

# The management of aged care clinical experience for New Zealand student nurses

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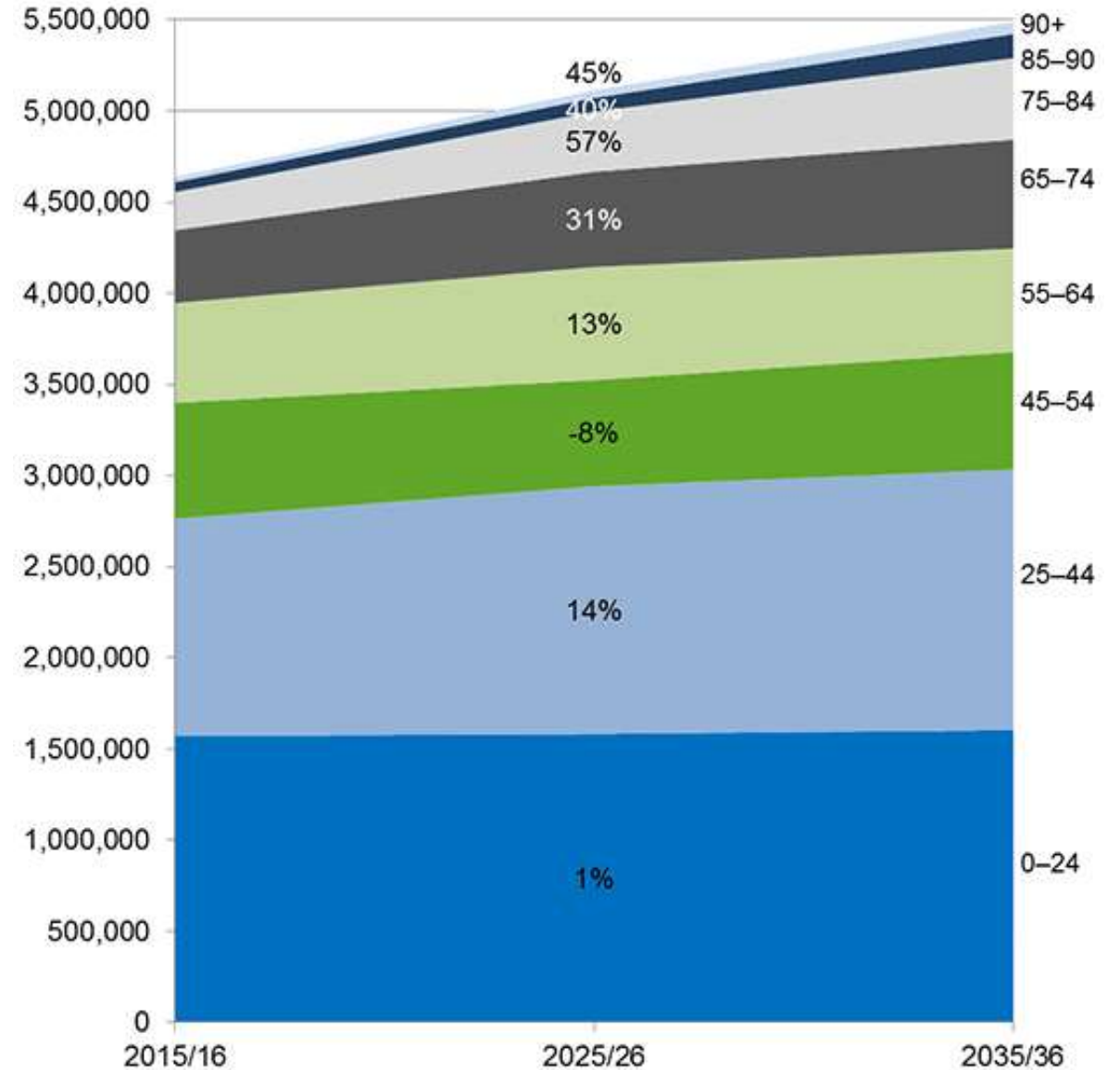
# A collaborative research project between 13 NZ polytechnic institutes



Setting the scene in NZ:

Our older population is growing very rapidly.

Our younger population, who provide health support, is growing slowly.



Source: Statistics NZ, [National population projections, by age and sex, 2014 \(base\)–2068](#)

# The different aspects of the aged care curriculum



ARRANGEMENT AND  
LOCATION OF  
THEORETICAL  
CONTENT



PLACEMENTS AND  
THEIR PROVIDERS



STUDENT  
SUPERVISION



PREPARATION TO  
SUPERVISE



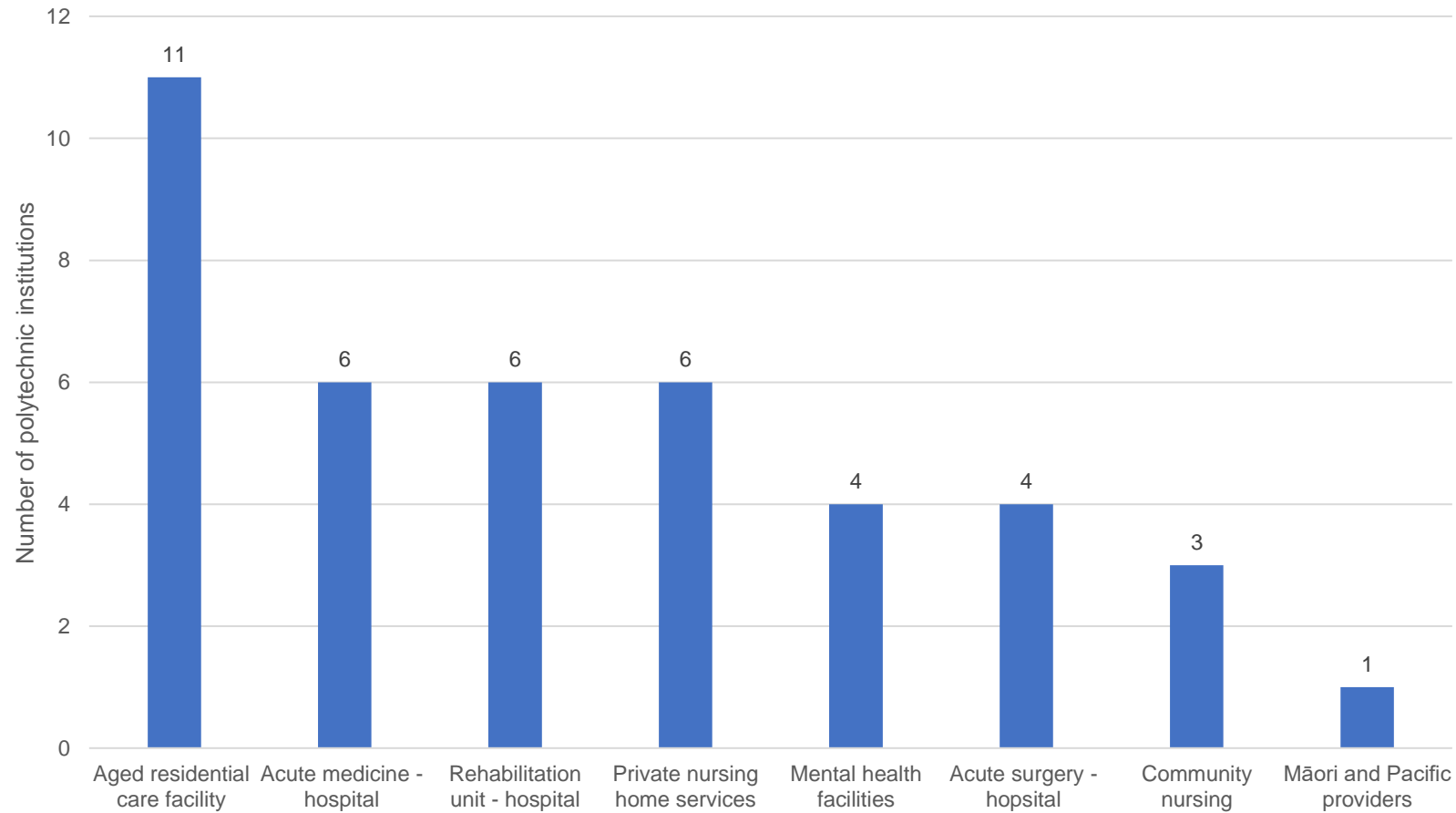
STUDENT  
PREPARATION AND  
OBJECTIVES



CURRICULUM  
LOCATION OF  
PLACEMENTS

In this presentation we consider curriculum location

Where do NZ  
polytechnic  
students gain  
aged care  
clinical  
experience?



# What educational experiences are provided in aged care?



At what stage  
of nursing  
education  
does this  
happen?

YEAR	BN	EN
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**1**

6\*

4

<b>2</b>	4*	4
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**3**

3\*

(\*Polytechnics offer aged care placements at one or more places in their curricula; hence n does not equal 11)

Most NZ  
polytechnic nurses  
learn to care for  
older adults in an  
aged residential  
care (ARC) facility  
in year one.

Discussion points this review has generated:

1. Is an ARC facility the optimal place to teach foundational nursing skills to first-year student nurses?
  - The literature is equivocal.
2. Are the co-morbidities of older residents too complex for first year student nurses?
3. Do all facilities welcome first year student nurses?
4. Are the role models the same for the first-year student nurses in the ARCs, as they are in an acute setting, on a national scale?
5. Is an ARC an expedient choice, an ideal selection, or have we always done it this way?
6. Is there an alternative? Or is this the best way?

# Closing comments as we move to a NZ-wide approach

- This is an optimal time to evaluate the aged care curriculum and produce a national collaborative plan.
- Students first experience of older adults could be of healthy, active older people in the community to demonstrate the heterogenicity/ agility of many older adults.
- If students experience the complexity of caring for older people with comorbidities, there should be onsite staff available to effectively guide their understanding and role-model good care.
- Our collaborative changes should be practical and consider the facilities available.