

**Review and Development of National Curricula for the Diploma of General Nursing (DGN) and Certificate for Community Health Worker (CHW) Program**

**Brief 7: Curricula Review Subcommittee Workshops**

**Introduction**

This brief provides an overview of the workshops undertaken by the DGN and CHW Subcommittees on Wednesday the 20<sup>th</sup> of April as part of the *Review and Development of National Curricula for the DGN and CHWs* program. This program is funded by the World Health Organisation (WHO) and the Department of Foreign Affairs and Trading (DFAT) in partnership with Papua New Guinea’s National Department of Health (NDoH). The DGN and CHW Subcommittees are composed of participants from schools of nursing and community health work throughout PNG. 43 nurses and CHWs attended from 15 provinces. A full list of attendees is provided at the end of this brief.

The purpose of the workshops was to explain the overall goal and objectives of the current curricula review program, to explore contemporary ideas about the curriculum, and to consider how that curriculum might best meet PNG’s future health needs. In addition, they aimed to explore how to match the revised curricula with key health priorities identified in PNG’s draft National Health Plan (2021), the NDoH Baseline Survey, and the draft Gap Analysis prepared by the WHO Collaborating Centre at the University of Technology, Sydney (WHO CC UTS).

Each meeting began with a presentation on the key health indicators, national and regional health challenges, and health workforce development and capacity challenges that inform the Curricula Review and Development Project.

It was noted that there has been a significant increase in CHW institutes (from 11 to 19) and Nursing institutes (from 7 to 13) without an equal increase in educators or quality. Moreover, there is currently no master’s program for nursing in PNG, and a 2012 Faculty Development Survey and diagnostic audit carried out with the original 7 nursing institutes showed that only 28% of educators held a master’s degree, while only 60% held any educational qualification whatsoever. The current qualification status of PNG educators is unknown. It was noted further that an analysis of national registration data and findings from the State of the World’s Nursing Report (SOWN 2020) indicate that nurses and CHWs constitute 71% of the professional health workforce in PNG. Importantly, the presentation highlighted the fact that multiple reports, research papers, and diagnostic audits have confirmed the urgent need to review and improve the curricula for this workforce, which has not been reviewed since the late 1990s. The importance of aligning the curricula with recent DHERST legislation, and the need to establish strong nursing and CHW governance at the national level in PNG were also noted.

In discussions following the presentation, many participants from nursing and CHW institutes affirmed that there is an urgent need to address the lack of adequate qualifications amongst educators and, by extension, to elevate the standard of graduates. Brief discussions were held regarding the best means of recruiting and retraining faculty staff to meet training needs and of supporting continuing professional development (CPD) programs to ensure



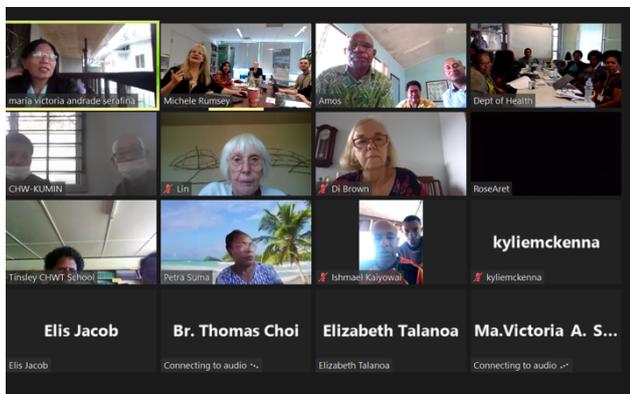
*DGN Subcommittee Workshop*

**Background Presentation**

that the latest teaching and learning methods are being implemented across the training schools.

### **NDoH Baseline Survey and Analysis Presentation**

Mary Kililo, technical advisor at the NDoH, was joined by Kylie Mckenna, Research Fellow at WHO CC UTS, to discuss the NDoH's recent Baseline Survey and Analysis with the Subcommittees. The purpose of the survey was to capture the perspectives of current students, graduates, supervisors, and educators on current curricula content, critical gaps in training, and their own capacities and capabilities. It was conducted in 8 provinces between October 2021 and February 2022 by the NDoH research team, and generated 489 responses.



*CHW Subcommittee Workshop*

The presenters outlined the structure of the survey, the responses of CHW and Nursing graduates and supervisors, and the initial results of the analysis. They highlighted key deviations in responses to certain questions, and reviewed these against the results of the Gap Analysis. This process allowed the teams to validate the content of the Gap Analysis and corroborate their findings.

After the presentation, many participants from the CHW and nursing institutes highlighted the value of the NDoH's data analysis, stating that both it and the Gap Analysis would provide a firm empirical foundation upon which to build the new curricula. Many commented on the practice/theory gap that is highlighted in the survey, stating that such a gap is evident amongst new graduates and in the workforce. Important questions about the scope of practice of each health cadre as reflected in the curricula, especially of CHWs, were also raised – such questions

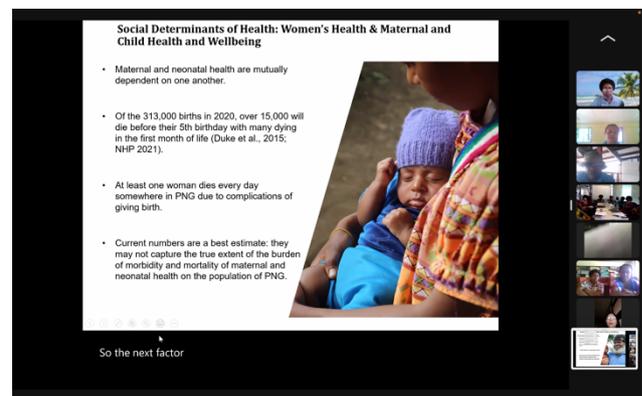
will need to be considered in the review and development process.

### **Gap Analysis Presentation and Teaching Workshop**

Di Brown delivered a presentation on 4 key health priorities identified in the Gap Analysis and the NDoH's National Health Plan:

- The social determinants of health
- Specific health concerns (including communicable and non-communicable diseases)
- Health care safety and quality
- Emergency and disaster response.

In discussing the social determinants of health, Di Brown provided an overview of key statistics regarding the health and wellbeing of men, women, children, adolescents, and expectant mothers and neonates, as well as the key factors contributing to poor key health indicators in PNG, including poverty and poor socioeconomic status, a low number of skilled healthcare workers, gender-based inequalities in access to education, and a lack of resources and adequate healthcare infrastructure. It was noted that such factors likewise impact the distribution and severity of communicable and non-communicable diseases in PNG, the capacity of the country to respond to natural disasters, and the quality of healthcare services.



*Workshop presentation on Gap Analysis.*

Following this presentation, Di Brown lead the workshops in a discussion about teaching methods, clinical practice, and how to foster critical thinking and a capacity for lifelong learning in new graduates. In each workshop, participants from different institutes shared their perspectives on the nature of teaching. Many highlighted the collaborative

relationship between teacher and student; a student is not merely a passive vessel for a teacher's knowledge, and a teacher also has the capacity to learn and grow through the teaching process. Some mentioned that students should be challenged to use critical thinking and saw the ultimate role of teaching as changing the student's perspective on the world and showing them 'how to learn', so that they can be engaged and critical thinkers throughout their lives. The pragmatic role of teaching – showing learners how to understand and apply specific knowledge, concepts and processes to across different contexts and settings – was also discussed. The necessity of providing time for critical reflection during teaching was emphasised, as was the need to support learning through the provision of adequate resources and skilled educators to faculty.

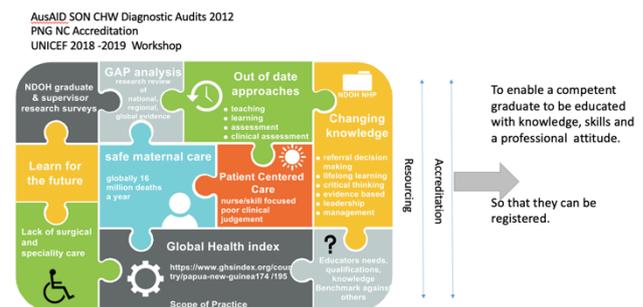
In a brief discussion on the concept of 'learning', many participants emphasised the important role that students play in the learning process, and the necessity of providing adequate practical and pedagogical support so that education and changes in understanding can occur.

### General Discussion and Next Steps

Reflecting on the content of the presentations, participants from the nursing and CHW institutes discussed how the NDoH baseline survey, the Gap Analysis, and their own observations and experiences might best be used to inform the development of a revised curricula. Many agreed that teaching should be more student oriented: students should be encouraged to be self-directed learners and to engage in problem solving and critical thinking. It was also noted that there needs to be a greater emphasis on teaching clinical skills and conducting hands-on assessments via preceptorship programs to support student competencies. One issue highlighted by participants was the pressure that clinical placements can place on clinics themselves. Under-resourced and understaffed, clinics are often unable to provide the support needed for nursing and CHW trainees, and the ratio of students to clinical tutors is poor. Thus, there is a need to build competency and capacity

within both faculty and clinical settings to ensure that students are adequately supported throughout their education, and that quality and safety standards are upheld.

Many participants discussed the scope of practice of each health cadre and suggested that this needs to be better defined in the new curricula. Such a process will require envisaging what clinical skills, competencies, and experience new clinicians should be expected to possess when they graduate, and how the curricula might best be designed to accommodate this. The importance of adequate mentorship and supervision for new graduates across clinical settings was also discussed, as was the value of implementing CPD programs for educators to provide ongoing support, guidance, and opportunities for ensuring their clinical competence. Additional topics raised for discussion were the job shortages or release of vacancies for CHWs, the scope of the CHW curricula and the need to remove or add specific courses, financial restrictions on the ability of clinical staff to take leave for CPD, and the unsustainability of current student intake levels within the schools.



*Draft 'puzzle' of curricula redevelopment, created by NDoH baseline analysis workshop participants*

The workshop closed with a review of the role of the subcommittee within the wider context of the curricula review processes. Face-to-face workshops with key participants from nursing and CHW training institutes and schools were also scheduled for late May 2022 to accelerate work on the curricula review process.

**Attendees**

<b>Nursing Workshop</b>	<b>CHW Workshop</b>	<b>NDoH Secretariat</b>	<b>WHO CC UTS Secretariat</b>
<b>Dare Collin</b> – Senior Nurse Clinician, Nazarene Hospital, Jiwaka (Nazare Church)	<b>Dr Cathy Pilang</b> – Principal, Kumin, CHW School	<b>Mrs Mary Kililo</b> – Technical Adviser, HR Training, NDoH	<b>Di Brown</b> – Academic Lead, WHO CC UTS
<b>Diane Kono</b> – Senior Lecturer, Pau	<b>Amos Kupaloma</b> – Principal, Rumginae, Western/ECP	<b>Dr. Russel Kitau</b> – Medical Board, PNG	<b>Michele Rumsey</b> – Director, WHO CC UTS
<b>Dr Esther Pelly Batia</b> – Principal, Kaindi, SON	<b>Lucy Gawai</b> – Principal, Kapuna, Gulf/GCS	<b>Mrs Sulpain Passingan</b> - NDoH	<b>Tasnuva Tisha</b> – Project Officer, WHO CC UTS
<b>Edith Namba</b> – Unit Supervisor, WHPA, WH	<b>Dr Violet Archie</b> – Medical Doctor, Kapuna Hospital, Gulf/GCS	<b>Dr Nina Joseph</b> - Registrar, PNG Nursing Council	<b>Zachary Moore-Boyle</b> – Project Officer, WHO CC UTS
<b>George Taudemo</b> – A/Principal, St Barnabas, Milne Bay/Church – Anglican, Catholic and United Church	<b>Nichola Kaoka</b> – Principal, St Gerard, Veifaá, Central/Catholic	<b>Ms Shirlyn Waudi Belden</b> – Project Administrator, NDOH WHO CC	<b>Prudence Murphy</b> – Project Officer, WHO CC UTS
<b>Greta Dimiyasi</b> – Deputy Principal, St Barnabas, Milne Bay/Church – Anglican, Catholic and United Church	<b>Dabik Suari</b> – A/Principal, St Margaret, Oro Bay, Oro/Anglican	<b>Mrs Julie Dopsie</b> – NDoH	
<b>Jennifer Barip</b> – Unit Manager OPD, St Mary's Hospital, Vunapope, Kokopo, ENB	<b>Br Thomas Choi</b> – Lecturer, Kumin SHP/Catholic	<b>Mrs Mary Roroi</b> – Project Lead, NDoH WHO CC	
<b>Lomot Rodney</b> – Lecturer, St Marys, ENB/Catholic DWU	<b>Serah Kani</b> – Senior Tutor, Rumginae, Western/ECP		
<b>Mary Turi</b> – Deputy Principal, Highlands CoN	<b>Ester Kya</b> – Principal, Tinsley CHW, WHP/Baptist		
<b>Monica Tauna</b> – Luth SON, Madang/Church	<b>Jenny Robert</b> – Clinical Tutor, Tinsley CHW, WHP/Baptist		
<b>Mrs Janet Yamu</b> – Director Nursing, WHPA, WH	<b>Ruth Injo</b> – Health Training Coordinator, Tinsley CHW, WHP/Baptist		
<b>Nohan Placidia</b> – DNS, St Mary's Hospital, Vunapope, Kokopo, ENB	<b>Elis Jacob</b> – A/Principal, Telefomin, WSP		
<b>Pauline Kalate Bomario</b> – A/Principal, Lae SON, Morobe	<b>Ma Victoria Safarina</b> – Principal, Kungumanda, Enga		
<b>Pelenisi David</b> – Senior Tutor, Highlands Regional College of Nursing, EH/Government	<b>Magdalene Aisa-aisa</b> – Senior Clinical Tutor, St Gerard Veifaá, Central/Catholic		
<b>Sr Carol Hosea</b> – Director of Nursing Services, PMGH	<b>Elizabeth Toarino</b> – Clinical Tutor, St Margaret, Oro/Anglican		
<b>Sr Cathy Sale</b> – Specialist Mental Health Nurse, Laloki Mental Health Hospital, NCD	<b>Mr Ismael Kayowai</b> – Principal, Salamo, Milne Bay/United Church		
<b>Sr Celyn Tusalah</b> – Principal, Arawa SON	<b>Rose Aret</b> – Principal, Tombil, CHWTS, Jiwaka/Adventist		
<b>Sr Daisy Benoma</b> – Director DNS, Popondeta GH, Oro/Government	<b>Norbet Lorta</b> – Program hEad, Tanamalo CHWTS, Private, AROB		
<b>Sr Dianne Namu</b> – Senior Nurse Clinician, Modilon Hospital, Madang (Government)	<b>Jotelly Nogone</b> – Principal, Asia Pacific Institute of Applied Social, Economic, & Technical Studies, Private, Hohola, NCD		
<b>Sr Elizabeth Hambuhau</b> – Senior Lecturer, Luth SON, Madang/Church			
<b>Sr Helen Morito</b> – Director Nursing Services, GPH			
<b>Sr Shyрил Wala</b> – Senior Nurse Clinician, PMGH			
<b>Thelma Ali</b> – TA Workforce Standards, NDoH NCD			
<b>Wallace Kintak</b> – Principal, Nazarene CON, Jiwaka/Church			