UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SUMMER 2022

COURSE NUMBER NGR 6710

COURSE TITLE Curriculum Design and Program Evaluation

CREDITS 3

PREREQUISITES NGR 6711 Instructional Theories & Learning Strategies in Nursing Education

NGR 6717 Assessment and Evaluation in Nursing Education

FACULTY Judith A. Halstead, PhD, RN, CNE, ANEF, FAAN

Adjunct Clinical Professor

Cell Phone: (812) 480-5076

Office hours\*: Wednesday, 3:00 –5:00 pm CST via phone or Zoom

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\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. **It advisable that students confirm availability or make an appointment in advance.**

COURSE DESCRIPTION This course provides students with the fundamental knowledge and requisite skill set needed to effectively evaluate nursing education focused curricula. Current trends in nursing education and accreditation are discussed; philosophies, conceptual frameworks are examined and applied. Best practices and guidelines for the integration of quality improvement and safety education are analyzed and applied to curriculum development.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Recognize the influence of teaching styles and interpersonal interactions on learner behaviors and outcomes.
2. Identifies how social, economic, political and institutional forces influence nursing and higher education.
3. Explores the expectations of teaching, scholarship, and service in the role of educator and member of an academic institution.
4. Examines composition of effective working relationships with students, faculty and clinical agency personnel to promote positive learning environments.
5. Demonstrates knowledge of curriculum development, including identifying program outcomes and developing competency statements.
6. Analyzes curricular data to ensure that it reflects institutional philosophy and mission, current nursing and healthcare trends and community and societal needs.
7. Creates community and clinical partnerships that support educational goals.

COURSE SCHEDULE

Faculty Section Day

Halstead 0208 Web-based

E-Learning in Canvas is the course management system that you will use for this course. E- Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications. Course websites are generally made available on the Friday before the first day of classes.

Modules typically open on Mondays at 8am; assignments are due on Sundays at 1159pm. Adjustments are at faculty discretion and will be indicated on the syllabus. Changes to modules, assignments, and the course syllabus are at the discretion of the faculty.

**Faculty generally respond to emails within 48 hours but may not respond during weekends or holidays.**

TEACHING METHODS

Recorded presentations, pod casts, guided discussions, online community building, modeling & mentoring, feedback, collaborative learning

LEARNING ACTIVITIES

Group discussions, case presentations, evaluation of curricular materials, research critiques, written papers and selected readings

EVALUATION METHODS/COURSE GRADE CALCULATION

Weekly Discussion Forums and Assignments              50%

Submission of Curriculum Portfolio consisting of:

* Mission and Philosophy Statement                      14 %
* Program Outcomes and Competencies                  8 %
* Course Syllabus                                          14 %
* Curriculum Evaluation Plan                      14 %

100%

ATTENDANCE

Weekly participation in discussion forums in a timely manner, submission of assignments, and participation in Zoom teleconference calls constitutes course attendance. All assignments are expected to be completed by established due dates.

**Please note that initial postings in weekly discussion forums are due by Wednesday of each week. Following their initial postings, students are expected to respond to peer and faculty postings each week.** Students must communicate directly with the professor in order to get accommodation on deadlines due to an emergency, as based on school policy.

MAKE UP POLICY

Only requests that have been given prior approval for late submission will be given full credit if submitted after the posted deadline. Otherwise, students will lose 10% of the total points of an assignment for each day it is submitted late.

GRADING SCALE/GRADE POINTS

A 95-100 (4.0) C 74-79 (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84\*-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 84 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> . Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>)

TEXTBOOKS

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Billings, D.M., & Halstead, J.A. (2015). *Teaching in nursing: A guide for faculty*. 5th Ed. Elsevier.

Bradshaw, M., Hultquist, B., & Hagler, D. (2021). *Innovative Teaching Strategies in Nursing and Related Health Professions*, 8th Ed. Jones & Bartlett Learning

National League for Nursing (2020). *The Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators*, 3rd Ed. Author.

WEEKLY SCHEDULE

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| **DATE** | **TOPIC/EVALUATION** | **READINGS** | **PROGRAM OBJECTIVE** |
| Week 1- May 9 | Module 1 – Introduction to Curriculum Development   * Introduction to course * Self-assessment of competencies related to curriculum * History of curriculum * Curriculum models * Curriculum elements | Scope of Practice for Academic Nurse Educators  Billings and Halstead – Chapter 6  Selected readings | Demonstrates evidence- based teaching practice which supports improved health care. |
| Week 2 –  May 16 | Module 2 - Forces Influencing Curriculum   * Higher education and institutional * Social * Economic * Political * Health care | Billings and Halstead – Chapter 5  Selected readings | Demonstrates evidence- based teaching practice which supports improved health care. |
| Week 3 -  May 23 | Module 3 – Developing Philosophy and Mission Statements   * Mission – institution and program * Purpose of philosophy * Philosophy concepts | Billings and Halstead – Chapter 7  Selected readings | Demonstrates evidence- based teaching practice which supports improved health care.  Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 4 -  May 30 | **Memorial Day Holiday May 30**  Module 4 - Writing Program Outcomes and Competency Statements   * End-of-program outcomes * Competencies * Connection to courses | Billings and Halstead – Chapter 6  Selected readings  **\*Submission: Mission and Philosophy Statement due June 5** |  |
| Week 5 -  June 6 | Module 5 – Designing Courses   * Course description * Course outcomes * Learning activities * Evaluation strategies * Developing the course syllabus | Billings and Halstead – Chapter 10  Selected readings | Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice.  Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 6 -  June 13 | Module 6 – Diverse Learning Needs of Students   * Strategies to support diverse learning needs * Developing effective faculty/student relationships * Managing incivility | Billings and Halstead – Chapter 2, 15  Bradshaw et al – Chapter 2  Selected readings  \***Submission: Program Outcomes/Competency Statements due June 19** | Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 7 -  June 20 | **SUMMER BREAK** |  |  |
| Week 8 -  June 27 | Module 7 – Undergraduate Curriculum Issues   * Types of programs * Position statements, national standards, national reports * Academic partnerships * Emerging trends/issues | Billings and Halstead – Chapter 8  Selected readings  \***Submission: Course Syllabus due July 3** | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice.  Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 9 -  July 4 | **July 4th Holiday**  Module 8 – Graduate Curriculum Issues   * Types of programs * Position statements, national standards, national reports * Emerging trends/issues | Billings and Halstead – Chapter 9  Selected readings | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice.  Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 10  July 11 | Module 9 – Program Evaluation and Accreditation   * Continuous quality improvement * Systematic program evaluation * Nursing program accreditation | Billings and Halstead – Chapter 27, 28  Bradshaw, et al – Chapter 28  Selected readings  **\*Submission: Curriculum Evaluation Plan due July 17** | Demonstrates evidence- based teaching practice which supports improved health care. |
| Week 11-  July 18 | Module 10 – Integrating Select Curriculum Concepts   * Service Learning * Interprofessional Education * Global Health | Billings and Halstead – Chapters 11, 12, 13  Bradshaw, et al – Chapter 16, 19, 24  Selected readings | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice. |
| Week 12-  July 25 | Module 11 – The Faculty Role | Billings and Halstead – Chapter 1  Selected readings | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice.  Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 13-  August 1 | Course Reflection and Summary | **Submission: Curriculum Portfolio - due August 1** |  |

Program Objectives

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

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| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 01/2021  01/2021  03/2021 |