

# Building a Stronger Future: Empowering Nurses to Design Modules for Integrated Curriculum in Nursing Education

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## Abstract

**Background:** The successful implementation of an integrated curriculum in nursing education has been hindered by challenges, primarily faculty resistance due to a lack of familiarity and expertise in integrated module designing. To address this crucial issue, it is essential to empower nurse educators with the necessary knowledge and skills to embrace and implement an integrated curriculum effectively. This project aimed to enhance participants' knowledge of integrated module designing in nursing education through a training workshop. **Methodology and Findings:** A pre-experimental single-group pretest-posttest design was employed to assess the participants' knowledge before and after the training workshop. The study involved thirty nurse educators from various cities in Pakistan. The effectiveness of the training workshop regarding integrated module designing was evaluated using the paired t-test, revealing a significant difference with a p-value of 0.001. The results indicate that the participants' knowledge increased significantly after attending the workshop. **Recommendation:** To further reinforce the integration of different subject areas, it is suggested that nursing colleges organize follow-up workshops for facilitating the successful implementation of an integrated curriculum in nursing education.

**Keyword:** Nursing education, training workshop, integrated curriculum (IC), MCQ test.

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## INTRODUCTION

There is a growing need for an integrated curriculum (IC) in nursing education in Pakistan to prepare nursing students for the complex and dynamic healthcare environment. An integrated curriculum encourages students to think critically and apply knowledge from different subject areas to solve complex healthcare problems (Shrestha *et al.*, 2018). This approach helps to develop their analytical skills and enhances their ability to provide holistic patient care (Mathur *et al.*, 2019). An integrated curriculum emphasizes interdisciplinary collaboration, which helps students to develop effective communication skills. This skill is crucial in healthcare settings where effective communication among healthcare providers is essential to ensure patient safety and quality care. Moreover, IC provides students with opportunities to develop practical skills through hands-on activities and clinical experiences. This approach helps to bridge the gap between theory and practice and enables students to

apply their knowledge to real-world situations. Many countries have already adopted an integrated curriculum in nursing education, and Pakistan needs to align with these international standards to improve the quality of nursing education and prepare students for global employment opportunities.

Moving up the integration ladder of Harden in the Pakistani context requires a well-trained faculty that can effectively implement and facilitate an integrated curriculum (Asad & Khaliq, 2020). The first step in training faculty for an integrated curriculum is to provide them with an orientation and training session on the principles and concepts of integration (Husain *et al.*, 2020). This session can cover topics such as the rationale for an integrated curriculum, the advantages of integration, and the different levels of integration according to the Harden ladder (Hafeez *et al.*, 2021).

An integrated curriculum is becoming increasingly important in nursing education, and the

need for faculty training in this area is crucial. In recognition of this need, a partnership between two nursing colleges of Islamabad was established. A faculty training workshop on an integrated curriculum designing was conducted at one of nursing college Islamabad, Pakistan. The workshop aimed to equip faculty members with the necessary knowledge and skills to develop and implement integrated modules in nursing curriculum that can prepare nursing students for the complex and dynamic healthcare environment. The workshop was attended by 30 faculty members from different nursing colleges of Pakistan. It provided a valuable opportunity for participants to enhance their knowledge and skills in this area. This report aims to provide a summary of the workshop, its objectives, methodology, and outcomes.

The workshop was conducted over 3 hours by two facilitators who were having the knowledge and competency of integrated curriculum. Pre workshop knowledge of participants regarding integrated module designing was assessed by 10 item MCQ test. The training was delivered through a combination of didactic lectures, group discussions, and hands-on activities. The first half of the workshop focused on the rationale for an integrated curriculum and the advantages of integration. The session covered the following topics. 1) Introduction to integration and the

Harden ladder. 2) Advantages of integration. 3) Different levels of integration according to the Harden ladder. The session was followed by group discussions where participants shared their experiences and challenges related to integrating different subject areas. The second half of the workshop focused on specific areas related to integration. The session covered the following three topics: 1) Evaluation of an integrated curriculum. 2) Assessment of learning outcomes. 3) Designing of integrated modules. The session was followed by hands-on activities where participants worked in small groups to develop integrated modules for an integrated curriculum. Post workshop knowledge was also assessed by 10 item MCQs test.

### Test Score Result

As shown in the table-1, result of mean post workshop score of the participant was greater than pre workshop score. Moreover, the test scores – continuous variable of pre and post score were checked for the normality. The obtained p value for Shapiro-Wilk test was 0.07, which is more than alpha 0.05, so normality was met. Paired t-test was applied to assess any difference in scores obtained after workshop. The difference was significant with a (p-value 0.001). These results suggest that participant knowledge was increased after attending workshop.

**Table 1: Paired sample T test**

	Mean	Std. Deviation	DF	T Value	Sig
Pre workshop knowledge Score	3.72	1.94	29	6.77	0.001
Post workshop knowledge score	6.66	1.23			

Findings suggest that the faculty training workshop on an integrated curriculum was well-received by the participants, and it helped to improve their knowledge regarding integrated module designing.

### RECOMMENDATIONS

To further support the integration of different subject areas, it is recommended that the nursing college: 1) Organize follow-up workshops to reinforce the concepts and principles learned in this workshop. 2) Encourage collaboration between faculty members from different disciplines to facilitate the integration of different subject areas. 3) Provide resources and mentoring to support faculty members in developing and implementing an integrated curriculum.

Overall, the faculty training workshop on an integrated curriculum was a success and provided a valuable opportunity for faculty members to enhance their knowledge and skills in this area. The participants left the workshop with a deeper understanding of the integrated curriculum and the skills and knowledge necessary to implement an integrated curriculum in the Pakistani context.

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