

**PHILIPPINE WOMEN'S UNIVERSITY
GRADUATE SCHOOL
M. A. IN NURSING**

COURSE SYLLABUS (Mixed Mode)

Subject Code : BCNG 503

Subject Title : CURRICULUM AND TEACHING IN NURSING

Credit Units : 3.0

COURSE DESCRIPTION : This is a three-unit course designed to explain major problems requisite to curriculum development and the basic principles in developing nursing curriculum for nursing education. The course also discusses an effective, realistic, and relevant curriculum for nursing education based on a theoretical framework of curriculum development and related to current needs of the changing society, as well as different approaches to curriculum development and the major tasks and queries that need clarifications in the preparation of becoming a professional nurse.

GENERAL OBJECTIVE : Upon completion of the course, the graduate student is expected to acquire knowledge, skills, and attitudes for curriculum building as evidenced by a curriculum developed by the student for a hypothetical college.

CONTENTS	SPECIFIC OBJECTIVES	REQUIREMENTS	STRATEGIES	EVALUATION
<p>Module 1. The Nature of Nursing Education</p> <p>Lesson 1. What is curriculum</p> <p>Lesson 2. Common Problems/ Issues in Nursing</p> <p>Lesson 3. Factors Affecting Nursing Practice and the Implications to the Preparation of the Nurse Practitioner</p>	<p>At the end of the module, the graduate student will be able to:</p> <ol style="list-style-type: none"> 1. Define the different terminologies 2. Explain the different purposes of curriculum 3. Identify the important issues affecting nursing practice and their implications to the substandard nursing education and poor nursing practice 4. Discuss the factors affecting nursing 	<p>Answer the following:</p> <p>Lesson 1. Learning activities nos. 2, and 3</p> <p>Lesson 2. Learning activities nos. 1 and 2</p> <p>Lesson 3. Learning activities nos. 2 and 4</p> <p>Submit summary of 2 readings / articles / news (Local or foreign) with reaction/ comments on current trends / issues affecting nursing education today. Include sources.</p>	<p>Face-to-face meeting</p> <p>Online discussions utilizing the virtual classroom using the various menu such as:</p> <ul style="list-style-type: none"> • Bulletin board for all announcements • Course Content for course syllabus • Class Discussion for all inquiries, clarifications and other pertinent discussion on related topics 	<p>Completion of Learning activities</p> <p>Reaction Papers</p> <p>Term paper</p> <p>Quality and contents of uploaded/ submitted requirements</p> <p>Timely submission of requirements</p> <ul style="list-style-type: none"> • Maybe submitted as hardcopy or posted online or as instructed • Date of submission - as set by your

	practice and their implications to the preparation of the nurse practitioner		<ul style="list-style-type: none"> • Posted Files for submission/ uploading of all requirements except term paper • Class Members to check out and get to know the class members enrolled in the course <p>Use of Email as additional communication tool</p> <p>Research works using library and internet access</p>	<p>respective professor.</p> <p>Examinations (midterm and Finals)</p>
Module 2. Approaches to Curriculum Development	At the end of the module, the graduate student will be able to:	Answer the following: <ul style="list-style-type: none"> a. Make a table of comparison between Tyler's 		

<p>Lesson 1. What is Curriculum Development</p> <p>Lesson 2. Curriculum in Nursing Education</p> <p>Lesson 3. The Curriculum System: A Linear Model by Palma</p> <p>Lesson 4. Principles of Curriculum Planning</p> <p>Lesson 5. Foundation of the Nursing Curriculum</p>	<ol style="list-style-type: none"> 1. Differentiate the different approaches to curriculum development 2. Adapt a model of curriculum development in formulating a hypothetical curriculum 3. Explain the rationale, features and effects of the Competency-based BSN Curriculum 4. Discuss thoroughly the principles of curriculum development 5. Identify the different subject areas relevant in the development of nursing curriculum 	<p>and Taba’s model of curriculum design.</p> <p>b. Get a copy of the new nursing curriculum (CMO 14) and examine it.</p> <p>B.1. What type of curriculum is CMO 14?</p> <p>B.2. What principles do you think were applied in developing this curriculum?</p> <p>B.3. What foundation courses are included in the new curriculum? Do you think these foundation courses are still relevant in today’s changing society? Support your answer.</p>		
---	--	--	--	--

<p>Module 3. Structural Framework</p> <p>Lesson 1. Philosophy and Education</p> <p>Lesson 2. Conceptual Framework</p>	<p>At the end of the module, the graduate student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the different kinds of philosophy of education 2. Evaluate a sample philosophy of a college of nursing 3. Define and explain the meaning of a conceptual framework 4. Explain the criteria for evaluating conceptual framework 	<p>Answer the following:</p> <ol style="list-style-type: none"> a. What type of educational philosophy do you adhere to? b. Based on the above answer, formulate your own philosophy of nursing education and educational objectives. c. Based on your own philosophy, develop a simple conceptual framework using Imogen King's example or any other nursing theory. 		
<p>Module 4. The Curriculum</p> <p>Lesson 1. Curriculum Objectives / School Purposes</p>	<p>At the end of the module, the graduate student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the 	<ol style="list-style-type: none"> a. Choose any concept or topic from any nursing professional courses b. Using the above 		

<p>Lesson 2. Curriculum Content</p> <p>Lesson 3. Learning Experience and Resources</p> <p>Lesson 4. Evaluation of Learning</p>	<p>sources, screening and levels of educational objectives</p> <ol style="list-style-type: none"> 2. Formulate behavioral objectives on the three domains using the principles learned 3. Explain the selection and steps in organizing learning content 4. Formulate instructional plan based on the different nursing concepts taught 5. Identify and explain the 8 M's of teaching and learning 6. Make a sample evaluation tool for the 	<p>concept or topic, develop an instructional plan. Include the subject and level of students.</p> <ol style="list-style-type: none"> c. Enumerate the 8 M's of teaching and learning. Discuss each briefly. d. Make one evaluative tool for any <u>special area</u> in RLE e. Make one 10-item sample test for the chosen concept/ topic (exclude essay type exam). 		
--	--	---	--	--

	classroom and clinical area			
<p>Module 5. Accreditation</p> <p>Lesson 1. Accreditation of Nursing Schools</p> <p>Lesson 2. Revised Policies and Standards of Nursing Education</p> <p>Lesson Private Voluntary Accreditation</p>	<p>At the end of the module, the graduate student will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the importance of accreditation 2. Discuss the accreditation process 3. Differentiate between the private and government accreditation 	<p>Answer the formative test nos. 1, 2, & 3 at the end of module 5.</p> <p>TERM PAPER:</p> <p>FORMULATE/ DEVELOP A HYPOTHETICAL NURSING CURRICULUM FOR A COLLEGE OF NURSING with the following contents:</p> <ol style="list-style-type: none"> A. Name and Location or setting of the school B. Vision of the School C. Mission of the School D. Educational Philosophy E. Type of nursing program 		

		<p>offered</p> <p>F. Conceptual framework of the nursing program</p> <p>G. Organizational structure of the school</p> <p>H. Curriculum – courses or subjects you want to include with corresponding course descriptions</p> <p>Format:</p> <ul style="list-style-type: none">• Use short bond paper• Use ARIAL font, size 12, double space• No. of pages 15 and up• Submit as HARD COPY only• Date of submission: On or before the final		
--	--	--	--	--

		examination date.		
--	--	------------------------------	--	--

