

Navigating the Course for Curricular Change

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PURPOSE

Describe the process of curriculum revision using the Model of Context-Relevant Curriculum Development(Iwasiw and Goldenberg, 2009)



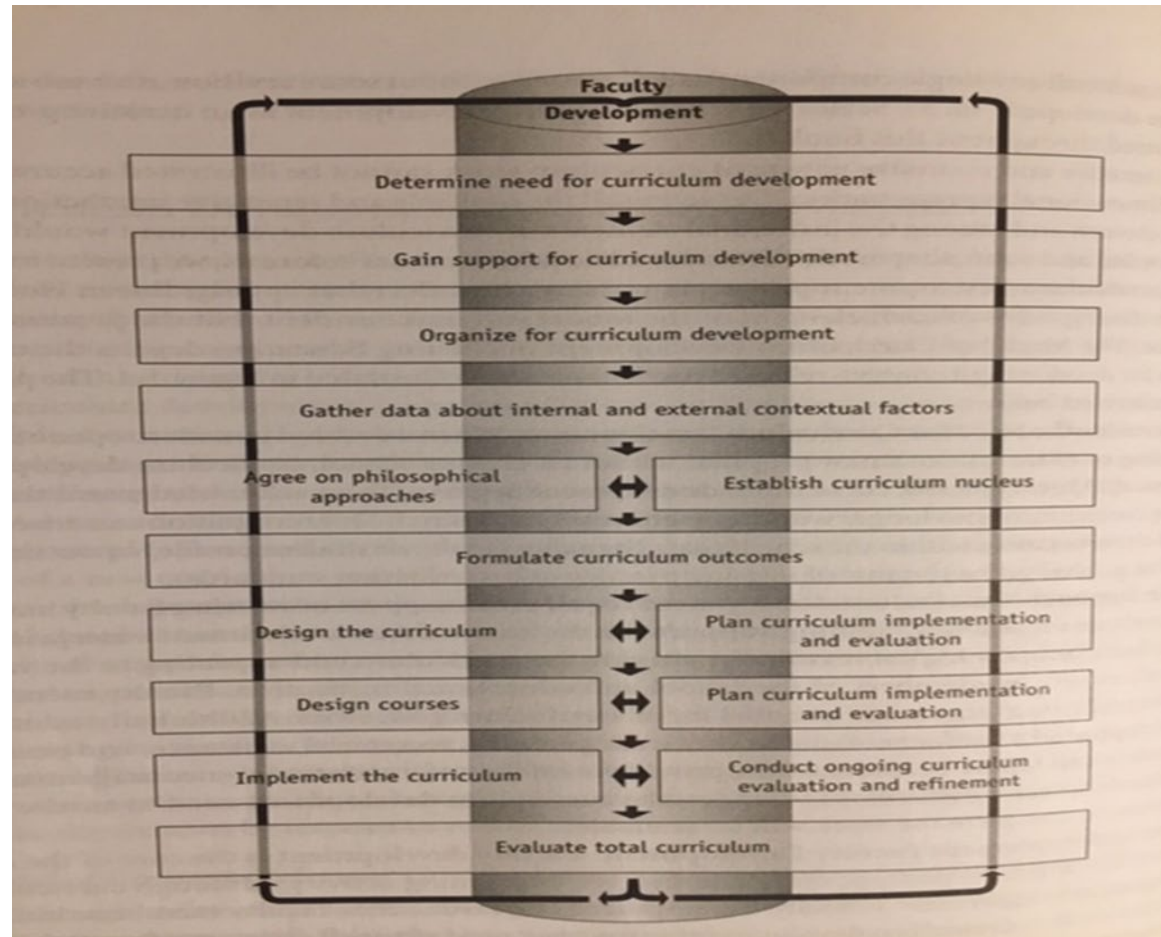
Lost at Sea- Where to Begin?



- Review of the literature

- Model selection
 - Guide the curricular change process
 - Guide the organization of course content

Model of Context-Relevant Curriculum Development



Iwasiw, C. L., Goldenberg, D. & Andrusyszyn, M.A, (2009). Curriculum Development in Nursing Education, 2nd ed. Boston: Jones and Barlett Publishers, p. 8

Explanation

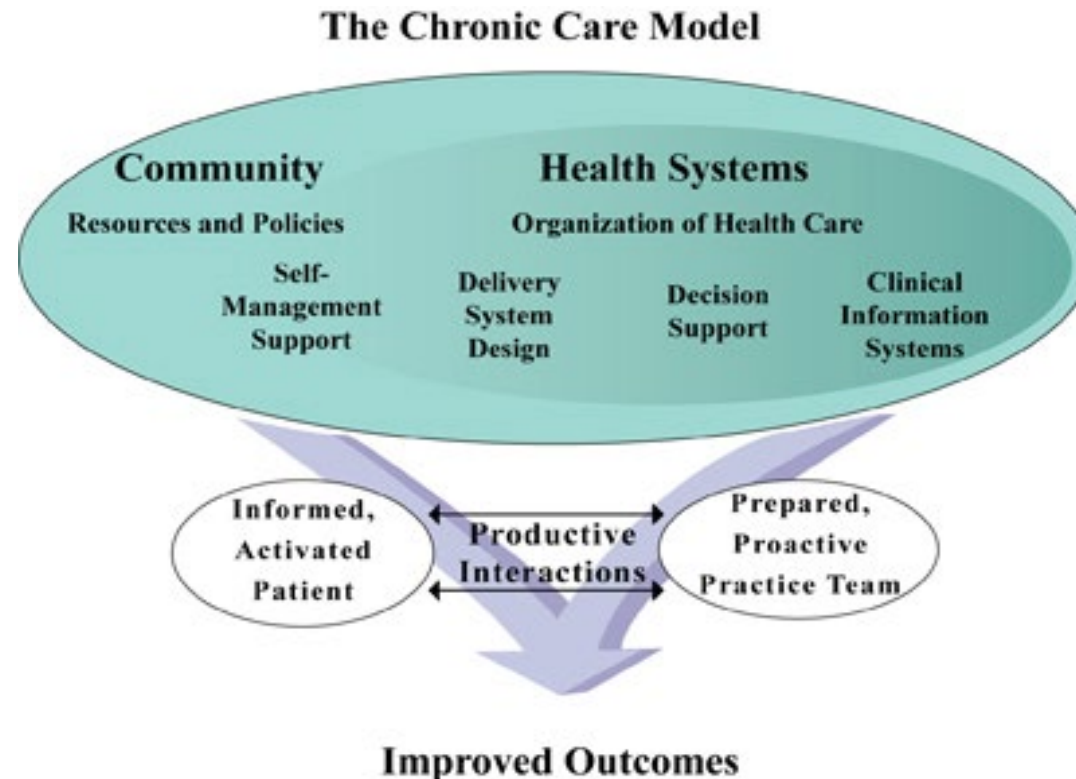
Evidenced Informed

- Contextual factors
- Student learning
- Nursing practice
- Client needs and responses

Context Relevant

- Responsive to students, societal health, and community, and nursing imperatives
- Consistent with university, program, mission and values
- Feasibility

Chronic Care Model



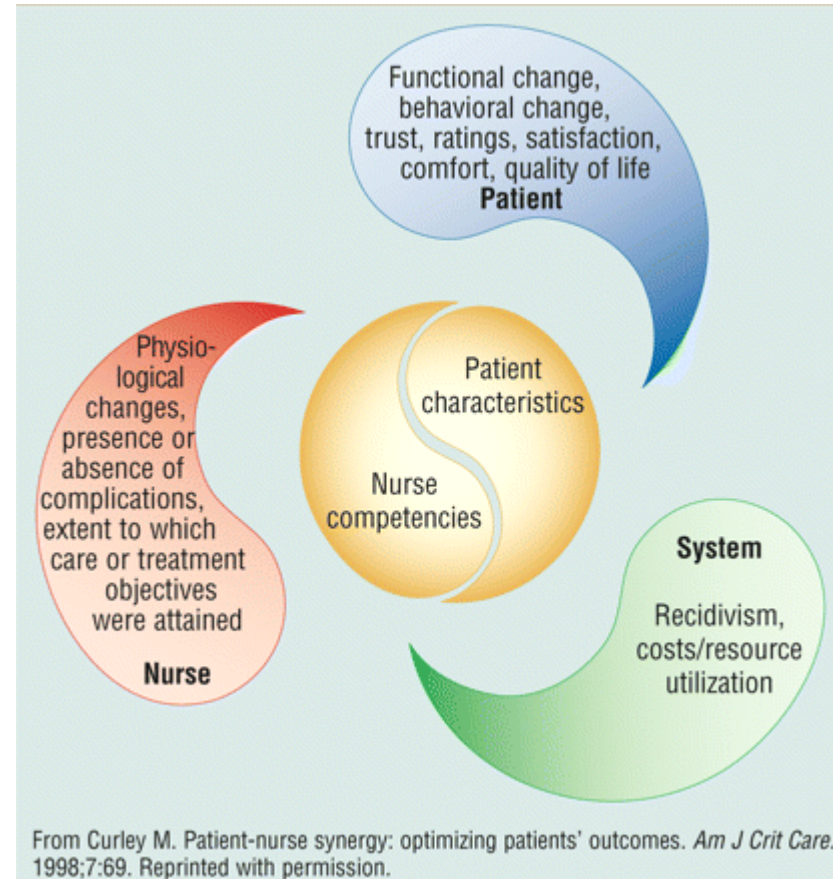
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Wagner, E.H. (1998). Chronic disease management: What will it take to improve care for chronic illness? *Effective Clinical Practice*, 1(1), 2-4.

Chronic Care Model

- ❑ The Chronic Care Model was established by the MacColl Center for Health Care Innovation (MCHCI) and first reported in 1998 (Wagner, 1998) and updated in 2003
- ❑ It is a multi-level framework for improving patient outcomes in those with chronic diseases
- ❑ This framework has been applied to the management of a variety of chronic diseases and interventions, and it provides a holistic organizational approach to identifying facilitators of better outcomes for individuals with chronic diseases
- ❑ The Chronic Care Model is also designed to have all elements activated simultaneously to achieve the best patient outcomes

Synergy Model



Curley, M. Patient-nurse synergy: optimizing patients' outcomes. *American Journal of Critical Care*. 1998;7:69

Explanation

The central idea of the model is that a patient's needs drive the nurse competencies required for patient care. When nurse competencies stem from patient needs, and the characteristics of the nurse and patient match, synergy occurs. This synergy enables optimal outcomes. (ACCN, 2019 retrieved <https://www.aacn.org/nursing-excellence/aacn-standards/synergy-model>)

Clinical Reasoning Model



Alfaro-LeFevre, R. (2009). Critical thinking and clinical judgement: A practical approach to outcome-focused thinking. (4th ed.). St Louise: Elsevier

Getting Ready to set Sail- The Process



- Evaluation of Peer and Aspirant Institutions
- Content Mapping to the BSN Essentials, NCLEX Blue Print, MU Outcomes.
- Consulting with External Curriculum Consultants
- Implementation of Project Management Practices

Contextual Factors

- Faculty satisfaction with curriculum
- University policies on changing curricula
- Clinical partner's needs
- Student needs

Results

- Gaps in Content
- Content Drift
- Evaluation of course sequencing
- More simulation, laboratory, and clinical experiences needed to support clinical courses

Interventions

- Success Coach
- Change in assessment and benchmarking package
- Restructured syllabi to prevent content drift
- Adoption of Models to guide content
- Formation of New Courses
- Faculty Development
- TEAS exam policy

Icebergs on the Horizon-Barriers to Change



- Administrative support
- Faculty support
- Clinical agency Support

Staying the Course-Outcomes



- Formative Evaluation of New Courses.
- Program Assessment Data
- Faculty Survey
- Student Exit Survey
- NCLEX Pass Rates

“We have another chance to navigate, perhaps in a slightly different way than we did yesterday. We cannot go back. But we can learn.”(Anderson, 2012)



References

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