



**National League  
for Nursing**

61 Broadway, 33<sup>rd</sup> Floor,  
New York, NY 10006

## SAMPLE OF COLUMN FORMAT

**TITLE OF PROGRAM:** Curriculum Design, Development, and Evaluation

**SPONSORING ORGANIZATION:** XYZ University

**SPEAKER/FACULTY:** Name, Credentials

**PROGRAM DATE:** Month Day, Year

LEARNING OBJECTIVE	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SPEAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Critique selected definitions of the term, "curriculum."	Definitions of "curriculum" <ul style="list-style-type: none"> <li>• Course of study</li> <li>• Arrangement of instructional materials</li> <li>• The subject matter taught</li> <li>• The experiences students have</li> <li>• Cultural "training"</li> <li>• Means to facilitate growth</li> <li>• Planned engagement of learners</li> <li>• Interchange</li> </ul>	15 minutes	Name, Credentials	Lecture PowerPoint presentation Participant feedback	<u>Group discussion:</u> What does cultural training mean to you?
Examine the implications of various social, economic, and higher education factors for the design, development, and evaluation of nursing curricula.	Population and Health Issues/ Implications Economic Forces/Implications Health Care Delivery System Changes/Implications Values regarding Health/ Implications General Social Changes/ Implications The Importance of Context Other External Forces	45 minutes	Name, Credentials	Lecture PowerPoint Presentation	<u>Q &amp; A:</u> Name 3 values associated with health issues that can impact curriculum development.



LEARNING OBJECTIVE	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SPEAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
Explore the relationship between a nursing program's Philosophy and Conceptual Framework and the design, implementation, and evaluation of its curriculum	Purpose of the Philosophy Purpose of the Conceptual Framework Relationship of Philosophy and Conceptual Framework to Curriculum Design, Implementation, Learning Experiences, and Evaluation	15 minutes	Name, Credentials	Lecture Case Examples/Overhead Slides Participant Feedback	<u>Small group:</u> What is your nursing program's philosophy and how might it influence curriculum design?
Discuss relevant outcomes for a nursing curriculum and competencies needed by graduates for successful 21 <sup>st</sup> century practice.	Purposes of Terminal Objectives/Outcomes/ Competencies Categories of Outcomes <ul style="list-style-type: none"> <li>•General</li> <li>•For all Professionals</li> <li>•Specific to Nursing</li> </ul>	30 minutes	Name, Credentials	Lecture PowerPoint Presentation Small Group Discussion	<u>Small group to large group:</u> Present findings of your group discussion on competencies for the 21 <sup>st</sup> century.
Examine the interrelation among all components of the curriculum: Philosophy, Conceptual Framework, Outcomes, Design, Selection of Learning Experiences, and Evaluation Methods.	Elements of the Philosophy Types of Conceptual Frameworks <ul style="list-style-type: none"> <li>•Nursing Theories/Concepts</li> <li>•Non-Nursing Theories/Concepts</li> </ul> Curriculum Strands: Horizontal and Vertical Curriculum Designs <ul style="list-style-type: none"> <li>•Guiding Elements</li> <li>•Types: Parallel, Progressive, Building</li> </ul> Elements of Course Development Selection of Learning Experiences <ul style="list-style-type: none"> <li>•Types</li> <li>•Linking Theory and Clinical</li> <li>•Evaluation Methods</li> </ul> Resources Needed	120 minutes	Name, Credentials	Lecture PowerPoint Presentation Brainstorming	<u>Brain storming:</u> Discuss the findings of the large group brainstorming session.

**NOTE:** In reality, this outline continues, but only these portions are provided since it is for illustrative purposes only.