Curriculum Overview, Framework, and Analysis Scoring Guide

| CRITERIA | NON-PERFORMANCE | BASIC | PROFICIENT | DISTINGUISHED |
| --- | --- | --- | --- | --- |
| Identify an appropriate nursing curriculum, the intended learner population, and why it is needed. | Does not identify an appropriate nursing curriculum, the intended learner population, and why it is needed. | Identifies a nursing curriculum and describes the organization or department where it is used, but the curriculum is not appropriate for the assessment requirements. | Identifies an appropriate nursing curriculum, the intended learner population, and why it is needed. | Identifies an appropriate nursing curriculum, the intended learner population, and why it is needed, and provides additional context about the organization and program. |
| Provide the mission statement and course descriptions for all courses in a selected curriculum. | Does not provide the mission statement and course descriptions for all courses in a selected curriculum. | Provides the mission statement and course descriptions of a selected curriculum, but the mission statement or course descriptions are incomplete or inaccurate. | Provides the mission statement and course descriptions for all courses in a selected curriculum. | Provides the mission statement and course descriptions for all courses in a selected curriculum and provides a critique of the content. |
| Describe the established professional standards, guidelines, and competencies incorporated in a selected nursing program. | Does not describe the established professional standards, guidelines, and competencies incorporated in a selected nursing program. | Describes the established professional standards, guidelines, and competencies incorporated in a selected nursing program, but the description is incomplete or somehow flawed. | Describes the established professional standards, guidelines, and competencies incorporated in a selected nursing program. | Describes the established professional standards, guidelines, and competencies incorporated in a selected nursing program and provides evidence that they are included. |
| Describe the student learning outcomes of a selected nursing program. | Does not describe the student learning outcomes of a selected nursing program. | Describes the student learning outcomes of a selected nursing program, but the description is incomplete or somehow flawed. | Describes the student learning outcomes of a selected nursing program. | Describes the student learning outcomes of a selected nursing program and relates them to the established professional standards, guidelines, and competencies incorporated in the program. |
| Recommend a process to update health care knowledge in a selected nursing curriculum. | Does not recommend a process to update health care knowledge in a selected nursing curriculum. | Recommends a process to update health care knowledge in a selected nursing curriculum but the recommendations are incomplete or somehow flawed. | Recommends a process to update health care knowledge in a selected nursing curriculum. | Recommend a process to update health care knowledge in a selected nursing curriculum, and provides a summary of the process and justification for its selection. |
| Explain how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum. | Does not explain how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum. | Attempts to explain how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum but fails to make a distinct connection. | Explains how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum. | Explains how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum and provides specific examples. |
| Provide an overview of the history of a selected organizing design and theoretical framework or model. | Does not provide an overview of the history of a selected organizing design and theoretical framework or model. | Provides a weak or flawed overview of the history of a selected organizing design and theoretical framework or model. | Provides an overview of the history of a selected organizing design and theoretical framework or model. | Provides a comprehensive historical overview of a selected organizing design and theoretical framework or model and explains any aspects of the history that are especially pertinent to this curriculum. |
| Describe the major concepts of a selected organizing design and theoretical framework or model. | Does not describe the major concepts of a selected organizing design and theoretical framework or model. | Describes the major the concepts of a selected organizing design and theoretical framework or model but some are insufficient or incorrect. | Describes the major concepts of a selected organizing design and theoretical framework or model. | Describes the major concepts of a selected organizing design and theoretical framework or model and explains how they apply to a selected curriculum. |
| Write effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Does not write effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Writes effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting with multiple errors and lapses. | Writes effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. | Writes effectively using appropriate spelling, grammar, punctuation and mechanics, and APA style and formatting. Supports conclusions by citing relevant sources. |

**INSTRUCTIONS BELOW…..USE THE ABOVE RUBRIC, THE PROFICIENT OR DISTINGUISHED COLUMNS**

* As you prepare to complete this assessment, you may want to think about other related issues to deepen your understanding or broaden your viewpoint. You are encouraged to consider the questions below and discuss them with a fellow learner, a work associate, an interested friend, or a member of your professional community. Note that these questions are for your own development and exploration and do not need to be completed or submitted as part of your assessment.
  + How do the mission, values, philosophy, and goals of an institution inform the development of a nursing curriculum?
  + In your experience, what types of curriculum designs commonly used to develop nursing curricula?
  + What characteristics of the intended audience for a nursing curriculum should inform development of the curriculum?
  + What is the difference between curriculum design and a theoretical framework for a nursing program? Should both be identified?

Resources

Suggested Resources

MSN Program Journey

The following is a useful map that will guide you as you continue your MSN program. This map gives you an overview of all the steps required to prepare for your practicum and to complete your degree. It also outlines the support that will be available to you along the way.

* + [MSN Program Journey](http://media.capella.edu/CourseMedia/MSN_ProgramJourney/wrapper.asp) | [Transcript](http://media.capella.edu/CourseMedia/MSN_ProgramJourney/transcript.asp).

The resources provided here are optional. You may use other resources of your choice to prepare for this assessment; however, you will need to ensure that they are appropriate, credible, and valid. The [Nursing Masters (MSN) Research Library Guide](http://capellauniversity.libguides.com/nurse_educator) can help direct your research, and the Supplemental Resources and Research Resources, both linked from the left navigation menu in your courseroom, provide additional resources to help support you.

Capella University Library Resources

These resources address various aspects of nursing curriculum:

* + Oermann, M. H. (Ed.) (2013). [*Teaching in nursing and role of the educator*](http://ebookcentral.proquest.com.library.capella.edu/lib/capella/detail.action?docID=1578286). New York, NY: Springer Publishing Company.
    - Chapter 15, "Evidence-Based Teaching in Nursing."
  + Keating, S. B. (2014). [*Curriculum development and evaluation in nursing* (3rd ed.)](http://ebookcentral.proquest.com.library.capella.edu/lib/capella/detail.action?docID=1784523). New York, NY: Springer Publishing Company.
    - Chapter 5, "Using Contextual Curriculum Design with Taxonomies to Promote Critical Thinking."
    - Chapter 7, "Internal Frame Factors."
    - Chapter 9, "The Components of the Curriculum."
* Assessment Instructions
  + In Assessment 2, you will design a course to be included in the curriculum selected in this assessment.
  + In Assessment 3, you will examine the evaluation process used to evaluate the curriculum selected for this assessment.

Preparation

As a practicing nurse, you have been asked to present an evaluation of a nursing curriculum to a nursing leadership team at your place of employment. They are seeking input on coursework recommendations for CEU fulfillment. The curriculum you select should be of interest to you either personally or professionally.

In this assessment, you will select a nursing curriculum either from an academic setting, such as a school of nursing, or a clinical setting, such as a hospital staff development program. If you are currently teaching, you may wish to use the curriculum from your school or workplace. If you are not currently teaching, you may want to consider using the curriculum from your undergraduate program. If neither is an option, you are encouraged to look for a nursing curriculum you can use as a model for your assessments. One choice might be an orientation curriculum for a clinical facility.

You will evaluate the selected nursing curriculum in detail and describe the organizing design or theoretical framework on which your selected curriculum is based. You will also examine how this design or framework is demonstrated in the curriculum. Possible organizing designs or frameworks include simple-to-complex, stages of illness, nursing conceptual framework, concept-based, outcomes based, competency-based, interdisciplinary, and others.

Requirements

Your overview and analysis of the curriculum should fulfill the following:

* + Identify an appropriate nursing curriculum, the intended learner population, and why it is needed.
  + Provide the mission statement and course descriptions for all courses in a selected curriculum.
  + Describe the established professional standards, guidelines, and competencies incorporated in the program.
  + Describe the student learning outcomes of a selected nursing program.
  + Recommend a process to update health care knowledge in a selected nursing curriculum.
  + Explain how an organizing design and theoretical framework or model is demonstrated within a selected nursing curriculum.
  + Provide an overview of the history of a selected organizing design and theoretical framework or model.
  + Describe the major concepts of a selected organizing design and theoretical framework or model.

You will use this assessment to complete Assessment 3. Be sure to incorporate the feedback you receive before adding this assessment to Assessment 3.

Additional Requirements

* + References: Include references from at least three peer-reviewed journal articles, cited in proper APA format.
  + Length of analysis: The analysis should be 5–7 pages in length, not including the title page and the reference page, and it must follow proper APA style and formatting.
  + Appendix: You may use an appendix for appropriate material, such as individual course descriptions. The appendix will not be included in the page count for the analysis.
  + Font and font size: Times New Roman, 12 point.