**NURS-FPX6107 Assessment 2: Course Development and Influencing Factors**

Student Name

Program Name or Degree Name (e.g., Bachelor of Science in Psychology), University

COURSE XXX: Title of Course

Instructor Name

Month XX, 2024

**Course Development and Influencing Factors**

Curriculum analysis and development is an ongoing process that requires the involvement of all the relevant stakeholders in an institution. It entails reviewing the current courses in the curriculum and assessing whether they are suitable for providing the necessary skills and knowledge to enhance holistic learning for the learners in the program, thus proposing and making changes to add courses that may be missing. The stakeholders in a nursing curriculum design include the institution leaders, educators, students, nursing education regulatory agencies, researchers, practicing professionals, and financiers. The purpose of this essay is to review the course development process for a course that should be included in a curriculum and the factors influencing its development.

**An Appropriate Course to Include in the Selected Curriculum**

The selected curriculum is the Master of Science in Nursing Education (MSN-Ed) curriculum from Sacred Heart University. The appropriate course of inclusion is Teaching Methodologies in Nursing. The course will entail the different aspects of role development and practical methods for effective teaching in nursing. It is intended to provide nurse educator practitioners with the necessary skills to effectively deliver educational content and play their role as a nurse educator in different settings. The MSN nurse educator mainly practices in healthcare and related settings, delivering health education, continuing education, staff development, and classroom/clinical instruction. Additionally, they are prepared to deliver educational content to patients in different healthcare settings to promote health, disease prevention, and managing chronic illnesses to various health populations across their lifespans.

The course would best fit the curriculum after the specialized courses on MSN education. The curriculum has three specialization courses on nursing education. These courses are;

NU558-Theoretical Basis of Teaching and Learning in Nursing Education, NU559-Curriculum Development and Evaluation in Nursing, and NU619-Principles of Patient and Staff Education. These courses form the basis of nursing education in clinical and classroom settings. However, the methods of teaching that can be appropriate in each setting are not covered. Therefore, the new course will fit into the curriculum immediately after the specialization courses, providing the necessary skills and knowledge to help identify the best teaching methodology appropriate for a particular learner setting and apply it effectively. Thus, the course complements the initially mentioned courses, thus increasing the skills and knowledge base of the learner as a nurse educator.

## The Rationale for Adding the Course to the Selected Curriculum

Adding courses into a curriculum enhances the extension of existing knowledge and includes essential content that was initially left out and is needed for the learner to play their role effectively. The additional course should be relevant to the MSN-Ed program and be appropriate in preparing nurse educators to carry out their roles and responsibilities. Among the roles and responsibilities of the nurse educator is to deliver educational content to nursing learners, staff members in staff development, patients, families and patient populations, and the context of continuing nursing education. Therefore, it is essential to identify and apply the appropriate teaching methods for each context based on learning needs and learner characteristics. According to MacKavey and Cron (2019), learners in different health settings have different learning needs and expected outcomes, which dictate the instruction delivery method. For instance, the teaching methodology that can be used for patient education in a primary care setting differs from that used for learning students in the nursing classroom setting since the learning needs and expected

outcomes are different. Therefore, it is essential to include a course on teaching methodologies in nursing education in the MSN-Ed curriculum.

According to Walsh et al. (2020), nurse educators should employ the teaching strategies and methodologies that help promote resilience in the student nurse, which is vital for nursing practice. Nursing educators facilitate resilience by incorporating teaching and learning methods that promote the development of resilience. These methods include directed study, reflective practice, peer activities, experiential learning, and problem/inquiry-based learning. Therefore, teaching methodologies in nursing education should be included in the MSN-Ed program to make it holistic. Tsimane and Downing (2019) note that the essence of nursing education is to transform the learner through creating awareness by self-reflection and developing metacognitive reasoning and abilities, thus enabling the learner to play the nursing role effectively. To enhance transformative learning, the nurse educator has to employ various teaching methods to deliver different concepts in nursing. Therefore, it is vital to equip the MSN-Ed student, through the additional course, with the necessary skills and knowledge to identify and apply different teaching methodologies in different teaching settings.

**Suggested Topical Outline for the Course**

The selected course will have different topics necessary to enhance knowledge and skills in the curriculum. The topics that will be included in the selected course include the teaching-learning process, teaching methodologies and strategies, effective learning, teaching competencies and teaching in diverse classrooms, teaching in structured settings, teaching in unstructured settings, types of learners and learning needs, teaching using the current and emerging technological instructional modalities in nursing education, and developing an individual teaching style. These topics will have different subtopics that will help the learner

gain a relevant understanding of teaching methods. For instance, in structured settings, which include academic settings, the subtopics will include understanding the classroom and responding to classroom emotions, creative lecturing, enhancing teams and discussions, and using other teaching methods. Additionally, topics such as types of learners and learning needs will include sub-topics such as the conditions for learning and teaching learners to think critically.

The topics have a clear connection with other courses in the curriculum. The three major specialization courses in nursing science education, NU558-Theoretical Basis of Teaching and Learning in Nursing Education, NU559-Curriculum Development and Evaluation in Nursing, and NU619-Principles of Patient and Staff Education, provide the base for the nurse educator knowledge and skills. Therefore, the teaching methodologies for the nurse educator course will complement the knowledge acquired from these courses, thus building more on the skills and preparing the nurse educator adequately for practice.

<div align="center">**Faculty Collaboration and Strategies When Considering the New Course**</div>

Faculty members collaborate with various stakeholders when considering the addition of a new course to a selected curriculum. Additionally, the faculty should identify collaboration strategies to engage the stakeholders. It is also essential to consider the availability of resources and the relevant stakeholders. The relevant stakeholders include the institution leaders, educational regulatory agencies, nursing educators, other nursing institutions, the department involved, and the students. The institution leaders will avail finances and control how they are utilized. Since curriculum evaluation and revision require a considerable amount of funds, the addition of courses into the curriculum similarly needs a massive amount of funds, especially during evaluation and implementation. It is thus essential to collaborate with the institution

leaders. The collaboration strategy that will be employed is the use of a proposal. A written proposal will be provided to the institutional leaders to inform them of the proposed changes in the curriculum and its rationale, thus seeking their buy-in and support.

According to King et al. (2021), regulatory agencies play a significant role in professional development in nursing through the approval of curriculums and programs, including curriculum changes/revisions. Therefore, the drafted proposal will be presented to the regulatory agency for the relevant approval. The faculty should also collaborate with nursing educators from the institution and other nursing institutions through meetings and workshops. These meetings will facilitate the professionals' exchange of ideas and perspectives and provide a platform for brainstorming and getting essential feedback on the new course. Additionally, the faculty should collaborate with the department involved and the students. Milles et al. (2019) note that the active engagement of students in curriculum development broadens the curriculum's knowledge, enabling the faculty to capture various learners' needs. Student collaboration can be done using institutional discussion forums.

## The Impact of Different Internal Factors on Curriculum Design

Internal factors such as organizational processes, curriculum committees, and internal review bodies significantly impact curriculum design. Every institution has unique organizational processes and traditions regarding curricula and program design. For instance, Sacred Heart University uses a blended learning model; some students take online classes, while others take physical classes. Some programs even allow learners to take some classes online and others physically. Students also go for practicums around the school and in other areas far from the institution, depending on the student's convenience and mode of study. The institution's unique organizational processes considerably influence the interaction between educators and

learners, thus affecting the curriculum design. Additionally, traditions such as the institution's acceptable instruction and content delivery methods also impact curriculum design, development, and implementation. For example, different teaching methods, like using course books and providing notes to the learners, also affect the course content, thus significantly impacting the curriculum design.

Furthermore, curriculum committees explore the curriculum design, discuss the content, the time required to deliver the course knowledge, the appropriateness of the content based on the program and institutional objectives, the course materials and their availability, and whether the curriculum meets the regulatory requirement. Internal review bodies also work with the curriculum committee in the institution to review and recommend improvements/changes in the curriculum, ensuring it is appropriate for providing the necessary skills and knowledge for the program.

**Impact of Different External Factors on the Curriculum Design**

External factors such as funding, stakeholders, and regulatory and accrediting agencies considerably impact curriculum design in various ways. Funding is one of the most essential factors in curriculum development and design. Curriculum development is a complex process that requires funds for various reasons. According to Al Mamun et al. (2020), finances are required throughout the curriculum development process to facilitate curriculum approval fees, acquire learning materials and, most importantly, facilitate the entire curriculum development process. The availability of funds determines the materials and methods of instruction delivery that are included in the curriculum, thus impacting the design.

Internal and external stakeholders also contribute to the design of the curriculum. For instance, internal stakeholders such as students, educators, institution leaders, and internal

curriculum committees collectively decide on the instruction delivery/teaching methods and models. Most importantly, they assess the curriculum design to ensure that it aligns with the institution's mission and vision and is appropriate for maintaining its culture. External stakeholders such as nursing associations and the government provide external perspectives for the curriculum, including best practices in nursing education. Therefore, they also influence the curriculum design,

Furthermore, regulatory and accrediting agencies influence curriculum design by dictating the acceptable instructional delivery methods and practices that should be used to deliver content in the curriculum. For instance, a regulatory agency may recommend the use of simulation in nursing education based on the advantages identified through research evidence. Berga et al. (2021) note that regulatory agencies determine the appropriate learning environment for a particular course based on the course learning requirements and expected outcomes and provide the necessary specifications. For example, the regulatory agencies mandate that the MSN-Ed curriculums include classroom learning and teaching practicum experience that a preceptor guides, as well as the required credit hours, timing, and recommended settings (Leidl et al., 2020). Regulatory and accrediting agencies, therefore, impact the curriculum design.

## Impact of the Mission, Philosophy, and Program Framework/Parent Institution on Curriculum Design

Educational programs' curricula and courses are developed to align with the institutional mission and philosophy. The mission of Sacred Heart University is to embrace a vision of social justice and educate students in mind, body, and spirit to prepare them personally and professionally to make a difference in the global community (Sacred Heart University, n.d.). Similarly, the curriculum should be developed and designed in a way that has all the necessary

content required to equip the student personally and professionally and make them outstanding as they play their roles in the global community. The institution's educational philosophy entails the beliefs on occupation, human beings, learning, and teaching best practices, which are all based on the institution's values; authenticity, altruism, open-mindedness, justice, and integrity (Sacred Heart University, n.d.). Hence, the educational content and instruction delivery methods are designed based on the parent institution's mission and philosophy.

Additionally, the parent institution's program framework impacts the curriculum's design. For example, the parent institution develops courses using the competency-based approach. Each course must identify learning objectives and how the objectives will be met. The curriculum design depends on how the courses are developed as guided by the program framework.

**Collaboration Between External and Internal Stakeholders**

Collaboration between external and internal stakeholders will be needed throughout the curriculum development process. The collaboration types employed in this case are compensatory and partnership. According to Pak et al. (2019), compensatory collaboration involves the stakeholders discussing the issue at hand and exchanging ideas and perspectives to achieve the best results. Similarly, the internal and external stakeholders will discuss the course inclusion issue and share perspectives to determine the best cause of action. Partnership collaboration means that the stakeholders work together in every stage of the curriculum development process. Partners work together to achieve a similar goal. Failure of the internal and external stakeholders to collaborate in the curriculum development process is the development of a weak curriculum, which fails to meet the requirements, and misses out on essential issues.

**Conclusion**

The MSN-Ed program at Sacred Heart University will benefit from the addition of the course on Teaching Methodologies in Nursing. The course will provide learners with skills and knowledge to facilitate effective instructional content delivery. The considerations in making changes in the curriculum include internal and external stakeholder engagement, collaboration strategies, regulations, accrediting agencies, and the parent institution's mission, philosophy, and program framework. Curriculum developers should engage all internal and external stakeholders in curriculum development to enhance the development of a strong and acceptable curriculum. Curriculum revision enables the curriculum developers to include missing courses that are relevant and essential to the program, thus enhancing holistic learning.

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