



CURRICULUM STRUCTURE

Profile of Lae School of Nursing

Lae School of Nursing was built as a European hospital in 1945 and converted to a nursing institution in 1965. Lae School of Nursing commenced training with the Territorial programme and has changed to Enrolled Hospital nurse, to Nurse Aid, then to Community Health Worker programme and finally in 1989 to the General Nurse Programme which it is still conducting today.

Lae School of Nursing has graduated many nurses. 251 from the Territorial nurse programme, 140 from the Enrolled Hospital Nurse Programme. 48 from the Community Health Worker Programme 356 from the General nurse Programme and so has contributed much to the health department manpower from colonial days up to the present time.

The current Lae School of Nursing physical plants and facilities were actually the remains of World War 2 built and used by the American soldiers as a mini hospital situated right in the centre of Lae town, now SVS shopping centre and Huon pharmacy is. It was later converted to serve Europeans, where it was reopened on the Easter of 1946 and staffed by Ester Stock, Sister Marks and Matron Alice Thorburn. Then 10 years later (1954) it was relocated to the current location. Prior to that, the German built hospital known as Malahang was used as Native first hospital in the country. On the 17/3/1964 the modern hospital known as ANGAU was opened for use where the Europeans were referred to Angau hospital and so then building was then converted to training of Territorial nurses headed by Sister Judith Porter. The first intake of students was in 1965 and the first graduation was in 1968. Since 1946, the remnants of the physical plants and facilities of World War 2 is as where is with just two dormitory buildings erected for students' accommodation and one currently used as office and classroom. The others are library, mess and recreational hall. The females dormitory was established around early 1960s while the boys' dorm was erected around 1968 and the current classroom and office building was erected around early 1970s and was renovated by the Institutional Development OHE in the late 1997 and rededicated in 1998.

Lae School of Nursing Philosophy

The faculty of Nursing Studies believes that each nursing student is unique and has entered the faculty with the required basic knowledge, experience and the desire to gain the necessary knowledge and skills to graduate as a registered nurse.

The faculty of Nursing Studies believes that each student has a conceptual understanding of nursing as a fundamental basis to be explored, moulded and become competent and dedicated nurses, who are going to be responsible and accountable for their actions.

Nursing education is a process of interaction between students, lecturers, tutors and clinicians using planned learning experiences, in a supportive environment. Students are encouraged to take responsibility for their own learning

Learning is a continuous process and is the responsibility of the learner. Learning is enhanced through sharing experiences, reflection, recognition cultural differences and beliefs and valuing the contribution of each member of the group.

The faculty of Nursing believes that it is the responsibility of the Office of Higher Education and the University administration to provide a conducive environment with appropriate facilities and learning equipment for the institution to enhance quality students learning outcome.

It is the responsibility of the faculty to provide the students with sufficient and appropriate nursing theory and skills to meet the standards of the Nursing Council of PNG and the PNG University of Technology to meet the needs and expectations of the community.

Nursing education recognises the need to keep up to date with the changes and advances in health care, professional practice and nursing knowledge.

The faculty through nursing education aims to model, develop and instil professionalism and standards, with appropriate attitudes required of a Nurse.

Lae School of Nursing Mission Statement

The Mission Statement of the Lae School of Nursing is to produce academic excellence competent, caring, and empathetic nurse graduates to provide holistic care with emphasis in health promotion and disease prevention in the provision of health care in Papua New Guinea and the Pacific.

Aims of the program

1. To prepare nurses with knowledge, skills and attitudes that will enable them to function competently and effectively in the health care delivery system.
2. To prepare nurses who can accept responsibility for their own professional judgments and continuing professional development.
3. To provide an educational and professional basis for further career developments in nursing practice, nursing education, management and research.
4. To prepare nurses who can work collaboratively with other health professionals to promote and maintain individual, family and community health in Papua New Guinea.

Specific aims at each year of the program

The following sections demonstrate the progression of knowledge and skills over the three consecutive levels. The academic knowledge and skills that the students must have through the length of the program all contributes to the preparation of the students diploma of nursing qualification and for the role as a Registered Nurse at the beginning practitioner level.

Aims for year one:

- The students will acquire knowledge, skills and attitudes on health, wellness and basic science.
- Students will have an understanding and awareness of the concepts of health and wellness in nursing
- Students understand the concept of primary health care and develop effective teaching strategies
- Students will acquire communication skills and understanding of interpersonal relationship.
- Students will begin to develop assessment skills, basic-nursing skills and skill of obtaining information to enhance nursing practice.

Aims for year two:

- Students will acquire knowledge and skills to recognise disease and disease process and their nursing management.
- Students will develop skills of holistic assessment and practice in a variety of settings
- Students will develop an understanding of the legal and ethical issues that affect nursing practice.
- Students will begin to appreciate the importance of research in nursing practice

Aims for year three:

- Students will acquire further knowledge and skills to recognise disease and disease process and their management (medical and nursing)
- Students will begin to incorporate research findings to improve their nursing practice.
- Students will gain knowledge and skills of leadership and management in health practice
- Students will apply their teaching skills for health promotion and education in wider community and rural health

Graduate profile

The graduate general nurse will:

- Demonstrate accountability and responsibility for their nursing practice.
- Demonstrate an ability to assume a leadership and consultative role within the health team.
- Demonstrate a positive attitude and respect for people regardless of race, gender, culture, economic circumstances and or beliefs
- Perform preventive and therapeutic activities at high standard to promote, maintain and restore health
- Uphold the Papua New Guinea Nursing Competency Standards stated by the PNG Nursing Council.
- Implement the goals and policies of the National Health Plan 2001-2010.
- Skilfully apply a problem solving approach to care for individuals, families and communities in any setting.
- Use the primary health care approach to mobilize, teach and provide support for individuals, families, groups and community to care for their own health
- Be responsible for own professional development with an awareness of changing health care needs.
- Demonstrate an understanding of the contribution of information technology and research to the body of nursing knowledge and health

Consultation Process

Consultation has taken place with clinicians, NGOs and wider community. Through this process a number of copies of draft three of this document have been forwarded to a range of agencies for comments and feedback. The full list is included in appendix one of this document

Conceptual Framework

This curriculum has been developed with the overriding goal to improve the health of this nation. It is hoped that education and training of competent, compassionate and efficient Nurses will create a better health outcome for Papua New Guinea.

The graduates of this programme will adhere to the high ethical and moral conduct and high standards of care and assist in the development of a health care system that is responsive, effective and accessible to the majority of Papua New Guineans. This document has been developed with consideration of the Health Plan 2001-2010. The conceptual framework focuses on 3 themes to ensure the coherence and the desired outcomes across the programme.

These are:

- Principles of adult teaching and learning
- Nursing Competency Standards
- Health Promotion/Education

Principles of adult teaching and learning

The multifaceted field of adult education perceives learning to be a process of active inquiry, not passive reception of disseminated content. It is argued that the adult theory of teaching and learning or the androgogical model as suggested by Knowles (1984), was established on several assumptions that differ from those of the pedagogical model. Andogogy, according to Knowles (1980) was based on four important assumptions about adults:

- Adults draw from a wealth of personal experience:
- Adults need to apply their learning to see its pertinence:
- Learning for the adult involves an investment in self:
- Adults learn when they are actively involved in the learning process

This androgogical process model expects that learners take and share the responsibility for organising planning learning activities with the teacher/facilitator.

Personal development, learning how to learn, creative problem posing/solving and the ability to process information effectively are central to the androgogical principles and are considered as the appropriate teaching and learning approach for this curriculum. This approach requires teachers to facilitate the learning process by creating and maintaining a supportive environment that is characterised by respect, trust, openness, and acceptance. Students are required and encouraged to take responsibility for their own learning outcomes. Setting personalised learning objectives and self-assessment are some methods that enhance the development of autonomous self-directed learners. In semester 1 of this programme students are exposed to the adult theories of teaching and learning, and are encouraged to take responsibility for their study. As students of teaching and learning, they are encouraged to take responsibility for their study. As students' progress throughout the programme, they are expected to take increasingly more responsibility progress throughout the programme. They are expected to take increasingly more responsibility for their own learning, they are assisted to explore and learn the skills of self-directed life –

long learning. Setting personalised learning objectives, engaging in self-assessment, and seeking constructive feedback are some examples of approaches that will be conducted to enhance the development of autonomous, reflective, and self-directed learners.

Nursing Competency Standards

Nurses in Papua New Guinea are accountable to the community to provide safe and effective care. The law governing nursing practice is included in the Medical Registration Act passed by National Parliament. The Nursing Council for Papua New Guinea is a statutory (legal) body that registers nurses and controls their practice.

Papua New Guinea Competency Standards were developed in March 2022 and reflect the various areas of nursing practice. These are: professional and ethical practice, critical thinking and analysis, communication, management and leadership, management of client care, public health and health promotion, and partnership with community and health services

Nursing competency standards provide a benchmark for nursing education and practice to the expected level by the health industry. Each competency standard contains elements and performance criteria that describe the specific knowledge, attitude and skill that the nurses must acquire to become competent in their work. And that standard at which they are expected to perform.

These competency standards have been woven into the curriculum at different levels of study. Students are expected to achieve these competencies at each level of study before they are able to progress to the higher level of study and practice. Appendix three depicts the cross-referencing of the aims and learning outcomes to the PNG Competency Standards.

Health Promotion/Education

Empowering individuals and communities by providing them with the right information is the key to enabling them to control the status of their own health. It will encourage individuals and families to be active partners and self-reliant (National Health Plan 2001-2010)

Health, however, is not only the responsibility of government but also of every individual, family and community. There is much that individuals, families and communities can do to maintain their own health. This obviously requires community awareness and education to empower them to make informed choices.

This curriculum has put a lot of emphasis on the issues of health promotion and education as underpinning principles in guiding nurse graduates. These concepts have been addressed throughout the curriculum in many different education and practice contexts.

Curriculum approach

The content of this curriculum has developed and organised around three areas of knowledge and experiences:

- Fundamentals for Nursing Practice
- Sciences for Nursing practice
- Arts for Nursing practice

Fundamentals for Nursing Practice

This area focuses on the body of knowledge and skills related to health and wellness, health education and promotion, illness and illness prevention. This area includes nursing assessment intervention and skill in variety of health care and community settings.

This body of knowledge is nursing knowledge, and is informed by other health disciplines. The nursing focus is to maintain and / or enhance wellbeing and the principles underlying Primary Health Care are incorporated. In addition, research knowledge and skills will be applied to this field as the students' progress throughout the programme.

Nursing knowledge is applied to nursing practice and patient/client experiences within a professional and competent framework.

As the students enter the programme they will be introduced to concepts of wellbeing, various models that depict health, primary health care and levels of prevention and begin to apply these to community health, as well as individual patient/clients.

During second and third year of the programme students build on the core base and begin to understand the holistic nursing and studying clients/patients experiencing deviations from their normal health and well-being.

The underpinning principles of health promotion and education have incorporated into the different subjects at different levels of the programme.

Sciences for Nursing Practice

This refers to sciences which nurses' use in their practice. The body of knowledge within this field of study includes the physical and social sciences.

Through this field of knowledge students are introduced to the basic concepts of human biology including anatomy and physiology, microbiology and pharmacology.

Students will understand how body chemistry, structure and function all contribute to the ability of the body to maintain homeostasis when interacting with the environment in health and disease. Human Biology and Physiology also gives students an appreciation of infection and disease control.

In social science they are introduced to sociological concepts, they explore physical, cognitive and psychological concepts related to human growth and development.

The study of social science gives the nursing student a broader understanding of their patients/clients. Knowledge of growth and development over the life cycle enables the nurse to give informed care to the individual and the family. The discipline of the sociology allows exploration and critique of the socio-political environment in which nursing is practiced. In addition research knowledge and skills will be applied to this field as the students' progress throughout the programme.

Arts for Nursing Practice

Nursing is considered as both an art and a science. This area of knowledge strengthens the link between nursing theory and nursing practice. In this area students will develop their communication skills, look at the potential future direction for nursing practice and education in this country. They also develop skills and knowledge in management and leadership in their workplace .

In order to contribute optimally to health service delivery, the successful nurse graduate will practice ethically, compassionately, competently and politically.

Program Delivery

The diploma of the general nursing (DGN) is a three-year program preparing nursing students to function effectively within the nursing practice. It aims at preparing quality graduates for first level nursing (beginners) positions and ongoing employment in Papua New Guineans health services. The DGN program is designed to meet the academic standards of the university and the requirements of the Nursing Council of Papua New Guinea's Competency based practice.

This program has a total of 84 weeks in three years of teaching and learning of which 40 weeks is for practice and 44 weeks of theory. Additional 8 weeks of project practice is planned during summer breaks. Each semester consists of theory and practice weeks that are in line with the university calendar which is 16 weeks duration and includes 14 weeks of teaching and learning programme structure for master plan depicting the structure of the three-year program.

Students are required to have successfully completed a minimum number of 1500 hours of practice according to the Nursing Council regulations. Following chart and graph depicts the number of theory and practice hours throughout the program. As students' progress through the course of study, the number of practical hours increases whilst the number of theoretical hours decreases. Thus providing opportunity for the students to get more practical experience and gain more competencies in clinical settings.

	THEORY (hrs)	PRACTICAL (hrs)	PRACTICAL WEEKS
I	850	350	8 + 3days
II	650	550	13
III	500	700	19
TOTAL	2000	1600	40

Context for practice

Year one – Wellness

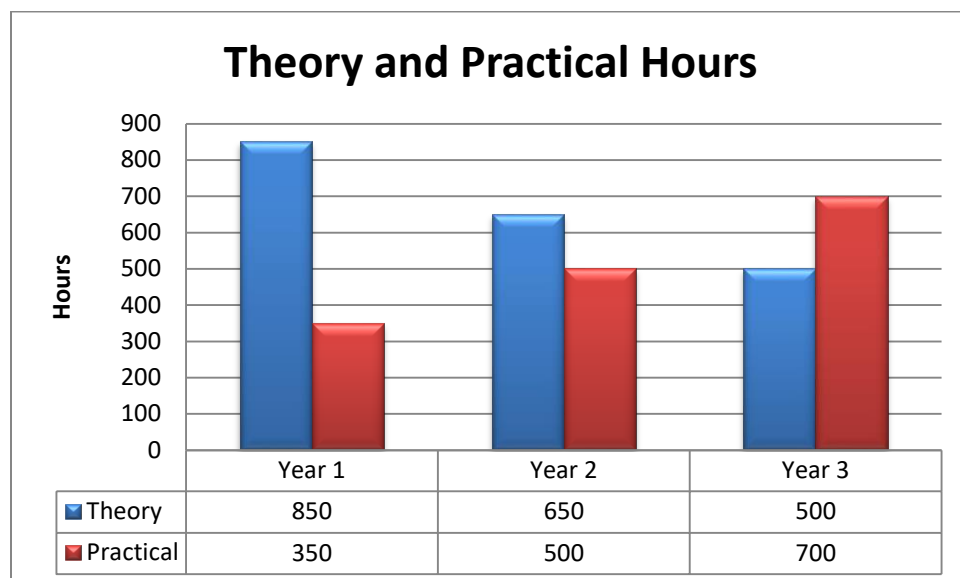
- A) Community health such as preschools, primary schools, secondary schools, super markets, welfare offices, sanitation, sewage, water supply plants, food processing plant etc.
- B) Introduction to health institution, rural health

Year two-Deviation from Health

Women's health, antenatal and normal delivery, pediatric, medical/surgical in community, health centre, hospital, rural health

Year three-Deviation from Health, Health Education and Management

Women's health, care of newborn, mental health, medical/surgical in community, health centre, hospital, rural health.



The graph indicates progression of theory and practice hours throughout the program

	Theory	Practice
Year one	850 hrs	350 hr (8wks x 3 days)
Year two	650 hrs	550 hr (13 wks)
Year three	500 hrs	700 hr (19 wks)
Total	2000 hrs	1600 hrs

Teaching and learning approach

The program is intended to provide a variety of teaching and learning approaches in theoretical and practice settings. Different methods of teaching and assessments will be utilised depending on the content, context and the learning process.

Examples of different teaching/learning approaches are: lectures, tutorials, seminars, clinical presentations, field trips, practice projects and laboratory.

The lecturer student ratio for theory and practice is as follows. For lectures one lecturer to up to 100 students, tutorials one lecturer to up to 24 students. For clinical teaching the ratio will be one lecturer to 5-year one students, one lecturer to 8 year two students and one lecturer to 10 year three students.

The DGN program is structured for student nurses with the concept of life long learning outcome in mind. Throughout the curriculum references are made to the “Directed learning” and “Self directed learning” approaches:

- Directed learning refers to the situations where the lecturer is actively involved with the student learning such as lectures, tutorials, clinical experiences and learning packages
- Self-directed learning refers to the situations where the students take responsibility for their own learning needs such as working independently through study guides and textbooks.

Academic staff

In preparation for teaching in diploma program the Lae School of Nursing academic staff have been working towards achieving their Bachelor of Nursing qualification. Majority of the staff have already completed this qualification and the rest will have their BN Degree by the end of 2003. The CV of the academic staff is in appendix four.

In addition, an assessment of the staff development needs has been carried out. The following outline is the result of these needs analysis. A staff development plan is on the way to address these issues.

Short Term staff development needs:

- Adult teaching and learning
- Knowledge of competency based assessment in clinical practice
- Knowledge on the Recognition of Prior Learning Policy and assessment process
- Application of Quality Management Systems in teaching
- Lesson plan, preparation, and delivery of subjects
- Assessment of Students according to the subject's requirements
- Development of lecturer's evaluation form
- Development of the subject's evaluation form

Long Term staff development needs:

- Policy development process
- Upgrading of staff to BN and Bachelor in speciality areas
- Upgrading of staff to Masters in Nursing or other related fields.