

## **AOTEAROA COLLEGE of DIABETES NURSES NZNO**

### **EDUCATION POLICY**

#### **1. INTRODUCTION**

*The Aotearoa College of Diabetes Nurses (ACDN) Education Policy* and its associated document the *National Diabetes Nursing Knowledge and Skills Framework (NDNKSF)* (2018) have been created to assist in the development of a highly skilled diabetes nursing workforce. Diabetes nursing varies considerably, depending on the practice setting. It can be a stand-alone specialised area of practice or part of more general nursing practice. Diabetes nursing incorporates working with people living with diabetes and/or their families or their whānau to ensure they have the education, knowledge, skills and understanding to self-manage their diabetes.

Education for nurses working in diabetes, either as a specialty or as part of more generalised nursing practice, for example in hospital settings, primary health care or in aged residential care, is vital in developing, and extending nursing and leadership knowledge and skills. Education underpins sound nursing practices, as well as contributing to the development of the nursing profession as a whole.).

*The ACDN Education Policy* complements or aligns with other NZNO documents, such as but not limited to:

- NZNO Education Policy (2013)*
- Guidelines for cultural safety, the Treaty of Waitangi and Māori health in nursing education and practice (2011).*
- NZNO Advanced Nursing Practice (2013)*
- National Diabetes Nursing Knowledge and Skills Framework (2018)*

and should be read in conjunction with these.

#### **2. TE TIRITI O WAITANGI**

ACDN acknowledges the importance of te Tiriti o Waitangi and its key principles of partnership, participation and protection. ACDN expects these key principles, already widely incorporated into the health-care setting, are appropriately integrated into nursing education at all levels. The college anticipates educational facilities will work closely with nurses to:

- a) ensure they have the appropriate support and information required to practise safely in a cultural context, and,
- b) to increase the number of Māori nurses to better reflect the composition of New Zealand's population and in particular the population demographics in our local communities.

Nursing education should support the development of nurses who are responsive to reducing inequalities, reducing inequities, removing barriers, and improving service delivery and health outcomes for Māori.

### **3. HEALTH INEQUALITIES, HEALTH INEQUITIES AND SOCIAL CONSIDERATIONS**

New Zealand is a multicultural society. Many of these ethnic groups, especially, but not limited to, Māori, Pacific, Asian, and Indian subcontinent populations, are amongst the most vulnerable to poor diabetes health outcomes. This is associated with numerous socio-economic factors, inequities, inequalities and barriers to effective diabetes health care. ACDN encourages and supports education that strengthens both nursing practice and nursing leadership. This education must be evidence-based, timely, effective and tailored to meet the evolving diabetes health needs of people of all ages and especially for identified high-risk populations and communities.

### **4. STANDARDS IN DIABETES NURSING EDUCATION**

The ACDN supports the seven principles of post-registration nursing education outlined by Brinkman (2010). These state that nursing education must be appropriate, acceptable, affordable, accessible, relevant, supported and evaluated. The following standards (NZNO, 2007) highlight aspects of education that the ACDN consider important.

**STANDARD 1** - Nursing education should be delivered and managed by appropriate people.

- Those responsible for teaching nurses working in diabetes should have the appropriate academic qualifications and either have considerable experience in diabetes or be working alongside a colleague who does (eg, some courses are run by both an academic supervisor and a clinical supervisor). It is desirable such a clinical supervisor/educator is a registered nurse who holds current ACDN specialist diabetes nurse accreditation.
- Academic programmes should be approved by a regulatory body (eg, Nursing Council) and be delivered by institutions accredited by an appropriate authority (eg the New Zealand Qualifications Authority). However, the college acknowledges that, in some cases, programmes/study days run outside academic institutions, such as those run by specialised diabetes units, or supported by industry, provide valuable and appropriately targeted education for nurses and their medical colleagues.

**STANDARD 2** – Nursing education should be nationally consistent and aligned to the NDNKSF (2018).

- It is desirable that any course delivered in an academic or a clinical setting (eg specialist diabetes unit), targeted at nurses, aligns itself with the NDNKSF (2018). This framework clearly outlines appropriate standards to ensure national consistency in diabetes education.
- There are many education opportunities in diabetes nursing, from foundational programmes through to advanced diabetes education. These are either stand-alone courses or part of postgraduate qualifications. ACDN advises those interested in study options to seek academic advice from tertiary providers, as well as professional advice from your local diabetes team.
- ACDN can support institutions, through external moderation or similar processes, to ensure national consistency and the appropriateness of the curriculum to current diabetes nursing practice.

**STANDARD 3** – Nursing education should foster a multidisciplinary team approach.

- Diabetes is a chronic condition that requires input from a range of disciplines. Education should encourage collaboration between disciplines. This could include using the knowledge base of other disciplines where appropriate, discussion on appropriate referrals and education alongside other disciplines, such as GP and practice nurse education sessions for primary care.
- As unregulated health care workers are increasingly used to deliver some aspects of diabetes care, particularly in high-risk populations, a multidisciplinary approach is critical to ensure optimal health outcomes for the person with diabetes.

## References:

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### **Mission statement**

NZNO is committed to the representation of members and the promotion of nursing and midwifery. NZNO embraces Te Tiriti o Waitangi and works to improve the health status of all peoples of Aotearoa/ New Zealand through participation in health and social policy development.

