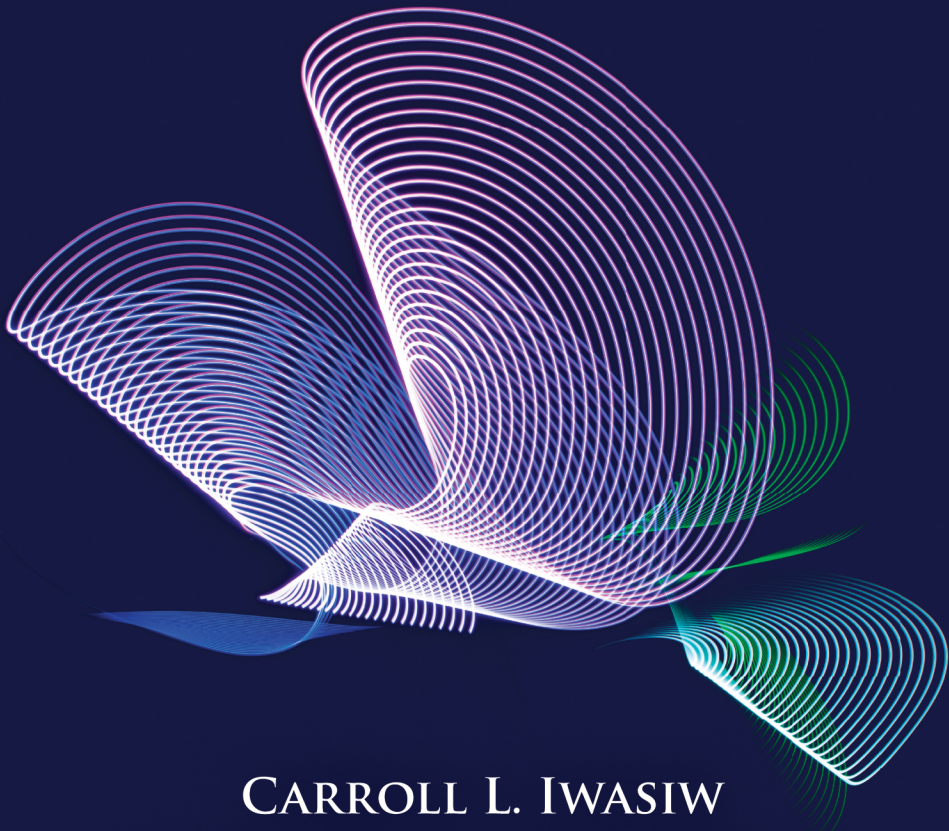


FOURTH EDITION

CURRICULUM DEVELOPMENT

IN NURSING EDUCATION



CARROLL L. IWASIW

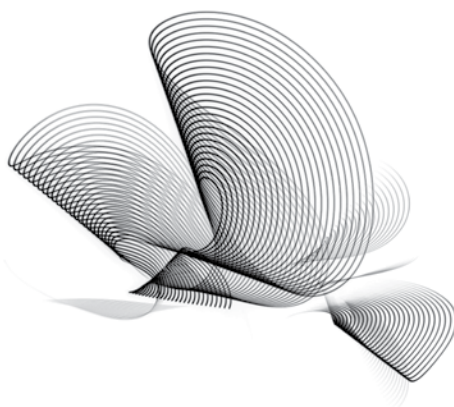
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Cover Image: © Colormos/The Image Bank/Getty Images
Chapter Openers: © ioat/Shutterstock
Printing and Binding: McNaughton & Gunn
Cover Printing: McNaughton & Gunn

Library of Congress Cataloging-in-Publication Data

Names: Iwasiw, Carroll L., author. | Andrusyszyn, Mary-Anne, author.
Title: Curriculum development in nursing education / Carroll Iwasiw and Mary-Anne Andrusyszyn.
Description: Fourth edition. | Burlington, Massachusetts : Jones & Bartlett Learning, [2020] | Includes bibliographical references.
Identifiers: LCCN 2018028635 | ISBN 9781284143584 (pbk.)
Subjects: | MESH: Education, Nursing | Curriculum | Evidence-Based Nursing--education
Classification: LCC RT71 | NLM WY 18 | DDC 610.73071/1--dc23
LC record available at <https://lccn.loc.gov/2018028635>

6048

Printed in the United States of America
22 21 20 19 18 10 9 8 7 6 5 4 3 2 1

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Preface

The fourth edition of *Curriculum Development in Nursing Education* is once again written for all those engaged in developing, implementing, and evaluating new curricula, or refreshing existing curricula, in nursing education. Experienced or recently appointed nursing faculty, graduate students, teaching assistants, and those who aspire to become nurse educators will find something of value that they can consider or apply.

The term *curriculum* is meant to convey the totality of philosophical approaches, design, courses, teaching-learning and evaluation strategies, interactions, learning climate, human and physical resources, and curricular policies. The premise that a curriculum should be evidence-informed, context-relevant, and unified continues in this *Fourth Edition*. Faculty development, ongoing appraisal, and scholarship remain core processes of curriculum work in the model presented.

Chapter headings, subheadings, and configurations have remained relatively unchanged. However, more current nursing education ideas, perspectives, and applications have been included throughout. Chapter goals have been replaced with questions to help focus readers' attention. Some new tables and figures have been added, and those retained from the *Third Edition* have been updated and/or modified to enhance clarity. A summary, descriptions of faculty development, ongoing appraisal, and scholarship activities relevant to the chapter topic, synthesis activities that comprise a hypothetical case with questions and additional questions for readers' consideration in their own setting, and chapter references are part of all chapters except the first. All cases were newly developed for this edition of the book. The cases and accompanying questions can be used as starting points for faculty development conversations or as learning activities for graduate classes.

Part I is entitled *Introduction to Curriculum Development in Nursing Education: The Evidence-Informed, Context-Relevant, Unified Curriculum*.

Chapter 1, *Creation of an Evidence-Informed, Context-Relevant, Unified Curriculum*, begins with definitions of curriculum generally. Then, introduced and elaborated upon is the idea that a curriculum must be informed by evidence about students, nursing education and practice, and clients; relevant to its context; and unified, wherein the components are logically, visibly, and consistently related to the premises of the curriculum. The Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development is overviewed in Chapter 1. The model has been modified slightly in this edition to differentiate between formative and summative evaluation.

Included in Part II, *Core Processes of Curriculum Work*, are the three core processes: faculty development, ongoing appraisal, and scholarship. Chapter 2, *Faculty Development for Curriculum Work and Change* includes Albert Bandura's Social Cognitive Theory and Social Cognitive Theory of Human Agency as perspectives relevant to faculty change during curriculum work. Chapter 3, *Ongoing Appraisal in Curriculum Work*, is largely unchanged. Chapter 4, *Scholarship in Curriculum Work*, continues to differentiate scholarliness and scholarship, and in Table 4-1, provides examples of how curriculum scholarship can be evidenced. The three core processes are seen as continuous and necessary components of curriculum work, and therefore are incorporated into all subsequent chapters.

Part III, *Preparation for Curriculum Development*, continues to emphasize that curriculum development requires considerable logistical preparation. Chapter 5, *Determining the Need and Gaining Support for Curriculum Development*, has been reorganized to reduce redundancy and give more prominence to the importance of the school leader's encouragement and tangible support. Chapter 6, *Deciding on the Curriculum Leader and Leading Curriculum Development*, adds two theories: bridge leadership and shared leadership. The application of leadership theories to curriculum leadership has been strengthened. *Organizing for Curriculum Development*, Chapter 7, addresses both the curriculum leader's and faculty members' responsibilities. Some content has been reorganized and there have been many small additions within the sections, resulting in an updated chapter.

Part IV, *Development of an Evidence-Informed, Context-Relevant, Unified Curriculum*, has six chapters that parallel the phases of the Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development. As such, the main ideas of the chapters remain unchanged, although current perspectives have been included and tables have been updated or modified for clarity. Chapter 8, *Data Gathering for an Evidence-Informed, Context-Relevant, Unified Curriculum*, offers an overview of contextual factors: the forces, situations, and circumstances within and outside the school of nursing that influence the curriculum.

Approaches for gathering contextual data are described. Chapter 9 is *Analyzing and Interpreting Contextual Data for an Evidence-Informed, Context-Relevant, Unified Curriculum*. Following a clarification of terms, detailed information is included about the analysis and interpretation of contextual data. *Establishing Philosophical and Educational Approaches for an Evidence-Informed, Context-Relevant, Unified Curriculum*, Chapter 10, has been reorganized to reduce repetition. Theories for digital learning have been included; andragogy has been linked to the science of learning; and attention has been given to concept-based teaching, learning, and curriculum, as well as to competency-based curricula. Chapter 11, *Formulating Curriculum Goals and Outcomes for an Evidence-Informed, Context-Relevant, Unified Curriculum*, presents Atkinson's cognitive and affective taxonomies more fully. Processes for formulating goals and outcome statements are proposed. Chapter 12, *Designing an Evidence-Informed, Context-Relevant, Unified Curriculum* describes various program types, delivery, models, designs, and curriculum organizing strategies. New program models are included. Considerable attention is given to the process of designing an evidence-informed, context-relevant, and unified curriculum. In Chapter 13, *Creating Courses for an Evidence-Informed, Context-Relevant, Unified Curriculum*, information is provided about course details, designing courses, and planning individual classes. Creation of concept-based courses is also described. Figures and tables have been updated with new content.

Part V is entitled *Implementation and Evaluation of an Evidence-Informed, Context-Relevant, Unified Curriculum*. In Chapter 14, *Ensuring Readiness for and Fidelity of Curriculum Implementation*, two concepts related to implementation are emphasized: readiness (the state of preparedness to introduce and enact the curriculum) and fidelity (the extent to which the curriculum is implemented as conceived). A new fidelity of implementation model developed specifically for educational interventions, is used as an organizing framework. Chapter 15, *Planning Curriculum Evaluation*, has been reorganized to make clearer the differences between curriculum and program evaluation, summative and formative evaluation, and internal and external evaluation. Evaluation models are summarized.

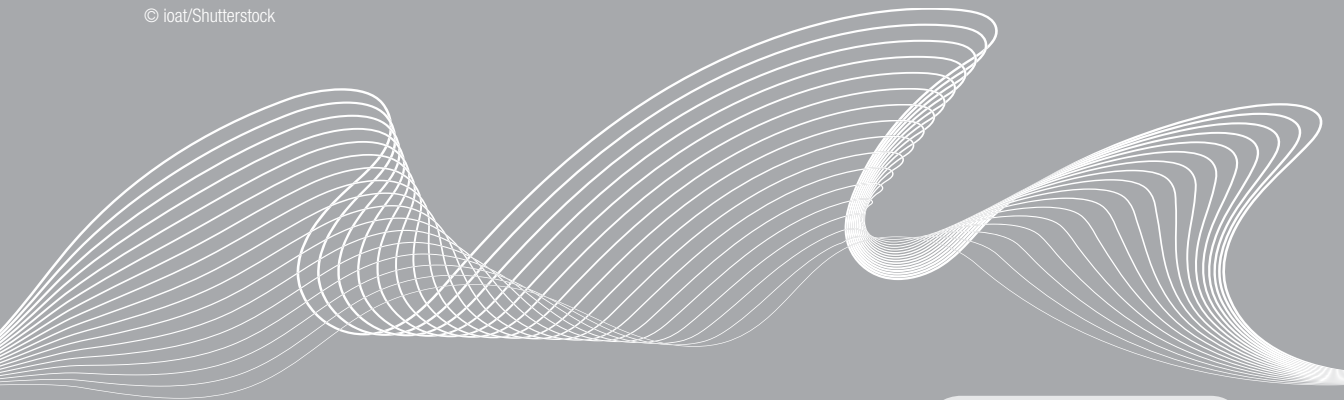
Part VI, *Nursing Education by Distance Delivery* has one chapter, Chapter 16, *Curriculum Considerations in Nursing Education Offered by Distance*. Emphasized is the idea that technology should not take precedence over pedagogy, but rather that a suitable confluence is necessary. Following an interpretation of delivery of nursing education by distance, necessary resources and ethical considerations are outlined. Curriculum considerations for course and class design, implementation, and evaluation are described. Teaching strategies are linked to their effects on students.

In summary, this *Fourth Edition* is replete with accessible and evidence-informed guidance about curriculum development and evaluation. Even though each unit could be expanded with exemplars and deeper discussion, we believe that the information shared will make the process of curriculum development and evaluation a valuable, constructive, and transparent process for novice and senior academicians in nursing and other professional disciplines.



Acknowledgments

We thank our families, colleagues, graduate students, and friends for their continued support, ideas, and encouragement during the writing of this edition of our text. Their presence, forbearance, and good humor have always been valued. We are also deeply grateful to family and friends, now gone, who have influenced our lives and careers. Without them, this book and its preceding editions would not have been possible.



PART

I

Introduction to Curriculum Development in Nursing Education: The Evidence-Informed, Context-Relevant, Unified Curriculum

Creation of an Evidence-Informed, Context-Relevant, Unified Curriculum

CHAPTER PREVIEW

Curriculum development in nursing education is a scholarly and creative process intended to produce an evidence-informed, context-relevant, unified curriculum. It is an ongoing activity in nursing education, even in schools with established curricula. In this text, the term *schools* is used to encompass Schools, Faculties, and Colleges of Nursing.

The extent of curriculum development ranges from regular refinement of class activities to the creation of a completely original and reconceptualized curriculum. In this text, curriculum development activities are presented individually for ease of description and comprehension. However, emphasis is on the idea that the curriculum development process does not occur in ordered, sequential stages or phases. The process is iterative, with some work occurring concurrently, and with each new decision having the potential to affect previous ones.

This chapter begins with definitions and conceptualizations of *curriculum* and an *evidence-informed, context-relevant, unified curriculum*. These are followed by a description of curriculum development in nursing education. Next, the Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development is presented. The model comprises a summary of the major aspects of the curriculum development process, serving as an advance organizer for this text. Additionally, attention is given to some of the interpersonal issues that can influence the curriculum development team, and hence, the completed work. The ideas about the curriculum development process introduced in this chapter are discussed more comprehensively in succeeding chapters.

The term *curriculum work* is used in this chapter and throughout the text as a shorthand method of referring to all or some of the activities of curriculum

development, implementation, and evaluation. The context will make evident the activities to which the term refers.

QUESTIONS ADDRESSED IN THIS CHAPTER

- How is *curriculum* conceptualized?
- What is an evidence-informed, context-relevant, unified curriculum?
- How can the scholarly nature of curriculum development be enhanced?
- What is the Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development in Nursing Education?
- What is the role of interpersonal dynamics in curriculum development?

Definitions and Conceptualizations of Curriculum

Curriculum is defined as “a course; specifically, a regular course of study or training, as at a school or university” (OED Online, 2016). The word comes from the Latin *currere*, to run, or to run a course (Wiles & Bondi, 2011), and originally meant the knowledge passed from one generation to the next (Wiles, 2005). A common understanding of curriculum is a program of studies with specified courses leading to an academic certificate, diploma, or degree.

Another perspective of curriculum is “a desired goal or set of values that can be activated through a development process, culminating in experiences for learners” (Wiles & Bondi, 2011, p. 5). These authors further state that the extent to which the experiences represent the envisioned goals is dependent on the effectiveness of the curriculum developers.

A more specific and expansive view is:

The curriculum is a set of plans made for guiding learning . . . usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment that also influences what is learned. (Glatthorn, Boschee, Whitehead, & Boschee, 2016, p. 4)

This definition emphasizes accessible written plans, witnessed and documented classroom experiences, and the milieu in which the experiences occur.

Parkay, Anctil, and Hass (2014) give attention to the ideas of theoretical and research bases for curricula and a societal context in their definition:

The curriculum is all of the educational experiences learners have in an educational program, the purpose of which is to achieve broad goals and

related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society. (p. 3)

They explain that:

- The curriculum is preplanned and based on information from many sources.
- Objectives and instructional planning should be based on theory and research about society, human development, and learning.
- Curriculum decisions should be based on criteria.
- Students play an important role in the experienced curriculum.

Many other conceptualizations exist: a written document, planned experiences, a reflection of social emphases, planned learning outcomes, hidden or visible, and living or dead (Hensen, 2010). Hensen summarizes these definitions and interpretations into three categories: means versus ends, content versus experiences, and process versus plan. Oliva (2009) also reduces the many views of curriculum to three categories. These focus on purpose, what the curriculum does or is meant to achieve; the context in which the curriculum is implemented, possibly revealing the underlying philosophy, such as a learner-centered curriculum; and strategy or particular instructional or learning processes. Somewhat similarly, Wiles (2005) categorizes definitions according to the emphasis on curriculum as subject matter, a plan, an experience, or outcomes. Combining some of the foregoing ideas, and drawing on ideas of complexity thinking, Hussain, Conner, and Mayo (2014) view curriculum as “six partial and coupled facets that exist simultaneously: curriculum as structure, curriculum as process, curriculum as content, curriculum as teaching, curriculum as learning and curriculum as activity” (p. 59).

Following an analysis of curricula, and the meanings of *curriculum* and *educational program* in North America and Europe, Jonnaert, Ettayebi, and Defise (as cited in Jonnaert & Therriault, 2013) created the following definition:

A curriculum is a system made up of a series of educational components. Articulated among themselves, these components permit the orientation and operationalization of an education system through pedagogical and administrative action plans. It is anchored in the historical, social, linguistic, political, religious, geographical and cultural characteristics of a country, region or locality. (p. 405)

This characterization points to the relationships among curricular components, including administrative features. It also gives importance to the context in which the curriculum is operationalized. Further, Jonnaert and Therriault (2013) believe that a curriculum can exist in six forms: a subject of study, a process

of curriculum development, a product of the development process, a reference framework for reform, a subject of adaptation, and a means of regulating an education system.

Lunenberg (2011) offers a category that is markedly different from those previously described: *the nontechnical approach*. This refers to ideas about curriculum and teaching that are more aesthetic, emotional, political, and visionary, and less concerned with the methods and procedures of curriculum development, implementation, and evaluation. For example, *narrative pedagogy* is a phenomenological, interpretative approach in which storytelling is the basis for interpretation and learning. Storytelling and co-interpretation of experiences, not content, is at the heart of classroom activity (Diekelmann & Diekelmann, 2009; Ironside, 2015). In a somewhat similar vein, Freire (1970/2001) views education as a process of *conscientization*, the development of critical awareness of one's social reality through reflection and action, and curriculum as the creation of knowledge by learners and teachers together, within the context of their lives (Freire, 1998). Based on the real-life situation of students, the curriculum is problem focused, not subject based, inherently interdisciplinary, and highly relevant to students (Warner, 2012). Related to Friere's ideas of critical social pedagogy, other pedagogies have emerged as philosophies, teaching methods, and bases for curriculum, for example, feminist pedagogy (Light, Nicholas, & Bondy, 2015), and transformative learning (Cranton, 2016; Mezirow, Taylor, & Associates, 2009). The premises of the nontechnical approaches can overlap and may be combined, as exemplified in critical feminist pedagogy (Chow, Fleck, Fan, Joseph, & Lyter, 2003), often extending to include matters of race, culture, and sexuality. In descriptions of these education and learning approaches, attention is given to the underlying philosophies and to the processes of personal transformation, dialogue, reflection, inclusion, and democracy that should occur within and among students and teachers. The logistics of a formal curriculum, such as course sequencing, are not the focus of nontechnical curriculum approaches, although in professional programs, such as nursing, the nontechnical approaches can be used within the structure of a formal curriculum.

Finally, Joseph (2011) offers a perspective on curriculum unlike the preceding ideas. She conceptualizes curriculum as *culture* with "complex sociopolitical, political, and ethical layers of meaning" (p. 3), and recognizes that many cultures can exist simultaneously within an educational setting. Because curriculum is a "process for transforming educational aims and practices" (p. 3), it requires inquiry and introspection.

The definition of curriculum is important, because definitions "convey educators' perceptions, and in turn, these perceptions affect how a curriculum is used and indeed, even whether it is used at all" (Hensen, 2010, p. 9). Additionally, the

definition specifies the scope of work to be completed by curriculum developers (Wiles & Bondi, 2011).

Despite differing definitions and conceptions, a curriculum is implemented with the intention that learning will occur and student potential will be unlocked. In professional programs, there is a written plan that usually contains philosophical statements and goals or outcomes; indicates some selection, organization, and sequencing of subject matter and learning experiences; and integrates evaluation of learning. These elements, among others, are addressed within the Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development and in subsequent chapters.

Curriculum or Program?

Although the term *nursing curriculum* is often used interchangeably with *nursing program*, the latter is broader in scope. The nursing program is comprised of the nursing curriculum; the school of nursing culture; administrative operations of the school; faculty members' complete teaching, research, and professional activities; the school's relationships with other academic units, healthcare and community agencies, and professional and accrediting organizations; institution-wide support services for students and faculty; and support for the school of nursing within and beyond the parent institution. In brief, the nursing program includes activities and relationships that influence the quality and nature of the student experience but extend beyond the student experience itself.

Nursing Curriculum as Evidence-Informed, Context-Relevant, and Unified

In this text, *nursing curriculum* is defined as the *totality of the philosophical approaches, curriculum goals or outcomes, overall design, courses, strategies to ignite learning, delivery methods, interactions, learning climate, evaluation methods, curriculum policies, and resources*. The curriculum includes all matters that affect nursing students' learning and progression and that are within the authority of the school of nursing. This conceptualization aligns with ideas of curriculum as a plan, experiences, processes, means, strategy, culture, and as being visible.

Evidence-Informed

A curriculum that is evidence-informed is based on systematically and purposefully gathered evidence about:

- Students, learning, teaching, evaluation, and nursing education practices and trends

- Clients and their responses to health situations
- Nursing practice
- The context in which the curriculum will be offered and graduates will practice nursing

The evidence that is gathered is then subject to interpretation by curriculum developers. Plans are created, appraised in accordance with the realities of the school of nursing, and then finalized by the consensual judgment of nurse educators. As such, the curriculum is informed by evidence, but not based solely on evidence. Therefore, the term *evidence-informed* and not *evidence-based* is used.

An evidence-informed curriculum is dynamic, evolving as new evidence becomes available. Ongoing modification in response to new evidence ensures that the curriculum remains current.

Context-Relevant

A curriculum that is context-relevant is:

- Responsive to students; current and projected societal, health, and community situations; and current and projected imperatives of the nursing profession
- Consistent with the mission, philosophy, and goals of the educational institution and school of nursing
- Feasible within the realities of the school and community

This type of curriculum is defined by, and grounded in, the forces and circumstances that affect society, health care, education, recipients of nursing care, the nursing profession, and the educational institution. Although there will be significant similarities in the nursing curricula of many schools, those that are most strongly contextually relevant will have unique features reflective of local and/or regional circumstances. However, a context-relevant curriculum is not simply reactive to current circumstances; it also reflects attention to projections about the future. As such, a context-relevant curriculum is forward looking and prepares graduates for current nursing practice and the type of nursing practice that could or should exist now and in the future.

Unified

A curriculum that is unified contains curricular components that are conceptually, logically, cohesively, and visibly related, specifically:

- Philosophical approaches, professional abilities, and curriculum concepts are evident in the curriculum goals or outcomes.
- Level and course learning goals or outcomes/competencies are derived from the curriculum goals or outcomes.

- Course titles reflect the philosophical approaches and curriculum concepts.
- Strategies to ignite learning and opportunities for students to demonstrate learning are consistent with the curriculum goals or outcomes, and philosophical and educational approaches.
- The language of the philosophical approaches and curriculum concepts are used in written materials and teaching-learning interactions.

The cohesion and connections between and among all aspects of the curriculum are evident. This unity is apparent in written curriculum documents and the curriculum that is enacted daily.

In summary, a curriculum that is evidence-informed, context-relevant, and unified is grounded in evidence about nursing education, nursing practice, students, and society, and is appropriate to the situation in which it is offered. The curriculum is forward looking and organized in a coherent fashion with clear relationships among the curricular elements so that its unified nature is visible.

Curriculum Development in Nursing Education

Curriculum development in nursing education is a scholarly and creative process intended to produce an evidence-informed, context-relevant, unified nursing curriculum. The ultimate purpose is to create learning opportunities that will build students' professional knowledge, skills, values, identity, and confidence so that graduates will practice nursing professionally, that is, safely and competently in changing social and healthcare environments, thereby contributing to the health and quality of life of those they serve.

Curriculum development is scholarly work. It is an intellectual endeavor encompassing purposeful data gathering, logical thinking, careful analysis, presentation of cogent arguments, and precise writing. The curriculum development process is also creative, requiring imaginative and flexible thinking, openness to new ideas, tolerance for ambiguity and uncertainty, and risk taking. Overall, curriculum work is characterized by interaction, cooperation, change, and possibly conflict; comprised of overlapping, interactive, and iterative decision making; shaped by contextual realities and political timeliness; and influenced by the personal interests, styles, philosophies, judgments, and values of the curriculum developers.

The complex processes that lead to a substantial revision of an existing curriculum or creation of a new curriculum provide an opportunity for faculty members to expand their scholarly work, develop and implement fresh perspectives on the education of nursing students, and influence the culture of the school of nursing. Additionally, curriculum development provides an avenue