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Title: Evaluation of the online resources in the Hauora Māori masters of nursing course.

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Introduction

Online resources are now increasingly utilized as tools of learning, having become part of many mainstream health education courses, with its popularity increasing. Video scenarios are an example of many types of online resources available. In 2016 the University of Otago, Christchurch Department of Nursing offered for the first time in Aotearoa New Zealand a Masters of Nursing Science (MNSc). It is the only graduate nursing programme in Aotearoa, and is endorsed by the New Zealand Nursing Council. The course is an intensive two year programme that offers students on graduation both a Masters in Nursing and Registered Nurse qualification.

The Hauora Māori curriculum is a component of the Masters of Nursing program. The aim of the curriculum is to provide students with skills using the Hui Process and Meihana Model to enhance the student's interactions with Māori patients and their whānau and ultimately addressing health inequity in the health system. The video scenarios are examples of how a good consult would look in a clinical setting, using the frameworks. This method allows for the student to watch the videos online at their own pace outside of class, therefore enabling more contact time spent on practical activities centred around the needs of the students. The video scenarios portrayed a trained nurse interviewing a Māori patient (with or without their whānau).

Aim

To evaluate the use of online resources and how they have supported the Masters of Nursing Science students to translate the Hauora Māori curriculum into praxis.

Impact

The Hauora Māori online resources can serve as a learning tool that will enable Masters of Nursing Science students to gain knowledge and competency in Hauora Māori and ultimately help address the health inequity with Māori patients in the health care system in Aotearoa.

Method

A qualitative thematic analysis with an inductive technique was used for this study. Three focus groups were conducted and included 12 students and 3 key informants. In the focus groups, qualitative data was collected through in-depth discussions. All focus group interviews were recorded and transcribed by the author.

Results

Across all three focus groups there were similar themes that featured, which included:

Hauora Māori

Prior Hauora Māori Knowledge was limited: All students had very little knowledge, with small recognition of unequal health disparities between non-Māori and Māori, The Treaty of Waitangi and other healthcare models.

Gained knowledge of Hauora Māori and inequalities in the health care system upon completion of the course: Once having completed the Hauora Māori program all students had a better understanding of the inequalities Māori face within the health care system. Students were able to explain the harms of racism, marginalisation and colonisation – all of which are a part of the Meihana model. All students also had increased insight into individual and systemic factors that cause disparities for Māori within the health care system.

Online Resources

Online resources perceived as very useful: All students and key informants found the online resources (specifically the videos) to be beneficial. The participants complimented the use of headings, the ability to pause, rewinding and skip as well as the use of non-Māori clinicians, as majority of the participants were non-Māori. Overall, all participants agreed that the online resources are a consolidation tool to support their contact teaching as oppose to using it as a learning tool separately.

Increase in resource distribution required: All participants demanded for an increase in curriculum time of Hauora Māori and a need to integrate Hauora Māori through other areas of the masters nursing course. Additionally all participants would like an increase in resource distributions, with inclusion of a voice over kupu, a summary attachment of the Hui Process and Meihana Model to lanyard, for a PDF to be uploaded to all Canterbury DHB electrical devices and an app to be developed for use of appropriate reo. Also and additional session on how to navigate Moodle easily with the addition of more modes of distribution e.g. email links, Facebook page.

Translation to practice

Improved competency and confidence: All students felt that on completion of the Hauora Māori course they had developed an increase in competency and confidence when working with Māori patients and their whānau.

Increase in knowledge: All students feel they have enough knowledge to be able to use the Māori health models to translate into their own praxis.

Conclusion

From the results, the use of videos as online resources was determined by students and key informants to be a significantly beneficial learning method of the Hauora Māori curriculum. All students gained knowledge and confidence in translating Hauora Māori to their praxis.