

# Enhancing Practice 2022 Conference

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*20:20 Vision – Transforming Our Future  
Through Person-Centred Practices*

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**WEDNESDAY 6 – FRIDAY 8 APRIL 2022**  
**SAGE HOTEL WOLLONGONG, NSW AUSTRALIA**

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# Person-centred curriculum makes a difference

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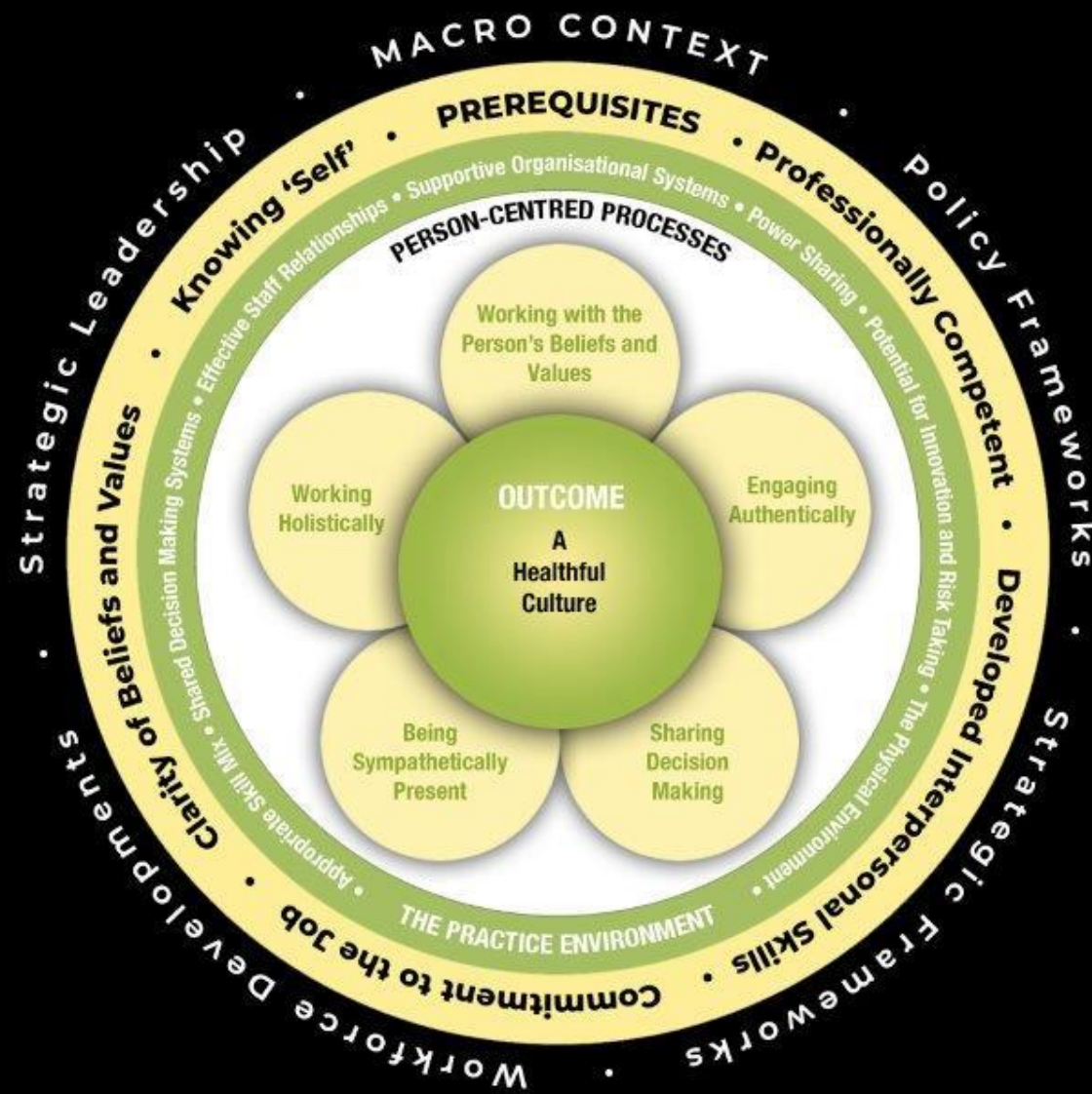
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# Background

- How do we prepare a nursing workforce that contributes to better health outcomes?
- What is the role of nursing education?
- How can person-centred practice underpin a curriculum?
- Transforming RNs who:
  - Create person-centred learning cultures
  - Build and construct new knowledge
  - Engage in deep approaches to learning
  - Foster independence
  - Develop leadership



# Person-centred Practice in undergraduate nursing



McCormack and  
McCance, 2021

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# Can a person-centred philosophy influence the development of students' person-centred practice?

- Aim: To evaluate whether the Bachelor of Nursing curriculum philosophy influences the development of a student's person-centred practice.
- Objectives:
  - Evaluate BN students' perceptions of person-centredness across the BN curriculum.
  - Evaluate students' links of theory and practice to the PCPF across the three year degree.
  - Evaluate the impact of curriculum initiatives in developing person-centred practice.

# Approach

- All students invited to complete online PCPI-S
- 5-point Likert scale
- Constructs and statements mapped to curriculum progression

Please indicate how much you agree or disagree with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have the necessary skills to negotiate care options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I provide care I pay attention to more than the immediate physical task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I actively seek opportunities to extend my professional competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I ensure I hear and acknowledge others perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. In my communication I demonstrate respect for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Results

## Pre-requisites

Construct	2019	2021
Professionally Competent	3.8	4.2
Developed Interpersonal Skills	4.1	4.5
Commitment to the Job	4.1	4.5
Knowing 'self'	3.9	4.1
Clarity of Beliefs and Values	3.8	3.9

# Results

## The Practice Environment

Construct	2019	2021
Appropriate Skill Mix	3.9	4.1
Shared Decision Making	3.6	3.7
Effective Staff Relationships	3.8	4
Power Sharing	3.8	3.9
Potential for Innovation and Risk Taking	3.7	3.9
The Physical Environment	4	4.3
Supportive Organisational Systems	3.7	3.7



# Results

## Person-centred Processes

Construct	2019	2021
Working with the Person's B&V	4	4.3
Sharing Decision Making	4.1	4.3
Engaging Authentically	4.2	4.5
Being Sympathetically Present	4.2	4.5
Working Holistically	4.2	4.5

# Results

Consistent increase in

BN curriculum

- Year 1 – foundational nursing knowledge based on person-centred principles
- Year 2 – building skills of analysis and complexity
- Year 3 – synthesising knowledge and applying person-centred practices



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