

**Reviewing and Development of National Curricula Review of the Diploma of General Nursing and Certificate for Community Health Workers**

**Informal Workshops and Steering Committee**

**Lamana Hotel 3<sup>rd</sup> -18<sup>th</sup> November and 1<sup>st</sup> December 2021**

## Introduction

As a continuation of the Reviewing and Development of National Curricula Review of the Diploma of General Nursing and Certificate for Community Health Workers program funded by WHO and DFAT in partnership with NDOH. This 2<sup>nd</sup> brief presents further informal workshops were carried out leading to the inaugural Steering Committee meeting.

The purpose of these informal sessions was to:

1. Enable participants to critically review the two curricula currently in use for both nurses and community health workers,
2. Re-evaluate and review the expectations of graduates from both the CHW and Nursing programs. Consider what is needed for the health care of the future, and how we can better prepare practitioners to meet that need,
3. Consider if the competencies identified for each cadre of workers are still fit for purpose,
4. Examine the health priorities in the draft National Health Plan (2021) and in the draft Gap Analysis and identify the specific needs of students to enable them to practice safely and effectively in the PNG health system of the future,
5. Use the curriculum documents to evaluate the likely outcomes of students from the two programs and consider whether or not they match the expectations identified by the team,
6. Review the NDOH research base-line survey in the light of the workshop and consider the key questions to be explored.

## Informal Workshop – Wednesday 3 November

The informal workshop carried out on the 3<sup>rd</sup> of November 2021 consisted of a review of the General Diploma of Nursing and its competencies. The goal was to assess which competencies needed to be updated or added. The attendees were also invited to ponder on the question: “What will the nurse and CHWs of the future look like?”

This first session was presented by Suzanne Rochester, a nursing academic advisor WHO CC UTS, starting to review nursing competencies, CHWs will be review at a later date.

Suzanne started with a snapshot of the health workforce in PNG. She then spoke about the need for regulation in the nursing profession to guarantee the safety of nurses and patients. The participants were then introduced to the four recognised elements of regulation:

- Registration,
- Standard setting,
- Accreditation
- Management of conduct, performance and impairment matters.

The presenter then moved on to list the three components of the standards for professional nursing practice:

- Nursing competency standards
- Code of ethics
- Code of professional conduct

Professor Rochester then presented the definition of Scope of practice and how it is influenced by the context in which the nurse practises, the health needs of people, the level of

competence and confidence of the nurse and the service provider's policy requirements.

The proposed outcome over the next two meetings was to assist in the revision of the current competency standards for registered nurses (Code of Professional Conduct; Code of Ethics for Nurses in Papua New Guinea) and decide if they remain relevant to PNG's needs and to make a plan for change if required.

It is common practice that competency standards are revised every 6 to 10 years in order to ensure they remain relevant and contemporary. Although PNG's current competency standards for nurses are clear and accessible, they have not been updated since 2002.

Suzanne invited participants to share their thoughts regarding PNG's competency standards. She then presented the workshop objectives:

- Define professional regulation and its relationship to quality and safety
- Consider the components of competency
- Explore and define competency, competence and a competency framework
- Appreciate the processes involved in developing or revising Competency Standards for RNs
- Appreciate the meaning of a competency-based curriculum
- Review the support provided by a Code of Ethics and Code of Conduct

The attendees then participated in an activity in which they were asked to think about activities they are competent in and how they develop and measure their own competency. The participants were then introduced to three elements of competencies (knowledge and thinking, skills, personal characteristics and traits) and their influence on competency.

The attendees were invited to explore existing competency standards. They were given two different competency standards and were asked to analyse and discuss how the standards differ and how the units of competency are written.

The participants were then encouraged to reflect on what would be helpful to consider when deciding if the current competency standards are relevant:

- The function of competency standards, i.e. what they are used for
- What contemporary nursing is and how this relates to expectations and abilities
- What registered nurses do in PNG
- Your aspirations for nursing in PNG
- How nursing is valued and how this position is safeguarded and understood



*NDoH Informal workshop – 3 November 2021*

The participants shared their views on each of the above aspects and how they are related to competencies for nursing. They also reflected on whether the current competencies support the goals for nursing in PNG and what important changes of the nursing workforce in PNG are not being reflected by the nursing standards created in 2002.

The afternoon session was presented by Professor Di Brown, Academic Lead at WHO CC UTS, and covered the capacity building/fast track program for educators and senior clinicians. The goal of the session was to discuss what we would like the fast track/capacity building program to look like, including:

- who should be involved,
- what should be covered
- how it will be managed

Firstly, participants were encouraged to reflect on teaching and learning. They were shown four different definitions of teaching and were asked to choose the most appropriate description. They justified their answers and discussed the meaning of those answers in the context of teaching and learning.

The attendees then answered two questionnaires from different perspectives. First, they were asked to respond as they would expect

an average student to do so, and then as they would wish a student to respond. That led to a discussion regarding deep and surface approaches to teaching and encouraged participants to reflect on which one of these approaches is more often used in PNG.

Professor Brown then introduced the concepts of transfer of wisdom, extending knowledge and creating knowledge.

The final part of the presentation consisted in listing the reasons for updating the nursing curriculum, which included: improving the quality of clinical care, health outcomes and patient and family satisfaction with care.

The participants were also given some ideas on approaching changes in teaching, learning, content and structure of nursing curricula.

The participants provided feedback and discussed the next steps, fast track program was at this early stage considered to be at a BN conversion level.

### **Informal Workshop – Thursday 18 November**

The morning session started with presenter Professor Di Brown, Academic Lead at WHO CC UTS. She spoke about a few options of programs to capacitate educators to approach learning and opportunities to offer other capacitation programs.

The second presenter, Professor Lin Lock, Research Lead at WHO CC UTS, spoke about the content, more specifically, subjects that cover teaching and learning. She explained the purpose of one of the proposed subjects, which is to allow academics and teaching staff to critically evaluate their current teaching and learning processes and practices to improve the quality of learning. The subject would also teach teaching and learning theories and highlight the importance of taking a student-focused approach. The presenter also mentioned the importance of student evaluation and the use of data to guide evidence-based teaching.

The attendees then were encouraged to reflect on the desired outcomes of this subject, which are:

- To appraise theories and approaches to adult learning

- to analyse a current subject or program being taught
- explain and critique how students approach their tasks
- to explore the role of assessments
- to analyse leadership style to improve leadership

Professor Lock then spoke about the process and logic behind choosing topics relevant to a subject, considering the desired outcomes.

Lastly, the presenter highlighted the importance of assessments as tools to evaluate outcomes. She emphasized the need for assessments to be correlated to each other and be an extension of the learning process.



*NDOH Informal workshop – 18 November 2021*

In the afternoon session, presenter Alex Doyle, Programs Manager (MERL) at WHO CC UTS, spoke about monitoring, evaluation, research & learning (MERL).

The main goals for this sessions were:

- To create a shared language in how we approach monitoring and evaluation
- To discuss some foundational ideas around MERL
- Specifically to differentiate between outputs & outcomes of MERL
- To capture your language regarding the change we expect to create
- To start building a road map to help us work with and prioritise data

The presenter then underlined the relevance of appropriate data collection for setting the evaluation process's baseline and invited participants' comments and suggestions.

The presentation then covered the essential steps of the monitoring and evaluation process. It included the WHO WPRO 'Grounds up Approach'

according to the PARcific methodology as the guiding principles of partnership for this process.

Finally, the participants discussed the possible outputs from the planned activity and how data would support these results.

### **Inaugural Steering Committee Meeting – Wednesday 1 December**

Mr Ulch Tapia accepted his nomination as the Chair of the Steering Committee.

Acknowledgment was given for the support of the partners to get the program going, including NDOH, WHO, DFAT/ PATH and WHO CC UTS to improve the services in the country.

Background papers were distributed and discussed that included an outline of the previous meetings and workshops that led to this point; the draft Monitoring and Evaluation Framework and draft Governance and Stakeholder Framework.

Di Brown presented highlights from the Executive Summary of the Draft Gap Analysis, which will be circulated and discussed in detail at the next meeting.



*Members at the Inaugural steering Committee Meeting on the 1<sup>st</sup> of December 2021.*

Mary Kililo provided an update on the current NDOH research being conducted in 8 provinces.

The next steering committee meeting is proposed in the first 2 weeks in February 2022, and three sub-committees will need to be established.

### **Data Collection**

From October to December 2021, data collection has been conducted in 8 provinces across PNG, These are:

- New Ireland (Kavieng)
- Gulf (Kerema)
- Oro
- East Sepik
- Simbu
- Western Highlands
- Mandang
- Western Highlands (Mt Hagen)



*Dr Russel Kitau and Dr Julie Kep coordinated data collection in East Sepik.*



*Mary Kililo and Julie Dopsie coordinated data collection in Kerema.*

Members of informal workshops and steering committee available on request [whocc@uts.edu](mailto:whocc@uts.edu). The members represent NDOH medical standards, human resources, workforce standards, staff development and training, education, policy, members of the Medical Board and Nursing Council, DHERST health education, clinicians, PMGH reps, members of the Nursing and CHW Associations, members of Nursing and CHW Education Institutes, and members of partner and funding organisations DFAT, WHO, PATH.