

The background of the slide is a close-up, high-angle photograph of an open book. The pages are fanned out, creating a series of curved lines that lead the eye towards the center. The lighting is soft and even, highlighting the texture of the paper. In the upper left corner, a portion of a pencil and a pen nib are visible, suggesting a theme of writing, editing, or learning.

CURRICULUM REVISION: LESSONS LEARNED

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History of Curriculum Development



Forces that effect nursing education

- Federal – IOM
- State – Connecticut Department of Public Health
- National Council of State Boards of Nursing
- Nursing Accreditation Organizations – NLN, AACN
- The Joint Commission
- Institutional Requirements
- Schools Departments of Nursing

Why change?

- On June 17-18, 2002 over 150 leaders and experts from health professions education, regulation, policy, advocacy, quality, and industry attended the Health Professions Education Summit to discuss and help the committee develop strategies for restructuring clinical education to be consistent with the principles of the 21st-century health system.
- The report says that doctors, nurses, pharmacists and other health professionals are not being adequately prepared to provide the highest quality and safest medical care possible, and there is insufficient assessment of their ongoing proficiency.
- Educators and accreditation, licensing and certification organizations should ensure that students and working professionals develop and maintain proficiency in five core areas:
 - delivering patient-centered care,
 - working as part of interdisciplinary teams,
 - practicing evidence-based medicine,
 - focusing on quality improvement and
 - using information technology.
- [April 18, 2003 http://www.iom.edu/Reports/2003/Health-Professions-Education-A-Bridge-to-Quality.aspx](http://www.iom.edu/Reports/2003/Health-Professions-Education-A-Bridge-to-Quality.aspx)

- This report is really about the future of health care in our country. It points out that nurses are going to have a critical role in that future especially in producing safe, quality care and coverage for all patients in our health care system.
- <http://thefutureofnursing.org/recommendations>

4 Key Messages:

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other health professionals, in redesigning health care in the United States.
- Effective workforce planning and policy making require better data collection and an improved information infrastructure.

8 Recommendations

- 2. Expand opportunities for nurses to lead and diffuse collaborative improvement efforts
- <http://thefutureofnursing.org/recommendation/detail/recommendation-2>
- 3. Implement Nurse Residency programs
- <http://thefutureofnursing.org/recommendation/detail/recommendation-3>

8 Recommendations:

- 4. Increase number of nurses with BSN to 80% by 2020
- <http://thefutureofnursing.org/recommendation/detail/recommendation-4>
- 5. Double number of nurses with a Doctorate by 2020
- <http://thefutureofnursing.org/recommendation/detail/recommendation-5>

- 6. Ensure that nurses engage in life long learning
- <http://thefutureofnursing.org/recommendation/detail/recommendation-6>
- 7. Prepare and enable nurses to lead change to advanced health
- <http://thefutureofnursing.org/recommendation/detail/recommendation-7>

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
 - o A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
 - o Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- **Essential III: Scholarship for Evidence Based Practice**
 - o Professional nursing practice is grounded in the translation of current evidence into one's practice.
- **Essential IV: Information Management and Application of Patient Care Technology**
 - o Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

Essential V: Health Care Policy, Finance, and Regulatory Environments

- o Healthcare policies, including financial and regulatory, directly and indirectly

influence the nature and functioning of the healthcare system and thereby are

important considerations in professional nursing practice.

- **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**

- o Communication and collaboration among healthcare professionals are critical to

delivering high quality and safe patient care.



- **Essential VII: Clinical Prevention and Population Health**

- o Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

- **Essential VIII: Professionalism and Professional Values**

- o Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

- **Essential IX: Baccalaureate Generalist Nursing Practice**

- o The baccalaureate graduate

nurse is prepared to practice with patients,

including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

- o The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

NLN

- Working together will facilitate the unity of nursing education programs and advance opportunities for academic progression, which may include seamless transition into associate, baccalaureate, master's and doctoral programs. Collectively, we agree that every nursing student and nurse should have access to additional nursing education, and we stand ready to work together to ensure that nurses have the support needed to take the next step in their education.
<http://www.nln.org/aboutnln/academicprogression.htm>

NCLEX-RN Test Plan

- Mission - The National Council of State Boards of Nursing (NCSBN) provides education, service, and research through collaborative leadership to promote evidence-based regulatory excellence for patient safety and public protection

ANCC – Magnet Status

- Transformational Leadership
- Structural Empowerment
- Exemplary Professional Practice
- New Knowledge, Innovation, & Improvements
- Empirical Quality Results

- <http://www.nursecredentialing.org/Magnet/MagnetNews/2008-MagnetNews/NewMagnetModel.html>

The who, what, why, when, how of change

- Identify what change is needed
- Discuss why change is needed
- Discuss when new curriculum/program will be implemented
- Discuss how it will be implemented
- Identify who will be involved in developing new curriculum/program

How will merge with/replace existing

- Related to *Mission, philosophy*
- Outcomes of new curriculum/program
- Teaching learning strategies to meet outcomes
- How will outcomes be measured?
- How will effectiveness be evaluated and revised?

The meetings.....



**I now call this meeting of
"Praise Your Cat"
to order. Billie please read
last week's meetings
minutes, remember to
speak loudly so that
everyone can hear the
wonderful things said
about "ME"**



There is not always agreement



Need for consensus



Quinnipiac University

- Why we developed new curriculum
- Mission – revised mission
- Mission consistent with University
- Learning outcomes consistent with University ELO
- Needed to examine our program within the content of other programs
- Needed to decide on a unifying framework – NCLEX
- Needed to identify how all content would be distributed throughout curriculum
- Needed to identify courses
- Needed to think about logistics of changing courses/content
- AACN Accrediation

Nursing Theories - Nursing Science and Information Literacy

- **Course Title: NUR 302: Nursing Science and Information Literacy (3 cr)**
- This course examines historical and contemporary nursing science. Students are introduced to patterns of knowing, clinical reasoning, and select disciplinary and interdisciplinary concepts and theories useful in nursing practice. This course also focuses on information literacy and information management in the delivery of quality patient care. Knowledge, attitude, and skill acquisition opportunities are provided in campus lab and applied in clinical practicum. *Every Year, Fall*

Undergraduate Program Outcomes

The undergraduate nursing curriculum is consistent with the undergraduate *Program Outcomes (PO)*.

The program outcomes consistent with this course are identified with the appropriate course outcome.

The undergraduate nursing program at Quinnipiac University prepares students with the knowledge, skills, and attitudes to provide holistic care for diverse individuals, families, and populations across the lifespan. Achievement of the following outcomes enables graduates to practice as nurse generalists within complex healthcare systems. Our baccalaureate graduates demonstrate proficiencies in following areas:

AACN Essentials

- **Essential I:** Liberal Education for Baccalaureate Generalist Nursing Practice - a solid base in liberal education provides the cornerstone for the practice and education of nurses.
-
- **Essential II:** Basic Organizational and Systems Leadership for Quality Care and Patient Safety - knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
-
- **Essential III:** Scholarship for Evidence Based Practice - professional nursing practice is grounded in the translation of current evidence into one's practice.
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- **Essential IV:** Information Management and Application of Patient Care Technology- knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
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- **Essential V:** Health Care Policy, Finance, and Regulatory Environments - healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
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- **Essential VI:** Interprofessional Communication and Collaboration for Improving Patient Health Outcomes - communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
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- **Essential VII:** Clinical Prevention and Population Health - health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
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- **Essential VIII:** Professionalism and Professional Values - professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
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- **Essential IX:** Baccalaureate Generalist Nursing Practice - the baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Program Outcomes

- .1. Integration of liberal education for generalist nursing practice
-
- 2. Basic organizational and systems leadership for quality care and patient safety
-
- 3. Scholarship for evidence-based practice
-
- 4. Information management and application of patient care technology
-
- 5. Healthcare policy, finance, and regulatory environments
-
- 6. Interprofessional communication and collaboration for improving health outcomes
-
- 7. Clinical prevention and population health
-
- 8. Professionalism and professional values
-
- 9. Baccalaureate generalist nursing practice
-

Course Outcomes

- . Integration of liberal education for generalist nursing practice
-
- 2. Basic organizational and systems leadership for quality care and patient safety
-
- 3. Scholarship for evidence-based practice
-
- 4. Information management and application of patient care technology
-
- 5. Healthcare policy, finance, and regulatory environments
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- 6. Interprofessional communication and collaboration for improving health outcomes
-
- 7. Clinical prevention and population health
-
- 8. Professionalism and professional values
-
- 9. Baccalaureate generalist nursing practice
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NCLEX Content Outline

Broad Content Area	Specific Content
Safe and Effective Environments:	
Management of Care -Confidentiality/Information Security	Concept of Confidentiality Informatics and Patient Safety Examine the ethical issues of informatics and nursing practice
Management of Care -Continuity of Care	Use approved abbreviations and standard terminology, taxonomies, when documenting care. The language of nursing theory
Management of Care -Establishing Priorities	Empirical knowing The historical context of nursing knowledge development and nursing practice Defining nursing The nurse as a knowledge worker The future of nursing knowledge development Critiquing nursing theory Understand the Knowledge, Skills, Attitudes for providing patient-centered care Nursing Process Clinical Reasoning

Topical Outline

WEEK DATE	TOPICS	ASSIGNMENTS
1 8/26	<ul style="list-style-type: none"> ➤ Course Orientation ➤ Introduction to Scholarship and Theory ➤ The Discipline/Profession of Nursing Nursing Science and the Foundation of Knowledge ➤ The historical context of theory development in nursing practice 	<p>Readings</p> <p>Potter and Perry: Chapter 1, pp. 2-6</p> <p>Johnson and Webber: Chapters 1, 6,12</p> <p>McGonigle and Mastrain, Chapter 1</p> <p>In-Class Learning Activities</p> <p>Lecture/Discussion</p> <p>Video</p>
2 9/2	<ul style="list-style-type: none"> ➤ Empirical Knowing ➤ Introduction to the Nursing Process ➤ Using standardized terminology in nursing practice ➤ Nursing Diagnosis ➤ Planning nursing care 	<p>Readings</p> <p>McGonigle and Mastrain, Chapter 7</p> <p>Potter and Perry Chapters: 17,18</p> <p>In-Class Learning Activities</p> <p>Lecture/Discussion/IF-AT</p> <p>Group Activity (BB)</p>
3 9/9	<ul style="list-style-type: none"> ➤ Implementing Nursing Care ➤ Evaluating Nursing Care ➤ The language of Nursing Theory ➤ Introduction to Clinical Reasoning 	<p>Readings</p> <p>Johnson and Webber: Chapters 2,3</p> <p>Perry and Potter: Chapter 19,20</p> <p>Ackley and Ladwig pp. 1-14</p> <p>In -Class Learning Activities</p> <p>Lecture/Discussion/IF-AT</p> <p>Group Activity (BB)</p>

Clinical Reasoning Activity

- **Purpose:** The purpose of this assignment is to foster student understanding and application of the clinical reasoning process to two variables.
- **Assessment: Identify, Describe**
- **Diagnosis: Diagnose, Understand**
- **Outcomes Planning: Set Patient-Centered Outcomes, Explain, Predict**
- **Implementation: Influence, Intervene**
- **Evaluation: Evaluate, Modify, Reflect**



- **Expected Outcomes for Assignment or Learning Activity:**

- Identification of two variables
- Application of clinical reasoning (except evaluation and reflection) at the novice level


Relevant Course Outcomes:

PROVIDER OF CARE ROLE

- 2. Demonstrate expected proficiency in the application of knowledge, and performance of clinical skills related to information literacy (NUR 302) and patient care technologies. (NUR 306) [AACN IV, IX PO 4, 9 PC]
-
- 3. Demonstrate expected proficiency in the application of knowledge, and performance of clinical skills related to health teaching and health counseling. (NUR 304) [AACN VII, PO 7, PC]
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- 4. Demonstrate expected proficiency in the application of knowledge, and performance of clinical skills related to health promotion & wellness. (NUR 304) [AACN VII, IX, PO 7, 9, PC]
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- 5. Demonstrate expected proficiency in the application of knowledge, and performance of clinical skills related to health assessment. (NUR 306) [AACN IX, PO, 2 PO 4, 9, PC]
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- 6. Demonstrate expected proficiency in the application of pharmacotherapeutic knowledge, and the performance related clinical skills. (NUR 300) [AACN IX, PO 9]
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Relevant University Essential Learning Outcomes (ELOs):

- 6. Critical thinking and Reasoning
- 9. Information Fluency

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- **Assignment Guidelines:** Each student will apply the clinical reasoning process to a case study. This assignment will be submitted electronically at the end of class.

Clinical Reasoning Grading Rubric

Identified significant/relevant variables type(s) present in this situation.			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2
Described the relational nature of specific variables using the above categories			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2
Diagnosed patient problems, issues, responses related to clinical variables. Used NANDA taxonomy			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2
Understood the meaning assigned to the variables by the patient, significant others, and healthcare team providers			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2
Understood the relationship, patterning or trending of variables.			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2
Set patient-centered short-term measurable outcomes			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2
Set patient-centered long-term measurable outcomes			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2
Explained the significance of the outcomes to the patient, significant other, and, healthcare team providers, if needed.			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2
Predicted what will happen in this situation if one or more outcomes are achieved/not achieved.			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2
Described how they would influence a change in one or more variables in order to achieve a desired outcome or prevent an undesirable one.			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2
<ul style="list-style-type: none"> Described how they would intervene using evidence-based interventions to achieve a desired outcome or prevent an undesirable one - when influence is not possible, realistic, or advisable. References provided 			
Excellent 5	Very Good 4	Good 3	Needs Improvement 2

Restructuring How Content is Delivered

- The synthesis lab



Identified Concerns /Planned Changes

- Feasibility of integrating all assignments into one lab
- Faculty need expertise in all areas covered to direct and correct assignments using rubric
- Evaluate student and faculty course evaluations
- Revise as necessary

The Classroom

- Combination of Pediatric and Maternity Content



Questions

