

Interprofessional Collaboration to Enhance SRHR Education: Co-designing a Teaching Toolkit for Nursing and Social Work University Educators

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Background:

Sexual and Reproductive Health and Rights (SRHR) are fundamental to health, equity, and human dignity. However, many Nursing and Social Work graduates feel underprepared to address SRHR due to limited and inconsistent coverage in university curricula. To address this gap, the SWAN-SR project—a cross-national, interprofessional initiative—brought together educators, students, and frontline practitioners from Sydney and Hong Kong to co-design a flexible SRHR teaching toolkit for university settings.

Methods:

From August 2022 to December 2023, the project followed a three-phase co-design process: formative engagement, needs assessment, and collaborative development. Nearly 300 Nursing and Social Work students in Australia and Hong Kong participated in surveys and focus groups to explore SRHR learning needs. These insights informed a series of co-design workshops involving an 18-member interprofessional team of academics, students, and frontline professionals, who

collaboratively developed the toolkit's learning outcomes, structure, and content for curricular integration.

Results:

The Australian edition of the SWAN-SR Teaching Toolkit will be officially introduced at this conference. It comprises five key components: (1) core SRHR concepts and strategies for integrating them into existing Nursing and Social Work curricula; (2) approaches to creating safe and inclusive learning environments through trauma-informed, intersectional, and sex-positive pedagogy; (3) communication tools, including the EX-PLISSIT model, to support respectful and confident engagement with sensitive topics; (4) real-world case studies on LGBTIQ+ health, aged care, domestic violence, and Indigenous health to promote applied learning and interprofessional collaboration; and (5) essential clinical content on STIs and family planning, clarifying the professional roles of nurses and social workers in SRHR care. Plans are underway to adapt and translate the toolkit for the Hong Kong context, ensuring cultural and curricular relevance.

Conclusion:

This co-designed, evidence-informed toolkit demonstrates how cross-cultural, interprofessional collaboration can address gaps in SRHR education and support inclusive, practice-based teaching in Nursing and Social Work.

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