

**Implementation of National Curriculum for the Diploma of General Nursing (DGN) and
Certificate for Community Health Worker (CHW) Program**

**Brief 14: Subject Development & Continuing Professional Development, Health Professional Education, Fast
Track Program**

Port Moresby, Papua New Guinea, 12th-23rd June 2023

In partnership with the Papua New Guinea (PNG) National Department of Health (NDoH), education specialists from the WHO Collaborating Centre for Nursing, Midwifery and Health Development at the University of Technology Sydney (WHO CC UTS), University of Papua New Guinea (UPNG) and the PNG Department of Higher Education, Research, Science and Technology (DHERST) facilitated workshops in PNG in June 2023 as part of the Continuing Professional Development program designed to help teachers improve their teaching practices. The overall program aims to support PNG's health workforce to meet current and future health needs through the review, development and implementation of revised National Curriculum for the Diploma of General Nursing (DGN) and the Certificate for Community Health Worker (CHW) Program. The National Curriculum Review program is funded by the NDoH, the World Health Organization (WHO) and the Australian Government, through the Department of Foreign Affairs and Trade (DFAT).

As part of this program, representatives from NDoH and the WHO CC UTS held Health Professional Education workshops for CHW and Nursing Educators in June 2023.

Subject Development Workshop (Week 1)

The first week of this workshop was dedicated to subject development and was held at the Catholic Emmaus Conference Centre, Don Bosco Technical Institute (DBTI) in Port Moresby, between the 12th-17th June 2023. This workshop built on the outcomes of the workshop held in PNG in March 2023 and those held in 2022. The introductory workshop for Continuing Professional Development, Health Professional Education, Fast Track Program held in March marked the initial training of educators to teach the newly revised DGN and Certificate for CHW programs. Two educators per institute from all 16 Schools of Nursing/Midwifery (SON), and all 19 Community Health Worker Institutes (CHW), were represented at the workshop. Since then participants have been supported by NDOH mentors as well as staff from



Figure 1: Workshop Participants

the WHOCC as they worked to complete the course work and assessment requirements of the programme. The primary goal of this workshop was to ensure that the subjects as described in the two revised curriculum documents are ready for implementation in 2024.



Figure 2: Teams Working Hard on Subject Outlines

Objectives of the Subject Development Workshop

1. Provide feedback on progress, issues, concerns, successes.
2. Demonstrate understanding of the revised curriculum for the respective programs by outlining in sequence the subject outlines in semesters.
3. Complete all first year theoretical subjects: complete weekly planning guide and develop lesson plans.
4. If feasible, begin to develop subject outlines for second year in the respective programs.
5. Develop session plans as outlined in the curricula as per the first-year subjects.
6. Review current assessment practices and evaluate them against the principles in Learning Module 3 of the Fast Track.
7. Prepare for integration of content related to Gender Based Violence into the revised programs.
8. Further develop competency in recognising and responding to Gender Based Violence and discuss how this can be integrated into the respective programs.

Day 1:

The workshop was introduced by Mary Kililo and team and the purpose, outline and goals of the workshop discussed. Participants then started work in subject groups to build on the work that was completed in the March workshop. Their task was to develop full subject outlines for first year subjects.



Figure 3: NDoH Regulation Facilitation

Day 2:

Work continued on subject development. Professor John Vince, Deputy Dean, Academic School of Medicine and Health Sciences (SMHS) from UPNG attended as a guest lecturer and discussed educational change and associated challenges.

Day 3:

Participants finalised their subject descriptions and presented their work to the whole group. It was very satisfying to see and hear the progress that has been made. The participants contributed really positively and productively and were able to make constructive suggestions about the implementation of the revised programs. Two staff from WHOCC were able to attend the presentations and were very impressed with the quality of the work presented.



Figure 4: Workshop Activities

Day 4:

Focused on reviewing current assessment strategies and considering how useful/relevant they would be for the revised program. Work also continued on subject and lesson plan development.



Figure 5: Participants Looking at Assessment Strategies

Day 5:

The Gender-Based Violence (GBV) workshop began with an introduction to sexual and gender-based violence in PNG. Colleagues from La Trobe University, Victoria and UNFPA facilitated the workshop. This was followed by a presentation on PNG health worker guidelines to responding to sexual and gender-based violence issues. Discussions about understanding the impacts of beliefs and attitudes in society followed this. After lunch, facilitators outlined the signs and symptoms of sexual and gender-based violence, and the consequences of these. Discussions about guiding principles for survivor centred care was also included.



Figure 6: Participants Reviewing Assessment Strategies

Participants were introduced to a WHO assessment framework designed to assist health professionals in assessing and referring people who have experienced GBV. Called LIVES; Listen, Inquire, Validate (acknowledge), and Enhance safety and Support, participants observed a role play using the tool, of poor quality assessment

followed by one that modelled ideal assessment practices. Following a short coffee break, participants applied their learning of LIVES by discussing how to integrate it within the workplace. A restful lunch break was followed by participants learning about clinical care practises for survivors of sexual and gender-based violence. The workshop concluded with discussions on how the participants could care for themselves in the workplace



Figure 7: Principles of Reflection to Student Assessment and Learning

Fast Track Program Workshop (Week 2)

The second week focussed on the Fast Track Program held between the 20th-23rd June, which worked toward the Bachelor of Health Professional Education. The same participants from week 1 as well as 5 academics from WHO CC UTS supported by the NDoH team were attendance.

Objectives of the CPD-Fast Track Program Workshop

1. Reviewed and provided feedback from Week 1 workshop: what was achieved, what went well, where to from here?
2. Reviewed and reflected on the Fast Track program: progress, issues, concerns.
3. Evaluated the likely outcomes of assessments across the first year of each program.
4. Considered how identified learning outcomes can be addressed through assessment: developing marking criteria for each assessment task.
5. Found and evaluated research on teaching and learning topics.
6. Applied research evidence to improve teaching practice.
7. Identified and developed teaching and learning activities and formative assessment tasks to ensure students can complete each assessment task

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9. Applied the principles of reflection to student assessment and learning.
10. Critically reviewed competency-based assessment and developed an approach to consistently apply competency-based assessment in the revised curriculums.
11. Completed Module 3: Part 1 of the Fast Track Program and agreed on and planned for the next phase of the course;
12. Discussed the Faculty Development Research and participated in completing the questionnaire.
13. Discussed and agreed on plan for next workshop.



Figure 8: WHO CC UTS Introductions

Day 1:

Started with a review and feedback from Week 1. Due to the King's Birthday complicating the timetable the gender-based violence workshop continued for the first morning. In the afternoon the focus of the workshop was the FastTrack CPD program where Backwards Design for Learning was applied to the goals of both programs.



Figure 9: Mentorship Group for Fast Track Program

Students worked in groups to discuss the graduate attributes that will be needed by nurses and CHWs in the future. This then guided the review of course and subject outcomes and then how these attributes would be taught and assessed during the programs. At the end of the day the homework for participants was designed to further build their skills and competence in reading and applying research evidence in their teaching.

Day 2:

Focused on linking subject objectives and subject assessment and the development of assessment criteria. A theoretical framework for assessment evaluation was introduced and participants applied that to the assessment in their specific subjects. Participants then agreed on assessment types and spent the day working on assessment criteria. Time during the day was also spent reviewing homework and discussing the use of evidence in both teaching and clinical practice and how research skills can be developed and embedded in student learning.



Figure 10: CHW Competency Based Assessment and Development

Days 3 & 4:

Day 3 began with further discussion about ensuring that assessments are valid, reliable and equitable and how to ensure these principles can be applied in practice (Module 3A of the FastTrack). Group work then focused on developing high quality assessment criteria for the revised subjects in the new curriculums. Day 4 focused on integrating student-centred learning activities into lesson plans and skill development. On Day 4 in the afternoon, the nursing and CHW groups had a different focus. The nurses continued to focus on subject and assessment development and the CHW focused on competency assessment and the evaluation of various tools that can be used to



Figure 11: Learning via Scenarios

assess competency. This took the form of actual practical assessment where participants role-played conducting a competency assessment. Various assessment tools were used and evaluated and the best models were discussed and reviewed. The end of the day reviewed progress in the Fast Track to date, agreement about feedback from the assessments, and a plan for work following the workshop. It was agreed that participants would continue to be supported by the NDOH mentors and Ali Moloney from WHOCC and that they will complete the last two modules from the Improving Teaching & Learning Course. Day 5 was planned to enable participants to review and reflect on their individual change projects.

Day 5:

Focused on reflection and the use of reflective practice in teaching and learning. Participants reviewed and reflected on their individual improvement projects and made plans for ensuring completion by the next workshop in September. Day 5 also focused on explanation and then completion of the Faculty Development Survey which is designed to further understand the continuing educational needs of teachers as well as their resource requirements. All participants were willing to be involved in the research.

Workshop Outcomes:

All objectives of the workshop were achieved.

- Participants all submitted their expected work on time.
- They worked very diligently to complete their subject outlines, including assessment tasks and criteria.
- They participated well in all aspects of the program and their reviews and evaluation indicates that they learned what was intended from the workshop.
- Development and planning of the next workshop in September.



Figure 12: Capturing Learning

Next Steps

Following on from this workshop, another workshop is planned from 4th-10th September 2023 that will continue the Fast Track Program and will provide an opportunity for participants to present and share their change projects with each other. The workshop in September is the final part of the first course/subject of the Fast Track Program: Improving Teaching and Learning. Participants will be expected to submit a final piece of work for assessment by December and once that is successfully completed, they will be eligible to apply for RPL in that subject should the program be accredited by UNPNG in 2024. They will have completed more than 300 hours of CPD in 2023 and are to be commended for their commitment and effort.



Figure 13: Program Research Committee