

QUALITY FIRST: MODERNIZING THE NURSING CURRICULUM FOR ACCREDITED HEALTHCARE

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OBJECTIVES

The primary aim of this investigation was to determine the educational impact of a dedicated 14-week curriculum focusing on clinical governance, institutional accreditation, and risk management protocols among undergraduate nursing candidates in the Jordanian higher education sector.

METHODS

Utilizing a longitudinal pre/post-assessment framework, the study tracked 53 nursing students through a specialized "Quality and Patient Safety" module. The instructional strategy involved a hybrid of didactic delivery and case-based analysis. Performance was measured via a validated 30-item competency instrument across three specific pillars of healthcare systems. Statistical analysis was performed using paired-sample comparisons to quantify knowledge acquisition.

RESULTS

Participants demonstrated a substantial upward shift in proficiency across all metrics. Post-instructional mean scores showed significant elevation: Healthcare Quality increased by 63%, Accreditation Standards by 86%, and Patient Safety by 86% compared to baseline ($p < 0.001$ for all parameters). The highest delta of improvement was observed in the understanding of Patient Safety protocols, suggesting a high receptivity to safety-oriented pedagogy.

CONCLUSIONS

The findings suggest that targeted academic interventions are vital for bridging the gap between clinical theory and institutional quality requirements. Integrating these specialized domains into the standard nursing curriculum is recommended to ensure graduates are prepared for the rigorous demands of modern, accredited healthcare environments.

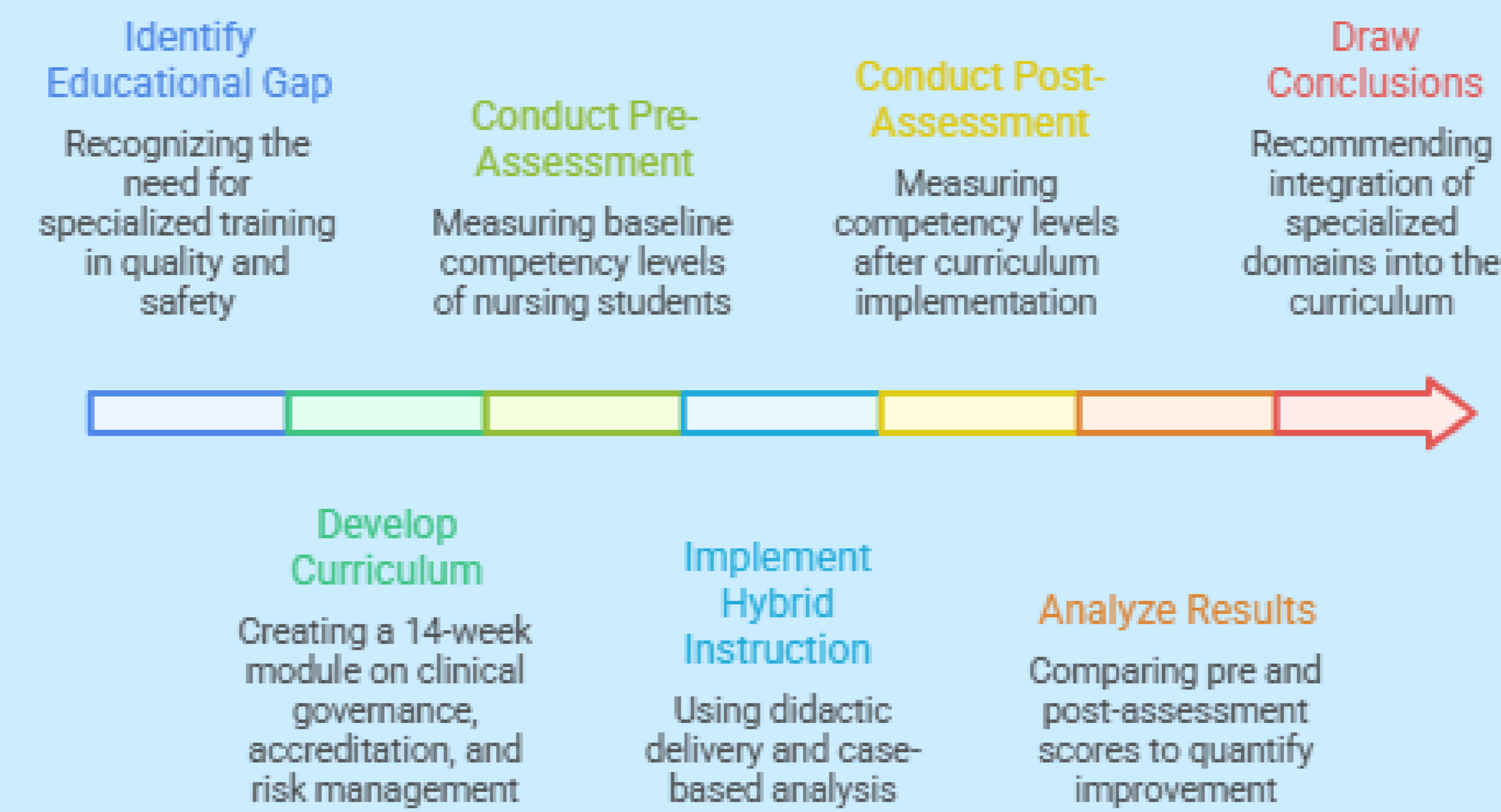


Figure 1. Study Flowchart

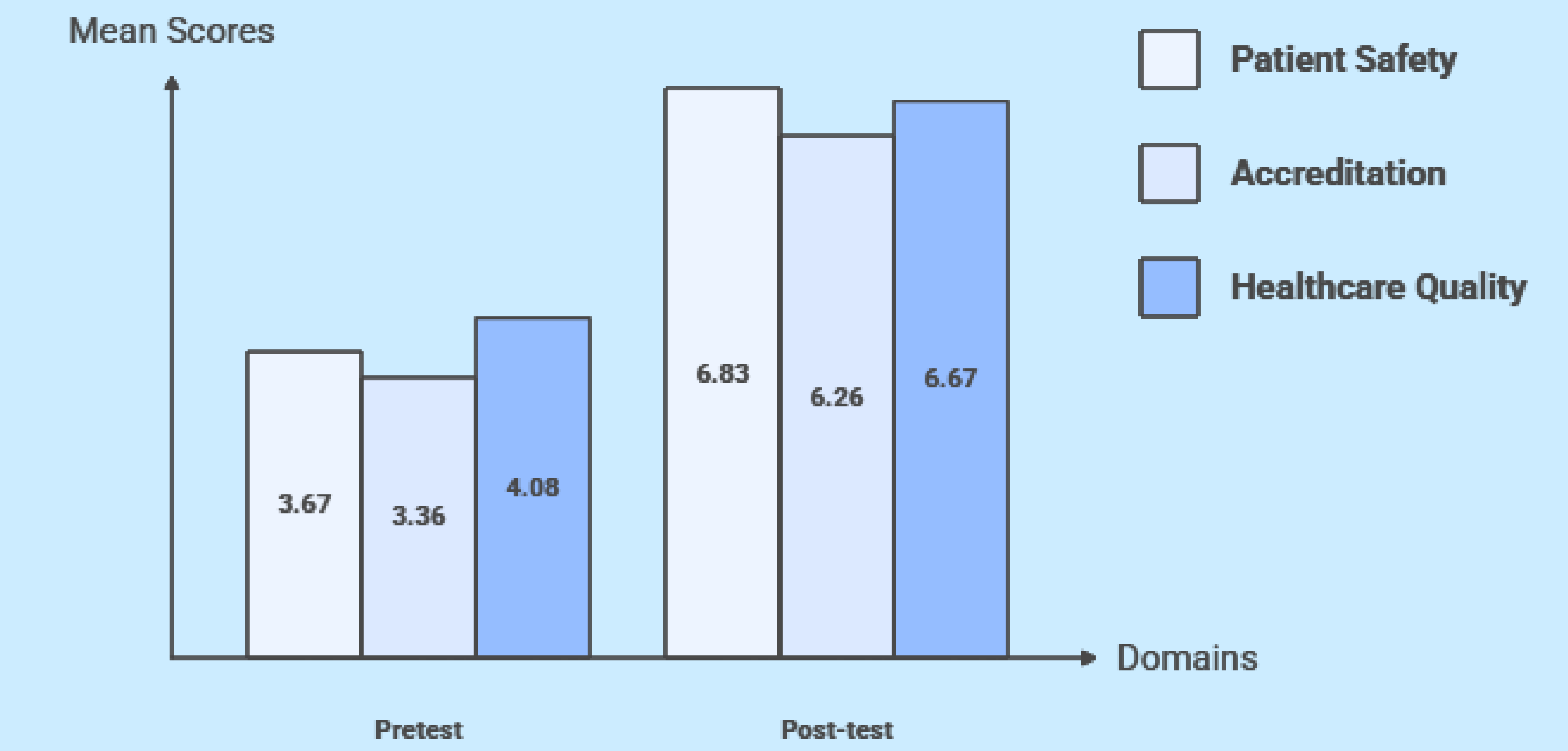


Figure 2. Mean Score Comparison: Pretest vs. Post-test by Domain

Competency Pillar	Baseline Score	Final Score	Percentage Increase	Significance (p)
Quality Improvement Tools	4.08	6.67	+63.4%	< 0.001
Institutional Accreditation	3.36	6.26	+86.3%	< 0.001
Patient Safety & IPSGs	3.67	6.83	+86.1%	< 0.001

Table 1. Analytical Comparison of Knowledge Acquisition Domains

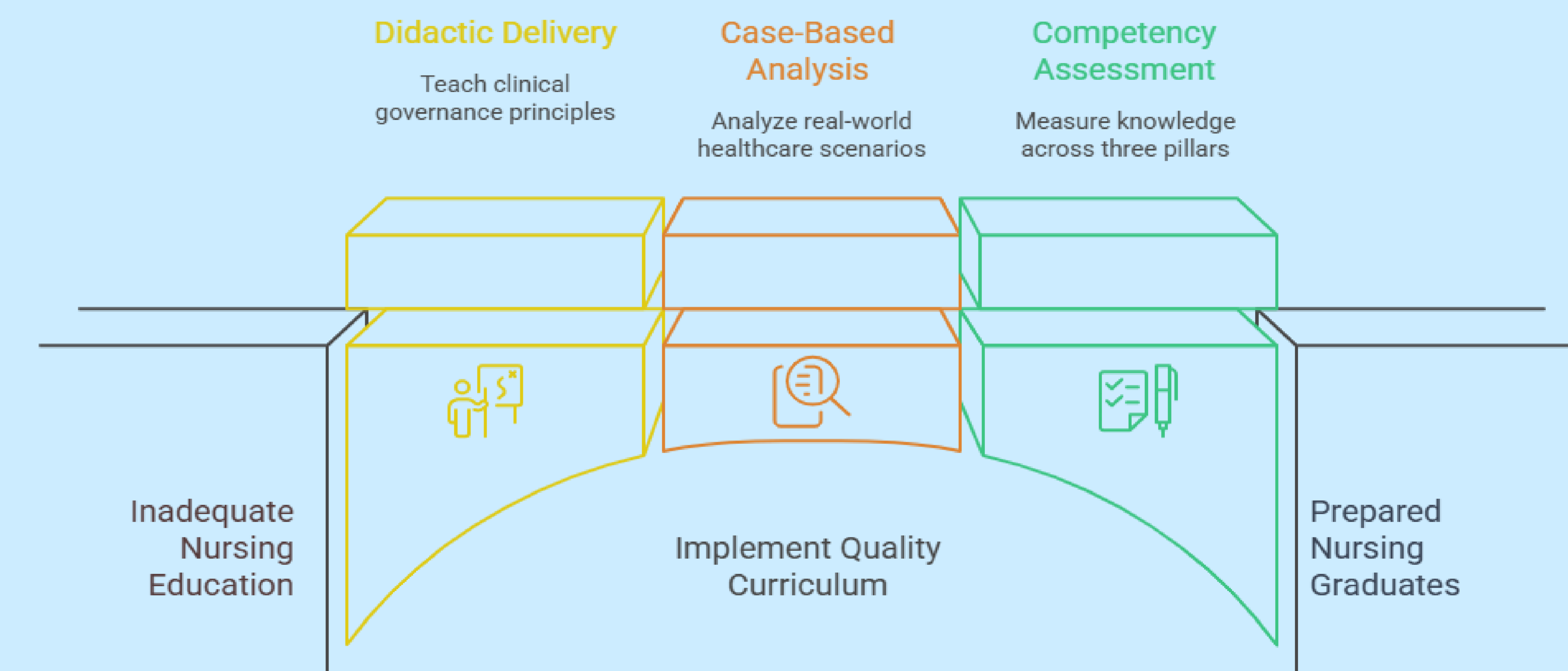


Figure 3. Conceptual Framework for Modernizing Nursing Curricula through Clinical Governance and Quality Integration

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