

Subject: Undergraduate Nursing Curriculum Revision Facilitation

Facilitators:

Ann MacDonald, Leadership Institute Director, Winona State University
Theresa Waterbury, Institutional Research Director, Winona State University

Timeline: January 08-April 08 (Phase I-III)

Project:

The Undergraduate Nursing Curriculum Revision Facilitation project is a collaborative process to lead WSU's Nursing department through a comprehensive revision of undergraduate curriculum. Many factors have changed since the Nursing Department revised their curriculum in 1996; the emergence of evidence-based practice, concern about patient safety, the need to educate more students in a time of tight budget constraints, the knowledge and technology explosion, and the need for change in education delivery model to list a few. In order to sustain WSU's reputation as a highly-respected provider of nursing education, WSU's Nursing Department determined that revision is imperative. The scope of the revision is to "redesign curriculum at the junior and senior level that is evidence-based and prepares students for successful practice in the 21st Century."

Lead by the Nursing Department's Undergraduate Curriculum Sub-Committee Task Force the collaborative process will involve a majority of nursing faculty on the Winona and Rochester campuses, 11 current students, 3 alumni and 3 community members currently working in healthcare.

The UG Nursing Curriculum Task Force has already been meeting for several weeks and has finished the Pre-Preparation Phase. The group will now begin Phase I and divide into four workgroups to identify the current state: External Guidelines, Evidence & Best Practices, Curriculum Mapping & Student Diversity, and Past Present Curriculum Data. In March the faculty will spend one week reviewing the information collected by the work groups and redesign the curriculum by identifying improvements and assessment measures. In April the Task Force will present the redesigned curriculum to the UG Committee and then to the NFO for formal approval.

Critical to the success of the project is the participation, collaboration and open communication between all participants. To foster this interaction, a special UG Curriculum portal has been created in order to share documents and provide open discussion for all groups.

Ann MacDonald and Theresa Waterbury will facilitate the revision process using the "Collaborative Learning Model." Facilitation will include coaching of the team and will integrate team learning along the way. (See attached model and timeline)

Rationale:

This project will benefit WSU students who are preparing to enter healthcare fields by providing state-of-the-field information. Healthcare organizations will benefit by having highly-skilled employees prepared to deliver the very best in healthcare to their clients and patients. And finally, the public benefits by having skilled, knowledgeable healthcare professionals to deliver care.

Project Detail: Strategic Planning & Curriculum Revision Process

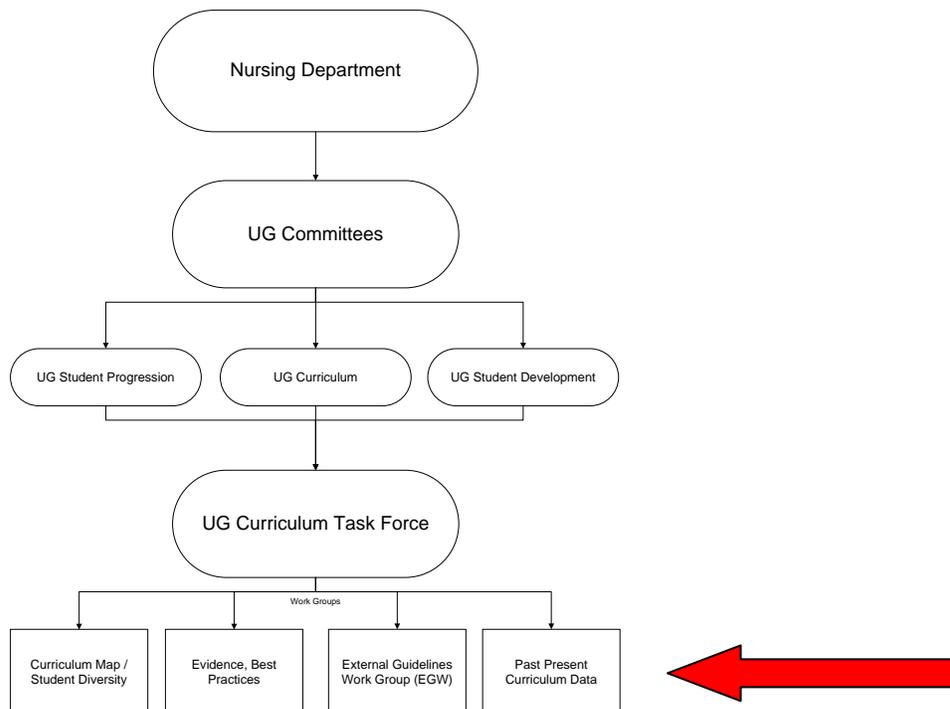
Background:

During the fall of semester 2007, the Nursing Faculty Organization was granted approval from the Department of Nursing Undergraduate Curriculum Subcommittee (UGCS) to develop a new curriculum. By the completion of fall semester of 2007 the Undergraduate Curriculum Subcommittee (UGCS) 2007 evaluated two models to use in the curriculum revision. These included Lean and a *Collaborative Model for Improvement*. Based on its organization and strengths the *Collaborative Model for Improvement* was adapted for use in the nursing department and became the guiding framework (model) for curriculum change (Appendix A).

November - December

Waterbury and MacDonald worked with the Department of Nursing Undergraduate Curriculum Subcommittee (UGCS) to establish and prepare for sub-workgroups to begin in January.

1. Created Scope statement (**Redesign curriculum at the junior and senior level that is evidence-based and prepares students for successful practice in the 21st Century**)
2. Created a portal to communicate the workgroups' progress
 - a. Created training documents
 - b. Provided one-on-one training sessions
3. Identified sub-workgroup participants (faculty, alumni, community professionals, and students)



January-March 8, 2008

1. Facilitated four sub-workgroups that met bi-weekly

a. Curriculum Map / Student Diversity

The purpose of this step was to create a graphical view of the current core and elective curriculum. The data identified areas for improvement.

Examples of topics

- Repetitive topics
- Disjointed topics
- Schedules
- Outdated topics/irrelevant
- Student learning outcomes
- Delivery methods
- What courses do students enjoy and why/dislike & why

b. Evidence, Best Practices

The purpose of this step was to understand how others are using innovative techniques to redesign Nursing curriculum. The workgroup did not discuss which of the best practices might be adaptable to WSU. This information was summarized to illustrate the depth of teaching possibilities.

Examples of topics reviewed:

- What diverse instructional methods did you find?
- How are universities using faculty resources?
- Are there any examples of on-site collaborative applied teaching/learning models?
- How are universities changing their teaching methods to engage students of generation Q?
- Case studies of dissertations detailing curriculum updates and revisions.

c. External Guidelines Workgroup (EGW)

The purpose of this step was to collect and summarize information that is necessary to comply with external accreditation criteria, regulations rules, and practice standards.

Examples of external guidelines reviewed

- 2007 AACN Essentials of Nursing Baccalaureate. Education
- MBNA State Licensure
- NCSBN-NCLEX RN Test Plan
- ANA Social Policy
- Institute of Medicine
- Institute for Health Care Improvement
- AACN
- Look at specialty areas re: public health
- Essential Nursing Competencies and Curricula Guidelines for Genetics and Genomics
- Leading Initiatives for Integrative Learning

d. Past Present Curriculum data, SEP data

The purpose of this step was to collect and summarize existing data. The data identified areas for improvement and illustrated the changing environmental conditions of the nursing profession.

Examples of data collected and analyzed

- Student perceptions of quality of instruction
- Alumni perceptions of student readiness
- Practitioners perceptions of student skill level
- Information from clinical sites
- Test-scores for last ten years by year
- % passing on first time
- % of students repeating classes by course
- Faculty FTE and Student FTE ratio for last 10 years
- Finances
- # of student who do not get accepted on first application
- % of students who do get accepted on first application
- Student demographics of current and 1997 demographics
- Course syllabi
- Course capacity
- Projection of nurse deficit

2. Planned and prepared for March retreat
 - a. Created agenda (attachment B)
 - b. Created triangulation data sheet (attachment C)
 - c. Created PowerPoint template and presentation summary guideline (attachment D)
 - d. Created information sheet (attachment E)

March 10 – 14

1. Co-facilitated week-long retreat
2. Organized daily events (meals, activities, discussion topics, etc.)

May 6 & 8

1. Facilitated 2 day retreat to develop components of new curriculum.

Goals:

- 100% Development and use of the Portal to foster communication and document process (achieved)
- 100% Revised curriculum design (achieved phase I and II)
- 90% of the participants will report satisfaction with the outcomes from the process (achieved)

Timeline:

January-March Phase I Create workgroups and Identify Current State

March 10-15 Phase II Identify Future State – Identify improvements and assessment

March - April Phase III Obtain Nursing Department Approval (implementation scheduled for spring 2008) – Present revised curriculum for approval

ASSESSMENT PLAN:

In March the UG Curriculum Task Force and work group members will complete a satisfaction survey:

(4-point scale)

Do you feel the “Collaborative Learning Model” provided a good structure for revising curriculum? **3.7**

Do you feel the “Collaborative Learning Model” can be applied to solve issues in your department? **3.8**

How satisfied are you with the “Collaborative Learning Model” process? **3.6**

Here are some of the comments from the survey:

1. “It gave me information about the whole process and helped to build trust and relationships.”
2. “This was a phenomenal process. The preparation for the retreat was very important. The one thing that I would suggest next time would be to require the presence of everyone all week during the retreat. The process was organized, thoughtful, stimulating, and inclusive to name a few positives. It was very important to have a scope statement. The model offered the foundation for organizing the process. I have come to understand that the discomfort felt early on in the process, and the uncertainty of outcome was important to the overall process. It helped us to think outside the box, keep us focused, and that feeling uncertain was okay. I think that the uncertainty was partly anticipation of the outcome. Way to go everyone.”
3. “It was laid out very well and made the process run a lot more smoothly”
4. “Systematic approach to providing necessary background information so that all faculty were on the same page.”
5. “This model helped the group process a great deal of information and served as the evidence on which decisions were grounded. It also helped the participants develop a collaborative working relationship.”

How to use the Portal for Undergraduate Curriculum Work Groups

To access the Portal from the WSU Website:

- Click on the “My WSU Portal” at the top of the WSU website
- Enter the following URL:
https://academics.winona.edu/departments/nursing/curriculum_review/default.asp
x

To access Portal if you are off campus/community member:

- Go to WSU website at www.winona.edu
- Paste in this address:
https://academics.winona.edu/departments/nursing/curriculum_review/default.asp
[x](#)
- Save to Favorites

To locate information is on the Portal:

- **View the task bar on the left hand side of the screen**

Calendars and Tasks

- Main Calendar – view meeting dates for all Task Force and Work Group meetings
 - Click on specific meeting to view meeting location in Winona and Rochester

Documents

- Meeting Notes
 - Meeting notes for Nursing Department Committees
 - Meeting notes for UG Curriculum Task Force
- Task Force and Work Group Members
 - Listing of both Task Force members
 - Listing of Work Group members by ___ and by workgroup
- Project Files
 - Memos
 - Literature
 - PowerPoint Presentations
 - Web Site Links

Discussion Boards

(To locate information on how to post and respond to discussion see “How to use Discussion Board section below)

- Ask the Work Groups - questions relating to over-all group
- External Guidelines
- Evidence/Best Practices
- Curriculum Mapping/Student Diversity
- Past Present Curriculum Data

Work Group Sites

Individual sites for each work group containing the following information:

- Documents

- Workgroup Overview
- Meeting Minutes
- Shared Documents
 - Articles
 - Documents
 - Website Links
- People and Groups

To post a new message on a work group site:

- Under “Discussion Board”
- Click on desired work group site
- Click on “New” drop down at top of screen
- Click on “Discussion”
- Add discussion subject
- Enter message
- Click “OK” at bottom of message to post to work group site

To view and respond to new messages:

- Click on “new message” to view text of message
- To respond (while reading the message) click the “reply” button at the far right of screen
- To add to posted messages click “reply” button at the far right of screen to add comments
- Discussions will remain threaded by subject identified in original subject line

	Monday , March 10	Tuesday, March 11	Wednesday, March 12	Thursday, March 13
Time	<p>Workgroup participants 9:00 – 9:15 Introduction / Welcome 9:15 – 10:45 Past Present Curriculum Data, SEP Presentation / Q & A 10:45 – 12:15 Curriculum Mapping and Diversity Presentation / Q & A 12:15 – 12:45 Lunch 12:45 – 2:15 External Guidelines Presentation / Q & A 2:15 – 3:45 Evidence Based Best Practices / Q & A 3:45 – 4:00 Wrap-up</p>	<p>Workgroup participants 9:00 – 9:15 Reactions and thoughts from yesterday (check in) 9:15 – 9:30 Tuesday Overview 9:30 – 10:30 Summarize common themes from Monday’s presentations 10:30 – 11:30 Common theme presentation (observers will present)</p> <p>All Faculty Attend 11:30 – 12:15 Lunch 12:15 – 12:30 Overview 12:30 – 2:30 Presentation of current common themes and participant feedback</p> <ol style="list-style-type: none"> 1. What are the current strengths of the current curriculum? 2. What are the opportunities for improvement of the current curriculum? 3. Parking Lot – What are your Suggestions/input/ <p>2:30 – 2:45 Break 2:45 – 3:45 Q & A 3:45 – 4:00 Wrap-up</p>	<p>Workgroup participants 9:00 – 9:30 Reactions and thoughts from yesterday (check in) 9:30 – 9:45 Consensus 9:45 – 10:15 Assumptions</p> <ol style="list-style-type: none"> a. build time for scholarship b. partner with graduate teaching assistants c. review program outcomes d. partnerships with health care e. other <p>10:15 – 12:00 Review mission, philosophy, scope statement 12:00 – 12:45 Lunch 12:45 – 3:30 Review program outcomes based on current state findings</p> <ol style="list-style-type: none"> a. Term 1 outcomes b. Term 2 outcomes c. Term 3 outcomes d. Term 4 outcomes <p>3:30 – 4:00 Wrap-up</p>	<p>Workgroup participants 9:00-4:00 Continued discussion on curriculum outline</p>

Outcomes	Work groups share findings of data collection and current curriculum and identify big themes	Participants have an in-depth understanding of current curriculum	Participants have defined assumptions and determined program outcomes based on data presented and common identified themes	Proposed curriculum outlined by term

Theme Triangulation

Triangulation is an approach to data analysis that synthesizes data from multiple sources. Triangulation seeks to examine existing data to strengthen interpretations and improve policy and programs based on the available evidence. By examining information collected by different methods, by different groups and in different populations, findings can be corroborated across data sets, reducing the impact of potential biases that can exist in a single study. (Institute for Global Health, n.d.)

Process:

Work groups present data and information

Participants make observations from data and information

Participants note trends across data sets

Task force summarizes findings

Task force drafts report for Tuesday afternoon

Past Present Curriculum Data	Curriculum Map / Student Diversity	External Guidelines Work Group (EGW)	Evidence, Best Practices

Past Present Curriculum Data	Curriculum Map / Student Diversity	External Guidelines Work Group (EGW)	Evidence, Best Practices

Past Present Curriculum Data	Curriculum Map / Student Diversity	External Guidelines Work Group (EGW)	Evidence, Best Practices

--	--	--	--

University of California, San Francisco: Institute for Global Health (nd). Triangulation.
Retrieved on January 28, 2008 from <http://www.igh.org/triangulation/>.

Presentation Guidelines for March 10, 2008

On Monday, March 10, the workgroups will present their findings and discoveries to the workshop participants. The outcome of Monday is for all participants to have an excellent understanding of the current curriculum based on insights and research from nursing faculty, nursing students, alumni, and community professionals. Each workgroup has analyzed an enormous amount of data and information; however, it is not practical to expect that the workshop participants can comprehend and synthesize this vast amount of information in one day.

Questions to consider

These following questions are meant to be used for reflection. The questions are **NOT** a structure for the presentation.

1. How will this discovery:
 - a. inform the curriculum redesign
 - i. identify strengths of current curriculum
 - ii. identify gaps in the current curriculum
 - b. help to engage the new generation of students
 - c. provide active learning opportunities
 - d. eliminate geographical boundaries
2. Does this information support potential opportunities for shared learning experiences?
3. Did the discovery/information appear in multiple sites, references, reports, etc?

Recommendation of Presentation

1. List workgroup categories
 - a. Some workgroups split into subgroups. The subgroup topics are possible categories.
2. Identify major themes under each category
 - a. Workgroups will decide how to come to consensus when determining the major themes. The number of major themes will be dependent upon the nature of the category.

Example

See Workgroup Presentation Template for March 10 2008.

Recommendation of Data Organization

Create a binder (2 copies) and table of contents that includes all the data and information collected in January and February. This binder will be available to nursing faculty and workgroup participants during and after the retreat. Hopefully, it can be used for future accreditation visits. It will contain the supporting evidence for the presentation material and additional details and information not included in the presentation.

UG Curriculum Meeting Monday, March 10-Friday, March 14, 2008		
Location: St.Paul's UCC/ELCA Church, 100 S. Freemont Lewiston, MN Church Phone: 507-523-2643	Directions from Winona: Take Hwy 14 to Lewiston. Turn Left onto Freemont St. (after at bowling alley at fire station – 1 ½ blocks) Directions from Rochester: Take Hwy 14 to Lewiston. Turn Right onto Freemont St. (after at bowling alley at fire station – 1 ½ blocks)	
Contact information:	Ann MacDonald – 507-458-8904 cell Kathryn Lammers 608-780-0607 Nancee Quinn 715-797-3122 Martha Scheckel 608-344-0971	
Transportation	Vans: need someone in each location to be responsible	Winona Departure Info: Location: Stark back door loading docks Time: 8:00am Rochester Departure Info: Location: check with Roberta Bumann Time
Food : 44 on workgroups	Continental breakfast, lunch and snacks will be provided each day	
Reading prior to March 10th	Essentials Document found on portal or contact Toni Drier at adrier@winona.edu for a copy.	
Daily Schedule		
Monday, March 10	9:00 – 9:15 Introduction / Welcome 9:15 – 10:45 Past Present Curriculum Data, SEP Presentation / Q & A 10:45 – 12:15 Curriculum Mapping and Diversity Presentation / Q & A	

	12:15 – 12:45 Lunch 12:45 – 2:15 External Guidelines Presentation / Q & A 2:15 – 3:45 Evidence Based Best Practices / Q & A 3:45 – 4:00 Wrap-up	
Tuesday, March 11	9:00-11:30 Work group members 11:30-4:00 All nursing faculty	Details will be provided March 10 th
Wednesday, March 12	9:00-4:00 Work group members	Details will be provided March 10 th
Thursday, March 13	9:00-4:00 Work group members	Details will be provided March 10 th
Friday, March 14	9:00-4:00 All nursing faculty	Details will be provided March 10 th