

Refusing to Let the Dust Settle: Creative Evaluation of a Concept-Based Curriculum

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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

References

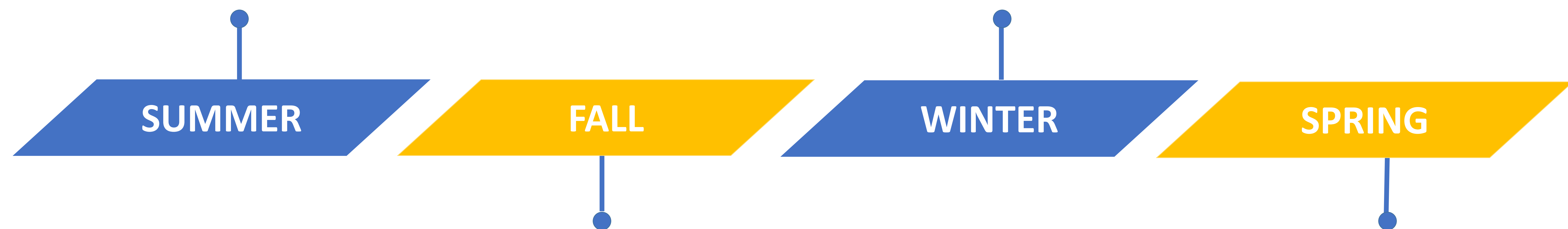
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Year One of Curriculum Evaluation

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

Question	Metrics
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 <ul style="list-style-type: none"> • Is it simple to complex? • Does it follow the NCLEX Test Plan? 	1) Faculty input 2) Examine congruency of curriculum with 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 <ul style="list-style-type: none"> • Comparison of success in graduation, NCLEX performance, and employer satisfaction 	1) Employer Survey 2) Graduation Rate 3) NCLEX-RN Pass Rate
Faculty experience with concept-based curriculum and integration of active Learning strategies	1) Faculty Survey