SAN JOSE STATE UNIVERSITY DRAFT
School of Nursing

NURS 212 – CURRICULUM DEVELOPMENT IN NURSING – 3 units – Fall 2009

FACULTY
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COURSE DESCRIPTION

Curriculum development with application to programs in nursing and health education. Focuses on formulation of conceptual frameworks for curriculum development and utilization in making decisions regarding the objectives, learning experiences, and evaluation strategies.

PREREQUISITES OR CONCURRENT COURSES

None

COURSE OBJECTIVES

At the completion of the course, the student will be able to:

1. analyze curriculum design as a process and a system.
2. analyze the influence of a philosophy and conceptual framework on curriculum.
3. contrast selected patterns of curriculum design.
4. use a selected conceptual framework in developing a curriculum design.
5. design an evaluation protocol for a program in nursing education.
6. critique selected research relevant to nursing education systems.

COURSE REQUIREMENTS

1. Class participation is an essential activity in understanding the concepts related to collaborative program planning and policy development. Class participation relies heavily on being prepared for class. Therefore, extensive reading is expected.
2. Research critique paper 25 points
3. Group curriculum project 50 points
4. Curriculum presentation

All written papers for classes will be scholarly and use the APA Manual (5th Edition or 6th Edition). Scholarly class papers will include the following parts:

1. Title page (School of Nursing format – see page 9)
2. Body of paper
3. References
4. Appendices (optional, only when applicable)

Class papers do not include the following (unless specifically requested by the instructor):

1. Running head/short title
2. Abstract
3. Footnotes or author notes

Late papers must be negotiated with the instructor prior to due date.

TEACHING STRATEGIES

Strategies include lecture, group discussion, extensive reading, presentations, and structured written assignments. A collegial approach is encouraged among students, and between students and faculty. Learning is viewed as a joint endeavor, and students are expected to take responsibility for learning the art of independent study and developing sound intellectual habits and skills. Work should reflect care, thoroughness, and precision, and should reveal command of the process of critical reading, writing, speaking, and thinking.

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at: www2.sjsu.edu/senate/S04-12.

EVALUATION AND GRADING

1. Evaluation is the responsibility of both student and faculty. Opportunity is provided for the student to evaluate himself/herself, the course, and the instructor.

2. A letter grade is earned by the completion of course objectives and is a composite of the points received on the course requirements.

A+ = 97-100  C = 73-76
A  = 93-96    C- = 70-72
A- = 90-92   D+ = 67-69  
B+ = 87-89    D  = 63-66  
B  = 83-86    D- = 65-66  
B- = 80-82    F  = below 65  
C+ = 77-79

2. See the SJSU Catalog, for additional information regarding grading policies.

COURSE ACCOMMODATIONS

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructor, or see your instructor during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center to establish a record of their disability.

REQUIRED TEXTS – Use the most current editions


ADDITIONAL RESOURCE – REQUIRED

**CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Textbook</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Review textbooks</td>
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Introduction to course and each other; review of syllabus. Overview of curriculum development in nursing.

What is “curriculum”? What is “nursing”? What is nursing education? How is curriculum development similar to the nursing process? What are your career goals in nursing education?

9/3      Chapters 1-2

Historical and social influences on nursing curricula. Organizing and planning for development/change in a curriculum. Leadership, planning for change, and faculty development.

What are the characteristics of a workable plan for developing a curriculum? What types of resources are necessary for curriculum development? What are the faculty responsibilities in curriculum development and evaluation? What would you need to deal with the tasks?

9/10 & 9/17 Chapters 3 & 4

Philosophy for curriculum – education, learning, nursing, nursing education, and? Organizing (theoretical, conceptual) frameworks and curriculum goals.

How would you describe your personal philosophy? How does this influence or determine your philosophy of nursing? What is the relationship between philosophies and (a) learning theories, (b) nursing theory and practice, and (c) curriculum goals? What are the advantages and disadvantages of an eclectic or pluralistic philosophical approach? What factors influence or determine curriculum goals and outcomes?


What are some existing nursing education program structures and models? What are the prerequisite knowledge and skills for nursing education curriculum? What “support” courses are desirable or essential for nursing education? Are elective courses desirable or essential? Should nursing education include interdisciplinary courses? What are some “common” areas for health profession disciplines and practice?
9/24 & 10/1 Chapters 5-6

Internal and external frame factors for curriculum development. Analysis, interpretation, and synthesis of these factors. Determining curriculum directions and outcomes.

What are the important external and internal frame factors in curriculum development? What methods and tools can be used to get information about these factors? How can a needs assessment be organized and presented to be helpful for analysis? What is involved in attaining a common understanding or consensus regarding frame factors?

10/8 Chapter 7

Curriculum components, parameters, and approaches to course design. Determining “essential” content and teaching strategies for nursing education programs. Student learning activities and evaluation of learning. Multimode approaches and designs of courses.

What are the best strategies for assessing and evaluating student learning? What is the difference between “assessing” and “evaluating” student learning? What approaches have you experienced in your nursing education? Which approach or approaches were most effective?

10/15 Chapter 8

Considering the parameters of a nursing education program, what is the essential content for undergraduate nursing curricula and courses?

10/22 Chapter 9

Considering the parameters of a nursing education program, what is the essential content for graduate nursing curricula and courses? What is “advanced practice”?

10/29 & 11/5 Chapters 10-12

Curriculum evaluation – components, purposes, and models. Evaluating (a) program, (b) total curriculum, and (c) curriculum components. Faculty development for planning curriculum development, implementation, and evaluation.

What are the purposes of curriculum evaluation? What different aspects of a curriculum or program should be evaluated? Who should actually use the evaluation data and how?
Why do faculty indicate so many learning needs for curriculum and program evaluation? What are your learning needs for this activity?

Planning for curriculum implementation. Informing interested others, publicizing, and marketing a new or revised curriculum and program. Reviewing contractual and logistical arrangements in relation to the new or revised curriculum. Ongoing development, implementation, and evaluation of a curriculum.

What are the critical steps for curriculum implementation? Who should be informed about the curriculum and program requirements and changes? What strategies would accomplish informing about, publicizing, and marketing a curriculum? How would you deal with the concerns of (a) students in the current curriculum and (b) students in the new or revised curriculum?

11/12 Chapter 13

What are the similarities and differences between nursing education programs and curricula and (a) staff development curriculum and (b) patient education curriculum?

Research critiques returned. Discussion of findings from research reports.

11/19 Group presentations
11/26 Thanksgiving Holiday
12/3 Group presentations
12/3 Chapters 14-15

What is the status of current issues and problems that are the focus of research in learning, education, and curriculum? What ideas have you developed for your master’s degree project?

Course evaluation. Assessment of learning needs for NURS 214 and NURS 216.
RESEARCH CRITICAL REVIEW

Directions

Select a published research article related to nursing education and critically analyze the article. Use the title page format on page 9 of this syllabus for the title page of your paper. At the end of the review, include a reference page, listing the article you analyzed and any other sources you might have used, such as a research textbook. However, list only sources or works cited in your review. Attach a copy of the research article reviewed.

The first part of the review is a brief critique of the research report. The second part is a summary of the major implications for you personally. How would this study relate to nursing education and YOUR role as an educator? This is a major focus of this activity.

The review should be no more than 8 pages, excluding the title page and the reference page. Items 1-11 should be about 4-5 pages; item 12 should be 2-3 pages.

Purpose:
1. Briefly explain the problem area and purpose of the study.

Questions/hypotheses:
2. Are research questions/hypotheses stated in the article? If not, what research questions are implied? Do the research questions fit the purpose of the study? If not, explain. If a hypothesis or hypotheses are presented, is this appropriate and/or supported by the literature review and previous research?

Literature review:
3. Is the literature review comprehensive and up-to-date?

Theoretical perspective:
4. Is a theoretical perspective/conceptual framework stated or implied in the article? If so, briefly describe it. If not, identify what theoretical perspective might fit?

Design:
5. Classify and briefly describe the research design and methodology.

Sampling:
6. What kind of sampling was used? Based on the kind of research that was done, discuss the adequacy of the sample size.
Data collection methods:
7. List the instruments, tools, or other methods for data collection used in this study. How adequately are the reliability and validity of the instruments or methods discussed?

Research data:
8. What kinds of data were gathered? Are data collection strategies clearly and fully described? Is the data analysis clearly explained? Identify and briefly describe the data analyzing strategies used.

Results/findings:
9. What are the stated conclusions from this study? Are these conclusions justified?

Generalizability:
10. Discuss the external validity (generalizability) of the research findings.

Limitations:
11. Identify any stated and unstated limitations of this study.

Implications:
12. What do you see as the major implications for these research findings? How will this study relate to nursing education and your role as an educator?
A CRITICAL REVIEW OF: title of article

A Paper Presented to
The Faculty of the School of Nursing
San Jose State University

In Partial Fulfillment of the
Requirements for the Course
NURS 212

By
Your Name
Date
GROUP CURRICULUM PROJECT

The task is to develop an assigned curriculum component, an “elective” course for 3 semester units, for students in the last semester of a California nursing education program. The program may be an ADN, baccalaureate, or master’s level entry program. The common factor is that the programs are “pre-licensure,” and learners/students will have satisfactorily (C or higher or Credit grade) completed all of the courses, theory and clinical, required for NCLEX-RN eligibility. The group should select a facilitator and recorder, and a plan should be developed. The course, or “mini” curriculum, will need to include consideration of frame factors, a curriculum philosophy, and an organizing framework for curriculum goals. The purposes of an organizing (conceptual, theoretical) framework are to determine the basic structure of the course, identify major threads/strands, develop content selection, and specify the group’s framework for nursing practice, including views on the person, environment, health/illness, and nursing.

Based on the above “foundation,” a curriculum design will be needed, including parameters, courses (in this case, only one course), policies, and guidelines. Course design will be needed to determine “essential” content, teaching strategies, learning activities, and evaluation of learning. Some “humbling” thoughts are: (a) only a small portion of the current knowledge can be taught in a prescribed period of time, (b) much knowledge that will be used in students’ future careers is not known today, (c) not all that is taught is learned, (d) a small part of what is taught is erroneous, (e) part of what is learned will soon be obsolete, and (f) of that which is taught, learned, and relevant, much is quickly forgotten (West, 1966).

The group should develop a plan for evaluation of the course, a “curriculum component.” What data should be collected, organized, and interpreted to draw conclusions. A plan for curriculum (course) implementation should be developed, including interested others, marketing, and logistical arrangements. The group presentation will consist of: (a) an overview of the course and the other information in the first paragraph above, and (b) the course design, content, evaluation of learning, and course evaluation. The presentation will be to a nursing faculty as a step toward getting “approval” to offer the course.

Reference

SAN JOSE STATE UNIVERSITY
School of Nursing

NURS 212 – GROUP CURRICULUM PROJECT

The premise is that the nursing faculty has decided to offer a number of elective courses for students in the last semester of the program. The group has been instructed to develop a 3 semester unit course in the assigned topic. The end result of the work is twofold: (a) a 5-6 page summary report covering the components listed below and any references used, and (b) a “green sheet” with all the relevant information for students enrolling in the course. The following are guidelines for these two documents.

Summary Report

1. Introduction: Provide a 1-3 sentence description of the course.

2. Influencing Factors: Describe any external and contextual factors that have an impact on the course and how these influences have or could be handled.

3. Organizing Framework: Explain how the course fits and interacts with the curriculum philosophy and organizing framework of the program.

4. Delivery Modes: Propose or suggest 2-3 different methods for mounting and delivering the course.

5. Implementation: Identify 2-3 strategies for informing interested others, marketing the course, and handling logistical arrangements.

6. Course Evaluation: Describe a plan for evaluating the course, including data to be collected and criteria for assessing course effectiveness.

7. References: Create a reference page listing any materials used in #1-6.

Green Sheet

Prepare a green sheet (“contract” with students) that includes specific information about how students can successfully complete the course. Use the University’s Accessible Syllabus Template found at: http://www.sjsu.edu/cfd/resources/instructional/accessibility/accessible_docs.html. The NURS 212 green sheet can serve as a guide for the components, including course description, prerequisite knowledge or ability, course objectives, course requirements, teaching strategies, evaluation and grading, and required and/or recommended textbooks, readings, or other material. Also, present a topical outline or calendar similar to the
NURS 212 calendar; however, the weekly questions are not required. Instructions and guidelines for course requirements and assignments are also optional.

San Jose State University
School of Nursing
Nursing 212
Curriculum Project
Grading Criteria

Introduction: Provide 1-3 sentence description of the course. 5 points_____

Influencing Factors: Describe any external and contextual factors that have an impact on the course and how these influences have or could be handled. 10 points____

Organizing Framework: Explain how the course fits and interacts with the curriculum philosophy and organizing framework of the program. 8 points____

Delivery Modes: Propose or suggest 2-3 different methods for mounting and delivering the course. 8 points____

Implementation: Identify 2-3 strategies for informing interested others marketing the course, and handling logistical arrangements. 6 points____

Course Evaluation: Describe a plan for evaluating the course, including data to be collected and criteria for assessing course effectiveness. 8 points____

References: Creates a reference page listing any materials use. 5 points____
APA format
Total_______