

Teaching and Learning in a Concept-Based Nursing Curriculum

Featured Presenter:

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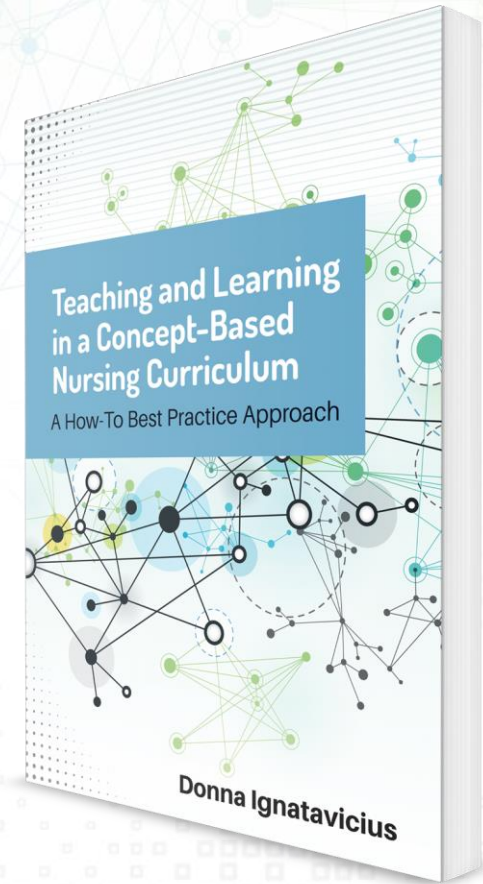
About the Author: Iggy

- Over 30 years of experience as a nurse educator primarily in pre-licensure programs.
- Leading academic nursing education consultant in curriculum development, instruction, and evaluation.
- Certified Nurse Educator (2016) and Fellow of the Academy of Nursing Education (2007).



About the Book

- Practical “how-to” approach
- Features multiple tools, tips, and strategies reflecting best practices for a nursing concept-based curriculum (CBC).



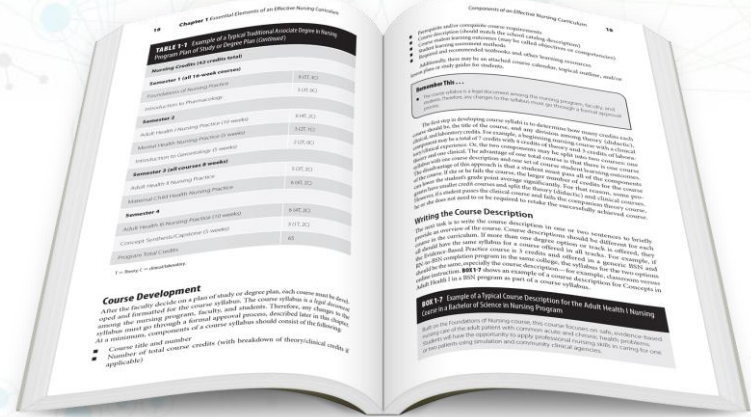
About the Book

- Divided into 3 major parts:
 - **Part 1:** *Introduction to CBC and conceptual learning* (Ch. 1-3) (Ch. 1 reviews curricular components needed for any type nursing program)
 - **Part II:** *Teaching and learning in a CBC* (Ch. 4-9)
 - **Part III:** *Evaluation in a nursing CBC* (Ch. 10-12)



About the Book

- Topics focus on conceptual teaching and learning in multiple settings.
- One chapter devoted to a unique 12-step model for CBC development.
- Book pedagogy includes chapter learning outcomes, multiple examples of CBC tools, highlighted priorities, end-of-chapter key points.



Target Audience

Two target audiences:

- Graduate students in nursing education tracks (or post-masters nursing education program).
- Nursing faculty who are developing, implementing, or evaluating a CBC (both pre- and post-licensure).



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Why is this Book Needed?

- Only one other book available for faculty or graduate students to address teaching in a CBC
 - only a few tools and examples in the last section
 - does not use a practical, “how-to” pedagogical approach
- Faculty frequently ask for resources when author consults with programs using a CBC.

▶ Curriculum Approval Process

Before major curricular revision can be implemented, the curriculum goes through a formal curriculum approval process. Although each state, province, and region has its own regulations or procedures, the basic process typically includes the following sequence of approvals:

- Approval by the nursing curriculum committee
- Approval by full nursing faculty
- Approval by the college, school, or university curriculum committee, senate, and/or administration
- Approval by the state or provincial regulatory higher education and nursing education body
- Approval by the nursing accrediting organization (if the program is nursing accredited)

This process is often time-consuming and must be built into a timeline prior to curriculum implementation. During the approval process, faculty and school advisors need to alert pre-nursing students in a timely manner that a new curriculum is being considered and how it will likely affect them. Ideally, the students should be notified of major changes a year prior to implementation of the curriculum. Most nursing accreditation bodies require a minimum of 4 months' notice and substantive change report before a new curriculum is implemented.

▶ Chapter Key Points

- Curriculum is the formal and informal structure and process in which a learner gains the knowledge, skills, attitudes, and abilities to meet established educational outcomes.
- Faculty have the primary role in developing and revising nursing curriculum; curriculum development should be part of the nursing faculty's role description (see Box 1-1).
- The key components of an effective nursing curriculum include the Mission or Philosophy, Organizing Curriculum Framework, Program Outcomes, Curriculum Model, Plan of Study or Degree Plan, and Course Development.
- Nurse generalist curricula are usually organized based on the QSEN competencies, Nurse of the Future competencies, BSN Essentials, and/or the NLN Differentiated New Graduate Competencies.
- Advanced nursing practice curricula are organized based on the MSN/Doctorate Program Essentials, APRN standards of practice, and/or the National Council of State Boards of Nursing Consensus Report.
- Backward design is an approach to curriculum development or revision.
- The most common curricular models are traditional, concept-based, and competency-based. In a traditional model, courses are planned according to populations and nursing specialty; the curriculum focuses on medical diagnoses. In a concept-based curriculum, nursing concepts are often taught across the lifespan to develop deep learning and nursing judgment. They are context-specific and show demonstration of abilities, behaviors, and skills in a variety of situations.



Text Benefits to Students

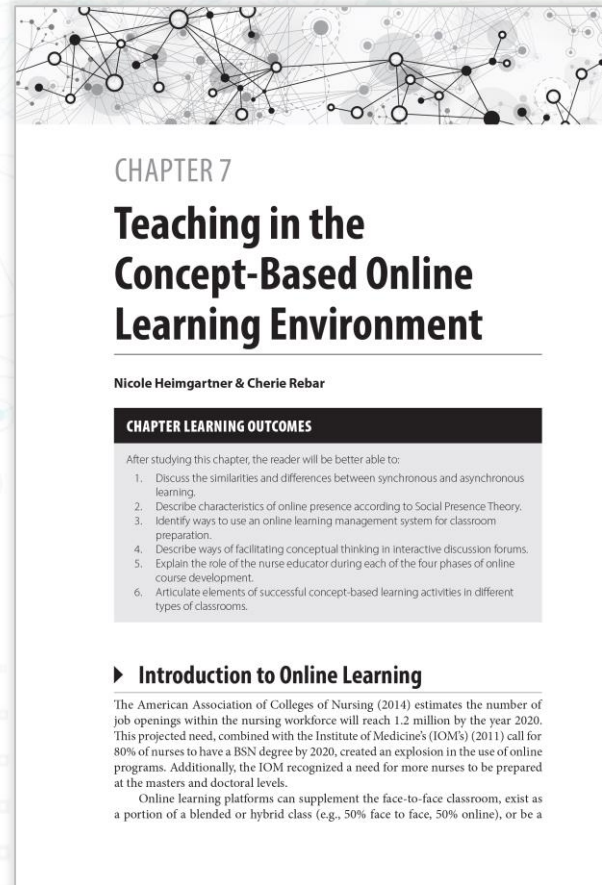
Concept-Based
Curriculum

- Over 50% of pre-licensure nursing programs have a CBC; another 25% are developing it!
- Graduate students need to learn how to teach in a CBC; very different from traditional teaching and learning methods.
- Graduate students need to learn how to evaluate conceptual learning and the effectiveness of a CBC.



How is this Book Different?

- Written in an easy-to-read, user-friendly and direct style that is well-supported by literature and author experience.
- Provides multiple examples of tools, strategies, lesson plans, and templates.
- Includes entire section on evaluating conceptual learning and outcomes of a CBC.



You Will Love This Book Because It:

- Is the only resource you'll need to help your faculty develop, implement, and evaluate the effectiveness of a CBC.
- Is the only resource graduate students or post-masters students in nursing education need to be prepared to teach in a CBC.

Benefits of the Conceptual Learning Approach

Unlike traditional pedagogies in which students are passive, disengaged learners, **conceptual learning** is student-centered and requires active engagement (TABLE 2-2). Students are full partners in the learning process, and learning is the responsibility of the students. These characteristics are similar to the key principles outlined by O'Banion for the Learning College (see Box 2-1).

Primary benefits of the conceptual learning approach for nursing education programs include the following:

- Decreased content saturation
- Increased focus on nursing practice, not on medical diagnosis
- Opportunities for collaborative learning
- Increased thinking and nursing judgment
- Student engagement in the learning process

Decreased Content Saturation

In a conceptual learning environment, content is carefully and purposefully selected for inclusion in the curriculum. This content prepares the nursing student for real-world practice and focuses on keeping patients and their families safe. Therefore, a CBC helps desaturate the curriculum (Giddens & Brady, 2007).

One of the challenges in revising or developing any curriculum is achieving faculty consensus on which content to include. One guide that can assist prelicensure nursing faculty is either the NCLEX-RN® or NCLEX-PN® test plan (see www.ncsbn.org). Nursing faculty who teach in prelicensure programs may be reluctant to delete existing medical diagnosis curriculum content for fear that the content will be tested on the NCLEX. However, the current licensure test plans are not organized by medical diagnosis, but rather by integrated processes and client needs categories. Nursing faculty need to consider the NCLEX® as a guide when selecting concepts and exemplars for their CBC. TABLE 2-3 provides examples of Giddens' concepts as they compare to selected NCLEX® topics.

TABLE 2-2 Comparison of Traditional and Conceptual Teaching and Learning

Traditional Teaching and Learning	Conceptual Teaching and Learning
Is teacher-centered	Is student-centered
Is content-driven	Is process-driven
Promotes rote memorization and surface/superficial learning	Promotes deep learning
Uses passive learning	Uses active learning
Focuses on large amount of content using lecture format	Focuses on smaller amount of content to allow cognitive processing



Graduate Students Will Love This Book Because:



- Complete resource with multiple references, many of which are studies that support the content of the text.
- Ability to use the same text as nursing educator.
- Reasonably priced text in paperback and small trim size.



Ways to Use This Book

- As required book in curriculum, instruction, and evaluation courses to supplement more traditional textbooks that typically do NOT address the CBC movement or how to teach conceptually.
- As a resource for all faculty who are planning or have implemented a CBC.



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