

ONWARD AND UPWARD:

DEVELOPING A ROADMAP FOR SUCCESSFUL RN-CURRICULUM TRANSFORMATION



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PURPOSE

To describe our program's successful integration of the new Essentials and to provide a sequential pathway of planning activities for RN curriculum transformation.

LEWIN'S CHANGE THEORY AND CURRICULAR REVISION

Unfreezing:

- Recognizing need for change
- 1:1 faculty mentoring
- Timeline development and goal setting
- Stakeholder feedback
- Curricular mapping



Movement:

- Linking courses, content and competencies
- Course development
- Program of student development
- Curriculum implementation

Refreezing:

- Formative and summative curricular evaluation
- Enhanced curricular skills of RN faculty
- Identification of new curricular leaders

CURRICULAR PLANNING CONSIDERATIONS

- Develop projected timeline including review through implementation
- Ensure process transparency for all RN team members
- Identify areas for alignment with prelicensure program
- Stakeholder SWOT analysis: Current students and alumni, faculty, staff, and community of interest
- Ongoing student input throughout each phase of the change process
- Mapping AACN Essentials (2021) (competencies) to identify gaps and pinpoint scaffolding opportunities
- Develop new courses and new program of study
- Incorporate AACN Essentials (2021) (competencies)
- Develop new program outcomes and course objectives
- Formative and summative evaluations for quality improvement



...nothing is particularly hard if you divide it into small jobs.
- Henry Ford

FACULTY DEVELOPMENT PROCESS: CURRICULUM REVISION

Guiding Principle:

Inclusive, informative, active engagement for all faculty

Goal: Professional development opportunity for all RN faculty

Professional development areas/topics;

- Curricular revision process
- Competency-based education
- Curricular mapping
- Linking content, courses, and competencies
- Course development 1:1 mentoring
- Formative and summative ongoing curricular evaluation

Intended Outcomes:

- Refinement/development of curricular skills through engagement
- Curriculum leadership development



MITIGATION OF LIMITATIONS

Potential limitations with our curricular transformation process were mitigated by viewing the curricular review process through the lens of Lewin's (1951) change theory, and addressing unfreezing movement and refreezing phases of curricular change. We recommend actively involving all RN faculty members, transparency of the proposed timeline, and team collaboration to reduce and/or eliminate limitations in this important process.

CONCLUSION

Our roadmap for successful RN curricular transformation served to simplify the curricular change process and can serve as a guide for RN faculty who will lead curricular change in their respective programs). Our robust RN curricular change plan can effectively guide similar curricular change transformation in RN, prelicensure and graduate programs.

RESOURCES

AACN (2021). The Essentials: Core competencies for professional nursing education.

AACN Essentials Toolkit <https://www.aacnnursing.org/essentials/tool-kit>

AACN (2023, March). Guiding principles on competency-based education and assessment.

Giddens, J. & Mullaney S. (2023) Incorporating the Essentials 'spheres of care' into nursing curricula. Journal of Professional Nursing, 47, 9-14.

Lewin, K. (1951). Field theory in social science: Selected theoretical papers. Harper & Row.