How do clinicians contribute to curriculum development within Bachelor of Nursing programs in Australia?

J Cahill¹, V Betihavas²
¹University of Western Sydney, Sydney, NSW
²University of Tasmania, Sydney, NSW

Introduction:
Within Australia there appears to be a disparity between nursing theory and clinician practice within programs of education. It would appear that nursing clinicians are not routinely involved in program and curricula development and this raises concerns regarding the clinical aspects of teaching, learning and assessment within nursing programs. We aimed to identify in what way clinicians contribute to nursing curricula.

Method:
Integrative Review

Results:
Thirty (30) articles were identified from the literature search. Overall, there was little within the literature to identify clinicians input into nursing curricula and programs. Furthermore, from the articles identified, the evidence suggests that the input that is provided is minimal. Of the themes that were identified, the need for joint research between academia and clinical areas, the need to ensure that academics were clinically current and bringing clinical experts in to undertake the clinical teaching sessions, were clearly recognised.

Conclusion:
The themes identified in the review highlight the need for further contribution from clinicians to nursing curricula. In addition, the need for strengthening the relationship between academia and the clinical area is recommended. Possible alternate innovative methods of developing and implementing nursing curricula within Australia should be explored. These innovative methods could include active clinician participation within all aspects of curriculum development. There appears to be a paucity of research related to clinician contribution to curricula which requires further investigation.