Nursing Program Outcomes

National League for Nursing

<u>Fast Facts for Curriculum Development in Nursing</u> Jan L. McCoy, PhD, RN, Marion Anema, PhD, RN, 2012-06-20 Print+CourseSmart

A Systematic Approach to Evaluation of Nursing Programs Marilyn Oermann,2022-08-16 As the need for highquality nursing programs, new programs, and new delivery methods continues to grow, systematic and ongoing program evaluation is increasingly critical to the success of nursing schools at all levels of education. A Systematic Approach to Evaluation of Nursing Programs, Second Edition, equips nurse educators, administrators, and others involved in program evaluation with truly transformative strategies for conducting ongoing formative and summative evaluation of nursing programs. This approachable resource combines in one concise volume detailed coverage of the concepts nurse educators must understand to engage in program evaluation and accreditation as well as examples and practical strategies for successfully applying those concepts. Updated with the latest perspectives from respected authorities across the field of nursing education and new chapters, this second edition provides the current, comprehensive support needed to confidently engage in program evaluation and build stronger nursing education programs.

The Future of Nursing Institute of Medicine,Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing, at the Institute of Medicine,2011-02-08 The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles-including limits on nurses' scope of practice-should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this

book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

Fast Facts for Curriculum Development in Nursing, Second Edition Jan L. McCoy, PhD, RN, Marion G. Anema, PhD, RN,2018-01-28 Updated and revised to meet all current standards This is a concise step-by-step guide for novice nurse educators on the development of new programs and curricula or the revision of existing ones that meet the standards of the National Council of State Boards of Nursing, the CNEA, the ACEN, and the CCNE. The second edition of this quick-access guide is updated to meet all new and revised standards for program approval and covers the full scope of the development process from conception through evaluation. The resource's thoughtful organization and bullet-point format enable users to access the information they need in seconds, and an abundance of updated examples clarify each step of the way. The book uses concepts and principles of Systems Theory to guide curriculum development and evaluation. It addresses the major components of the educator role: teaching, curriculum, developing a mission statement and program philosophy, selecting an organizational framework, using information technology, and evaluating both students and programs. It stresses use of evaluation procedures in which decisions are based on data. Each step of the process is organized into manageable parts that build upon each other, instilling the confidence and know-how to build quality programs. Chapters define key terms, summarize important points, and list resources for additional study. New to the Second Edition: Meets all of the new and revised standards for program approval according to the National State Boards of Nursing, the CNEA, the ACEN, and the CCNE Features updated examples demonstrating each step of the process Highlights collaborative curriculum development Includes New guidelines for each step of the process Introduces Career Ladder and Design Learning Discusses Educational/Competency Outcomes

The Nurse Educator's Guide to Assessing Learning Outcomes Mary McDonald,2007 The new edition of this award winning text helps address the increased pressure that the NCLEX and other certification exams are placing on nursing students and faculty. The Nurse Educator's Guide to Assessing Learning Outcomes, 2nd Edition guides classroom educators through the process of developing effective classroom exams and individual test items.

<u>Teaching and Learning in a Concept-Based Nursing Curriculum</u> Donna Ignatavicius,2017-09-01 Teaching and Learning in a Concept-Based Curriculum: A How-To Best Practice Approach provides specific, practical tools and strategies for teaching and evaluating students in the conceptbased curriculum model. The text includes sample lesson plans and study guides to show how a concept is taught in the classroom,clinical teaching activities that connect classroom and clinical learning, and clinical evaluation tools to assess student competence in a concept-based curriculum.

Outcomes and Competencies for Graduates of Practical/vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing National League for Nursing, 2012-12-08 Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's. Practice Doctorate, and Research Doctorate Programs in Nursing, is a first-of-its-kind report by the NLN Education Competency Work Group, which collaborated over a two-year period to evaluate how best to prepare graduates of nursing programs across the academic spectrum to function in an evolving, dynamic health care environment. This document lays the foundation for ensuring that all United States nursing programs can expand and develop while maintaining the highest standards of quality and excellence. Nurse educators examined program outcomes and competencies across all types of programs -- rather than looking at each program type in isolation from others, as has been the case. Such a wide-ranging, inclusive approach serves to clarify concepts that cut across all program types while clarifying the unique focus of each program type in relation to each concept. The group from education and practice, therefore, reviewed existing literature, work previously completed by NLN advisory councils and task groups, and emerging national concerns and initiatives to formulate outcomes and competencies that address all program types. The result is a comprehensive document that is both contemporary and futuristic and fills a gap in the existing body of scholarly research. It helps nurse educators to build curricula, further the science of nursing education, and expore and refine teaching, learning and evaluation.

The Nurse Educator's Guide to Assessing Learning Outcomes Mary McDonald,2014 The Nurse Educator's Guide to Assessing Learning Outcomes, Third Edition is a widely-used resource for both faculty and nursing education students that covers the assessment of critical thinking, the development of learning objectives, and the creation of tests, including detailed tips for writing many kinds of individual test items. The book also covers the analysis of test reliability. Examples of effective and ineffective test items are included throughout to help faculty and nurse educators deepen their understanding of how to create effective tests and assess student learning. This new edition addresses the increased pressure that NCLEX and other certification exams are placing on nursing students and faculty, and reflects the most recent updates to the NCLEX Detailed Test Plan. Each chapter has been updated with timely information and examples.

The Nurse Educators Guide to Assessing Learning Outcomes Mcdonald,2017-07-28 The Nurse Educator's Guide to Assessing Learning Outcomes, Fourth Edition is a widely-used resource for both faculty and nursing education students that covers the assessment of critical thinking, the development of learning objectives, and the creation of tests, including detailed tips for writing many kinds of individual test items. The book also covers the analysis of test reliability.Important Notice: The digital edition of this book is missing some of the images or content found in the physical edition.

<u>Teaching in Nursing E-Book</u> Diane M. Billings, Judith A. Halstead, 2019-05-03 The perfect all-in-one guide for future nurse educators! The award-winning Teaching in Nursing: A Guide for Faculty, 6th Edition prepares you for the day-to-day challenges of teaching future nurses for practice in today's rapidly evolving healthcare system. This comprehensive resource is the only one of its kind to cover all four components of nursing education: teaching and learning, curriculum, evaluation,

and technology-empowered learning. You'll benefit from the expert guidance on such key issues as curriculum and test development, diverse learning styles, the redesign of healthcare systems, and advances in technology and information. Plus, the 6th edition includes a unique new chapter on Global Health and Curricular Experiences along with updated information on technology-empowered learning, the flipped classroom, interprofessional education, interprofessional collaborative practice, and much more. Comprehensively addresses all four components of nursing education including teaching and learning, curriculum, evaluation, and technology-empowered learning. Coverage of concept-based curricula includes strategies on how to approach and implement concept-based instruction. Pedagogical aids include Evidence-Based Teaching boxes, covering such issues as how to do evidence-based teaching; applications of evidence-based teaching; implications for faculty development, administration, and the institution; and how to use the open-ended application questions at the end of each chapter for faculty-guided discussion. Strategies to promote critical thinking and active learning are incorporated throughout the text, highlighting various evaluation techniques, lesson planning insights, and tips for developing examinations. Guidance on teaching in diverse settings addresses such topics as the models of clinical teaching, teaching in interdisciplinary settings, how to evaluate students in the clinical setting, and how to adapt teaching for community-based practice. Strong emphasis on teaching clinical judgment, new models of clinical education, and responding to needs for creating inclusive multicultural teaching-learning environments. NEW! Updated content throughout reflects the latest evidence-based guidelines for best practices in teaching and learning. NEW! UNIQUE chapter on Global Health and Curricular Experiences focuses on internationalization of the nursing curriculum with an emphasis on leading international learning experiences; policies, procedures, and guidelines for overseas study and global and health competencies for health professions programs. NEW! Enhanced pedagogy includes additional illustrations, tables, and boxes. NEW! Expanded interprofessional education chapter, provides you with strategies for effective teaching in an interprofessional healthcare environment.

Educational Outcomes of Associate Degree Nursing Programs, 1990

An Analysis of Perceived Nursing Program Outcome Goals Janet Pitts Beckmann, 1974

Competency Based Nursing Education Dr. Marion Anema, Ph.D., RN,Dr. Jan McCoy, PhD, RN,2009-10-26 The need for competency-based education (CBE) in nursing has been recognized for years. CBE provides a way to help ensure that learners are competent at the end of educational endeavors. This book is designed as a resource for nurse educators who are responsible for diverse education programs. Authors Anema and McCoy bring together all the elements of CBE, and provide a road map to develop, implement, and evaluate competency-based approaches to nursing education. The book provides valuable guidelines for developing organizational strategies, new care delivery approaches, and project planning tools. Guidance on performance assessment tools and data collection is also included. Key features: Explains why CBE is needed

and how it can help improve current education programs Presents practical guidelines on how to transition to the CBE approach Provides helpful guidance on developing valid and reliable assessments Includes critical information on data collection and the use of data to verify achievement of outcomes Contains practice activities at the end of each chapter to simulate real-life situations

Criteria and Guidelines for the Evaluation of Associate Degree Programs in Nursing National League for Nursing. Council of Associate Degree Programs,1991

Measurement of Nursing Outcomes, 2nd Edition Louise Sherman Jenkins, PhD, RN,Dr. Carolyn F. Waltz, PhD, RN, FAAN,2001-08-03 This is a compendium of over 30 tools for the measurement of professional and educational outcomes in nursing. It is a second edition of the award winning series of books on measuring outcomes in nursing. The tools and methods are presented with attention to purpose and utility, conceptual basis, development, testing, and reliability and validity assessments. Major topic areas focus on clinical decision making and performance in education and practice, student outcomes, and research. In most cases the complete measurement instrument is included in the book.

<u>Educational Competencies for Graduates of Associate Degree Nursing Programs</u> National League for Nursing. Council of Associate Degree Nursing. Competencies Task Force, 2000 Nursing

Simulation: Best Practices in Nursing Education Vicki Moran,Rita Wunderlich,Cynthia Rubbelke,2018-05-29 This book focuses on evidence-based standards for simulation in nursing education. The foundational principle of simulation excellence and its relevance to nursing is defined and infuses throughout the book. It also discusses necessary components for quality simulation from development to implementation. These areas include (but are not limited to): theoretical background, accreditation and approval standards, the simulation environment, developing and implementing simulations, and debriefing. These subject areas are approached following a thorough review of the literature and current practices identified from the International Nursing Association for Clinical Simulation and Learning (INACSL), Society for Simulation in Healthcare (SSH), National League for Nursing (NLN) and State Boards of Nursing. This quick reference title will become the best practice standards for simulation excellence in nursing education.

Innovative Strategies in Teaching Nursing Emerson E. Ea, DNP, APRN-BC, CEN, Celeste M. Alfes, DNP, MSN, RN, CNE, CHSE-A, FAAN, 2020-04-10 Note to Readers: Publisher does not guarantee quality or access to any included digital components if book is purchased through a third-party seller. This innovative text delivers more than 40 evidence-based teaching strategies that educators can use to engage nursing students and enhance their learning in a variety of teaching environments. It provides a wealth of new teaching designs both novice and experienced faculty can use to inspire and motivate learners in the classroom through simulation, online, and in community or hospital settings. Strategies developed by leading clinical nursing and health educators characterize nursing education as a dynamic and highly specialized field that

stems from meaningful interactions between learners and educators. For ease of comparison, each practical teaching strategy is organized in a consistent format to include student-centered competencies and nursing education accreditation standards. The text also provides a template and a step-by-step guide on how to customize the strategies to fit the needs of learners and educators. The designs include an emphasis on applications of technologically enhanced innovations in nursing education, interdisciplinary collaboration, and the use of the humanities and art. This text answers the ongoing call for interprofessional education necessary to prepare the next generation of expert nurses in the rapidly changing environment of healthcare. Key Features: Evidence-based research used in the development of each teaching strategy Groundbreaking practices in a variety of environments will challenge the discipline and spark additional innovations throughout nursing Each chapter provides optimal learning outcomes and teaching objectives, preparation resources, modules of implementation, methods to evaluate the effectiveness of each strategy, outlined limitations, and accreditation standards Instructor's Manual included

Practical Nursing Curriculum United States. Office of Education,1950 Assessing Educational Outcomes Margery Garbin,1991

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