graduate to:

- Be a critical thinker, a culturally competent person, and a knowledgeable coordinator of community resources.
- Practice within the ethical and legal framework of the profession.
- Be an effective communicator.
- Be a competent provider of health, a professional role model and a responsible manager who helps consumers to achieve optimum levels of care.

Based on The identified attributes and roles of the graduate nurse, the following could be expected from the registered nurse.

1. Utilize the nursing process as a framework for providing professional nursing care that includes health promotion and protection, disease prevention, acute and chronic illness care, rehabilitation activities, and care for the dying.
2. Provide holistic and sensitive care based on an understanding of the norms and health care beliefs/ practices of various racial, ethnic, religious, socioeconomic, gender specific and age-related populations including professional values and standards of practice.
3. Incorporate knowledge from the arts, humanities, natural, physical, social sciences, health promotion, and disease prevention and of the culturally diverse needs of individuals, families, groups and communities into professional nursing practice.
4. Employ critical thinking in the provision of professional nursing practice.
5. Communicate and collaborate with interdisciplinary health team members and consumers to improve the delivery of health care to individuals, families, groups and/or community within a variety of settings.
6. Incorporate relevant research findings into professional nursing practice.
7. Participate in activities that promote professional development and enrich the profession.

8. Function as an advocate, manager, leader, teacher, and coordinator in the delivery of quality, comprehensive nursing care within a diverse and multicultural society.
9. Accept responsibility and accountability for nursing decisions, legal and ethical nursing actions, continued professional and personal growth and lifelong learning.
10. Utilize leadership/management strategies to effect change for the improvement of nursing care in structured and other settings.

III- National Academic Reference Standards (NARS) for nursing:

I- Knowledge and understanding:

1. Demonstrate awareness and understanding of developments in nursing that have an impact on the individual's capacity to practice nursing.
2. Draw upon gained knowledge and skills in order to make professional judgment, recognizing the limits of his/her practice.
3. Use best available evidence, standards and guidelines to evaluate nursing performance.
4. Utilize a questioning approach to learning understand the relation between theory and Practice.
5. Utilize concepts and principles derived from the course of study as a body of knowledge for practicing in a variety of set ups.
6. Develop and maintain a body of knowledge that is relevant to her field of action and reflects modern theories and discoveries.
7. Integrate interdisciplinary theories to deliver holistic, person and centered care.
8. Analyze the role of the nurse in health improvement activities within the context of collaborative care.
9. Understand requirements for delegation and supervision of practice.
10. Identify basic knowledge of research science to be utilized in the delivery of health care in various settings.
11. Identify theories and principles and underlying the interaction between humans and their environment that affect health.
12. Integrate adult learning principles into educational activities.
13. Define health and discuss the role of the nurse in improving health and health promoting activities.

14. Identify policies producers and guidelines concerning the rights of consumers.
15. Utilize principles of social psychology in the interaction with people, groups and communities to enhance positive relationships.
16. Recognize the effect of verbal and non verbal communications on the development of effective personal interaction.

II- Intellectual skills:

1. Use appropriate strategies to manage own responses to the professional work environment.
2. Set guidelines for nursing practice in a variety of setting.
1. Synthesize knowledge derived from the scientific, behavioral and nursing sciences for the development of professional skills.
3. Think logically, systematically, behavioral and nursing science for the development of professional skills.
4. Formulate specific plans for meeting needs/problems taking into account time scale, workload and resources available within the context of holistic health care and contribution of others.
5. Adopt systematic approaches to analyze and evaluate the information collected.
6. Use reasoning and problem solving skills to make judgments/decisions in prioritizing actions.
7. Measure critically the outcomes of professional activities during provision of care.
8. Recognize professional scope of practice and make referrals where appropriate.

9. Recognize role variation of health care teams and service providers according to individual's/ groups needs and health care setting.
10. Ensure the availability of resources and competencies of nursing personnel and its efficient and effective utilization.
11. Initiate and implement change conducive to the improvement of health care provision.
12. Develop innovative solutions to practice issues.
13. Understand, manipulate, interpret and present numerical and narrative data.
14. Synthesize clinical evidence in order to solve problems relating to the organization and management of patient care.
15. Recognize the potential for health teaching in nursing interventions.
16. Evaluate consumer learning and understanding about health practices.
17. Develop plans to address health education problems according to the three levels of prevention.
18. Select and implement health promotion program to meet identified consumer need.
19. Explain policies/practices which influence the right of individuals or groups.
20. Clarify interventions that seem inappropriate with relevant members of the health team.
21. Assist individuals/groups to make informed health care decisions.

III- Practical and professional skills:

1. Actively participate in debates and discussions reflecting new developments and disseminate information gained.

2. Practice in according to guidelines and standards applicable to health care professionals.
3. Promote positive changes in health care delivery considering social, cultural, educational, technological, environmental, legal, ethical, economic and spiritual forces
4. Develop skills of self-directed learning and practice reflection in learning activities.
5. Use a range of assessment techniques appropriate to the situation to identify relevant determinates of health, physical, psychosocial and cultural needs/problems.
6. Conduct appropriate activities skillfully and in accordance with best/evidence-based practice.
7. Record professional judgments and decisions taken.
8. Gather relevant information from a wide range of sources including electronic data.
9. Provide safe personalized care.
10. Implement standardized protocols and guidelines during nursing interventions.
11. Disseminate nursing assessments and decisions to the interdisciplinary health care team and other relevant service providers
12. Act as a role model and mentor, sharing knowledge and expertise with less experience health providers and students.
13. Work with the health team to develop policies and guidelines to improve health provision.
14. Apply theories of management toward organization for planned consumer care
15. Take action to resolve conflict.

16. Support the conduct of research, and identification and integration of current research findings and best practices into the practice setting.
17. Implement a teaching plan with common health problems and defined learning needs according to the three levels of prevention.
18. Prepare the consumer and/or others for continued health care.
19. Use informal and formal methods of teaching appropriate to the individual or group abilities.
20. Protect and promote consumer's right to autonomy, respect, privacy, dignity and access to information.
21. Communicate effectively with individuals, and /or groups, and communities through interpersonal, written and technological strategies
22. Utilize principles of communication to deal with the consumer (and his/her relatives/ careers), group/community/Population.

IV-General and transferable skills:

1. Adhere to codes of standards and requirements of professional and statutory bodies.
2. Assume responsibility for safe, competent and ethical health care and be accountable to the public, the employer, and the profession.
3. Facilitate a physical, cultural, psychosocial, and spiritual environment that promotes safety.
4. Demonstrate on-going commitment to personal and professional growth security for all.
5. Work with consumers, (and relatives/ careers), group/ community/ population to consider the range of activities that are feasible/acceptable in planning the care including possibilities for referral.

6. Analyze sources of evidence to promote care which is clinically effective.
7. Adapt activities to the need of the situation and the available resources.
8. Seek additional knowledge and/or information when presented with unfamiliar situations.
9. Assist in the evaluation of the individual consumer's responses to health intervention.
10. Maintain highest standard of nursing care possible within the reality of a specific situation.
11. Monitor and review the ongoing effectiveness of the planned activity.
12. Maintain appropriate relationships with consumers that respect their rights and dignity.
13. Provide appropriate levels of guidance, role-modeling and support to other health care delivery personnel to maximize outcomes.
14. Work across professional boundaries for achievement of optimal patient care.
15. Facilitate a work environment of trust and respect among all health care professionals consistent with the mission, vision and values of the organization.
16. Manage self, including personal time and workload management, and uncertainty and change in the workplace.
17. Motivate individuals or groups in order to improve awareness, learning and behavior that contribute to healthy living.
18. Provide leadership through formal and informal roles.
19. Communicate research findings and best practice knowledge to other nurse and health care team members.
20. Make judgments on the effectiveness of research approaches for enhancing delivery of care.

21. Recognize own limitation and determine appropriate person to deliver health education sessions.
22. Apply concepts of health education in the home, immediate environment and appropriate person to deliver health education sessions.
23. Accept responsibility for teaching and leading others in various settings.
24. Advocate for practice environments that promote mutual respect, team collaboration and safe, support shared decision making.
25. Establish professional therapeutic interactions with consumers and advocate for consumers in their interactions with the health care system.
26. Continuously apply communication skills in inter- professional, social and therapeutic contexts.
27. Help to resolve communication problems among individuals groups and communities.

Nursing practice is grounded on standards and values which are expressed in written codes of ethics and professional standards, and supported by a system of professional regulation.

Registered nurses practice in a variety of settings and roles because of their broad knowledge base. The practice of nursing encompasses the domains of direct care, education, administration, and research. Nursing policy is an emerging domain of practice for registered nurses.

IV-Percentage weight for different subject groups in the bachelor program s

No.	Subject area	%	Tolerance	% of elective
A	Basic Sciences	Around 15		
B	Medical Sciences	Around 20		
C	Nursing Sciences	Around 45		
D	Humanities & Allied Sciences	Around 10		
E	Free sciences	Around 10		
Total				

V- Content of Different Subject Areas

Basic Sciences

- ◆ Human anatomy, Microbiology, Nutrition, Biophysics, Biochemistry.

Medical Sciences:-

- ◆ Includes: Principles of community health, Medical Parasitology, Physiology, Medicine, General Pathology, Pharmacology, Emergency Medicine, Surgery, Critical medicine, Pediatrics Medicine, Pediatrics Surgery, Obstetrics and Gynecological Medicine, Forensic Medicine & toxicology, Community Health Epidemiology, Gerontological Medicine.

Nursing Sciences :-

- ◆ Includes : Fundamental of nursing, Medical Surgical Nursing, Emergency Nursing, Pediatrics Nursing, Critical Care Nursing, Obstetrics and Gynecological Nursing, Critical Care Nursing, Nursing Administration, Psychiatric Nursing and Mental Health, Public health Nursing, Community Health Nursing, Principles of Nursing Administration, and Nursing Education Sciences.

Humanities and Allied Sciences:

- ◆ Includes: Communication and Human relations, Fundamentals of Psychology, Human Rights, Fundamentals of Sociology, Professional Ethics, Statistics English& Computer, English, Strategies of Nursing Education, and Methods of Scientific Research.

Free Sciences:

- ◆ According to each faculty own requirements.

VI- Glossary

This is a set of working definitions for clarification of the process for the development of the National Academic Reference Standard for nursing in Egypt.

Academic Standard These are specific standards for the minimum level of knowledge and skills to be gained by the graduates of an educational program. They are decided by the institution, informed by reference points.

Accountability Each nurse is accountable to the public and responsible for ensuring that her/his practice and conduct meets legislative requirements and the standards of the profession.

The state of being answerable to someone for something one has done.

Nurses are responsible for their actions and consequences of those actions. Part of this accountability includes conducting themselves in ways that promote respect for the profession.

Nurses are not accountable for the decisions or actions of other care providers when there was no way of knowing about those actions.

Accreditation The recognition recorded by an organization to either an institution or an educational program when the institution can demonstrate that its programs meet acceptable standards and that it has in place effective systems to ensure the quality and continuing improvement of its academic activities, according to the criteria of the recognizing organization. The recognizing body should have a legitimate interest and authority, such as assuring the quality of entry to profession or acting on behalf of the Government. It should also meet world-class standards for accrediting organization.

Advanced practice Advanced practice nursing defines a level of nursing practice that utilized extended and expanded skills, experience

and knowledge in assessment, planning, implementation, diagnosis and evaluation of the care required. Nurses practicing at this level are educationally prepared at postgraduate level and may work in a specialist or generalist capacity. However, the basis of advanced practice is the high degree of knowledge, skill and experience that is applied the nurse-patient/client relationship to achieve optimal outcomes through critical analysis, problem solving and accurate decision making.

Advanced practice nursing forms the basis for the role of nurse practitioner. The nurse practitioner role is an expanded from of advanced practice nursing which is specifically regulated by legislation and by professional regulation. Legislation may privileges to health care facilities.

Advocacy The supporting, protecting and safeguarding of the consumers' rights and interests.

Advocacy is undertaken in the best interests of the consumer.

Advocacy is an integral part of nursing and forms the

Foundation of trust inherent in the nurse-consumer relationship.

Speaking on behalf of another, in circumstances where patients are unable to represent themselves, their needs, wishes, values and choices.(adapted from sutor1993).

Appropriate Matching the circumstances, meeting needs of individual, groups or situation

Attributes They are a set of characteristics demonstrated by a graduate, which draw upon the acquired knowledge, understanding and skills for employment in the relevant field.

Autonomy Having a sense of one's own identity and an ability to act independently and to exert control over one's environment,

including a sense of task mastery, internal locus of control, and self- efficacy.

Best practice A program or project becomes a “best practice” when it has been a success based on evidence, has a positive impact on patient outcomes and can successfully be replicated in other locations and situations.

Career A person, paid or unpaid, who regularly helps another person, often a relative or a friend, with all forms of care required as a result of illness or disability. The term incorporates spouse, partners, parents, other relatives, guardians and voluntary careers who are not health professionals.

Collaborative &

Therapeutic practice Relates to establishing, sustaining and concluding professional relationships with individuals that relate to the nurse understanding their contribution to the interdisciplinary health care team

Competence The combination of skills, knowledge, attitudes, values and abilities that underpin effective and/or superior performance in a profession/occupational area.

A level of performance demonstrating the effective application of knowledge, skill and judgment.

In nursing definitions, there is wide-ranging agreement that, in the performance of nursing roles to the standards required in employment, competence reflects the following:

- Knowledge, understanding and judgment;
- A range of skills – cognitive, technical or psychomotor and interpersonal; and
- A range of personal attributes and attitudes.

Competent The person has competence across all domains of competencies applicable to the nurse, at a standard that is judged to be appropriate for the level of nurse being assessed.
The judicious application of knowledge, attitudes and skills required for performance in a designated role and setting.

Confidentiality The duty to preserve a person's privacy.

Context The setting/environment where competence can be demonstrated or applied.

**Critical thinking
Analysis**

Relates to self-appraisal, professional development, and the value of evidence and research for practice. Reflecting on practice, feelings and beliefs and the consequences of practice of these for individuals/groups is an important professional benchmark.

Delegate Sharing authority with other health care providers to provide a particular aspect of care. Delegation among regulated care providers occurs when the required task is outside the role description and training of the unregulated care provider.

Domain An organized cluster of competencies in nursing practice.

Ethics Each nurse understands upholds and promotes the values and beliefs described in the College's Ethics practice standard. Ethical nursing care means promoting the values of client well-being, respecting client choice, assuring privacy and confidentiality, respecting client choice, assuring privacy and confidentiality, respecting sanctity and quality of life, fairness in the use of resources. It also includes acting with integrity, honesty

and professionalism in all dealings with the client and other health team members.

General and

Transferable skills Skills of a general nature, which can be applied in any subject area and are including: written and oral communication, the use of new technological tools, ICT, group workshop, problem solving and management.

Intellectual skills Explain the intellectual skills, which the course will assist in developing in the students such as: analysis, capability for creative thinking, problem identification and solving.

Intended Learning

Outcomes (ILOs) knowledge and skills which the institution intends for its programs and mission –related.

Knowledge and understanding:

The main information to be gained and the concepts that should be understood from the course.

Intellectual skills: explain the intellectual skills, which the course will assist in developing in the students such as: analysis capability for creative thinking, problem identification and solving.

Professional skills: the ability of students to apply and adopt the topics into professional application

General and transferable skills:

skills of general nature, which can applied in any subject area, including : written and oral communication, the use of new technological tools, ICT, group workshop, problem solving and management.

Knowledge

The main information to be gained and the concepts that should be understand from the course.

Each nurse possesses, through basic education and continuing learning, Knowledge relevant to her/his professional practice.

All nurses add to their basic education and foundational knowledge throughout their basic education and foundational knowledge throughout their careers by pursuing ongoing learning.

Knowledge Application Each nurse continually improves the application of professional knowledge.

The quality of professional nursing practice reflects nurses' application of knowledge.

Nurse applies knowledge to nursing frameworks, theories and/or processes. This includes the performance of clinical skills because the technical and cognitive aspects of care are closely related and cannot be separated.

Leadership

Each nurse demonstrate her/his leadership by providing, facilitating and promoting the best possible care/service to the public.

Leadership requires self-knowledge (understanding one's beliefs and values and being aware of how one's behavior effects others), respect, trust, integrity, shared vision, learning, participation, good communication techniques and the ability to be a change facilitator. The leadership expectation is not limited to nurse in formal leadership positions. All nurses, regardless of their positions, have opportunities for leadership.

Nursing informatics Integrates nursing science, computer science, and information science to manage communication data, information, and knowledge in nursing practice. Nursing

informatics facilitates the integration of data, information, and knowledge to support clients, nurses, and other providers in their decision-making in all roles and settings.

Objective Specify what learners will be able to do, or perform, to be considered competent.

Professional practice Relates to the professional, legal and ethical responsibilities, legal and ethical responsibilities which require demonstration of a satisfactory knowledge base, accountability for practice, functioning in according with legislation affecting nursing and health care, and protection of individual and group rights.

Personal skills The ability of students to apply and adopt the topics into professional application.

Professional relationships, are based on trust and respect, and result in improved client care.

Provision and

Coordination of care Relates to the coordination, organization and provision of nursing care that includes the assessment of individuals/groups, planning, implementation and evaluation of care.

Relationships Each nurse establishes and maintains respectful, collaborative, therapeutic and profession relationships.

Relationships include therapeutic nurse-client relationships and professional relationships with colleagues health team members an employers.

Reflective practice A means by which practitioners can develop a greater self-awareness about the nature and impact of their performance , an awareness that creates opportunities for professional growth and development.

Role	Expected behavior of graduate.
Skills	The set of abilities to do tasks which will require the application of applied knowledge.
Standard	<p>It is an authoritative statement that sets out the legal and professional basis of nursing practice. All standards of practice provide a guide to the knowledge, skills, judgment and attitudes that are needed to practice safely. They describe what each nurse is accountable and responsible for in practice standards represent performance criteria for nurse and can interpret nursing scope of practice to the public and other health care professionals.</p> <p>Standards can be used to stimulate peer feedback, encourage research to validate practice and generate research questions that lead to improvement of health care delivery.</p> <p>Finally, standards aid in developing a better understanding and respect for the various and complementary roles that nurses have.</p> <p>The <i>Standards for Nursing Practice</i> contain statement about the expected behaviors of registered nurses in providing safe, competent and ethical practice.</p> <p>The standards are broad in scope so that they may be applied in all domain and for all setting.</p>

Therapeutic Nurse-Client

Relationships	<p>The consumer's needs are the focus of the relationship, which is based on trust, respect, intimacy and the appropriate use of power.</p> <p>Nurses demonstrate empathy and caring in all relationships with consumers, families and significant others. It is the responsibility of the nurse to establish and maintain the therapeutic relationship</p>
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Understanding	A demonstration of the ability to derive
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relationships and define and solve problems using fundamental concepts and principles.

VII-Reference

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