



***The role of curriculum changes in
improving health outcomes.
A feedback informed approach***

Curiosity

7th September 2024,

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TOI-OHOMAI



Te Pūkenga



Introduction: What we will share today using a feedback informed approach



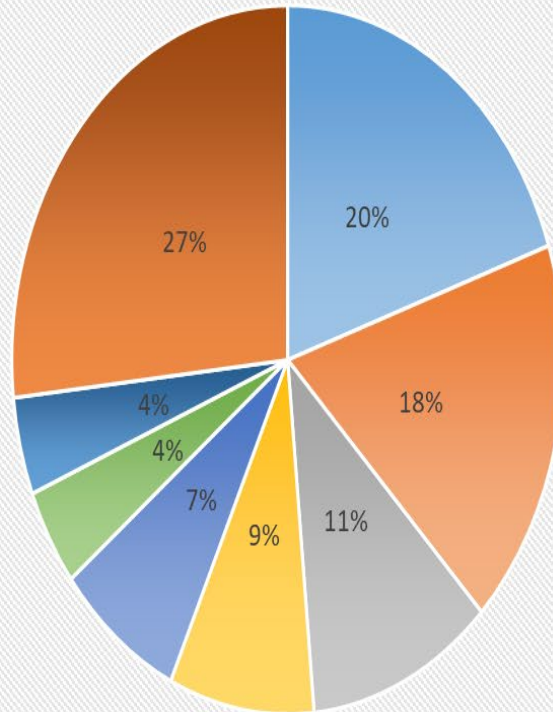
How important are Aged Residential Care (ARC) facilities to the health sector?

Fostering quality improvement in undergraduate nursing curricula - Curricular change



What did we find in 2018-19?

QI Assessment project topics N=93



- Care planning review
- Infection prevention and control
- Wound care/dressing systems
- Falls/early alerts
- Student/staff orientation to facility
- Diabetes management
- General facilities – eg. lighting
- Other

What did students say when we asked them about their learning (questionnaires and focus groups)?

Gave me awareness, that was the first thing... of the different resources available to RN's and from where you can make change and which I did – twice in two placements... gave me confidence that you can do it..."

"Knowing there was a model to follow ... being able to open the window and having that permission"

"Directly transferable to transition ... skills to start the conversations ... you will consciously bring it with you wherever you go"

"Being able to identify a target for the benefit of the patient and be accurate with improvements.... already some experience with the approach... more effective, quicker and more confident"

"Knowing you can make a positive change"



What evaluative curricular, learning and teaching feedback would assist us consider the impact of this change?

- Completing a focused health assessment within a holistic framework provided the platform over 96 hour placement.
- Completing a quality improvement (QI) project that was identified from the client centric goals
- Capturing the positive health gains through the resident's experience
- Manaakitanga was an integral aspect of engaging with the resident

What were the consecutive projects?

Overarching goal for Libby (Pseudonym) is to go home!

Libby is in her late 50s and through four student nurses developing maanakitanga, strengthening Libby's health literacy each student nurse identified client centric goals to achieve this:

Nurse A: *Improve wound healing (3 distinct wounds)*

Nurse B: *Strengthen engagement and reduce social isolation*

Nurse C: *Improve respiratory function*

Nurse D: *Improve muscle tone and strength in arms*

What are our learnings about theory and practice change ?

Nursing students make a difference in improving health outcome within each practicum journey throughout their degree!

Clear recognition that there is a whole of curricular impact over developing the student nurse competence and confidence during the three years as each practicum setting provides clear preparation from novice to transitioning into a Registered nurse role.

Where to from here? – More change

- Sharing the outcomes of our research with the aged residential care (ARC) sector:
- Importance of quality improvement projects.
- Students experiences of ARC and ways to strengthen practicum outcomes and career choices.
- Removal of structural and technology barriers for students full engagement and learning in ARC

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