

Perceptions of Master degree nursing students about curricular gaps enrolled in public sector health university of Lahore.

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Abstract

Nursing education is in transition from diploma to degree program. For nursing education to be more effective and productive there is need for an applied curriculum enable to encounter the accessories of higher nursing education. Writers in nursing edification come to an understanding that for teaching learning activities to be efficacious and acceptable, a constant reactive association amongst curriculum and learning is obligatory. Present study have aim to collect the perception of Master degree nursing students about curricular gaps through thematic analysis design. The non-probability, purposive sampling technique was used to select the participants. A total of 10 students were recruited in this study. Thematic analysis of participant's perceptions emerged themes such as, unclear clinical objectives, duplication of prerequisite, inappropriate time allocation, Lack of competency in clinical field and lack of critical thinking.

INTRODUCTION

Curriculum is reflected as the core entity of any scholarly institution which worth that schools or universities are not able to progress without a blue print known as curriculum. With its importance in nursing education, curriculum has become a dynamic process due to the changes that occur in society. (Barrow 2015).

A critical look at the nursing curriculum in different countries reveals lot of inadequacies (Stichler, Fields et al. 2011). It is unavoidable that nursing curriculum necessities reconsideration

of the outmoded notions and to be adapted according to the prerequisites of the new era of nursing education. Nursing education in Pakistan is in the state of transition and is shifting from nursing boards to medical universities (Bibi, Ilahi et al. 2016). In Pakistan, the future of nursing profession can be promoted by establishing nursing research institutions, foundation of professional nursing associations and professional societies of nursing scholars (Schober 2016).

Planning for the MSc nursing program began in 1995 at Agha Khan University. The curriculum of MSc Nursing is based on essentials of advanced nursing yet reflects the specific context of Pakistan. However many challenges remain for the MSc Nursing program, the most important of that was curriculum revision after experiences. Besides Agha Khan University some other universities are also now offering MSc Nursing program in Pakistan. (Lewis, Rogers et al.). When considering curriculum development and revision, the program faculty should consider factors that can influence the outcome of curriculum. Some factors such as the number of faculty, institutional policies, type of program, student clinical sites, types of course delivery, physical resources are important consideration for appropriate teaching learning process. Adoption of competency-based curriculum that is responsive to rapidly changing needs is a greater necessity rather than a curriculum that is being dominated by static coursework. Criticisms from shareholders, alumna, faculty through focus group discussions and from in progress students will give a concrete intention for the formal curriculum examination ((Fitzgerald, Kantrowitz-Gordon et al. 2012).

The primary aim of this study is to determine whether MSc Nursing curriculum in Pakistan incorporates the skills and knowledge essential to prepare students for the emerging health care challenges. The questions of quality, repetition, excessive workload and coordination are considered major challenges for current curriculum. After assessment of students views, advanced

technology can be used to innovate students with new styles of teaching and learning with the help of available literature and international polices a good MSc Nu program can be designed whose curriculum is uniform and able to meet the standards of highly specialized advanced nursing practice.

OBJECTIVES

The objective of this study was to explore Perceptions of Master degree nursing students about curriculum gaps enrolled in public sector university of Lahore.

METHODOLOGY

STUDY DESIGN

A qualitative approach thematic analysis was used.

STUDY SETTINGS

Public sector health university of Lahore.

STUDY POPULATION

Students enrolled in two year Master in Nursing programme of public sector health university.

SAMPLE SIZE

Sample size for this study was 10 subjects (Flick, U., 2014).

SAMPLING TECHNIQUE

Purposive sampling technique was used.

DATA COLLECTION TOOL

Observation and Semi-structured interview

Results

Data was recorded through digital tape recorder and notes taking. Data transcription were prepared. Chunking of the data was done through color coding. Themes from emerging categories were than selected. These themes were, unclear clinical objectives, duplication of prerequisite, inappropriate time allocation, Lack of competency in clinical field and lack of critical thinking.

Table:1 shows the participants social and demographic characteristics (Annex 1)

No	Age	Gender	Experience	Basic qualification
Interviewee 1	30	M	4	BSC generic
Interviewee 2	29	F	7	Post-RN
Interviewee 3	28	F	6	Post-RN
Interviewee 4	31	F	8	PosT-RN
Interviewee 5	30	M	7	BSC generic
Interviewee 6	29	F	6	BSC generic
Interviewee 7	42	F	22	Post-RN
Interviewee 8	29	M	6	BSC generic
Interviewee 9	45	F	24	Post-RN
Interviewee 10	31	M	10	BSC generic

Widely held studies on academic system of nursing higher education system revealed that there are number of discrepancies between educational system and curriculum. Nursing education in developed countries is progressive and is compatible with nursing philosophies thus leading to distinct clinical objectives achieved through proper time allocation and a source for generation of critical thinking through clinical competency and decision making.

Conclusion

Study results concluded that prevailing curriculum of public sector health university have multiple gaps and flaws. Themes which are presented in this study through students' perceptions are indicators for curriculum evaluation, Thus it is strongly recommended that the policy maker and administer should reassess this curriculum for existing gaps and make the prevailing flaw for making educational system more applied.

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