Background & Significance

Concept-based curricula are being implemented in nursing education as a means to shift the emphasis from content to an emphasis on concepts and conceptual learning (Giddens & Brady, 2007). This paradigm shift requires concomitant changes in how faculty teach and how students learn. In concept-based curricula, teachers use student-centered learning activities, such as case studies, questions, or problems to engage students in active learning (Giddens, Caputi, & Rodgers, 2015).

Workgroup Formation

Summer 2016 - A group of 5 faculty members formed the workgroup with a series of principles:
1. Shared governance model
2. NLN Hallmarks of Excellence as guiding principles
3. Transparency and accountability to stakeholders
   - Students
   - Faculty
   - Community partners

Year One of Curriculum Evaluation

Agreed upon driving forces:
1. Identify gaps in content
2. Identify and reduce redundancies
3. Ensure concepts and exemplars are arranged from simple to complex

• Stakeholder meeting with clinical partners and faculty
• Revision of curricular concept map

• Listening session with faculty
• Match of selected research questions to expertise of work group members

• Surveys sent to clinical partners, faculty, and recent graduates
• Workgroup report to faculty including:
  - 3-year curriculum assessment and evaluation plan
  - Revised curricular concept map
  - Clinical and didactic scheduling recommendations

Curriculum Based Research Questions

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| Impact of innovative teaching and curriculum approaches on student learning, student satisfaction and other student-centered outcomes | 1)Student Evaluation
2)Faculty Summative Evaluations |
| Assessment of concept map and exemplars                                  | 1)Faculty input
2)Examine congruency of curriculum with NCLEX Test Plan             |
| • Is it simple to complex?                                               |                                          |
| • Does it follow the NCLEX Test Plan?                                   |                                          |
| The extent clinical experience help students develop their ability to provide evidenced based care to patients, families, and communities experiencing a wide range of health problems | 1)Focus groups (students/recent grads)
2)Student evaluations
3)Immersion educator input
4)Immersion site survey |
| Success of concept-based curriculum                                       | 1)Employer Survey
2)Graduation Rate
3)NCLEX-RN Pass Rate |
| • Comparison of success in graduation, NCLEX performance, and employer satisfaction |                                          |
| Faculty experience with concept-based curriculum and integration of active Learning strategies | 1)Faculty Survey |

References


