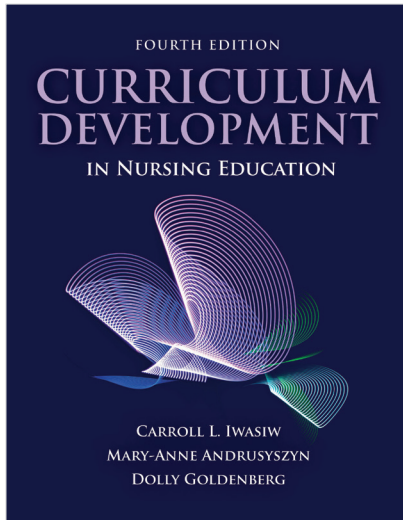


TRANSITION GUIDE



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This transition guide serves to outline the updates and new content found in **Curriculum Development in Nursing Education, Fourth Edition**.

LIST OF OUTSTANDING FEATURES

- Emphasis on faculty development, scholarship, and continuing appraisal as core components of curriculum work.
- Focus on the processes, not a particular curriculum style or method, and continued coverage of nursing education by distance delivery.
- Updated Synthesis Activities which include a case study illustrating chapter ideas, questions for analysis of the case, and questions and activities for readers to consider when developing a curriculum in their own settings.

REVISION UPDATES

- All chapters have been updated and revised to incorporate the authors' current thinking, including new ideas about simulated learning experiences as part of curriculum design and the influence of NCLEX® and external reviews on undergraduate curricula.
- Newly-written Synthesis Activities accompany each chapter, providing new case studies, questions and activities for readers to consider.
- The Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development in Nursing Education remains a framework for the text and has been updated to differentiate between formative and summative evaluation.

APPLICABLE COURSES

- Curriculum Development courses in graduate-level nursing education tracks

INSTRUCTOR RESOURCES

- PPTs
- Case Studies
- Questions + Activities



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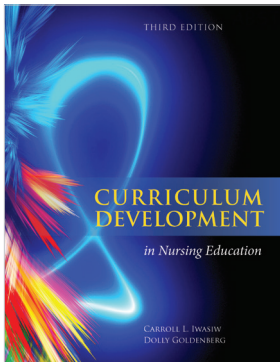
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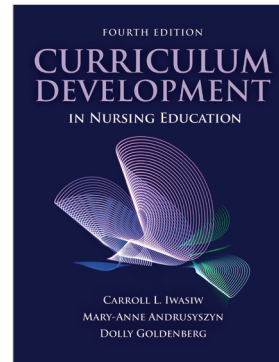
CHAPTER OUTLINE

This chapter outline comparison has been created to help you easily transition to the *Fourth Edition*. Note that chapter content from the *Third Edition* may now be found in a different chapter in the *Fourth Edition*. Also note that chapter numbers and titles may have been updated.



Curriculum Development in Nursing Education, Third Edition

by Carroll L. Iwasiw
and Dolly Goldenberg



Curriculum Development in Nursing Education, Fourth Edition.

by Carroll L. Iwasiw,
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and Dolly Goldenberg

Third Edition	Fourth Edition
Part I – Introduction to Curriculum Development in Nursing Education: The Evidence-Informed, Context-Relevant, Unified Curriculum	Part I – 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	Chapter 1 – Creation of an Evidence-Informed, Context-Relevant, Unified Curriculum
Part II – Core Processes of Curriculum Work	Part II – Core Processes of Curriculum Work
Chapter 2 – Faculty Development for Curriculum Work and Change	Chapter 2 – Faculty Development for Curriculum Work and Change
Chapter 3 – Ongoing Appraisal in Curriculum Work	Chapter 3 – Ongoing Appraisal in Curriculum Work
Chapter 4 – Scholarship in Curriculum Work	Chapter 4 – Scholarship in Curriculum Work
Part III – Preparation for Curriculum Development	Part III – Preparation for Curriculum Development
Chapter 5 – Determining the Need, and Gaining Faculty and Stakeholder Support for Curriculum Development	Chapter 5 – Determining the Need and Gaining Support for Curriculum Development
Chapter 6 – Deciding on the Curriculum Leader and Leading Curriculum Work	Chapter 6 – Deciding on the Curriculum Leader and Leading Curriculum Development
Chapter 7 – Organizing for Curriculum Work	Chapter 7 – Organizing for Curriculum Development
Part IV – Development of an Evidence-Informed, Context-Relevant, Unified Curriculum	Part IV – Development of an Evidence-Informed, Context-Relevant, Unified Curriculum
Chapter 8 – Gathering Data for an Evidence-Informed, Context-Relevant, Unified Curriculum	Chapter 8 – Data Gathering for an Evidence-Informed, Context-Relevant, Unified Curriculum
Chapter 9 – Analyzing and Interpreting Contextual Data for an Evidence-Informed, Context-Relevant, Unified Curriculum	Chapter 9 – Analyzing and Interpreting Contextual Data for an Evidence-Informed, Context-Relevant, Unified Curriculum
Chapter 10 – Establishing Philosophical and Educational Approaches for an Evidence-Informed, Context-Relevant, Unified Curriculum	Chapter 10 – Establishing Philosophical and Educational Approaches for an Evidence-Informed, Context-Relevant, Unified Curriculum
Chapter 11 – Formulating Curriculum Goals or Outcomes for an Evidence-Informed, Context-Relevant, Unified Curriculum	Chapter 11 – Formulating Curriculum Goals and Outcomes for an Evidence-Informed, Context-Relevant, Unified Curriculum
Chapter 12 – Designing an Evidence-Informed, Context-Relevant, Unified Curriculum	Chapter 12 – Designing an Evidence-Informed, Context-Relevant, Unified Curriculum
Chapter 13 – Creating Courses for an Evidence-Informed, Context-Relevant, Unified Curriculum	Chapter 13 – Creating Courses for an Evidence-Informed, Context-Relevant, Unified Curriculum
	Part V – Implementation and Evaluation for an Evidence-Informed, Context-Relevant, Unified Curriculum
Chapter 14 – Ensuring Readiness for Curriculum Implementation	Chapter 14 – Ensuring Readiness for, and Fidelity of, Curriculum Implementation
Chapter 15 – Planning Curriculum Evaluation	Chapter 15 – Planning Curriculum Evaluation
	Part VI – Nursing Education by Distance Delivery
Chapter 16 – Curriculum Considerations in Nursing Education by Distance Delivery	Chapter 16 – Curriculum Considerations in Nursing Education by Distance Delivery