Lessons learned: Nursing school faculty revamp program curriculum to promote student engagement, and systematic, effective validation of student competence throughout the curriculum

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Presentation objectives:

1. Discuss the key components of the implementation of a theoretical framework to a program wide curriculum design.

2. Discuss the perceived and real challenges for faculty and school administrators through the planning, implementation and evaluation of a new curriculum design.
Covenant School of Nursing (CSON) has a rich nursing education history encompassing more than 95 years of preparing novice registered nurses to enter the workforce confidently. A hospital based program known for excellence in nursing education, CSON recently entered a formal Partnership with a local university department of nursing to allow a seamless articulation to the BSN degree.
Key Components:

*Decision makers must understand application of chosen theory
Key Components:

* Compare essentials of theory to current curriculum practices
Key Components:

*Review literature for theory application and implementation in other schools
Key Components:

*Develop student learning and program outcomes
Key Components:

* Determine evaluation methods
Key Components:

*Design curriculum delivery
Perceived and real challenges:

*CHANGE!
*Resistant faculty vs. accommodating faculty
*Faculty turnover
*Using modern technology: Resource utilization opportunities
Perceived and real challenges:

* Perception: Only “bedside care” teaches the student how to be a nurse

* Emphasis on skills vs. decision making

* Entrenched attitude: “already tried that and it didn’t work”

* Leadership – Variety of reactions to change

* Regulatory/accreditation issues
Perceived and real challenges:
The lessons learned through the curriculum revision process have yielded a continuum of reactions and emotions ranging from challenging and frustrating, to rewarding and energizing. The presenters believe the outcomes support increased faculty engagement, program ownership and accountability.
Reflection

Alvin Toffler (1990) is often quoted as saying that the unprepared of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and re-learn.

Lenburg (2011) states nurse leaders, educators, and students are caught in the struggle of shifting from past practices to contemporary requirements with the need to unlearn and relearn.
REFERENCES
