Considering a Concept-based Curriculum

February 15, 2013

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What is the Issue

- Nursing education is experiencing content overload/saturation
Vision of today’s student
http://www.youtube.com/watch?v=dGCJ46vyR9o
How Do We Get Started

- Integrate knowledge with practice
- Conceptual lens
- Concept
  - Abstract
  - Timeless
  - Universal
- Topics/Facts/Exemplar
Pedagogical Approaches

- Constructivist educational theory
- Collaborative learning
- Learning – about making connections
What is Conceptual Learning?

- Process by which students learn how to organize information in logical mental structures
- Focuses on learning organizing principles - cerebral file (folder) to store data
  - Classroom learning
  - Clinical experiences
  - Simulated experiences
- Must have context for concepts/exemplars
Teaching Conceptually

Focus is on CONCEPT

Exemplars provide content knowledge

Application of content to interrelated concepts

Application of other content to the concept
Benefits of Conceptual Approach

- Focus on problems
- Fosters systematic observations
- Fosters understanding of relationships
- Focus on nursing actions and interdisciplinary efforts
- Catalyst for challenging students
Drawbacks

- It is different
- Faculty resistant to changes
- Requires a different level of organization
- Lack of literature detailing steps
- Will NCLEX pass rates be negatively affected?
Needs & Emerging Issues

- Standards last updated in 1996
- Major advances in healthcare sciences & services since 1996 update
- Curriculum revisions needed
  - To educate students to provide safe, competent nursing care practices
  - To update language in course descriptions in common course library
  - To assure easy transferability of students among colleges
Needs & Emerging Issues

- Changing curriculum focus
  - Conceptual learning
  - Methods that include
    - Increased technology
    - Distant education
    - Simulations
Imperatives for Nursing Education Programs

- Curriculum that prepares graduates with competencies to:
  - Provide patient-centered care
  - Work in interdisciplinary teams
  - Employ evidenced based practice
  - Apply quality improvement processes
  - Utilize informatics
Concepts & Exemplars
Per Semester

Curriculum Guide
NUR 111 Intro to Health Concepts

Class       Lab       Clinical       Credit
4            6            6             8

Prerequisites: None
Co requisites: None

Course Description
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Course Objectives

Objective I: Upon completion of the course, the learner will be able to relate to the individual as a holistic, complex, multidimensional, unique, and significant being.

Learning Outcomes:
1. Articulate all concepts within the domain of the healthy individual.
2. Distinguish between the healthy individual within a changing internal and external environment and individuals with simple alterations in health.

Objective II: Upon completion of the course, the learner will be able to internalize foundational principles of professional nursing practice to provide safe, culturally competent, therapeutic care for individuals.

Learning Outcomes:
1. Receives an awareness of the values, attitudes, behaviors, and beliefs important to professional nursing.
2. Incorporate all concepts within the domain of nursing to safely provide therapeutic care to individuals.
3. Competently perform holistic assessments, caring nursing interventions, and clinical decision-making.
4. Communicate professionally and effectively while providing care to individuals.
5. Effectively collaborate with the individual/individuals and members of the interdisciplinary healthcare team to safely provide therapeutic care.
6. Facilitate the acquisition of knowledge and learning to enhance self-care for each individual.
7. Collaboratively manage care of the individuals.

Objective III: Upon completion of the course, the learner will be able to transfer knowledge of the concepts within the domain of the healthcare system to safely and ethically administer care to the individual.

Learning Outcomes:
1. Practice safely and ethically within the healthcare system according to the nursing practice act, healthcare policy, and National Patient Safety Goals.
2. Employ information technology to support clinical decision making.
3. Utilize principles of evidence-based practice while safely providing therapeutic nursing care to individuals in the healthcare system.
INDIVIDUAL

Health & Wellness

Cognition

Oxygenation

Safety

Fluid & Electrolytes

Comfort

Perfusion

Mobility

Tissue Integrity

Elimination

Sensory Perception

Psychosocial

Infection

NUR 111
NUR 112/113/214

Cellular Regulation  Acid Base  Health / Wellness  Development
Grief/Loss  Cognition  Oxygenation
Metabolism  Fluid & Electrolytes
Safety  Perfusion
Comfort  Tissue Integrity
Thermoregulation  Behavior
Mobility  Sensory Perception
Famil  Stress/Coping
Elimination  Sexuality
Reproduction  Infection
Violence  Inflammation
Reason For Admission:

Primary Medical Diagnosis(es):

Concept:
Nursing Diagnosis:
Related Data:

Concept:
Nursing Diagnosis:
Related Data:

Concept:
Nursing Diagnosis:
Related Data:

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Related Data:

Concept:
Nursing Diagnosis:
Related Data:

Other:
Concept Components

- Definition of Concept
- Prevalence & Populations at Risk
- Personal Risk Factors
- Mechanisms/Consequences
- Clinical Manifestations
- Clinical Management
- Interrelated Concepts
- Concept Exemplars
Metabolism - processes of biochemical reactions occurring in the body’s cells that are necessary to produce energy, repair cells, maintain life

Exemplars
- Diabetes
- Obesity
- Thyroid Disease
- Osteoporosis
- Liver Disease
Concept: Oxygenation and possible exemplars

- Pneumonia
- RDS
- RSV
- COPD
- Pulmonary Edema
- Pneumothorax
- Oxygenation
- Asthma
- PE
Concept Development & Presentation

- Develop concepts according to template for consistency
  - Concept of Oxygenation
  - Assessment of Alterations in Oxygenation
  - Interdisciplinary Care
  - Exemplar - Asthma
    - Pathophysiology/Etiology
    - Risk factors
    - Clinical manifestations
    - Nursing care
Things to Consider

- Ways to engage faculty
- Compare current curriculum to IOM and QSEN
- Classes
- Labs
- Clinicals
- Transition during change
- Evaluation
Things to Consider

- Policies
  - Progression
  - Re-admission
- New student orientation
- Retention specialist
- Mentoring program for nurse faculty
Nuts & Bolts

- Standardization of course syllabi
- Revision of philosophy & conceptual framework
- Development of concept maps
- Development of clinical evaluation tools
- Revision and review of clinical paperwork across curriculum
Example
Old - OB Course
Vs
New - Family
Introduction to Health Concepts

- Family
  - Family dynamics
  - Family structure & roles
  - Family response to health promotion & alterations
Family Health Concepts

- Sexuality
  - Family planning & preconception counseling
  - Menopause
  - Sexually transmitted diseases
  - Menstrual dysfunction

- Reproduction
  - Antepartum, Intrapartum, Postpartum care
  - Newborn care, Prematurity
Family Health Concepts

- Thermoregulation
  - R/T Newborn

- Grief and Loss - perinatal loss

- Safety
  - Responsible sexual behavior
  - Anticipatory guidance
Complex Health Concepts

- Family
  - Family response to critical alterations in health
  - Community support
Example

Old - Peds Course
Vs
New - Across lifespan
Introduction to Health Concepts

- Concepts r/t Nursing - Assessment
  - Holistic health assessment across the life span
  - Assessing normal
  - Assessing abnormal
Family Health Concepts

- Infection – Conjunctivitis, Otitis Media
- Development – ADHD, Autism, Failure to thrive, Cerebral palsy
- Health, Wellness, & Illness - Immunization
- Oxygenation - Sudden Infant Death Syndrome
Health-Illness Concepts

- Cellular Regulation - Cancer
- Oxygenation - RSV, asthma
- Inflammation - appendicitis
- Metabolism - DM
Health System Concepts

- Violence - child abuse
- Clinical rotation

*We're here because children need us.*

*At the end of the day, it's as simple as that.*
I think one's feelings waste themselves in words; they ought all to be distilled into actions which bring results"
Examples of Educational Strategies
Learning Strategies

- Experiential Learning
- Games
- Jigsaw
- Role Play
- Virtual Experiential Learning (Neighborhood)
Learning Strategies

- Simulation Learning
- Rounds
- Concept Analysis
- Case Writing
- Wikis
- Illuminate
- Blogs