

Curriculum Development Process in the BScN Program at TRU

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1. We start where we want to end.



Program Learning Outcomes and Professional Accreditation Requirements

Competencies of a New Grad

Safe, competent and ethical registered nursing practice requires the integration and performance of many competencies grouped within the following four categories:

- Professional Responsibility and Accountability; Self-Regulation
- Knowledge-Based Practice
- Client-Focused Provisions of Service
- Ethical Practice.

2. The Plan:

- Curriculum Terms of Reference Review
- Scope of revision
- Timelines
- Academic Plan/ Strategic Priorities & TRU
Academic Plan



3. Ideal Graduate Planning For The Future



<http://b-i.forbesimg.com/robertszczerba/files/2013/09/FutureHealthcare5.jpg>

4. Construction

- Deconstructing concepts
(Beginner, intermediate, advanced)
- Year/Semester/Course/Class Level Outcomes
- Program construction
- Course progression (alignment)
- Practice experiences
- Lab experiences



5. Program Evaluation Committee

- Program evaluation
- Achieved learning outcomes
- Multi-stakeholder feedback (graduates, community partners, agencies, local health authority)
- Ongoing continuous feedback

Ongoing Faculty Work

- Orientation of new faculty
- Development of mid-career faculty
(taking on role of PEC/Curriculum Chair)
- Theme and Stream Teams-enhancing communication

