Maxi nurses not mini doctors: keeping pace with the changing face of remote practice — the CRANA curriculum experience

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The past ten years have seen rapid change in the health status and outcomes in remote and isolated Australia. This is evidenced by the health outcomes described in the 2004 Health of Australia report and the evolution of the best-practice protocols for the significant and common presenting conditions in remote Australia outlined in the CARPA Standard Treatment Manual.

Remote area nursing competency standards were developed and endorsed by the Council of Remote Area Nurses of Australia in 1999 and from this the remote area nursing (RAN) curriculum was developed into a suite of accredited programs with Flinders University.

The translation of the curriculum into accessible learning has involved both fostering the development of advanced clinical reasoning principles and processes that include the context of the individual within their family, community and circumstances and the technical, clinical and procedural skills required of specialist generalists, remote area nurses.

This paper will describe these processes, discuss the evolution of RAN specialist training, the challenges, strengths and lessons learnt and strategies to strengthen RAN education and training to support quality health care into the future.

PRESENTER

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