



Concept-Based Curriculum Development in Graduate Nursing Education Programs: A Systematic Review

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Conflict of Interest

The authors certify they have no affiliations with any organization with any financial interest or non-financial interest in the subject matter discussed in this presentation.



Objectives

- Gain understanding of implementing concept-based curriculum (CBC) in graduate nursing education programs.
- Describe the state of the science of CBC in graduate nursing education.



Introduction

- Concept-based curriculum (CBC) in graduate programs is largely unexplored; some implementation is in undergraduate nursing education.
- CBC teaches students to apply expanding scientific evidence to clinical practice
- A shift to the Doctor of Nursing Practice (DNP) is evolving to meet the demand for leadership in population and global health, informatics, and genetics, which motivated educators to examine traditional MSN curricula.

Background



- The strengths, weaknesses, opportunities, and threats (SWOT) of undergraduate CBC offer sound evidence for curriculum change.

https://www.researchgate.net/publication/324977477_Conceptbased_Curriculum_Development_Implementation_and_Evaluation_A_Systematic_Review



Problem Statement/Purpose

- The impetus for considering implementation of CBC was driven by the need:
 - To reduce curricular overload to encourage students to connect concepts from past knowledge to current learning.
 - A systematic review of the literature was conducted to determine the state of the science of CBC's implementation in graduate nursing education programs.



Methods

– **Databases**

- Academic Search Complete, ProQuest Nursing, CINAHL, PubMed, EmBase

– **Search terms**

- PubMed keyword search terms and MeSH subject headings are described in the following Table. Boolean and/or terminology used.
- Search included grey literature and white papers
- Limited to English, peer-reviewed academic and research publications for the years 2009-2019

Concept- Based	Education	Nursing	Grad
"concept based"	Curriculum[Mesh]	Nursing[MeSH]	"Level Practitioners"[Mesh]
"concept curriculum"	Education, Nursing[MeSH]	Nursing[Subheading]	"doctor of nursing "
"concept driven"	"Education, Graduate"[Mesh]	nursing	doctoral
"concept lesson"	"Education, Nursing, Graduate"[Mesh]	nurse	doctorate
"conceptual teaching"	Models, Educational[MeSH]	nurses	DNP
"integrated curriculum"	Nurse Practitioners/education[Mesh]		DNSc
"integrated classes"	Teaching[Mesh]		graduate
"integrated method"	class		master
"integrated classroom"	classes		masters
"integrated skills"	classroom		MSN
"integrated teaching"	curriculum		"nurse practitioner "
	education		"nurse practitioners "
	instruction		PhD
	instructional		postgraduate
	learn		"post-graduate"
	learning		
	lesson		
	pedagog		
	skills		
	teach		
	teaching		

**Each record has at least one term from each column.*



Results

- Articles were retrieved and inclusion was determined by independent reviews and consensus of both investigators
 - Number retrieved – 88
 - Number duplicate – 13
 - Number graduate CBC– 0
 - Number graduate partial conceptual components- 6
 - Number undergraduate CBC- 24



Graduate Partial Conceptual Components

- Emergency Room Nurse Practitioners
- Leadership
- Occupational Health
- Interdisciplinary Inquiry
- Advance Practice Nurse Consultant
- Canadian Nurses Association Nurse Practitioner Framework

State of Science

- Minimal implementation in graduate level nursing education
- Partial components of CBC implemented in graduate level nursing education.



Exemplar Graduate Nursing Curriculum



Semester 1

- APRN Role
- Ethics and Healthcare Policy
- APRN Theory and Concepts
- Pathophysiology for APRNS
- Pharmacology

Semester 2

- Advanced Informatics
- Population-focused Health
- Research
- Advanced Health Assessment

Exemplar Curriculum



Semester 3, 4 & 5

APRN Practice 1 - Health Promotion across the lifespan
(180 hours of precepted Clinical Practicum)

APRN Practice 2 - Acute Care across the lifespan (180
hours of precepted clinical practicum)

APRN Practice 3 - Chronic Care across the lifespan (180
hours of precepted clinical practicum)

APRN Capstone & Professional portfolio



MSN CBC Program Outcomes

- Participates in research utilizing advanced clinical reasoning and knowledge based on program of study, evidence-based practice, research studies, organizational and quality improvement data for continual improvement of nursing care in diverse settings.
- Organizes the delivery and enhancement of care activities using patient-care and communication technologies to promote continual improvement of nursing care across diverse settings with diverse populations.



MSN CBC Program Outcomes

- Builds upon organizational safety and quality improvement activities to improve the delivery of services, including the development and critique of tools, methods, and activities.
- Manages and coordinates care for diverse patient populations through communication, collaboration, and consultation with interdisciplinary health care teams. Intervenes at the systems level in institutional, professional and public policy development to advocate for health care and professional standards.
- Demonstrates organizational and system leadership skills and advocacy strategies to promote high quality and safe patient care.

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Exemplar Course: APRN Role

– Course Description

- This course focuses on advanced nursing roles, skills, knowledge and abilities needed in a changing health care system in the delivery of care, using advanced clinical reasoning, organizational leadership and consultation with members of an interdisciplinary team.



APRN Role Course Objectives

- *Analyze how current and future paradigm shifts in health care may affect leadership and management skills needed by advanced practice nurses in diverse health care organizations.*
- *Assess evidence-based practice research that identifies advanced clinical judgment as the bases for patient-centered care in a diversity of settings.*
- *Utilize evidence-based practice to support leadership and management theories collaboratively to improve patient-centered care in evolving health care organizations.*



- *Analyze trends in quality improvement, health policy, safety, and health information technology to forecast future workforce needs.*
- *Examine trends in nursing education, leadership and management, and professionalism in relationship to changes in emerging health care organizations.*
- *Evaluate leadership and management of human and fiscal resources in health care organizations.*
- *Examine opportunities to use the concept of value based purchasing on quality improvement in the delivery of patient-centered care and efficiency of health care organizations.*



APRN Role Course Outline –Week 1

- Summary of content, concepts, exemplars:
 - Class Objectives:
 - *Describe the minimum education requirements for advanced practice nurses (all roles) and health care.*
 - *Discuss the **American Association of Colleges of Nursing (AACN)** educational requirements for Advanced Practice Nurses (educators, nurse administrators, nurse practitioners and clinical nurse specialist, eligibility criteria for certification.*
 - *Identify role expectations for advanced prepared nurses in the state and nationally.*
 - *Understand the state’s Administrative Code Board of Nurse Examiners Rules and Regulations for Advanced Practice Nurses.*
 - *Examine and apply the American Nurses Association Scope and Standards of Practice for specific Advanced Practice Nurses.*



Exemplar Course: APRN Role

Concepts

- *Leadership & Management*
- *Interpersonal relationships*
- *Professionalism*
- *Teamwork & collaboration*

Exemplars

- *Leadership*
- *Certification*
- *Role expectations*
- *Scope & Standards of Practice*



Exemplar Course: APRN Role

Reading assignment

- *American Association of Colleges of Nursing. (1996). The essentials of Master's Education for Advanced Practice Nursing. Washington, Dc: Author. Retrieved March 31, 2014 from [Http://www.AACN.NCHE.Edu](http://www.AACN.NCHE.Edu)*
- *State Administrative Code/Board Of Nursing Rules and Regulations.*

Class activities (Teaching strategies)

- *Class Discussion*
- *Video*
- *On-Line Module Topic:*
 - Nursing Informatics in a changed health care environment



Conclusions

- There are no reports of CBC being fully implemented in graduate level nursing education.
- Six reports were found using concepts in graduate level nursing education.
- The MSN CBC exemplars may facilitate programs to transition from systems-based curricula to CBC.
- More research is needed.

Question & Answers



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