Learning for Practice: A key to quality BSN Curriculum Bench marks

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Learner objectives:

I. Explain the concept learning for Practice
II. Discuss the significance of curriculum benchmarks
III. Identify the treasures of learning for practice

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Introduction

- Learning for practice is a process (Chilemba, 2013)
- Quality curriculum benchmarks
- Learning to learn concept (Lawale & Bory-Adams, 2010)
Background

- Stakeholder feedback (NLN, 2012)
- Development of reasoning, decision making, critical thinking and problem solving, are treasures in learning
Background

- Curriculum design and implementation very crucial
- Promotion of intellectual rigor, courage and scientific knowledge acquisition (D’ Antonio, 2004).
- Not all experiences are equally educative (Garrison, 1999).
Background

- Dynamic curriculum benchmark pertinent to needs of society
- Education help learners to challenge and subsequently change the psychological and cultural assumptions (Semetsky, 2009)
- Curriculum goals and benchmarks foster epistemological development
Objective

- The study analyzed the quality of the BSN curriculum in relation to the MNMC professional outcomes
Methodology

- A sequential explanatory mixed method design – in phase 1 evaluated BSN curriculum
- Curriculum evaluation rubric (Halonen, Bosack, Clay & McCarthy, 2003)
- Quality components evaluated on rating scale 1 to 3
- Seven components as benchmarks
Methodology

- Ten experts purposively selected (Burns & Grove, 2011)
- Sample: 21 syllabi of nursing subject & 210 curriculum rubrics
- Content validity index (Polit, Beck & Owen, 2007)
  - I-CVI of 0.78 and S-CVI of 0.96 implying a high content validity
Results

- The partial standards on benchmarks implies the educational ideologies were not explicitly stated to influence learning for practice (Uys & Gwele, 2005).
Results

- Assessing student’s interest, learning styles and self-directed learning (62.5%). Partially met the standard. Teacher centered assessment processes
Results

- Curriculum assessed students prior knowledge. Strategies for students to take responsibility in learning
- 75% partially met criteria, Mean=2.25 & SD =0.46
Results

- Standard-based content
- Essential core content in curriculum; 77.5% met criteria
Results

- Articulated learning outcomes:
- Outcomes linked to assessment strategies, 75% met criteria
Results

- Suggested teaching strategies
- 100% did not meet criteria; teaching strategies were neither multisensory or explicitly stated
Results

- Suggested assessment strategies
- Transparency in assessments, 75% did not meet criteria
Results

- Suggested and teaching resources
- 62.5% met criteria, compulsory resource list, relevant.
Discussions

- Curriculum evaluation suggest partial standards
- Curriculum elements bear poor relatedness to each other and to practice
Discussions

- Curriculum structure affects learning
Discussions

- Making explicit philosophical underpinnings of a learning paradigm is a mandate
- Learning for practice demand curriculum benchmarks that are empowering to learners (Van Blankenstein, Dolmans et al 2011)
Discussions

- The partial standards are a threat to quality learning (European Lifelong learning indicators, 2008; Lawale & Bory-Adams, 2010).
- Quality learning results in deep learning processes which equips leaners with confidence, creativity, curiosity (Hanna, 2011).
Therefore,
- the variations on the curriculum benchmarks might have influenced the teaching and learning processes negatively
- the benchmarks need to be complete
- Student-centered to foster independence among learners
Discussions

- Transformation on the processes and tools in the BSN curriculum
- Teaching and learning context has impact on how and what should be learnt (Cooke, Irby, et al. 2006)
- Learning for practice demands quality benchmarks
Conclusion

- Promote learning for practice
- Enhance the development of intellectual capacities
- Empower learners
References
