

INCLUSION OF PERSON-CENTRED CARE IN KENYAN UNDERGRADUATE NURSING TRAINING-A DOCUMENTARY ANALYSIS OF MOI UNIVERSITY SCHOOL OF NURSING CURRICULUM

B. Kipkoech, Thika School of Medical and Health Sciences, Thika, S. J. Keino, Kenyatta National Hospital, Nairobi

INCLUSION OF PERSON-CENTRED CARE IN KENYAN UNDERGRADUATE NURSING TRAINING-A DOCUMENTARY ANALYSIS OF MOI UNIVERSITY SCHOOL OF NURSING CURRICULUM

B. Kipkoech and S. J. Keino

Introduction: Good health and well-being form part of the UN Sustainable Developmental Goals (SDGs). Over time, there has been much emphasis on the need to achieve quality care to improve the overall quality outcome of care and client satisfaction. Patient-centred care is a canvas principle of a mutual relationship between the healthcare providers and the clients at all times of their interaction. Patient care should be holistic yet individualistic since each individual has different healthcare needs and preferences that must be met to various degrees.

Objectives: To understand how patient-centred care is represented in the undergraduate nursing curriculum b) To identify approaches to PCC education in the undergraduate nursing curriculum.

Methods: This work applied qualitative document analysis research method to analyze the published curriculum for undergraduate nursing training at Moi University. An electronic search of these keywords in the document was used to capture the phrases, their location noted, and the concept adopted. Since the curriculum was developed in American and British English, words were searched in both lexes. An individual document analysis was

adopted before a critical filter of the components that make the person-centred care concept.

Results: The curriculum acknowledges the position of all parties in care, the healthcare provider, and the clients at all times. However, there is a need for emphasis on shared decision-making among the parties and the inclusion of both parties equally in care delivery. The nursing curriculum applies a more subtle communication approach and assumes nurse-only decision-making. Developing a patient-centred, care-oriented curriculum is essential for increasing competency and skills during teaching and assessing undergraduate students for most healthcare-related programs.

Conclusion: Continued policy and curricula review to meet society's needs is necessary for delivering high-level quality care in all settings. Future policy documents, therefore, should be conscious of the gaps highlighted.

Citation: Kipkoech, B., & Keino, S. J. (2023). *Inclusion of person-centred care in Kenyan undergraduate nursing training-a documentary analysis of Moi University School of Nursing curriculum. East African Medical Journal, 100(3), 5732-5738.*