

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

**Brief 8: CHW and Nursing Curriculum Workshop – 23<sup>rd</sup>-27<sup>th</sup> May 2022**

This brief provides an overview of National Curricula Review of the Diploma of General Nursing and Community Health Worker Programs: Strengthening Health Workforce Education in Papua New Guinea Workshop. This workshop ran from the 23<sup>rd</sup>-27<sup>th</sup> May in Port Moresby, and was attended by principals, educators, and clinicians from nursing and CHW schools as part of the *Review and Development of National Curricula for the DGN and CHWs* program. 14 of 16 Schools of Nursing/Midwifery (SON), 19 of 19 Community Health Worker Institutes (CHW), and all 22 provinces were represented at the workshop. The workshop was coordinated by facilitators from National Department of Health (NDoH) and World Health Organization Collaborating Centre University of Technology, Sydney (WHO CC UTS). The National Curricula Review program is funded by NDoH, World Health Organization (WHO) and Department of Foreign Affairs and Trade (DFAT). Representatives from each organisation were in attendance.

This workshop was recognised as an extremely important event. This is the first time these nursing and CHW institutes, educators, regulators, health policy advisors and clinicians have come together to discuss the curricula review and development program.

**Purpose of the Workshop**

The purpose of the workshop was to:

1. Review draft curriculum structure for nursing and agree on topics/subjects for inclusion
2. Review draft curriculum structure for CHW and agree on topics/subjects for inclusion
3. Consider how this relates to scope of practice for both cadres of workers
4. Map and appraise existing objectives, content and assessment strategies and discuss likely effects on student growth, learning and the development of student autonomy
5. Evaluate existing teaching and learning processes and consider the effect on student outcomes
6. Build skills in subject writing for developing new subjects
7. Review clinical skills list for inclusion in each program
8. Competency development and assessments across programs
9. Identify and prioritise ongoing professional development learning needs
10. Agree recommendations to be presented to curriculum Sub-Committees and National Curriculum Steering Committee.



*Strengthening Health Workforce Education in PNG – Workshop Participants*

## Day 1: Curricula Review Program Background

Day 1 was facilitated by Michele Rumsey (WHO CC UTS) and Mary Kililo (NDoH). The welcoming keynote was provided by Mr Joseph Lipu (Human Resources Manager, NDoH).

Following this, background presentations were delivered on the work undertaken on the Curricula Review Program to date. These presentations summarised:

- The Gap Analysis which assessed PNG's key health outcomes and Social Determinants of Health (SDOH), and provided preliminary feedback on the strengths and weaknesses of the existing curricula.
- The NDoH's Baseline Survey and Analysis of the perspectives of current students, educators, and clinicians on current curricula content and critical gaps in training.

The intent of these presentations was:

- To bring workshop participants up to speed on the important work completed on the Curricula Review program to date.
- To provide an overview of the foundational evidence and knowledge which will be used to develop effective curricula that impart the knowledge, competencies, and attitudes necessary to meet PNG's current and future national health priorities.



*Dr Okech Mollent (WHO) providing the workshop's opening address*

Dr Okech Mollent (Technical Officer, Human Resources for Health, WHO PNG) opened the meeting.

The facilitators led participants in an afternoon workshop to:

- Discuss both the positives and the gaps in the current curricula.

- Identify priorities for change with regards to curricula subjects, content areas, and ways of teaching and learning.
- Review possible options for updating and revising the curricula.

Participants broke into groups to discuss these topics on curriculum frameworks for CHW and nursing until the close of the session. A feedback session was scheduled for the following morning.

Participants were given a survey on essential clinical skills and skill capabilities to carry out over the week.

## Day 2: Reviewing Subjects

Julie Kep (NDoH) and Mary Roroi (NDoH) facilitated Day 2 which commenced with a feedback session from 6 breakout groups on the strengths and the gaps of the current nursing and CHW curricula. Nursing and CHW educators spoke at length about specific subjects and topic areas which they felt would be important to include within the revised curricula. In addition, they highlighted key challenges impacting the delivery of healthcare education in PNG, such as resource shortages, workforce shortages, staff capacity challenges and inadequate continuing professional development (CPD) training. Participants also discussed the scope of practice of nurses and CHWs in the context of curricula review and redevelopment, as well as the possibility of including management, leadership, and specialised teaching qualifications within CPD training. Nursing and CHW participants outlined the need to support the career development of educators and to upgrade both programs to a higher qualification.



*Dr. Russell Kitau (NDoH) and Dr. Nina Joseph (NDoH) presenting on competency standards in PNG*



Subsequently, Dr Nina Joseph (PNG Nursing Council) and Dr Russell Kitau (NDoH) presented on understanding competency in the context of nursing and community health work. In addition to outlining the role and current scope of practice of nursing and CHWs, the presentation invited participants to:

- Appreciate the processes involved in developing and revising a competency framework and producing a competent worker.
- Consider whether current nursing and CHW competency standards in PNG reflect the desired graduate outcomes discussed during the workshop and align with the National Health Plan 2021-2030 and Vision 2050.

After this session, participants discussed the nature of competency, reflected on existing competency standards, considered how those standards might be improved in the review and development of the existing curricula, and reflected on the scope of practice of nurses and CHWs.

It was decided that further competency work would be carried out before the next meeting in August.

A brief exercise listing one positive and one negative teaching experience opened the afternoon session. Participants highlighted the need to focus on the learner in pedagogic practice, and drew analogies to the construction of a bilum when discussing effective teaching approaches. Professor Lin Lock (WHO CC UTS) then delivered a presentation on improving teaching and learning practices. In the presentation, the interrelationship between teaching and learning was discussed, as well as the importance of developing critical competency and assessing that competency accurately.



*Group workshop discussions on teaching and learning practices – how can we develop and assess critical competency?*

Day 2 concluded with an extensive and productive reflection on teaching and learning practices and their integration into the redevelopment of the

current curricula. The exercise enabled the participants to review information about deep and surface learning. Questions posed by workshop participants included: What kinds of teaching and learning is relevant for the future? What do students learn? How should we teach? A questionnaire was circulated that the educators and clinicians filled out as if they were a student. The results of these surveys were tallied: if they got a higher number of 'A' responses, this represented surface approach, while a higher number of 'B' responses represented a deeper approach. In the feedback, the participants recognised overall that a surface-level learning approach was being taught.

Day 2 concluded with a visit from DFAT colleagues Dianne Dagam (Senior Program Manager Health, DFAT) and Lara Andrews (First Secretary of Health, DFAT).

### **Day 3: Designing Subjects**



*Ms. Mary Kililo (Technical Advisor, NDoH) with Lara Andrews (First Secretary of Health, DFAT)*

Julie Dopsie (NDoH) and Mary Kililo (NDoH) facilitated Day 3 which commenced with a reading and discussion on Backward Design written by Grant Wiggins and Jay McTinge (2005). The discussion was led by Assoc. Prof. Caroline Havery and Lisa Townsend (WHO CC UTS). The Backward Design process is undertaken in 3 key stages:

- Stage 1: Identify desired results (what you want students to have achieved by the end of the subject?)
- Stage 2: Determine acceptable evidence (how will I know whether students have achieved the learning objectives?)
- Stage 3: Plan learning experiences and instruction (what activities can I design as a teacher to ensure they reach the learning outcomes?)

Participants were provided a sample of verbs (e.g., analyse, describe, evaluate) to assist them to brainstorm learning objectives that align with the desired level of learning (e.g. deep or surface). For example, a 'descriptive' learning objective may be appropriate for first year students, whereas an 'analytical' learning objective may be needed for second year students.

Participants then engaged in small group work to develop learning objectives for a subject on the Social Determinants of Health (SDOH). Participants were asked to list 4-5 learning objectives and a subject purpose statement.

Following the lunch break, participants shared their learning objectives and subject purpose with the larger group. Example learning objectives developed by participants include:

- Understand, define, and explain SDOH and their relevance to the National Health Plan
- Describe the 5 domains of the SDOH
- Identify factors in the community that contribute to healthy/unhealthy living
- Identify community health promotion needs
- Differentiate healthy communities and risky environments
- Identify the social and economic impacts of unhealthy communities
- Understand men's health in PNG and abroad, with a particular focus on short life expectancy and substance abuse



*Peter Apau (NDoH) – the workshop would not have been possible without the extraordinary facilitation of the NDoH team*

The participants were then joined by Ms Elva Lionel (Deputy Secretary, NDoH) who presented an overview of the new National Health Plan (2021-

2030). Ms Lionel explained the key agendas associated with the new plan, including for example, the aim to have 70% of the health workforce based at the subnational level. She also emphasised partnership between government, church, and other service providers as key to success of the new health plan.

At the conclusion of the day, participants continued their work on backward learning design. Dr Caroline Havery encouraged participants to consider assessment as a tool to gather evidence that students have attained the desired learning outcomes identified in stage 1. As homework, participants were asked to break into small groups and discuss the kinds of assessment they could use in a subject on SDOH to assess student learning. Dr Havery also encouraged participants to think of teaching and learning activities that could be designed to help students succeed in those assessment tasks.



*Mr Joseph Lipu (HR Manager, NDoH) with Assoc. Prof. Caroline Havery (WHO CC UTS), Lisa Townsend (WHO CC UTS), and Ms. Mary Kililo (NDoH)*

#### **Day 4: Designing Assessments**

Nina Joseph (PNG Nursing Council) and Sulpain Passangan (NDoH) facilitated Day 4. The day commenced with a discussion on assessments and relevant research on this topic. Several workshop activities were carried out to review any problems with current assessments.

This was followed by a discussion on how to develop assessments to build competence, as well as on how well aligned existing assessments in current programs are to contemporary ideas about student



learning. Maternity subjects were used as examples during this discussion. Different options were discussed with regards to changing assessment practices and approaches.

Following the morning sessions, participants said they wanted more time to reflect on the curriculum frameworks. After lunch, papers and questions on the proposed nursing and CHW curriculum frameworks, which had been developed following the Day 1 discussions, were presented. The questions posed in the discussions regarding the proposed frameworks focused on PNG NQF credit points for learning hours for both theory and clinical practice, specialist practice, and career pathways for both nurses and CHWs.



*Maria Koke from Catholic Health Services, Mendi, provided invaluable feedback on the draft curriculum frameworks during the workshop.*

### **Day 5: Forward Planning**

Michele Rumsey and Mary Kililo facilitated Day 5 which commenced with opening prayer and feedback.

A presentation was shared on options for the fast-track educators' program, CPD for senior clinicians, and how to provide workshop participants with the knowledge and skills to be able to implement the new curricula.

During the discussions, it was noted that the following qualification levels were represented at the meeting: 2 Certificates; 17 Diplomas; 27 Bachelors; 1 Graduate Certificate; 7 Graduate Diplomas; 11 Masters; and 6 PhDs. 11 attendees listed no formal qualification. This indicates that a

variety of programs will be required to be able to up skill educators and clinicians to implement the new curricula, including a Bachelors (education/teaching/ conversion) and Graduate Certificate/ Graduate Diploma in Nursing (education/ teaching/ learning).

It was suggested that developing a local Masters of Education for nursing and CHWs is also urgently required.



*Workshop participants reading over the draft curriculum frameworks*

In the afternoon, discussions were held regarding a draft consensus statement from workshop participants. At the close of the workshop, participants received certificates and a photograph to mark their attendance at this historic event. All facilitators and partners were acknowledged and thanked with presents and speeches by the participants. Speakers representing clinicians, nursing educators, and CHW educators acknowledged the extremely positive workshop and the importance of convening and working together.



*Workshop participants acknowledged the success of the first workshop in this important national program with Michele Rumsey WHO CC UTS. From left, Sr. Lucy Kalep, Michelle Rumsey, Sr. Carol Hosea and Sr. Helen Monito.*



*NDOH team with Ms Elva Lionel, Deputy Health Secretary Policy and Corporate Services*

### Outcomes and Recommendations

The workshop resulted in a consensus statement regarding the curricula review and development process that will be shared with the National Curriculum Steering Committee.

In the statement, participants:

- Endorsed the draft curriculum frameworks for both the CHW and Nursing programs.
- Emphasised the need for programs to meet DHERST requirements while at the same ensuring that the students are given sufficient clinical hours to guarantee they are able to graduate a safe and competent practitioner.
- Agreed on the importance of developing subjects that were highlighted in the NDoH baseline survey, Gap Analysis, and the National Health Plan 2021-2025.
- Agreed to develop a pipeline for career development of nursing and CHW educators in accordance with the NDoH training plan.
- Agreed to implement a fast-track continuing professional development program.

Further details are provided in the full consensus statement document produced for the meeting.

Participants also reflected on the following resolutions made by the National Curriculum Steering Committee at its 9<sup>th</sup> February 2022 meeting in relation to the curricula review and redevelopment process. These resolutions were shared and agreed to by workshop participants:

- Endorse the curriculum frameworks as agreed by the workshop participants.
- NDOH consider the lack of manpower within the regulatory bodies to sufficiently carry out their roles.
- Ensure that education, regulation, and health standards are tightly aligned, so that they do not negatively impact health and training facilities. Ensuring adequate resourcing for nursing and CHW educators and understanding that clinical sites need to be examined.
- Evaluate the bottleneck in the graduate → workforce pipeline as it needs to be thoroughly investigated and addressed.
- That nursing and CHW national and provincial leadership is supported to enable success.

This meeting also requests:

- That a significant review of funding to all institutes is conducted. Only 4 schools receive direct funding nationally from the government, while all others are under optional grants. Equity is thus a significant problem.
- That there is a Primary Health Care (PHC) directorate at Provincial Health Authority (PHA) established to accommodate PHC delivery and coordination.



*Workshop participants discuss the draft curriculum frameworks and qualifications pipelines*

### Next Steps

The Consensus Statement was approved by the National Curriculum Steering Committee on 31 May 2022. It was agreed to have another face-to-face workshop in August 2022 to review curriculum content. The project will continue to 2024.

**Attendees**

#	INSTITUTION	NAME	POSITION
<b>CHW Attendees</b>			
1	AITAPE HOSPITAL	ESTHER LUTIBEI	CLINICIAN
2	APIASETS	JOTELLY NOGONE	EDUCATOR
3	BRAUN CHWTS	AUMI TIWO SAMANDINKE	D/PRINCIPAL
4	CATHOLIC HEALTH SERVICES, MENDI	MARIA KOKE	CLINICIAN
5	GAUBIM CHWTS	MOSES NANKEN	PRINCIPAL
6	GAUBIM CHWTS	JOSEPH BEBAI	LECTURER
7	KAINANTU HOSPITAL	ARIO WINKE	CLINICIAN - HEO
8	KUMIN CHWTS	DR CATHY PILANG	PRINCIPAL
9	KUMIN CHWTS	BROTHER THOMAS CHOI	SENIOR TUTOR
10	KUNDIAWA CHWTS	LOIS ISAAC	D/PRINCIPAL
11	KUNGUMANDA CHWTS	MA VICTORIA SERAFINA	PRINCIPAL
12	KUNDIAWA HOSPITAL	MARTHA PEKO	CLINICIAN
13	LEMAKOT CHWTS	CATHY SONGONAI	PRINCIPAL
14	ONAMUGA CHWTS	NOI SEO	PRINCIPAL
15	RAIHU CHWTS	MARTHA MAKRAWA	PRINCIPAL
16	RUMGINAE CHWTS	AMOS KUPALOMA	PRINCIPAL
17	RUMGINAE CHWTS	SERAH KANI	EDUCATOR
18	RUMGINAE HOSPITAL	REBECA EMULUS	CLINICIAN
19	SALAMO CHWTS	DOROTHY KAYOWA	EDUCATOR
20	SALAMO CHWTS	ANDREW BOSLOGO	PRINCIPAL
21	ST GERARD CHWTS	NICOLA KAOKA	EDUCATOR
22	ST GERARD CHWTS	MADLINE AISA-AISA	EDUCATOR
23	ST MARGARET CHWTS	DABIK SUARI	A/PRINCIPAL
24	ST MARGARET CHWTS	ELIZABETH TALANOA	EDUCATOR
25	TANAMALO CHWTS	NOBERT LOTE	HOD ACADEMIC
26	TELEFORMIN CHWTS	ELIS JACOB	A/ PRINCIPAL
27	TINSLEY CHWTS	JENNY ROBERT	EDUCATOR
28	TINSLEY HOSPITAL	WOKEN SINANAKO	CLINICIAN
29	TOMBIL CHW ADVENTIST SCHOOL	SHARON BIGAM	ACADEMIC COORDINATOR
30	TOMBIL CHW ADVENTIST SCHOOL	ROSE ARET (Online Attendee)	PRINCIPAL
<b>DGN Attendees</b>			
31	ALOTAU GENERAL HOSPITAL	OSCAR KARATU	DNS
32	AGANU HOSPITAL	BING TITUS	EDUCATOR
33	ANGAU HOSPITAL	SEMBA MOZENGA	CLINICIAN
34	ANGAU HOSPITAL	DARALYN AGONOME	CLINICIAN
35	ARAWA SON	CELYN TUSALAH	PRINCIPAL
36	ARAWA SON	MYRTLE SAMMY	D/PRINCIPAL
37	BORAM HOSPITAL	LORAIN BATEK	CLINICIAN
38	ENGA CON	NOELENE KOUTALO	CLINICIAN
39	ESCON	ZORIM JIRA	PRINCIPAL
40	ESCON	JUDITH ANGASA	EDUCATOR
41	FREELANCE	URE VIGINI	EDUCATOR
42	HRCON	MARY TURI	D/PRINCIPAL
43	HRCON	PELENISI DAVID	SENIOR LECTURER
44	KEREMA HOSPITAL	HELEN MORITO	DNS
45	KEREMA HOSPITAL	LUCY KALEP	DEPUTY DNS
46	KIMBE HOSPITAL	MAYLEEN LEANA	CLINICIAN
47	KUNDIAWA SON	ALI MUN	PRINCIPAL



48	LAE SON	PAULINE KALATE	A/PRINCIPAL
49	LAE SON	NICHOLA GUMBA POLIS	SENIOR LECTURER
50	LALOKI PSYCHIATRIC HOSPITAL	CATHY SALE	CLINICIAN
51	MADANG LUTH SON	MONICA TAUNA	D/PRINCIPAL
52	MADANG LUTH SON	ELIZABETH HAMBUHAU	EDUCATOR
53	MENDI HOSPITAL	ANNA ANDA	DNS
54	MENDI HOSPITAL	ANNA OSWALD	CLINICIAN
55	MENDI SON	DAVID KUNDAM	A/PRINCIPAL
56	MENDI SON	LUCY ALU	EDUCATOR
57	MODILON HOSPITAL	DIANE NAMU	SENIOR LECTURER
58	MT HAGEN WHHS	JANET YAMU	DNS
59	MT HAGEN WHHS	EDITH NAMBA	CLINICIAN
60	NAZARENE CON	WALLACE KINTAK	PRINCIPAL
61	NAZARENE CON	DAREN COLLIN	EDUCATOR
62	NAZARENE CON	CAROL M BASTRE (Online Attendee)	EDUCATOR
63	PAU	DR RACHAEL TOMMBE	EDUCATOR
64	PAU	DIANE KONO	EDUCATOR
65	PAU	ELLIE KORAVE	EDUCATOR
66	PMGH	SHYRIL WALA	CLINICIAN
67	PMGH	CAROL HOSEA	CLINICIAN
68	POPONDETA GENERAL HOSPITAL	DAISY BENOMA	DNS
69	POPONDETA GENERAL HOSPITAL	JANE YAMAYAMALI	CLINICIAN
70	PROPHET SCHOOL OF NURSING	MOSES TEPA	EDUCATOR
71	PNG CHS SON	NELSON MEGERIE	EDUCATOR
72	SCHOOL OF MED. HEALTH SCI., UPNG	PROFESSOR GLEN MOLA	PROFESSOR
73	ST BARNABAS SON	GEORGE TAUDEMO	PRINCIPAL
74	ST BARNABAS SON	GRETA DIMIYASI	D/PRINCIPAL
75	ST BENEDICT SON	DR ESTHER BATIA	PRINCIPAL
76	ST MARYS HOSPITAL	NOHAN PLACIDIA	DNS/LECTURER
77	ST MARYS SON	MARY AKIS	SENIOR LECTURER
78	ST MARYS SON	LOMOT RODNEY	LECTURER
79	WNBSON	MOLLY MARAVA	PRINCIPAL
80	WNBSON	REBECCA TORIDON	EDUCATOR
<b>Facilitator Attendees</b>			
81	HR TRAINING, NDoH	MARY SAMOR KILILO	TECH. ADVISOR HRT
82	NDoH	JULIE DOPSIE	SECRETARIAT
83	NDoH	SULPAIN PASSINGAN	SECRETARIAT
84	NDoH	DR JULIE KEP	SECRETARIAT
85	NDoH	CATHREEN WELLEN	SECRETARIAT
86	NDoH	PETER APAU	SECRETARIAT
87	NDoH	DR. RUSSEL KITAU	FACILITATOR
88	NDoH	DR. JOSEPH LIPU	HR MANAGER
89	NDoH/WHO CC UTS	MARY ROROI	CURRIC. ADVISOR
90	NDoH/WHO CC UTS	SHIRLYN BELDEN	PROJECT ADMIN
91	WORKFORCE STANDARDS, NDoH	THELMA ALI	SECRETARIAT
92	PNG NURSING COUNCIL	DR. NINA JOSEPH	REGISTRAR
93	WHO CC UTS	MICHELE RUMSEY	D/WHO CC UTS
90	WHO CC UTS	CAROLINE HAVERY	A/PROF
91	WHO CC UTS	LISA TOWNSEND	FACILITATOR
92	WHO CC UTS	COREY SCLATER	PROJ. LIAISON OFFICER



<b>95</b>	WHO CC UTS	LIN LOCK (Online Attendee)	PRESENTER
<b>96</b>	WHO CC UTS	(TISHA) TASNUVA KAWSER (Online Attendee)	PROJECT OFFICER
<b>97</b>	WHO CC UTS	PRUDENCE MURPHY (Online Attendee)	PROGRAMS OFFICER
<b>98</b>	WHO CC UTS	KYLIE MCKENNA (Online Attendee)	RESEARCH FELLOW
<b>99</b>	WHO CC UTS	ZACHARY MOORE-BOYLE (Online Attendee)	PROGRAMS OFFICER