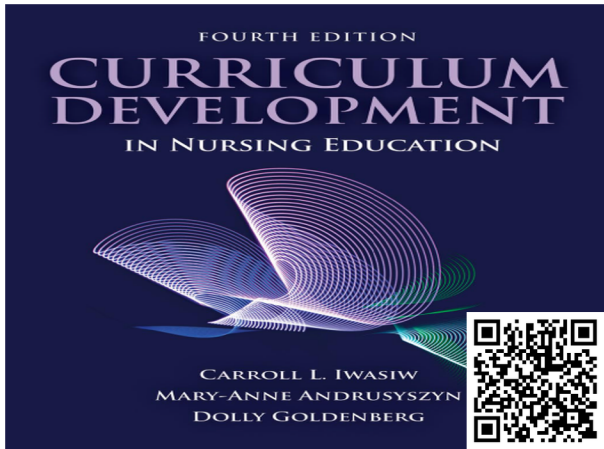


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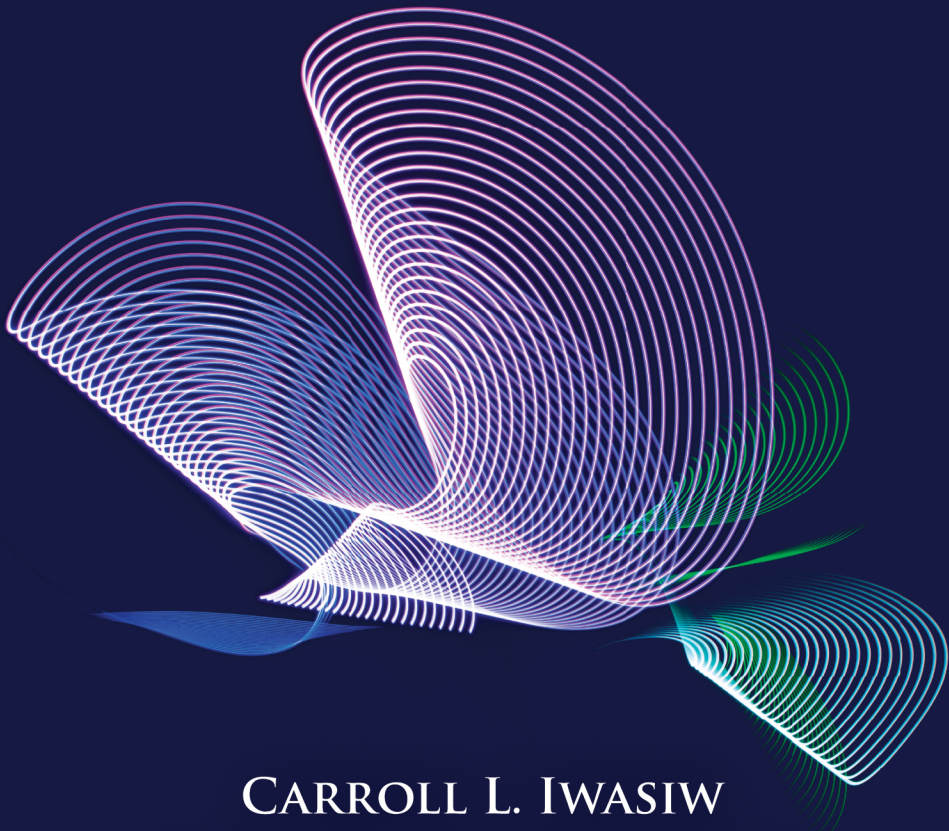
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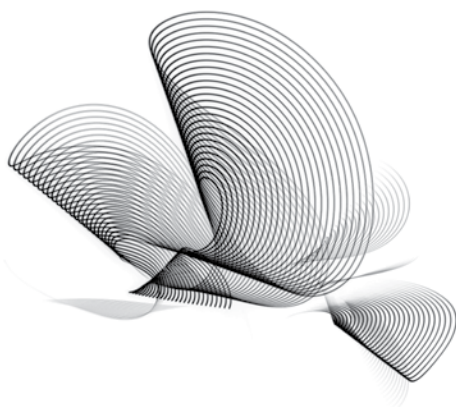
MARY-ANNE ANDRUSYSZYN

DOLLY GOLDENBERG

FOURTH EDITION

CURRICULUM DEVELOPMENT

IN NURSING EDUCATION



CARROLL L. IWASIW, EDD, MSCN

Professor Emeritus, Arthur Labatt Family School of Nursing,
Western University, London, Ontario, Canada

MARY-ANNE ANDRUSYSZYN, EDD, MSCN, RN, FCNEI

Professor, Arthur Labatt Family School of Nursing,
Western University, London, Ontario, Canada

DOLLY GOLDENBERG, PHD, MA, MSCN

Adjunct Professor, Arthur Labatt Family School of Nursing,
Western University, London, Ontario, Canada



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Contents

	Preface	ix
	Acknowledgments	xiii
Part I	Introduction to Curriculum Development in Nursing Education: The Evidence-Informed, Context-Relevant, Unified Curriculum	1
<hr/>		
CHAPTER 1	Creation of an Evidence-Informed, Context-Relevant, Unified Curriculum	3
	Chapter Preview	3
	Questions Addressed in This Chapter	4
	Definitions and Conceptualizations of Curriculum	4
	Curriculum or Program?	7
	Curriculum Development in Nursing Education	9
	Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development in Nursing Education	10
	Interpersonal Dimensions of Curriculum Development	16
	Chapter Summary	18
	References	18
Part II	Core Processes of Curriculum Work	21
<hr/>		
CHAPTER 2	Faculty Development for Curriculum Work and Change	23
	Chapter Preview	23
	Questions Addressed in This Chapter	23
	Faculty Development	24
	Relationship of Faculty Development, Curriculum Work, and Change	25
	Faculty Development for Curriculum Work	27
	Faculty Development for Change	34
	Chapter Summary	48
	Synthesis Activities	49
	References	52

CHAPTER 3	Ongoing Appraisal in Curriculum Work	55
	Chapter Preview 55	
	Questions Addressed in This Chapter 55	
	Definition, Purposes, and Bases of Ongoing Appraisal 56	
	Criteria for Ongoing Appraisal of Curriculum Work 57	
	Ongoing Appraisal Processes in Curriculum Work 57	
	Cognitive Processes Inherent in Ongoing Appraisal 59	
	Questions for Ongoing Curriculum Appraisal 62	
	Interpersonal Aspects of Ongoing Appraisal 64	
	Chapter Summary 65	
	Synthesis Activities 65	
	References 68	
CHAPTER 4	Scholarship in Curriculum Work	69
	Chapter Preview 69	
	Questions Addressed in This Chapter 69	
	Scholar, Scholarliness, and Scholarship in Curriculum Work 70	
	From Curriculum Work to Scholarship 74	
	Chapter Summary 80	
	Synthesis Activities 80	
	References 83	
Part III	Preparation for Curriculum Development	85
CHAPTER 5	Determining the Need and Gaining Support for Curriculum Development	87
	Chapter Preview 87	
	Questions Addressed in This Chapter 87	
	Determining the Need for Curriculum Development 88	
	Gaining Support for Curriculum Development 93	
	Responding to Initial Objections 98	
	Deciding to Proceed with Curriculum Development 100	
	Core Processes of Curriculum Work 101	
	Chapter Summary 102	
	Synthesis Activities 103	
	References 106	
CHAPTER 6	Deciding on the Curriculum Leader and Leading Curriculum Development	107
	Chapter Preview 107	
	Questions Addressed in This Chapter 107	
	Leadership in Academic Nursing 108	
	Theoretical and Philosophical Perspectives on Leadership: Application to Curriculum Work and Change 110	
	Deciding on the Curriculum Leader 115	
	Appointment of the Curriculum Leader 116	
	Responsibilities of the Curriculum Leader 118	
	Leadership Within Curriculum Teams 121	
	Development of Curriculum Leaders 121	

	Core Processes of Curriculum Work	123
	Chapter Summary	126
	Synthesis Activities	126
	References	129
CHAPTER 7	Organizing for Curriculum Development	133
	Chapter Preview	133
	Questions Addressed in This Chapter	133
	Curriculum Leader's Responsibilities When Organizing for Curriculum Development	134
	Faculty Members' Responsibilities When Organizing for Curriculum Development	148
	Core Processes of Curriculum Work	150
	Chapter Summary	152
	Synthesis Activities	152
	References	155
Part IV	Development of an Evidence-Informed, Context-Relevant, Unified Curriculum	157
CHAPTER 8	Data Gathering for an Evidence-Informed, Context-Relevant, Unified Curriculum	159
	Chapter Preview	159
	Questions Addressed in This Chapter	159
	Overview of Contextual Factors, and Gathering and Interpreting Contextual Data	160
	Internal Contextual Factors	161
	External Contextual Factors	169
	Approaches to Gathering Contextual Data for Curriculum Development	175
	The Work of Data Gathering	182
	Relationship of Gathering Contextual Data to an Evidence-Informed, Context-Relevant, Unified Curriculum	187
	Core Processes of Curriculum Work	188
	Chapter Summary	189
	Synthesis Activities	189
	References	192
CHAPTER 9	Analyzing and Interpreting Contextual Data for an Evidence-Informed, Context-Relevant, Unified Curriculum	195
	Chapter Preview	195
	Questions Addressed in This Chapter	196
	Definitions	196
	Analysis and Interpretation of Contextual Data	197
	Determining the Core Curriculum Concepts and Key Professional Abilities	215
	Relationship of Analysis and Interpretation of Contextual Data to an Evidence-Informed, Context-Relevant, Unified Curriculum	218

	Core Processes of Curriculum Work	219
	Chapter Summary	220
	Synthesis Activities	221
CHAPTER 10	Establishing Philosophical and Educational Approaches for an Evidence-Informed, Context-Relevant, Unified Curriculum	227
	Chapter Preview	227
	Questions Addressed in This Chapter	227
	Curriculum Philosophy	228
	Ideas About Teaching and Learning as Part of Curriculum Philosophy	234
	Philosophical and Educational Approaches	256
	Relationship of Philosophical and Educational Approaches to an Evidence-Informed, Context-Relevant, Unified Curriculum	258
	Core Processes of Curriculum Work	259
	Chapter Summary	260
	Synthesis Activities	261
	References	264
CHAPTER 11	Formulating Curriculum Goals and Outcome Statements for an Evidence-Informed, Context-Relevant, Unified Curriculum	269
	Chapter Preview	269
	Questions Addressed in This Chapter	269
	Taxonomies of Thinking, Feeling, and Performance: Bases for Describing the Educational Destination	270
	Curriculum Goals and Learning Outcomes	275
	Purposes of Curriculum Goals and Curriculum Outcome Statements for Various Audiences	281
	Formulating Curriculum Goals and Curriculum Outcome Statements	284
	Relationship of Curriculum Goals and Outcome Statements to an Evidence-Informed, Context-Relevant, Unified Curriculum	288
	Core Processes of Curriculum Work	289
	Chapter Summary	290
	Synthesis Activities	291
	References	295
CHAPTER 12	Designing an Evidence-Informed, Context-Relevant, Unified Curriculum	297
	Chapter Preview	297
	Questions Addressed in This Chapter	297
	Curriculum Design	298
	Curriculum Designs from General Education Evident in Nursing Curricula	306
	Interprofessional Education	308

	Organizing Strategies for Nursing Curriculum Design	311
	Designing an Evidence-Informed, Context-Relevant, Unified Nursing Curriculum	315
	Planning Curriculum Evaluation	330
	Relationship of Curriculum Design to an Evidence-Informed, Context-Relevant, Unified Curriculum	330
	Core Processes of Curriculum Work	331
	Chapter Summary	333
	Synthesis Activities	333
	References	337
CHAPTER 13	Creating Courses for an Evidence-Informed, Context-Relevant, Unified Curriculum	341
	Chapter Preview	341
	Questions Addressed in This Chapter	341
	Course Design	342
	Course Design Components	342
	Course Design Approaches	364
	Processes to Create Evidence-Informed, Context-Relevant, Unified Courses	369
	Creating Individual Classes	378
	Planning Course Evaluation	379
	Relationship of Course Design to an Evidence-Informed, Context-Relevant, Unified Curriculum	379
	Core Processes of Curriculum Work	380
	Chapter Summary	381
	Synthesis Activities	382
	References	385
Part V	Implementation and Evaluation of an Evidence-Informed, Context-Relevant, Unified Curriculum	387
CHAPTER 14	Ensuring Readiness for and Fidelity of Curriculum Implementation	389
	Chapter Preview	389
	Questions Addressed in This Chapter	389
	Readiness for Curriculum Implementation	390
	Fidelity of Curriculum Implementation	390
	Planning for the Procedural Component of Fidelity of Implementation	391
	Planning for the Educative Component of Fidelity of Implementation	397
	Planning for the Instructional Components of Fidelity of Implementation	399
	Relationship of Ensuring Readiness for, and Fidelity of Implementation to, an Evidence-Informed, Context-Relevant, Unified Curriculum	402
	Core Processes of Curriculum Work	402
	Chapter Summary	404

	Synthesis Activities	404
	References	407
CHAPTER 15	Planning Curriculum Evaluation	409
	Chapter Preview	409
	Questions Addressed in This Chapter	410
	Definitions of Curriculum Evaluation and Program Evaluation	410
	Purposes of Internal Curriculum Evaluation	412
	Purposes of External Program Evaluation	414
	The Curriculum Evaluation Process	415
	Curriculum Evaluation Models	426
	Planning Evaluation of Curriculum Components	429
	Planning Evaluation of Other Aspects of the Curriculum	433
	Planning Evaluation of Actual Curriculum Outcomes	435
	Assessment of Fidelity of Implementation	436
	Benefits of Participation in Planning and Conducting Curriculum Evaluation	437
	Relationship of Curriculum Evaluation to an Evidence-Informed, Context-Relevant, Unified Curriculum	438
	Core Processes of Curriculum Work	438
	Chapter Summary	440
	Synthesis Activities	440
	References	443
Part VI	Nursing Education by Distance Delivery	445
CHAPTER 16	Curriculum Considerations in Nursing Education Offered by Distance	447
	Chapter Preview	447
	Questions Addressed in This Chapter	447
	Distance Education	448
	Institutional Requirements for Distance Education	450
	Values and Beliefs Inherent in a Commitment to Nursing Education by Distance Delivery	455
	Sources of Decisions to Offer Distance Education and Consequent Nursing Curriculum Implications	455
	Designing Nursing Curriculum and Courses for Distance Delivery	456
	Implementing and Evaluating Nursing Education by Distance Delivery	464
	Relationship of Nursing Education by Distance Delivery to an Evidence-Informed, Context-Relevant, Unified Nursing Curriculum	467
	Core Processes of Curriculum Work	468
	Chapter Summary	471
	Synthesis Activities	472
	References	474
	Index	479



Preface

The fourth edition of *Curriculum Development in Nursing Education* is once again written for all those engaged in developing, implementing, and evaluating new curricula, or refreshing existing curricula, in nursing education. Experienced or recently appointed nursing faculty, graduate students, teaching assistants, and those who aspire to become nurse educators will find something of value that they can consider or apply.

The term *curriculum* is meant to convey the totality of philosophical approaches, design, courses, teaching-learning and evaluation strategies, interactions, learning climate, human and physical resources, and curricular policies. The premise that a curriculum should be evidence-informed, context-relevant, and unified continues in this *Fourth Edition*. Faculty development, ongoing appraisal, and scholarship remain core processes of curriculum work in the model presented.

Chapter headings, subheadings, and configurations have remained relatively unchanged. However, more current nursing education ideas, perspectives, and applications have been included throughout. Chapter goals have been replaced with questions to help focus readers' attention. Some new tables and figures have been added, and those retained from the *Third Edition* have been updated and/or modified to enhance clarity. A summary, descriptions of faculty development, ongoing appraisal, and scholarship activities relevant to the chapter topic, synthesis activities that comprise a hypothetical case with questions and additional questions for readers' consideration in their own setting, and chapter references are part of all chapters except the first. All cases were newly developed for this edition of the book. The cases and accompanying questions can be used as starting points for faculty development conversations or as learning activities for graduate classes.

Part I is entitled *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*, begins with definitions of curriculum generally. Then, introduced and elaborated upon is the idea that a curriculum must be informed by evidence about students, nursing education and practice, and clients; relevant to its context; and unified, wherein the components are logically, visibly, and consistently related to the premises of the curriculum. The Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development is overviewed in Chapter 1. The model has been modified slightly in this edition to differentiate between formative and summative evaluation.

Included in Part II, *Core Processes of Curriculum Work*, are the three core processes: faculty development, ongoing appraisal, and scholarship. Chapter 2, *Faculty Development for Curriculum Work and Change* includes Albert Bandura's Social Cognitive Theory and Social Cognitive Theory of Human Agency as perspectives relevant to faculty change during curriculum work. Chapter 3, *Ongoing Appraisal in Curriculum Work*, is largely unchanged. Chapter 4, *Scholarship in Curriculum Work*, continues to differentiate scholarliness and scholarship, and in Table 4-1, provides examples of how curriculum scholarship can be evidenced. The three core processes are seen as continuous and necessary components of curriculum work, and therefore are incorporated into all subsequent chapters.

Part III, *Preparation for Curriculum Development*, continues to emphasize that curriculum development requires considerable logistical preparation. Chapter 5, *Determining the Need and Gaining Support for Curriculum Development*, has been reorganized to reduce redundancy and give more prominence to the importance of the school leader's encouragement and tangible support. Chapter 6, *Deciding on the Curriculum Leader and Leading Curriculum Development*, adds two theories: bridge leadership and shared leadership. The application of leadership theories to curriculum leadership has been strengthened. *Organizing for Curriculum Development*, Chapter 7, addresses both the curriculum leader's and faculty members' responsibilities. Some content has been reorganized and there have been many small additions within the sections, resulting in an updated chapter.

Part IV, *Development of an Evidence-Informed, Context-Relevant, Unified Curriculum*, has six chapters that parallel the phases of the Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development. As such, the main ideas of the chapters remain unchanged, although current perspectives have been included and tables have been updated or modified for clarity. Chapter 8, *Data Gathering for an Evidence-Informed, Context-Relevant, Unified Curriculum*, offers an overview of contextual factors: the forces, situations, and circumstances within and outside the school of nursing that influence the curriculum.

Approaches for gathering contextual data are described. Chapter 9 is *Analyzing and Interpreting Contextual Data for an Evidence-Informed, Context-Relevant, Unified Curriculum*. Following a clarification of terms, detailed information is included about the analysis and interpretation of contextual data. *Establishing Philosophical and Educational Approaches for an Evidence-Informed, Context-Relevant, Unified Curriculum*, Chapter 10, has been reorganized to reduce repetition. Theories for digital learning have been included; andragogy has been linked to the science of learning; and attention has been given to concept-based teaching, learning, and curriculum, as well as to competency-based curricula. Chapter 11, *Formulating Curriculum Goals and Outcomes for an Evidence-Informed, Context-Relevant, Unified Curriculum*, presents Atkinson's cognitive and affective taxonomies more fully. Processes for formulating goals and outcome statements are proposed. Chapter 12, *Designing an Evidence-Informed, Context-Relevant, Unified Curriculum* describes various program types, delivery, models, designs, and curriculum organizing strategies. New program models are included. Considerable attention is given to the process of designing an evidence-informed, context-relevant, and unified curriculum. In Chapter 13, *Creating Courses for an Evidence-Informed, Context-Relevant, Unified Curriculum*, information is provided about course details, designing courses, and planning individual classes. Creation of concept-based courses is also described. Figures and tables have been updated with new content.

Part V is entitled *Implementation and Evaluation of an Evidence-Informed, Context-Relevant, Unified Curriculum*. In Chapter 14, *Ensuring Readiness for and Fidelity of Curriculum Implementation*, two concepts related to implementation are emphasized: readiness (the state of preparedness to introduce and enact the curriculum) and fidelity (the extent to which the curriculum is implemented as conceived). A new fidelity of implementation model developed specifically for educational interventions, is used as an organizing framework. Chapter 15, *Planning Curriculum Evaluation*, has been reorganized to make clearer the differences between curriculum and program evaluation, summative and formative evaluation, and internal and external evaluation. Evaluation models are summarized.

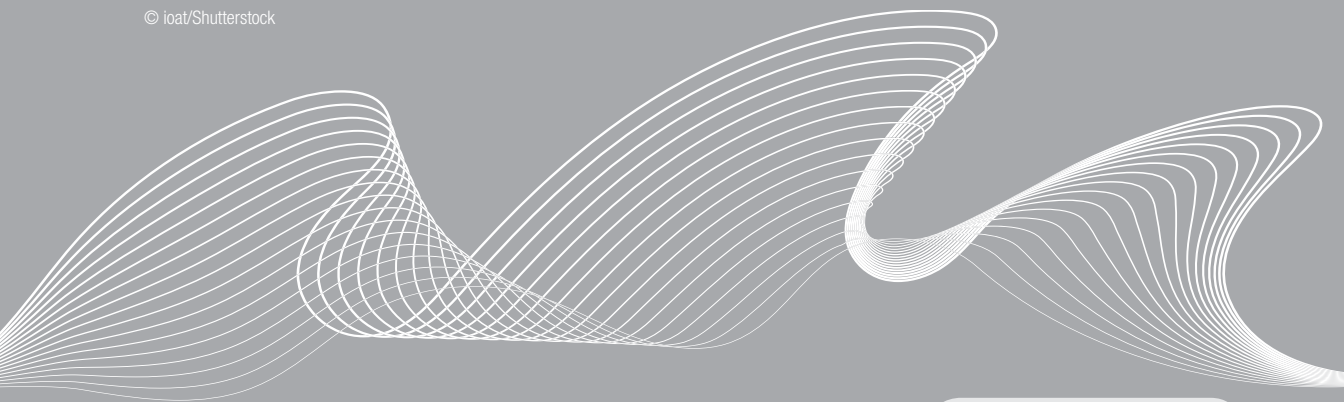
Part VI, *Nursing Education by Distance Delivery* has one chapter, Chapter 16, *Curriculum Considerations in Nursing Education Offered by Distance*. Emphasized is the idea that technology should not take precedence over pedagogy, but rather that a suitable confluence is necessary. Following an interpretation of delivery of nursing education by distance, necessary resources and ethical considerations are outlined. Curriculum considerations for course and class design, implementation, and evaluation are described. Teaching strategies are linked to their effects on students.

In summary, this *Fourth Edition* is replete with accessible and evidence-informed guidance about curriculum development and evaluation. Even though each unit could be expanded with exemplars and deeper discussion, we believe that the information shared will make the process of curriculum development and evaluation a valuable, constructive, and transparent process for novice and senior academicians in nursing and other professional disciplines.



Acknowledgments

We thank our families, colleagues, graduate students, and friends for their continued support, ideas, and encouragement during the writing of this edition of our text. Their presence, forbearance, and good humor have always been valued. We are also deeply grateful to family and friends, now gone, who have influenced our lives and careers. Without them, this book and its preceding editions would not have been possible.



PART

I

Introduction to Curriculum Development in Nursing Education: The Evidence-Informed, Context-Relevant, Unified Curriculum

Creation of an Evidence-Informed, Context-Relevant, Unified Curriculum

CHAPTER PREVIEW

Curriculum development in nursing education is a scholarly and creative process intended to produce an evidence-informed, context-relevant, unified curriculum. It is an ongoing activity in nursing education, even in schools with established curricula. In this text, the term *schools* is used to encompass Schools, Faculties, and Colleges of Nursing.

The extent of curriculum development ranges from regular refinement of class activities to the creation of a completely original and reconceptualized curriculum. In this text, curriculum development activities are presented individually for ease of description and comprehension. However, emphasis is on the idea that the curriculum development process does not occur in ordered, sequential stages or phases. The process is iterative, with some work occurring concurrently, and with each new decision having the potential to affect previous ones.

This chapter begins with definitions and conceptualizations of *curriculum* and an *evidence-informed, context-relevant, unified curriculum*. These are followed by a description of curriculum development in nursing education. Next, the Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development is presented. The model comprises a summary of the major aspects of the curriculum development process, serving as an advance organizer for this text. Additionally, attention is given to some of the interpersonal issues that can influence the curriculum development team, and hence, the completed work. The ideas about the curriculum development process introduced in this chapter are discussed more comprehensively in succeeding chapters.

The term *curriculum work* is used in this chapter and throughout the text as a shorthand method of referring to all or some of the activities of curriculum

development, implementation, and evaluation. The context will make evident the activities to which the term refers.

QUESTIONS ADDRESSED IN THIS CHAPTER

- How is *curriculum* conceptualized?
- What is an evidence-informed, context-relevant, unified curriculum?
- How can the scholarly nature of curriculum development be enhanced?
- What is the Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development in Nursing Education?
- What is the role of interpersonal dynamics in curriculum development?

Definitions and Conceptualizations of Curriculum

Curriculum is defined as “a course; specifically, a regular course of study or training, as at a school or university” (OED Online, 2016). The word comes from the Latin *currere*, to run, or to run a course (Wiles & Bondi, 2011), and originally meant the knowledge passed from one generation to the next (Wiles, 2005). A common understanding of curriculum is a program of studies with specified courses leading to an academic certificate, diploma, or degree.

Another perspective of curriculum is “a desired goal or set of values that can be activated through a development process, culminating in experiences for learners” (Wiles & Bondi, 2011, p. 5). These authors further state that the extent to which the experiences represent the envisioned goals is dependent on the effectiveness of the curriculum developers.

A more specific and expansive view is:

The curriculum is a set of plans made for guiding learning . . . usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment that also influences what is learned. (Glatthorn, Boschee, Whitehead, & Boschee, 2016, p. 4)

This definition emphasizes accessible written plans, witnessed and documented classroom experiences, and the milieu in which the experiences occur.

Parkay, Anctil, and Hass (2014) give attention to the ideas of theoretical and research bases for curricula and a societal context in their definition:

The curriculum is all of the educational experiences learners have in an educational program, the purpose of which is to achieve broad goals and

related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society. (p. 3)

They explain that:

- The curriculum is preplanned and based on information from many sources.
- Objectives and instructional planning should be based on theory and research about society, human development, and learning.
- Curriculum decisions should be based on criteria.
- Students play an important role in the experienced curriculum.

Many other conceptualizations exist: a written document, planned experiences, a reflection of social emphases, planned learning outcomes, hidden or visible, and living or dead (Hensen, 2010). Hensen summarizes these definitions and interpretations into three categories: means versus ends, content versus experiences, and process versus plan. Oliva (2009) also reduces the many views of curriculum to three categories. These focus on purpose, what the curriculum does or is meant to achieve; the context in which the curriculum is implemented, possibly revealing the underlying philosophy, such as a learner-centered curriculum; and strategy or particular instructional or learning processes. Somewhat similarly, Wiles (2005) categorizes definitions according to the emphasis on curriculum as subject matter, a plan, an experience, or outcomes. Combining some of the foregoing ideas, and drawing on ideas of complexity thinking, Hussain, Conner, and Mayo (2014) view curriculum as “six partial and coupled facets that exist simultaneously: curriculum as structure, curriculum as process, curriculum as content, curriculum as teaching, curriculum as learning and curriculum as activity” (p. 59).

Following an analysis of curricula, and the meanings of *curriculum* and *educational program* in North America and Europe, Jonnaert, Ettayebi, and Defise (as cited in Jonnaert & Therriault, 2013) created the following definition:

A curriculum is a system made up of a series of educational components. Articulated among themselves, these components permit the orientation and operationalization of an education system through pedagogical and administrative action plans. It is anchored in the historical, social, linguistic, political, religious, geographical and cultural characteristics of a country, region or locality. (p. 405)

This characterization points to the relationships among curricular components, including administrative features. It also gives importance to the context in which the curriculum is operationalized. Further, Jonnaert and Therriault (2013) believe that a curriculum can exist in six forms: a subject of study, a process

of curriculum development, a product of the development process, a reference framework for reform, a subject of adaptation, and a means of regulating an education system.

Lunenberg (2011) offers a category that is markedly different from those previously described: *the nontechnical approach*. This refers to ideas about curriculum and teaching that are more aesthetic, emotional, political, and visionary, and less concerned with the methods and procedures of curriculum development, implementation, and evaluation. For example, *narrative pedagogy* is a phenomenological, interpretative approach in which storytelling is the basis for interpretation and learning. Storytelling and co-interpretation of experiences, not content, is at the heart of classroom activity (Diekelmann & Diekelmann, 2009; Ironside, 2015). In a somewhat similar vein, Freire (1970/2001) views education as a process of *conscientization*, the development of critical awareness of one's social reality through reflection and action, and curriculum as the creation of knowledge by learners and teachers together, within the context of their lives (Freire, 1998). Based on the real-life situation of students, the curriculum is problem focused, not subject based, inherently interdisciplinary, and highly relevant to students (Warner, 2012). Related to Friere's ideas of critical social pedagogy, other pedagogies have emerged as philosophies, teaching methods, and bases for curriculum, for example, feminist pedagogy (Light, Nicholas, & Bondy, 2015), and transformative learning (Cranton, 2016; Mezirow, Taylor, & Associates, 2009). The premises of the nontechnical approaches can overlap and may be combined, as exemplified in critical feminist pedagogy (Chow, Fleck, Fan, Joseph, & Lyter, 2003), often extending to include matters of race, culture, and sexuality. In descriptions of these education and learning approaches, attention is given to the underlying philosophies and to the processes of personal transformation, dialogue, reflection, inclusion, and democracy that should occur within and among students and teachers. The logistics of a formal curriculum, such as course sequencing, are not the focus of nontechnical curriculum approaches, although in professional programs, such as nursing, the nontechnical approaches can be used within the structure of a formal curriculum.

Finally, Joseph (2011) offers a perspective on curriculum unlike the preceding ideas. She conceptualizes curriculum as *culture* with "complex sociopolitical, political, and ethical layers of meaning" (p. 3), and recognizes that many cultures can exist simultaneously within an educational setting. Because curriculum is a "process for transforming educational aims and practices" (p. 3), it requires inquiry and introspection.

The definition of curriculum is important, because definitions "convey educators' perceptions, and in turn, these perceptions affect how a curriculum is used and indeed, even whether it is used at all" (Hensen, 2010, p. 9). Additionally, the

definition specifies the scope of work to be completed by curriculum developers (Wiles & Bondi, 2011).

Despite differing definitions and conceptions, a curriculum is implemented with the intention that learning will occur and student potential will be unlocked. In professional programs, there is a written plan that usually contains philosophical statements and goals or outcomes; indicates some selection, organization, and sequencing of subject matter and learning experiences; and integrates evaluation of learning. These elements, among others, are addressed within the Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development and in subsequent chapters.

Curriculum or Program?

Although the term *nursing curriculum* is often used interchangeably with *nursing program*, the latter is broader in scope. The nursing program is comprised of the nursing curriculum; the school of nursing culture; administrative operations of the school; faculty members' complete teaching, research, and professional activities; the school's relationships with other academic units, healthcare and community agencies, and professional and accrediting organizations; institution-wide support services for students and faculty; and support for the school of nursing within and beyond the parent institution. In brief, the nursing program includes activities and relationships that influence the quality and nature of the student experience but extend beyond the student experience itself.

Nursing Curriculum as Evidence-Informed, Context-Relevant, and Unified

In this text, *nursing curriculum* is defined as the *totality of the philosophical approaches, curriculum goals or outcomes, overall design, courses, strategies to ignite learning, delivery methods, interactions, learning climate, evaluation methods, curriculum policies, and resources*. The curriculum includes all matters that affect nursing students' learning and progression and that are within the authority of the school of nursing. This conceptualization aligns with ideas of curriculum as a plan, experiences, processes, means, strategy, culture, and as being visible.

Evidence-Informed

A curriculum that is evidence-informed is based on systematically and purposefully gathered evidence about:

- Students, learning, teaching, evaluation, and nursing education practices and trends

- Clients and their responses to health situations
- Nursing practice
- The context in which the curriculum will be offered and graduates will practice nursing

The evidence that is gathered is then subject to interpretation by curriculum developers. Plans are created, appraised in accordance with the realities of the school of nursing, and then finalized by the consensual judgment of nurse educators. As such, the curriculum is informed by evidence, but not based solely on evidence. Therefore, the term *evidence-informed* and not *evidence-based* is used.

An evidence-informed curriculum is dynamic, evolving as new evidence becomes available. Ongoing modification in response to new evidence ensures that the curriculum remains current.

Context-Relevant

A curriculum that is context-relevant is:

- Responsive to students; current and projected societal, health, and community situations; and current and projected imperatives of the nursing profession
- Consistent with the mission, philosophy, and goals of the educational institution and school of nursing
- Feasible within the realities of the school and community

This type of curriculum is defined by, and grounded in, the forces and circumstances that affect society, health care, education, recipients of nursing care, the nursing profession, and the educational institution. Although there will be significant similarities in the nursing curricula of many schools, those that are most strongly contextually relevant will have unique features reflective of local and/or regional circumstances. However, a context-relevant curriculum is not simply reactive to current circumstances; it also reflects attention to projections about the future. As such, a context-relevant curriculum is forward looking and prepares graduates for current nursing practice and the type of nursing practice that could or should exist now and in the future.

Unified

A curriculum that is unified contains curricular components that are conceptually, logically, cohesively, and visibly related, specifically:

- Philosophical approaches, professional abilities, and curriculum concepts are evident in the curriculum goals or outcomes.
- Level and course learning goals or outcomes/competencies are derived from the curriculum goals or outcomes.

- Course titles reflect the philosophical approaches and curriculum concepts.
- Strategies to ignite learning and opportunities for students to demonstrate learning are consistent with the curriculum goals or outcomes, and philosophical and educational approaches.
- The language of the philosophical approaches and curriculum concepts are used in written materials and teaching-learning interactions.

The cohesion and connections between and among all aspects of the curriculum are evident. This unity is apparent in written curriculum documents and the curriculum that is enacted daily.

In summary, a curriculum that is evidence-informed, context-relevant, and unified is grounded in evidence about nursing education, nursing practice, students, and society, and is appropriate to the situation in which it is offered. The curriculum is forward looking and organized in a coherent fashion with clear relationships among the curricular elements so that its unified nature is visible.

Curriculum Development in Nursing Education

Curriculum development in nursing education is a scholarly and creative process intended to produce an evidence-informed, context-relevant, unified nursing curriculum. The ultimate purpose is to create learning opportunities that will build students' professional knowledge, skills, values, identity, and confidence so that graduates will practice nursing professionally, that is, safely and competently in changing social and healthcare environments, thereby contributing to the health and quality of life of those they serve.

Curriculum development is scholarly work. It is an intellectual endeavor encompassing purposeful data gathering, logical thinking, careful analysis, presentation of cogent arguments, and precise writing. The curriculum development process is also creative, requiring imaginative and flexible thinking, openness to new ideas, tolerance for ambiguity and uncertainty, and risk taking. Overall, curriculum work is characterized by interaction, cooperation, change, and possibly conflict; comprised of overlapping, interactive, and iterative decision making; shaped by contextual realities and political timeliness; and influenced by the personal interests, styles, philosophies, judgments, and values of the curriculum developers.

The complex processes that lead to a substantial revision of an existing curriculum or creation of a new curriculum provide an opportunity for faculty members to expand their scholarly work, develop and implement fresh perspectives on the education of nursing students, and influence the culture of the school of nursing. Additionally, curriculum development provides an avenue

to strengthen the school's impact on the community and to gain support from members of the educational institution, community, and nursing profession.

The curriculum development process has no absolute end. Once developed, the nursing curriculum undergoes refinements and modifications as it is implemented, researched, and evaluated, and as new evidence becomes available about teaching, learning, students, society, health, health care, nursing education, and nursing practice. A nursing curriculum cannot remain static, inert, and unaltered because the evidence that informs the curriculum and the circumstances in which it is offered are constantly changing. The alterations (some minor, some extensive) made during the life of the curriculum reflect faculty members' ongoing efforts to offer a strong curriculum that is relevant to its context and to the students experiencing it.

Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development in Nursing Education

Although written and schematic representations of curriculum development are generally linear and sequential, this is not how nursing curricula are actually developed. Curriculum development is an integrated and recursive process, with each decision influencing concurrent and subsequent choices, and possibly leading to a rethinking of previous ideas. A cohesive nursing curriculum results from ongoing communication among groups working simultaneously and/or serially on different aspects of curriculum development, review and critique of completed work, and confirmation of decisions.

The iterative and recursive nature of curriculum work cannot be illustrated accurately in a two-dimensional representation because depicting the multiple and repetitive interactions that occur between and among the individual elements of curriculum development would result in a crowded and confusing model. Therefore, we present a model of the curriculum development process in nursing education that appears linear, sequential, and fixed. However, chapter descriptions of each element of the model and the feedback loops make evident that the process is interactive and that no element is completed without reference to other elements.

The Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development in Nursing Education describes the overall process for nursing curriculum development and is illustrated in **Figure 1-1**. The model is multidimensional, with three core processes of curriculum work: faculty development, ongoing appraisal, and scholarship. Also included in the model are the specific elements of curriculum development, and feedback loops that denote the dynamic nature of curriculum development, implementation, and evaluation.

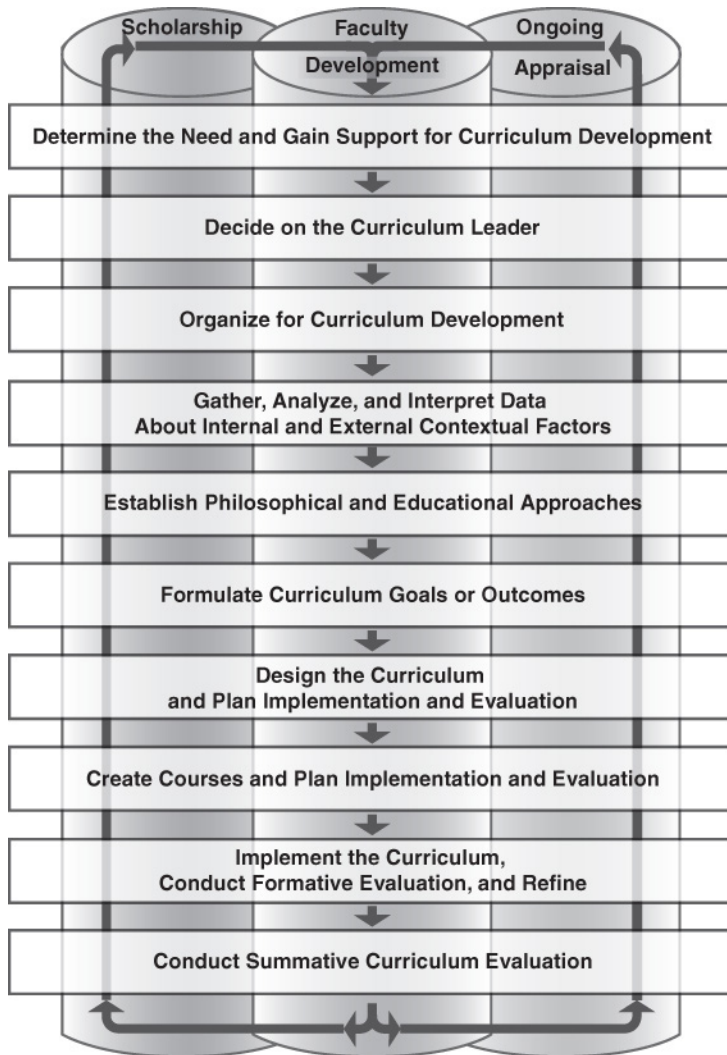


Figure 1-1. Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development.

The model is applicable to all levels of nursing education and to all forms of curriculum delivery.

Core Processes of Curriculum Work

All aspects of faculty development are enhanced by attention to three core processes: faculty development, ongoing appraisal, and scholarship. These core processes permeate all activities leading to a sound curriculum.

Faculty Development

Faculty development is necessary for all aspects of curriculum work because many nursing faculty and other stakeholders may have little or no preparation in educational theory. An evidence-informed, context-relevant, unified curriculum can result only when the developers understand the processes of curriculum development. Therefore, deliberate and ongoing faculty development is essential to:

- Ensure that those engaged in curriculum development acquire the necessary knowledge and skills to contribute meaningfully to the processes and decisions of curriculum development
- Implement and evaluate the curriculum as intended

Individuals' openness to new ideas and methods is fundamental to curriculum work, and this openness is nurtured through faculty development activities. Members' changing perspectives are indicative of personal development, intellectual growth, and emerging commitment to the developing curriculum.

Ongoing Appraisal

Ongoing appraisal *is the deliberative, continuous, repeated, and careful critique of curriculum ideas, products, and processes during and after their creation, implementation, and evaluation.* Ongoing appraisal of all aspects of the processes and products of curriculum development is inherent to the overall endeavor. Review and critique are necessary to ensure that:

- Completed work is consistent with the basic curriculum tenets and is of an appropriate quality.
- The processes in place are effective and satisfactory to members of the curriculum development team.

Scholarship

Scholarship is a central activity of academia, and therefore, ought to be a core activity of all curriculum work. This scholarship can include formal research, expository or analytical publications, and presentations to peers and stakeholders. Topics could include the processes experienced, insights gained, and work completed. Such activities elevate curriculum work from a local initiative to knowledge development and dissemination, thereby advancing the science of nursing education.

Figure 1-2 is a model of the relationship of the three core processes to curriculum development, implementation, and evaluation. The core processes are foundational to intellectual rigor in curriculum work.

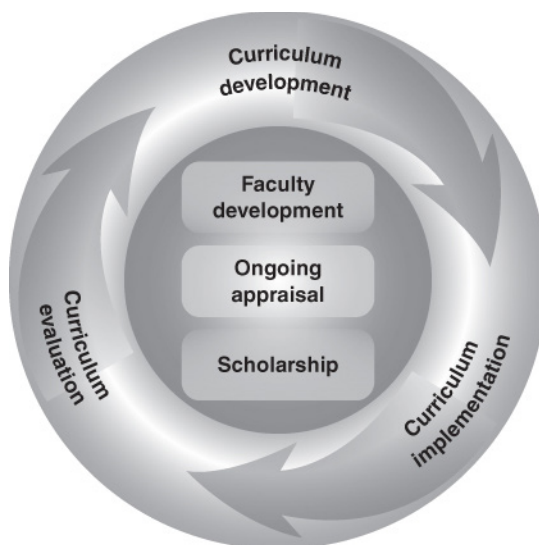


Figure 1-2. Core processes of curriculum work.

Curriculum Development Activities

Determine the Need and Gain Support for Curriculum Development

When a decision is made to open a school of nursing or to introduce a new program within an existing school, curriculum development is necessary. More typically, however, curriculum development begins with an acknowledgment that the existing curriculum is no longer working as effectively as desired. This recognition can arise from altered circumstances within the school (e.g., changing faculty or student profile), or outside the school (e.g., changed nursing practice or accreditation standards).

When there is a desire to develop a nursing curriculum, support is needed from nursing faculty, educational administrators, and other stakeholders, such as students and nursing leaders. Gaining support for the curriculum development enterprise includes describing the logical reasons for altering the curriculum and appealing to the values held collectively by members of the school and educational institution. Faculty members' support and commitment are essential for curriculum development to proceed. Additionally, administrative support (e.g., altered work assignments, secretarial assistance, promotion and tenure considerations) provides evidence of institutional backing for the initiative. Curriculum development is contingent upon adequate resources to complete the work.

Decide on the Curriculum Leader

It is vital that a leader to guide the curriculum development process be determined. This individual can be appointed, elected, or given the position by consensus, according to the usual practices within a school of nursing. It is expected that the leader be knowledgeable about curriculum development, possess managerial skills to coordinate the logistics, and have the support of faculty and other stakeholders.

Organize for Curriculum Development

Attention to the logistical matters that will lead to a successful outcome is essential. Organizing for curriculum development requires consideration of, and decisions about leadership, the decision-making processes, committee structures and purposes, and approaches to getting the work done.

Gather, Analyze, and Interpret Data About Internal and External Contextual Factors

Systematic data gathering about the environment in which the curriculum will be implemented and in which graduates will practice nursing is critical to ensure that the curriculum is relevant to its context. Data are gathered about specific contextual factors. The contextual factors are *the forces, situations, and circumstances that exist both within and outside the educational institution and that have the potential to influence the school and its curriculum*. These are interrelated, complex, and, at times, seamless and overlapping. Internal contextual factors exist within the school and the educational institution; external contextual factors originate outside the institution.

Typically, information is obtained about internal factors of history; philosophy, mission, and goals; culture; financial resources; programs and policies; and infrastructure. Similarly, data are gathered about the external contextual factors: demographics, culture, health care, professional standards and trends, technology, environment, and socio-politico-economics. It is necessary to determine precisely which data are required about each contextual factor, as well as the most appropriate data sources. The data are then analyzed and interpreted to deduce the core curriculum concepts and key professional abilities that graduates will need in order to practice nursing safely.

Establish Philosophical and Educational Approaches

Information about philosophical approaches suitable for nursing education, along with the values and beliefs of the curriculum development team, lead to the development of statements of philosophical approaches relevant for the school and curriculum. Reaching resolution about the philosophical approaches is a

critical milestone in curriculum development, because all aspects of the finalized curriculum should be congruent with espoused values and beliefs and the concepts that form the philosophical approaches. Along with the philosophical approaches is the identification of educational approaches consistent with them.

Formulate Curriculum Goals or Curriculum Outcome Statements

The curriculum goals or outcome statements reflect broad abilities of graduates, each representing an integration of cognitive, psychomotor, and affective actions. Goal or outcome statements are written to incorporate the desired abilities of graduates, philosophical approaches, and core curriculum concepts. They are a public statement of what can be expected of graduates.

Design the Curriculum and Plan Curriculum Implementation and Evaluation

The term *curriculum design* refers to the configuration of the course of studies. In designing the curriculum, faculty and other members of the design team determine level goals or outcomes/competencies; nursing courses, required non-nursing support courses, and elective courses; course sequencing; relationships between and among courses; delivery methods; and associated policies. Brief course descriptions and draft course goals or competencies are prepared for nursing courses. As the curriculum is being designed, plans for its implementation are discussed concurrently to assess its feasibility and how it can be introduced while the current curriculum is being phased out. Implementation planning also includes such matters as informing stakeholders, attending to contractual agreements and logistics, and planning ongoing faculty development.

Curriculum evaluation is an organized and thoughtful appraisal of those elements central to the course of studies undertaken by students, and of graduates' abilities. The aspects to be evaluated include the philosophical and educational approaches, curriculum goals or outcome statements, overall design, courses, strategies to ignite learning, interactions, learning climate, evaluation methods, implementation fidelity, curriculum policies, resources, and actual outcomes demonstrated by graduates. Like planning for implementation, planning curriculum evaluation should occur simultaneously with discussions about design.

Design Courses and Plan Course Implementation and Evaluation

Designing courses requires attention to the following components: purpose and description, course goals or course outcomes/competencies, strategies to ignite learning, concepts and content, classes, guidelines for student learning activities, opportunities for students to demonstrate learning, and evaluation of student learning. Each course must be congruent with the curriculum intent

and clearly relate to intended curriculum goals or outcomes. As a mirror of the process of designing the curriculum and planning curriculum implementation and evaluation, planning for course implementation and evaluation should occur concurrently with decision making about course design.

Implement the Curriculum, Conduct Formative Evaluation, and Refine

Curriculum implementation begins when the first course is introduced and continues for the life of the curriculum. Successful implementation is dependent on faculty and student adoption of the curriculum tenets and the use of congruent educational approaches and methods to evaluate learning. The curriculum evaluation plan is put into action simultaneously with curriculum implementation. Ongoing formative evaluation results in small refinements that ease implementation, fill identified gaps, and/or remove redundancies.

Conduct Summative Evaluation of the Curriculum

Once completely implemented, the entire curriculum is evaluated to determine whether all elements are appropriate and congruent with one another, and to ascertain graduates' success. Internal curriculum evaluation is undertaken by members of the school of nursing, whereas external curriculum evaluation is generally conducted as a part of program evaluation and approval or accreditation by provincial, state, regional, or national bodies.

Feedback Loops

The feedback loops in the model reflect the idea that at every stage of curriculum work, appraisals are made about the appropriateness and fit of one element with previous elements, and the possibility of modification. The feedback loops signify that the curriculum is dynamic, subject to change as information about its effectiveness and appropriateness is gathered. Additionally, the feedback loops illustrate the connections among the curriculum development, implementation, and evaluation activities and the core curriculum processes.

Interpersonal Dimensions of Curriculum Development

Interpersonal dynamics are a feature of all curriculum work. The nature of the dynamics is dependent on curriculum developers' talents, personalities, goals, knowledge, experiences, and values, and the culture of the school. Although the graphic depiction of the Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development in Nursing Education can appear straightforward, its operationalization is not.

A wide range of thoughts, behaviors, and emotions can occur during curriculum development, including learning, conflict, cooperation, resistance, eagerness, formation of group alliances, power struggles, commitment to shared goals, sadness, and satisfaction. For curriculum development to be successful, it is important that all members feel recognized, valued, and appreciated for ideas they offer and the work they complete. The human dimension is a constant and requires attention even when the tasks and deadlines of curriculum development are pressing.

Curriculum deliberations occur in collaboration with colleagues whose values may be divergent. Because values affect perspectives and choices, they are a powerful (although sometimes unrecognized) influence on curriculum development. Consequently, it is incumbent upon curriculum developers to reflect on their ideals and beliefs, discuss them openly with colleagues, and consider how these influence their preferences about the developing curriculum. Clarification of individual and collective values is integral to curriculum development and can be essential in times of emotional debate or apparently irresolvable conflict.

The dynamics of influence and power are also part of curriculum development and its aftermath. Faculty members with either informal or formal power in the school may influence the process in directions not supported by all, and consequently, some faculty and other stakeholders might feel devalued, resentful, or powerless. New informal leaders can emerge during curriculum development with a resulting loss of influence by others. The processes of developing and implementing a new curriculum can lead to shifts in the dynamics within and outside the school, and with associated changes in the real or perceived advantages and disadvantages experienced by individuals. Relational conflicts, such as power struggles or incivility, may arise during curriculum development and these can have “injurious effects on both task- and social-based aspects of group effectiveness” (Manata, 2016).

Curriculum development and implementation represent a significant change for faculty members in which they progress from established ways of being, to a state of uncertainty, and then to new understandings and practices. Collegial support and reinforcement sustain this progress. Collectively, faculty can create and institute strategies to recognize their progress, offer encouragement to each other, and celebrate their successes. In these ways, both faculty cohesion and the curriculum are strengthened.

The interpersonal dimension of curriculum work is a matter that requires ongoing attention by all participants. The success of the curriculum is dependent on the dedication of all members, and this is most likely to develop when individuals communicate openly and supportively with one another, feel valued, and believe their ideas are contributing to quality nursing education.

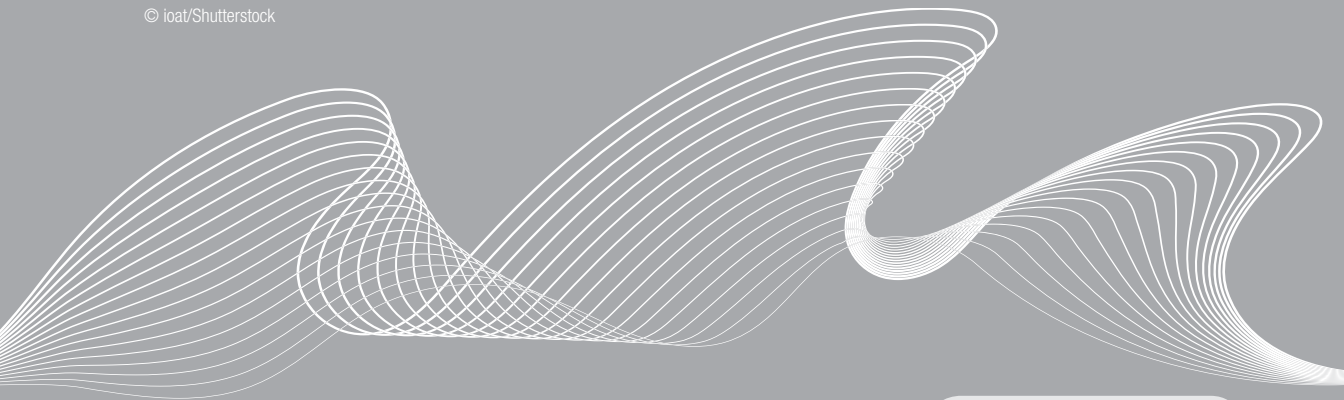
CHAPTER SUMMARY

Curriculum development in nursing is a scholarly and creative endeavor that faculty members and other stakeholders undertake with the aim of preparing graduates who will practice nursing professionally in constantly changing environments. There are many views of *curriculum* in the literature. However, in this text, the nursing curriculum is defined as the totality of the philosophical approaches, curriculum goals or outcomes, overall design, courses, strategies to ignite learning, delivery methods, interactions, learning climate, evaluation methods, curriculum policies, and resources. The Model of Evidence-Informed, Context-Relevant, Unified Curriculum Development in Nursing Education describes a process for developing a curriculum that is informed by evidence, relevant for the context in which the curriculum will be offered and graduates will work, and unified visually and conceptually. Core to the model are faculty development, ongoing appraisal, and scholarship. Curriculum development begins with the recognition that a new curriculum is needed and may seem to be complete when the newly created curriculum is implemented. However, development of an evidence-informed, context-relevant, unified curriculum is really a dynamic process, because evaluation and subsequent refinement are constant, even during implementation. Successful curriculum work is contingent on dedicated participants whose efforts are valued and who are supported during all aspects of curriculum development, implementation, and evaluation.

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PART



Core Processes of Curriculum Work

Faculty Development for Curriculum Work and Change

CHAPTER PREVIEW

This chapter begins with descriptions of the purpose, meanings, and necessary conditions of faculty development. The relationship of faculty development, curriculum work, and change is explained to support the premise that faculty development is a core and ongoing component of all curriculum work. Faculty development for curriculum work is presented according to its purpose, goals, participants and their responsibilities, activities, and benefits. Theoretical perspectives on change are briefly described next, with application to curriculum work. Then, strategies to support faculty during change and ideas for responding to resistance to change are offered. Synthesis activities include a case study for readers' critical analysis and questions for consideration when planning faculty development.

QUESTIONS ADDRESSED IN THIS CHAPTER

- What are the purposes of faculty development generally, and for curriculum work and change specifically?
- Under what circumstances can faculty development occur?
- Why is faculty development seen as a core process of curriculum development, implementation, and evaluation?
- What are the responsibilities, strategies, and benefits associated with faculty development for curriculum work?
- How does change relate to curriculum work?
- What are some helpful strategies to support faculty during change?
- How can resistance to curriculum work and faculty development be addressed?

Faculty Development

Purpose and Meaning of Faculty Development

Faculty development is the process of continuing professional development for academics. The traditional purpose has been to develop faculty members (including graduate students and post-doctoral scholars) as teachers and evaluators of learning. This aim has been expanded to include emphases on the development of members as scholars, professionals, and citizens of an organization. Activities related to all these may involve the creation of a community of learners (Brooks, 2011; Malinsky, DuBois, & Jacquest, 2010; POD Network Executive Committee, 2016; Taylor, 2010).

Faculty development programs are generally based in an institutional educational development office and are intended for members of all academic units. Additionally, topics relevant to a particular academic unit may be planned and conducted by members of that unit, either alone or in conjunction with the staff of the institutional educational development office.

Through participation in faculty development programs and individual development activities, faculty members have attributed various meanings to their own development as academics. These meanings are hierarchal, with each description encompassing those previous:

- Becoming more productive in their work output
- Achieving credibility and recognition
- Making ongoing improvements in their work
- Accumulating personal knowledge and skills
- Expanding the depth and sophistication of knowledge in their academic field
- Contributing to disciplinary growth or social change (Åkerlind, 2005)

From these meanings, the overall purpose of faculty development activities can be deduced: *to contribute to the growth and development of faculty members in all their academic roles so that their capacity to advance their discipline and influence change is expanded.*

Necessary Conditions for Innovation and Faculty Development

The “conditions that are important for securing faculty buy-in and support” (Furco & Moely, 2012, p. 129) for an educational innovation are:

- Explicit and clearly communicated goals for the innovation, which are consistent with faculty values and concerns
- Opportunities for faculty to gain skill with the innovation and explore their questions, without excessive demands on their time

- Institutional commitment to ongoing support for the innovation
- Rewards for faculty involvement in the form of readily perceived professional development or through the faculty reward system

The development and implementation of a new or modified nursing curriculum is a significant educational innovation, the purpose of which should be endorsed by faculty and other curriculum development participants after an exploration of their values. Planned faculty development, a core process of curriculum work in nursing, is the ongoing embodiment of:

- A response to an agreed-upon educational innovation that is consistent with values held by members of a school of nursing
- The provision of opportunities for faculty and other curriculum participants to gain curriculum skills and explore questions about curriculum
- An institutional commitment to provide tangible support for curriculum work
- Professional development during curriculum work

Relationship of Faculty Development, Curriculum Work, and Change

Curriculum work entails significant challenges and changes to current assumptions and practices, the nature of activities undertaken, composition of teams, interpersonal relationships, and expectations for individuals and groups. Curriculum design or redesign and the subsequent implementation require change from an established curriculum and familiar work patterns based on tacit assumptions, beliefs, and norms, to an altered curriculum and expectations based on new assumptions, beliefs, and norms that evolve and become explicit as curriculum work progresses. Thus, curriculum redesign influences, and possibly changes, the culture of a school of nursing.

Educational and evaluation approaches, interactions, course content, and sites for students' professional practice could be altered with curricular changes. Additionally, there may be shifts in interpersonal dynamics, teaching assignments, and membership of teaching teams. Similarly, subsequent curriculum evaluation can lead to curriculum modifications, which may necessitate further change.

Because faculty members have extensive involvement in curriculum development and implementation plans, and in opportunities to introduce aspects of the redesigned curriculum into the existing one, transition to a new curriculum might be expected to occur easily and with full faculty support. Unfortunately, the process may not be smooth, because change often involves some loss of what is valued and adoption of new perspectives and behaviors. Accepting

and endorsing the need for change, working toward the change, and living successfully in the changed circumstances all require personal adjustment. This adjustment occurs through self-reflection, critical thinking, altered views, and support, and does not happen in a scheduled, linear fashion. It is determined by individual interests, motivations, and readiness.

Successful curriculum change is generally dependent upon the acquisition of new skills and perspectives by those who will implement the reconceptualized curriculum. As an affirmation of the importance of ongoing learning by faculty members, Latimer and Thornlow (2006) reported that grantees in funded projects to expand geriatric content in undergraduate nursing programs “unanimously contend that faculty development is the single most necessary precursor to the successful implementation and maintenance of geriatric curricular enhancements” (p. 79). Similarly, a funded faculty development program was the basis of curriculum transformation in a college of education, resulting in internationalization of the curriculum (Niehaus & Williams, 2016).

The content and nature of faculty development are defined by both curricular and change processes. In turn, learning gained during faculty development will influence the curriculum work and the change. Moreover, faculty development activities are a means to sustain change and promote continued growth within a school of nursing.

Ongoing, systematic, and integrated professional development is necessary to ensure that the group understands the proposed change, particularly when a change in practice is a goal (Haviland, Shin, & Turley, 2010). Faculty development activities provide a means for participants to gain the knowledge and skills necessary for curriculum work. They are also an avenue to support participants during the changes associated with creating, implementing, and evaluating a new or revised curriculum. As such, faculty development is a core and pervasive process of all curriculum work.

Figure 2-1 depicts the continuous, synchronous, and interrelated nature of curriculum work, faculty development, and change.



Figure 2-1. Synchronous, intertwining, and infinite nature of curriculum development, faculty development, and change.

In situations where group-based faculty development is limited or absent, it can be expected that curriculum development will be affected. Therefore, to support curriculum work and change, the curriculum leader has a responsibility to provide the necessary information informally and likely will need to offer intensive guidance during curriculum development. Without some form of faculty development, the quality of the developing curriculum will be compromised.

Faculty Development for Curriculum Work

Necessity of Faculty Development for Curriculum Work

“For real curriculum change to occur, [there must be] well-conceived, comprehensive faculty development programs” (Licari, 2007, p. 1509). The development program needs to include attention to the skills related to all aspects of curriculum work, and it should “help faculty members navigate from the current steady state . . . through the unknown white-water rapids inevitably created by curriculum change” (Licari, 2007, p. 1509). Faculty development supports knowledgeable curriculum work, professional growth, and the advancement of nursing education practice.

A core competency of nurse educators is to “participate in curriculum design and evaluation of program outcomes” (National League for Nursing [NLN], 2012, p. 18). Among the components of this competency is “knowledge of curriculum development, including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning experiences and evaluation strategies” (NLN, 2012, p. 18).

However, graduates of master’s and doctoral programs may not have academic preparation in this aspect of the nurse educator role (Benner, Sutphen, Leonard, & Day, 2010; Booth, Emerson, Hackney, & Souter, 2016; Dearmon, Lawson, & Hall, 2011; Suplee & Gardner, 2009) because of the emphases on advanced practice roles and research in graduate nursing programs. Additionally, faculty development about the curriculum development process itself is rarely planned, perhaps because of an unexamined assumption that teachers innately know how to develop curricula, or because curriculum development activities have traditionally received little (if any) credit toward promotion and tenure decisions (Diamond, as cited in Trudeau, 2014). The result is that knowledge about nursing curriculum may be limited to personal experience, and knowledge of curriculum development processes may be absent (Goldenberg, Andrusyszyn, & Iwasiw, 2004). Thus, many nursing faculty are not equipped to undertake curriculum development or to fulfill the educator role other than in the way that they experienced it as students (Bartels, 2007). Therefore, continuing education related to nursing education is necessary to achieve and

maintain role competencies (Frank, 2015), and this can occur through planned faculty development.

Faculty competence in curriculum design, implementation, and evaluation is foundational to an educationally sound curriculum. Because it cannot be assumed that all faculty members are fully versed in educational matters, it is incumbent on school leaders to provide opportunities for relevant knowledge and skills to be acquired.

Faculty development is a core activity of curriculum work and is a catalyst for the creation and operationalization of a new vision for the curriculum. Through faculty development activities, novices can be guided to think beyond their individual areas of nursing practice expertise and their own educational experiences, to the possibilities for an entire curriculum. The interactions and synergy occurring in development sessions may also prompt seasoned faculty to consider new approaches to the nursing curriculum.

Curriculum redesign requires faculty members to extend their thinking beyond their own experiences and preferences. They need to consider the future of nursing practice, the philosophical approaches and concepts that should underpin nursing practice and curricula, suitable curriculum goals or outcomes, curriculum design, and experiences that will allow students to achieve the expectations. To develop an evidence-informed, context-relevant, unified curriculum in a timely fashion, faculty and other stakeholders will likely require assistance with the curriculum development process itself, as well as with curriculum implementation and evaluation. Accordingly, it is necessary for faculty development to occur in tandem with curriculum development and to be viewed as a core component of curriculum work.

Faculty development related to all aspects of curriculum development, implementation, and evaluation is particularly timely because of the nursing faculty shortage and impending retirement of a large cohort of faculty (American Association of Colleges of Nursing, 2017; Canadian Association of Schools of Nursing, 2016; Feldman, Greenberg, Jaffe-Ruiz, Villard Kaufman, & Cignarale, 2015; Nardi & Gyurko, 2013). Presumably, it is the senior faculty members who are most experienced in curriculum work and who are more likely to have formal preparation in curricular matters. Over time, therefore, there could be fewer members knowledgeable about curriculum work and able to mentor and guide others. Accordingly, opportunities should be provided to develop or enhance the curriculum skills of novice and mid-career nurse educators, and to capitalize on the expertise of senior faculty.

Purpose and Goals of Faculty Development for Curriculum Work

The purpose of faculty development for curriculum work is *to contribute to the growth and development of nursing faculty in all aspects of curriculum work,*

so that (1) their capacity and self-efficacy to develop, implement, and evaluate an evidence-informed, context-relevant, unified curriculum is enhanced, and (2) their ability to influence and advance nursing education practice is expanded. This purpose encompasses all aspects of curriculum work for which faculty and other curriculum participants might require additional knowledge, skills, and support. It also explicitly notes that growth in knowledge and skill can lead to greater professional influence.

The goals of faculty development related specifically to curriculum work are for faculty members to:

- Enhance knowledge and skills about curriculum development and curriculum evaluation.
- Transform views to match the perspectives of the new curriculum.
- Become comfortable with changing roles and relationships.
- Gain skill in new approaches for teaching-learning and evaluation of student learning. (Bevis, 2000)

All are of equal importance and are achieved synergistically. Other goals can emerge in accordance with the learning needs of curriculum developers.

Enhance Knowledge and Skills About Curriculum Development and Curriculum Evaluation

Knowledge about curriculum development and curriculum evaluation processes varies among faculty members and other stakeholders. Some will know a great deal; others will be familiar with course planning, but not the entire curriculum design process. Some will know about course evaluation, but not about evaluation of the complete curriculum. To make certain that the curriculum development process is as smooth as possible, faculty development focused specifically on curriculum work is necessary. Knowledge of the total process will lead to an appreciation of the:

- Time required for curriculum development
- Work accomplished by task groups
- Importance of shared understandings and consensus

Moreover, detailed information about each aspect of curriculum development, implementation, and evaluation will allow groups to develop a critical path for fulfilling their responsibilities and increase the likelihood that work will be completed in the manner required and within the scheduled timeframe.

Transform Views of Curriculum

Another goal for faculty development is the transformation of individual and collective views of all aspects of the curriculum and its foundational tenets. This

reconceptualization is based on faculty development opportunities intended to assist members to design, implement, and evaluate a curriculum reflecting a new view. The transformation is strengthened and crystallized as faculty “live” the altered curriculum.

Become Comfortable with Changing Roles and Relationships

Altered faculty roles could be a consequence of curriculum redesign, that is, changed relationships with students, colleagues, clients, and administrators. The role change may involve a shift in activities, power, equity, and authority. If so, exploration of these ideas and the enactment of new relationships warrant explicit attention.

Gain Skill in New Approaches for Teaching-Learning and Evaluation of Student Learning

A necessary goal of faculty development is to become comfortable with new strategies that align with the curricular philosophical and educational approaches, and goals or outcomes. Through development activities related to teaching and to evaluation of student learning, faculty members can gain the skills, and thus the self-efficacy, necessary to:

- Implement the curriculum consistently and successfully.
- Ensure that students experience the chosen philosophical and educational approaches in all teaching-learning encounters and have opportunities to achieve expectations.
- Develop methods that match curriculum tenets to ignite and evaluate student learning.

Participants in Faculty Development Activities

Faculty members are the key players in the curriculum development, implementation, and evaluation processes, that is, in:

- Decisions to be made
- Committee work to be accomplished
- Facilitation and evaluation of student learning according to the tenets of a redesigned curriculum
- Appraisal of curriculum evaluation results

Consequently, the success of curriculum work is largely dependent upon knowledgeable and willing faculty members and development activities planned with and for them.

Importantly, others who are part of the curriculum development process, such as students, clinicians, and administrators, should also be included in

faculty development activities. Participation in these learning opportunities will expand stakeholders' knowledge and skills about curriculum processes, strengthen their commitment and connections, and deepen their understandings about the school of nursing and the intent of its educational offerings.

Responsibility for Faculty Development

Programs related specifically to curriculum development, implementation, and/or evaluation consistent with curriculum tenets are not typical offerings of an institutional educational development unit. Therefore, faculty development related to nursing curriculum work is the responsibility of a school of nursing undergoing curriculum redesign and change, although aspects may be planned in partnership with a central unit, and/or with other relevant units in the academy. Identification of specific faculty development needs can be undertaken by the school leader, the curriculum leader, a faculty development committee, or individual faculty members. Typically, it is a combination of these.

The school leader has the responsibility to invest in and support the development of faculty in order to minimize knowledge gaps in all academic spheres, including curriculum work. Formal leadership confers the responsibility to act as a change agent and to operationalize professional development to “foster the future of the organization” (Kenner & Pressler, 2006, p. 2). School leaders are a primary force in initiating change, assisting faculty in their development (Smolen, 1996), creating an empowering and respectful work environment, and ensuring that stakeholders are involved in the school's activities. Moreover, the school leaders' support for faculty development signals its importance and conveys that value is accorded to ongoing learning related to nurse educator roles.

Faculty members have a professional obligation to ensure they are competent in their role functions, to continue to improve as nurse educators, and to engage in activities that enhance their effectiveness (NLN, 2012) and that of others. Therefore, they have a responsibility to:

- Identify own development needs
- Attend and engage fully in faculty development activities
- Be open to new ideas
- Commit to employing new knowledge, skills, and perspectives as they engage in curriculum work
- Contribute to the development of colleagues during faculty development activities and curriculum work

Responsibility for creating and providing formal faculty development opportunities could rest with knowledgeable and experienced faculty members who have a solid theoretical and experiential foundation in nursing education.

Their participation could be to lead formal and informal sessions, provide guidance to novices, and/or purposefully mentor others. These activities likely occur spontaneously within a learning culture, yet may need to be formalized for faculty development for curriculum work.

Faculty Development Activities for Curriculum Work

Faculty development activities could be formal, informal, collaborative, self-managed, individual, or group-based. All educational strategies used for student learning can be employed. **Table 2-1** includes examples of formal and informal strategies for faculty development. Ideas about content and processes for faculty development specific to various aspects of curriculum work are offered in later chapters.

As the curriculum design progresses, educational strategies consistent with the curricular philosophy ought to be employed. In this way, participants will gain knowledge related to the content of the learning session, while simultaneously observing and experiencing the approaches to be enacted in the future.

FACULTY DEVELOPMENT STRATEGIES	
Formal	Informal
• Audiovisual materials	• Buddy system
• Communities of interest	• Dialogue and feedback
• Conferences	• Handbooks
• Group meetings	• Learning circles
• Faculty meetings	• Luncheon meetings
• Forums	• Meetings with department heads
• Lectures by experts and/or knowledgeable colleagues	• Mentorship
• Online learning activities	• Modeling
• Peer coaching	• Networking
• Podcasts	• One-on-one discussions
• Postgraduate courses	• Online group discussions
• Practice teaching	• Peer support
• Retreats	• Readings
• Seminars	• Shadowing
• Tours, visits	• Tutoring
• Workshops	
• Videos	

It is incumbent upon all curriculum stakeholders to reach shared understandings about curriculum work, nursing education, nursing practice and health care, the curriculum tenets, educational processes, and relationships between and among students, faculty, practitioners, and clients. Planned and spontaneous discussions about these topics serve faculty development purposes and advance curriculum development processes.

Because faculty development is ongoing, a preliminary schedule should be agreed upon. It is recommended that each session's topic, format, time, location, and leader be decided early so that participants can plan to attend. However, schedules and topics require some flexibility to allow for changes to meet participant obligations, newly identified or urgent needs, and other contingencies. If a development activity is offered at the time when members are about to engage in a particular aspect of curriculum work, they are likely to see the need for the activity and to participate willingly.

Through curriculum development work, faculty come together, learn and grow together, accept that change is inevitable, and take ownership and pride in the future. When faculty development is enacted as a core component of curriculum work, individuals' personal investment in the curriculum and the school of nursing is increased.

Benefits of Faculty Development for Curriculum Work

Faculty development for curriculum work results in essential benefits for the school of nursing, specifically the greatly enhanced potential for curriculum developers to:

- Create a shared vision for the curriculum (Oliver & Hyun, 2011).
- Design an evidence-informed, context-relevant, unified curriculum.
- Implement and evaluate the curriculum in accordance with the underlying tenets.
- Apply new learning about curriculum in future situations.
- Increase their sense of efficacy and agency in curriculum decisions.

Planned and ongoing faculty development demonstrates the school's commitment to faculty members and their professional growth, increases job satisfaction, and is a method to support personal and curriculum development. Curriculum developers may feel valued because of the school's investment in them. Additionally, formalized, systematic development activities can enhance faculty recruitment and retention (Heinrich & Oberleitner, 2012).

A program of faculty development can also contribute to a learning culture within a school, a culture where individual and team learning of all members (faculty, stakeholders, and students) is given attention and accorded value, and in which systems are created to support and share learning (Holyoke, Sturko, Wood, & Wu, 2012). In such an environment, members may feel secure in

group learning and connected to others through mutual learning, acceptance, appreciation, support, and respect.

Faculty and stakeholders who participate in development related to curriculum work have the potential, individually and collectively, to experience benefits consistent with those reported earlier in this chapter. Learning the skills of curriculum work will increase participants' competence and enable them to become more efficient and effective, thereby reducing frustration and the need to redo work. Increased knowledge and skills could lead to credibility and possibly external recognition, as well as forming the bases for making ongoing improvements and feeling a sense of pride in completed work. Additionally, personal skills, such as negotiation, collaboration, and consensus building, can accrue from curriculum work. There is potential to expand the depth and sophistication of knowledge about nursing education, and, if scholarship projects about curriculum work are undertaken, to influence nursing education practice beyond the local environment.

Faculty Development for Change

Within the context of concentrated curriculum work, change occurs within individuals and within the operations and culture of the school of nursing. These happen synergistically, although alterations in personal behavior, such as engaging in curriculum development and testing new teaching approaches, generally precede a noticeable shift in the school culture. As new behaviors begin, the school culture is modified, and the cultural shift then reinforces the altered behaviors. The processes of behavior and cultural change are intertwined and will be ongoing throughout curriculum implementation and beyond.

The changes associated with curriculum work can give rise to feelings and behaviors ranging from eager anticipation and full engagement, to a “wait and see” attitude with reluctant participation, to anxiety, and even to resistance. In addition to expanding participants' knowledge and skills in curriculum work, faculty development can also support personal and professional growth during the changes associated with curriculum work. Therefore, attention to the cognitive, psychological, and behavioral aspects of change is important. Consideration should be given to how faculty might experience change, how the school's culture might influence and be affected by change, and strategies to support faculty during change.

Theoretical Perspectives on Change: Application to Curriculum Work

Numerous change theories have been developed, and most have relevance for curriculum work. Four theories that seem most pertinent for the complexities of curriculum work are presented in alphabetical order.

Diffusion of Innovations

This frequently cited theory addresses change within a social system and gives attention to groups within it. According to Rogers (2003), diffusion is “a kind of social change, defined as the process by which alteration occurs in the structure and function of a social system” (p. 6). An innovation is an idea or practice that is viewed as new, and this is communicated over time among the members of a social system. Acceptance follows an S-shaped curve within a social group, with some members accepting and enacting the change readily, others being slower to accept the change, and still others rejecting it completely. The major tenet of the theory is that people undergo a five-step process: awareness, interest, evaluation, trial, and adoption (Hallahan, 2013).

The rate of adoption is related to the following characteristics of the innovation:

- Relative advantage of the new idea over current practice
- Compatibility with existing values and past experiences of potential adopters
- Complexity of the new idea or practice
- Trialability, or the ability to test the innovation on a limited basis
- Observability of the results of the innovation to others

People do not accept innovations at the same rate or with the same degree of enthusiasm. Individuals experiment with the innovations, “assess their acceptability, evaluate them, find (or fail to find) meaning in them, develop feelings (positive or negative) about them, challenge them, worry about them, complain about them, ‘work around’ them, gain experience with them, modify them to fit particular tasks, and try to improve or redesign them—often through dialogue with other users” (Greenhalgh, Robert, Macfarlane, Bate, & Kyriakidou, 2004, p. 598).

Planned dissemination, including the necessary systems changes to sustain the innovation, can increase the rate and level of adoption more than the pace of informal dissemination. Formal and informal communication channels, status of individuals, and decision-making processes all influence the diffusion of innovations (Greenhalgh, Robert, Bate, Macfarlane, & Kyriakidou, 2005). Yet, in spite of the best plans, some individuals may actively oppose and even sabotage the innovation (Rogers, 2003).

The interplay among personal and external factors in the acceptance of an innovation was demonstrated in a study that examined pharmacists’ practice following the granting of prescribing privileges, an example with applicability to the nursing profession. The characteristics of the innovation, pharmacist self-efficacy, systems readiness, communication, and influence of respected colleagues all affected the prescribing behaviors. The adopters were