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Nursing Syllabi Fall 2018

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2018

## 670 Curriculum Assessment, Planning Development and Evaluation

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XAVIER UNIVERSITY  
COLLEGE OF PROFESSIONAL SCIENCES  
SCHOOL OF NURSING

FALL SEMESTER 2018

**Course Number:** NURS 670  
**Course Title:** Curriculum Assessment, Planning, Development,  
and Evaluation  
**Credit Hours:** 3 credit hours  
**Theory hours:** 45 hours  
**Prerequisite:** NURS 660 and 664

**Course Description:**

This course provides the student with necessary information needed to pursue the nurse educator role. After completion of this course, the student will be able to function as either an academic nursing faculty member or a corporate/staff nurse educator. Roles and responsibilities of nurse educators will be addressed. These responsibilities include teaching; service; scholarship; curriculum planning; curriculum/educational offering development; maintaining records; mentoring; student advising; student accommodation; application for continuing education; implementing and educational offering/didactic content; test development; and evaluation of educational offerings, students/staff, courses, and programs.

**Course Objectives:**

1. Examine the nurse educator roles and responsibilities.
2. Investigate nurse educator responsibilities in regards to the students' needs.
3. Examine proper maintenance of educational records.
4. Explore the process of developing nursing curriculum.
5. Develop an educational offering/didactic content.
6. Implement an educational offering/didactic content.
7. Examine methods of learner evaluation, including test development.
8. Explore methods to evaluate courses, programs, and educational offerings.

**Time and Location:** Thursday, 4:00 – 6:30 PM  
Location: 143

**Faculty:** Brenda Wiles, DNP, RN  
Office: Cohen Rm. 125  
Phone: 745-3040  
E-mail: [wilesb@xu.edu](mailto:wilesb@xu.edu)  
Office Hours: M-W 3-4PM and by appointment

**Textbooks:**

American Psychological Association. (2009). *Publication manual of the American psychological association*. (6<sup>th</sup> ed.). Washington, DC: Author.

Billings, D. & Halstead, J. (2016) *Teaching in nursing: A guide for faculty*. (5th ed.). St. Louis: Elsevier.

Keating, S.B. (2015). *Curriculum development and evaluation in nursing*. (3<sup>rd</sup> ed.). New York, NY: Springer.

McDonald, M. (2014). *The nurse educator's: Guide to assessing learning outcomes*. (2<sup>nd</sup> ed.) Boston: Jones & Bartlett.

**Teaching Strategies:**

Class discussion and reflection, in-class group/individual work, pair and share, muddiest point, ticket out the door, worksheets, student presentations, power points, video clips, gaming, inquiry based learning, and written assignments.

**Evaluation Methods:**

Article Critique	5%
Class participation (including in-class assignments)	10%
Development plan for an Educational Program (paper)	
Part I	20%
Part II	20%
Final submission	25%
Presentation of Educational Program Development	20%
 TOTAL	 100%

**Grading Scale:**

94 and up	=	A
90-93	=	A-
87-89	=	B+
84-86	=	B
80-83	=	B-
70-80	=	C
69 and below	=	F

**Student Responsibilities:**

1. Reading and critically reflecting on material related to class content.
2. Discussing and analyzing assigned topics/readings.
3. Attending all scheduled classes and preparing prior to class in order to share insights and experiences concerning assigned topics/readings.
4. Submitting all assignments on time and according to requirements.

5. Notifying the professor as necessary for assistance in facilitating understanding of course content and/or of concerns/problems.

### **Article Critique**

Each student will be expected to critique 1 pertinent journal **article** on the week assigned. This article will be related to the topic being discussed in the course. Articles need to be other than those assigned for the readings. For topic to be researched refer to course calendar. For directions and the rubric refer to posting in Canvas. This critique must adhere to APA 6<sup>th</sup> edition criteria and be attached electronically to your discussion board posting in Canvas. It needs to be submitted **prior to class** on the date indicated. Late submission will not be accepted unless approved by the faculty. Students will reply to two of their peers' postings by the date indicated on the calendar.

### **Plan for Development of an Educational Program**

Each student will develop an Educational Program of the individual's choice. The program can either be in academia (course syllabus) or Corporate/Staff Education (CE offering; Education Program). In this process the student will assess, plan, and develop an educational program, including and explanation and examples of the evaluation methods. The student will submit an APA 6<sup>th</sup> edition scholarly paper explaining the process. Please note that various portions of the paper will be due throughout the semester (due dates are on the calendar). The professor will provide feedback. The final version of the paper is due at the end of the semester. Late papers, unless previously approved by the professor, will result in a 5% per day deduction. For directions and rubrics, please see the documents in Canvas.

### **Presentation of proposed educational program**

Each student will present a short educational offering explaining his/her proposed educational program. The student is encouraged to be as creative as he/she would like to be. Each student will have a maximum of 20 minutes to present the information, followed by a 10-minute discussion with peers. Peers will also give meaningful written feedback on the proposed educational program. For directions and rubrics for both the presentation and peer feedback, please see the documents in Canvas.

### **Attendance Policy:**

Attendance at all class meetings is expected. It is important that all students attempt to attend all classes. If a student is unable to attend a class the responsibility of missed class content is the sole responsibility of the student. Please inform the faculty member prior to and during the class of potential absences.

### **OUT OF CLASSROOM ASSISTANCE:**

There may be times when you may find it necessary to seek additional support or direction. There are resources available, including the Library, Writing Lab, Office of Academic Support, Office of Disability, and the McGrath Health and Wellness Center. Occasionally, students may experience personal problems or difficulties during the semester that may seriously interfere with learning. If this should happen to you, please meet with me so that we can develop a plan to help you to be successful in the course.

### **Office of Academic Support:**

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or [danielss3@xavier.edu](mailto:danielss3@xavier.edu). The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

**Students with Disabilities:**

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Office of Disability Services at 745-3280 or e-mail [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations.

**Classroom protocol:**

It is important that everyone have the opportunity to share their thoughts and points of view in a positive and respectful environment. For everyone to benefit, it is necessary to be present with minimal distractions. Therefore, cell phones are to be silenced during class and respectful attention should be shown to the presenter, be it faculty, guest speaker or peer. Working on other class assignments, surfing the internet, or sleeping in class is behavior not considered professional and will be addressed. Please read your School of Nursing Handbook to review professional classroom behavior.

**Academic honesty:**

Refer to the Xavier University Catalogue (p. 54) and the School of Nursing Student Handbook.

In addition to The Academic Honesty Policy of Xavier University, the American Nurses' Association's Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout their coursework.

If you have any question as to whether or not you are appropriately citing a reference or are unclear as to what plagiarism encompasses, please meet and discuss with your faculty member.

**Social media:**

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook for more information and to view the Social Media Policy, go to the following link: <http://www.xavier.edu/nursing/current-students.cfm>.

**Caveat:**

The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

**Course calendar:**

- 8/23/18** Orientation to Course, Nurse Educator Roles (Didactic faculty, clinical faculty, corporate educator, staff educator)  
Read: Billings & Halstead, Chps 1 and 17
- 8/30/18** Evaluation of learning: Developing and using classroom tests  
Please bring your McDonald book to class
- 9/6/18** Evaluation of learning: Developing and using classroom tests, continued  
Please bring your McDonald book to class
- 9/13/18** Legal and ethical foundations for the educational process (OBN, record keeping, mentoring, student advising, service, and scholarship).  
Read: Billings & Halstead Chp 3, and Bastable pp 44-59  
**Article critique on student accommodation due.**
- 9/20/18** Student accommodation  
Read: Billings & Halstead, pp 20-23, chp 4, &16 and Bastable, Chp 9  
**Article critique replies on student accommodation due.**
- 9/27/18** Curriculum Development: Needs assessment (external and internal influences). Read: Keating Chps 6, 7, & 8 and Bastable pp. 58-60. Read Booker and Hilgenberger article and Fagerlund and Germano article.
- 10/4/18** **No class; fall break**
- 10/11/18** Curriculum Development: Vision, mission, and values. Read Keating pp. 190-191, & 199
- 10/18/18** Curriculum Development: Faculty responsibilities and developing program outcomes. Read/review: Billings & Halstead, pp. 94-95, 107-109; and Keating Chp 3 and pp. 206-207.  
**Part I of paper is due**
- 10/25/18** Curriculum Development: Developing the curricular map/framework.  
Read Keating p. 204, and Billings & Halstead pp. 103-107
- 11/1/18** Five steps of course design  
Read: Billings & Halstead, Chp 10
- 11/8/18** Syllabus construction; CE requirements

- 11/15/18** Evaluation of learning: developing rubrics. Read the Allen and Tanner article. Billings and Halstead p. 449.  
**Part II of paper is due.**
- 11/22/18** **No class; Thanksgiving break**
- 11/29/18** Program, course, educational offering evaluation. Read Bastable chp 14.
- 12/6/17** **Presentations begin; Final paper is due**
- 12/13/17** **Presentations continue/wrap-up**