Citation for Outstanding Contribution to Student Learning 2008:
Prof Kim Usher, Ms Joanne Tollefson, Dr Kim Foster and Dr Lee Stewart (JCU)

For the sustained development and implementation of effective curricula which promotes student learning in nursing education in regional, remote and Pacific locations.

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mode requires onsite academic support for the students as well as the materials supplied for the external students.

Lessons learned during these processes were used by the team to guide the Fiji nurse educators to develop and implement their new curriculum. Extensive consultation and collaboration with these Pacific colleagues was undertaken to produce a curriculum that is contemporary, competency-based, of international standing, and is recognised as being of degree award status.

The curricula which were developed for both North Queensland and in Fiji demonstrate a command of the discipline of nursing as the content is contemporary, contextualised and evidence based. Both curricula have been accredited by their respective nursing registration bodies (Queensland Board of Nursing Studies and the Fiji Nurses, Midwives and Nurse Practitioner Board (FNMNF'B)) for the maximum period of 5 years.

The Regional Adviser for Human Resources for Health to the World Health Organization (WHO) for many years, Mrs Lorraine Kerse, adds that the curriculum 'is contemporary and related to the situation in Pacific island countries', and the JCU staff had 'well-developed interpersonal skills and communicated effectively across cultural boundaries'. 'It was the personal and professional attributes of the staff involved in this WHO project that made it successful where a number of other Universities had not succeeded in the past. All the review and implementation process was collegial and included capacity building of the staff of the Fiji School of Nursing.'

Initially, 120 students were accepted into the new curriculum at the Fiji School of Nursing in 2005. Of these, over 100 students graduated at the end of 2007. All graduates were employed by the Fiji Ministq of Health in various healthcare settings throughout Fiji. Some are planning to emigrate to New Zealand and beyond, and due to the international standard of the course will be able to register as a nurse in New Zealand subject to achieving a satisfactory IELTS score. Each year since 2005, increasing numbers of students have continued to enrol in the course at the FSN. In 2008, the cohort numbers 140. Feedback about student and graduate performance and skills from staff at the FSN, Fiji Ministry of Health, and from clinicians, senior staff and educators in settings throughout Fiji has been extremely positive. Clinical nurses and physicians report increased levels of knowledge, skills, and interpersonal ability of the students. FSN tutors, clinical nurse educators and senior staff nurses report that the students are performing more critically, more assertively, and with a better knowledge base than those 'trained' prior to the new curriculum. In recognition of the quality and standing of the curriculum, it has also been adopted for use by the other (private) School of Nursing in Fiji and is being used as a base curriculum to upgrade the nursing courses in other Pacific Island countries.

Statement of Contribution

Feedback from stakeholders (individual patients) in Fiji:

These new graduates really listen to what you say.

They tell me what to expect and what I have to do.

They teach me what I need to know to manage my heartproblem at home.

According to the Acting Director of Nursing Services, the Acting Principal of the Fiji School of Nursing (FSN) and the senior tutors of the SN, the new graduates are:

Assertive and challenge the older staff to provide rationales for decisions

Have excellent communication skills

Have critical thinking skills that have impressed the medical officers.

A closely related initiative to was also undertaken with the Ministry of Health as a support for and an extension of the development of the nursing curriculum. The scope of practice review and development of standards for the Fijian nurses was undertaken to extend the impact of the new curriculum and thus to enhance the health care of the people of Fiji. This project ascertained the current scopes of practice for nurses, midwives and Nurse Practitioners, and established standards for each. The project has produced a pivotal document in the review, design and development of nursing curricula and education in Fiji and has been adopted by other Pacific Island Nations to develop their own frameworks.

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JCU students have benefited tremendously from the School's offshore curricula development in Fiji, and since 2005 a number of students have been able to gain valuable clinical education in Fiji through the collaborative relationship developed between both institutions. These experiences have contributed to enhanced cultural understandings and clinical skills development. Retnming students commented, "it was fascinating to explore differences and similarities between our two countries' nursing courses. The Fijian students were especially surprised by the amount of theory we had studied and we were impressed by the
fact that each one of them is required to complete 10 deliveries (of infants) before graduating".

The team have also used their experience of developing the curriculum and subjects in Fiji to further
intemationalise the James Cook University nursing cuniculum. For example, Fiji nursing has a primary
health care delivery focus and the team has been able to introduce aspects of the Fiji experience to strengthen
their own curriculum, as well as enhance student learning opportunities and outcomes. Working with a
developing country has augmented the team members' knowledg0.011 Tc 4.557 0chaTc 4.494 il healt67Td suitie107Td (ano)]TJ -0.011 f was to delnle, the know

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In the Course Evaluation conducted after graduation in 2007, graduates from the first cohort reflected on their learning outcomes and made comment on their satisfaction with the course, how their leaming had affected their ability to care for patients, and their plans to work in mental health after graduation:

Criteria

The quality of the learning experience during the intensive was
The interest level generated during this intensive was
The explanations given by staff about mental health nursing during the intensive were
The level to which we accomplished the aims of the subject was
Where '1' =completely unacceptable to '5' = outstanding

It has enhanced my nursing care and how I view and deal with clients out in the community. i.e. genuinely listening to them, focusing on their strengths also rather than just theproblems.

2007 results

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5
5
4.8
4.8

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