NURS 6363 - Curriculum Development in Nursing

Course Description
This course introduces the student to the process of nursing education. While curriculum development will be the primary focus of the course, curriculum implementation and evaluation will also be examined in brief. The role of educational philosophy and conceptual framework within which curriculum development occurs will be explored. The ways in which these elements and external factors affect curricular decisions will be examined.

Prerequisite
Graduate student status

Time Allotment
3 SCH (3, 0)
This course is offered 100% online.

Faculty
Nelda C. Martinez, PhD, RN
Professor – Clinical Nursing
Office: HCEBL 2.110.07
Cell Phone: 915-539-0902 (preferred)
Email: nelda.martinez@utrgv.edu
Office: 956-296-1931
Office Hours: Wednesdays 10:00 a.m. – 2:00 p.m. and by appointment

Course Objectives Legend
SLO = Student Learning Outcomes
ANA= American Nurses Association Standards of Professional Nursing
EME= Essentials of Masters Education for Professional Nursing Practice
NEC = NLN Core Competencies of Nurse Educators
NEP = Nurse Educator Program Outcomes

Course Objectives
At the end of the course, the student should be able to:

1. Describe the role of nursing faculty in the development of nursing curricula.  SLO: 1; ANA: 12, 13-d; EME: I-1, I-8, IX-1, IX-2, IX-4; NEC: 4; NEP: 2

2. Discuss factors that influence curriculum design.  SLO: 2; ANA: 12, 13-g; EME: I-1, IX-1, IX-2, IX-4; NEC: 6,7; NEP: 1

3. Develop a curriculum for a specified simulated nursing course and/or program.  SLO: 1, 4, 5; ANA: 4-d, 12, 14-h; EME: I-1, IV-1, IV-3; NEC: 1, 2, 8; NEP: 1

4. Develop a plan for curriculum evaluation - including consideration of the requirements of
external accrediting bodies. SLO: 5; ANA: 4-d, 12, 14-h; EME: IV-1, IV-3; NEC: 3; NEP: 4

Advanced Clinical Practice Objectives
5. Analyze the interrelation of educational philosophy, conceptual framework, objectives, and program evaluation in the curriculum development process. SLO: 1, 2, 5; ANA: 5B-1, 5B-2, 6-b, 12, 13-b, 14-e; EME: I-1, IX-12, IX-14, IX-15; NEC: 3, 4; NEP: 1

MSN Graduate Program Student Learning Outcomes (SLO)
The graduate program student learning outcomes facilitate evaluation of learning. Upon completion of the graduate program the student will:
1. Function as a scholar with critical thinking skills supported by theories from the behavioral, physical, and nursing sciences.
2. Demonstrate organizational and systems leadership in the application of client/patient care interventions, incorporating informatics and health care technology to improve population health care outcomes.
3. Collaborate as a member of an inter-professional health care team to advocate for safe and effective client/patient care, being cognizant of cultural, societal, economic, political, and ethicolegal issues.
4. Promote quality improvement in the provision of culturally competent care to diverse populations through integration of health policy, planned programs, education, and advocacy.
5. Translate and integrate scholarship and research into masters-level practice that is grounded in the sciences and humanities.

American Nurses Association Standards of Professional Nursing Practice (ANA)

1. Assessment
2. Diagnosis
3. Outcomes Identification
4. Planning
5. Implementation
5A. Coordination of Care
5B. Health Teaching and Health Promotion
6. Evaluation
7. Ethics
8. Culturally Congruent Practice
9. Communication
10. Collaboration
11. Leadership
12. Education
13. Evidence-based Practice and Research
14. Quality of Practice
15. Professional Practice Evaluation
16. Resource Utilization
17. Environmental Health
AACN Essentials of Masters Education for Professional Nursing Practice (EME)

I. Background for Practice from Sciences and Humanities
II. Organizational and Systems Leadership
III. Quality Improvement and Safety
IV. Translating and Integrating Scholarship into Practice
V. Informatics and Healthcare Technologies
VI. Health Policy and Advocacy
VII. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
VIII. Clinical Prevention and Population Health for Improving Health
IX. Master’s-Level Nursing Practice

MSN Education Program Specialty Role Outcomes (NEP)

The student successfully completing the education program will be able to:
1. Utilize evidence in educational design, implementation, and evaluation of strategies for classroom and clinical teaching.
2. Synthesize knowledge from nursing science and learning theory to demonstrate leadership and innovation in teaching.
3. Employ instructional strategies that recognize the diverse learner.
4. Implement assessment and evaluation methods in a variety of learning environments.
5. Analyze the teaching, scholarship and service roles of the nurse educator.

NLN Core Competencies of Nurse Educators (NEC)
1. Facilitate Learning
2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as Change Agents and Leaders
6. Develop Educator Role
7. Engage in Scholarship
8. Function Within the Educational Environment

Topical Outline
Introduction to the education process
Foundations of curriculum development
The curriculum development process
Systematic curriculum evaluation

Course Requirements
Confidentiality
Satisfactory completion of all assignments
Achievement of a “B” letter grade or better
Submission of written papers and assignments using APA style
Students are expected to demonstrate subject competence by satisfactorily completing all assignments. Students should refer to the Course Calendar for all assignment due dates. Written assignments will be due according to the schedule provided by the instructor.

There will be no traditional tests in this course. You will instead be asked to engage in learning activities and student teaching. These assignments will serve as complex performance assessments. They are, essentially, “tests” of your ability to engage in the scholarly activities required of a nurse educator.

This advanced practice course builds and expands on entry-level nursing practice by advancing nursing knowledge and higher level leadership skills. This course provides the student with opportunities to engage in 50 hours of planned clinical practice experiences that address an identified area of advanced nursing practice as well as role related competencies.

**Technical Requirements**

**Computer Hardware**

To participate in this online course, you are required to have regular, reliable access to a computer with a stable broadband InterNEP connection. To ensure you have the computer hardware and software available to successfully complete this course, please review the [Technical Requirements](#) information found under the [Course Technology](#) link (to the left under Resources in the course Blackboard Portal).

**Student Technical Skills**

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments. Please review the [Technologies that will be used in this course](#) found under the [Course Technology](#) link (to the left under Resources in the course Blackboard Portal).

**Technical Assistance**

If you need technical assistance at any time during the course or to report problems with Blackboard please refer to the information found under the [Student Support Services](#) link found under the [Course Technology](#) link (to the left under Resources in the course Blackboard Portal).

**Required Textbooks**


**Attendance**

Regular attendance is importance for student success in this course. In an online course, the student demonstrates regular attendance by submitting assignments, participating in discussion forums, and discussing their progress through journaling.
Teaching Methods
This is an online web based course that utilizes constructivist pedagogy and collaborative activities aimed at building a community of student scholars in the area of nursing education. Instructional methods used in this course will include web-based instruction and discussion forums, e-mail, self-directed learning, and classroom instruction.

Evaluation Methods
The student is encouraged to evaluate the course and instructor/professor on the last day of class. Some instructors/professors may require that the student also perform a self-evaluation. The student is expected to demonstrate leadership by actively participating in content-related discussions and giving evidence of progressive thinking on relevant topics. The success of any class is dependent on gathering information beyond textbook requirements and objectively share and exchange knowledge and ideas.

Assignments
Students are expected to demonstrate subject competence by satisfactorily completing all assignments. Students should refer to the Course Calendar for all assignment due dates. These assignments will serve as complex performance assessments.

Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignment Sheets</td>
<td>350</td>
</tr>
<tr>
<td>Weekly Discussion Board Entries</td>
<td>130</td>
</tr>
<tr>
<td>Clinical Reflective Journal</td>
<td>70</td>
</tr>
<tr>
<td>Course Project</td>
<td>450</td>
</tr>
<tr>
<td><strong>Total Course Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

MSN Grading Scale
As noted in Progression criteria, a letter grade of "B" is necessary in both nursing and non-nursing courses. A grade of less than 75 (C) is considered failing in the MSN Program. The University of Texas Rio Grande Valley grading scale is as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade Points</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 grade points</td>
<td>(90-100)</td>
</tr>
<tr>
<td>B</td>
<td>3 grade points</td>
<td>(80-89.9)</td>
</tr>
<tr>
<td>C</td>
<td>2 grade points</td>
<td>(75-79.9)</td>
</tr>
<tr>
<td>F</td>
<td>0 grade points</td>
<td>(Equal to or less than 74)</td>
</tr>
</tbody>
</table>

Mastery Teaching:
My personal philosophy includes the belief that all students be allowed to achieve the grade they desire. To this extent I assume all students want to receive an “A” in my class. If you aspire to any other grade please let me know early on in the course. Otherwise I will return and assist you with your class achievement until you earn an “A”. When I receive an assignment that is any grade other than an “A” I will return it with suggestions for revisions that will help you earn the
“A”. Your progress in my course is not measured against any other person’s progress, you are not competing in any way for your grade. All student/teacher collaboration is individualized to meet your personal and academic needs. Holism is a philosophy which threads through not only the MSN curriculum but also the teaching/learning relationship.

Late Assignments
Although points are not taken off for late submission it is expected that work will be turned in on time. If you have a problem with timely submission please email your instructor with your concerns. Do be aware that, although points are not taken off late assignments, your course grade may be lowered by one letter upon receiving your third late assignment and will be lowered an additional letter grade upon receiving 6 late assignments.

Incomplete Grades
An incomplete grade is not given automatically. Under extenuating circumstances an incomplete may be given at the discretion of the faculty member. The specifics of any incomplete grade will be negotiated between the student and the instructor upon student request.

Available Student Assistance
Any student who has need for test-taking, note-taking or other accommodations, please feel free to discuss this with the instructor. Suitable accommodations will be provided. Individual assistance is available during the instructor’s office hours and by appointment at other times. This learning experience will be what the student wishes to make of it. The instructor will be available to guide in both internet and clinical experiences, but the major responsibility for learning rests with the student.

Calendar of Activities
The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login.

UTRGV Policy Statements

Students With Disabilities:
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Mandatory Course Evaluation Period:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further
instructions. Online evaluations will be available Nov. 18 – Dec. 9, 2015. Students who complete their evaluations will have priority access to their grades.

**Attendance:**
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

**Scholastic Integrity:**
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**Sexual Harassment, Discrimination, and Violence:**
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**Course Drops:**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.