

Subject Matter Expert Review
TAACCCT Grant: *Building Nursing Pathways*
Findings & Report

The purpose of the subject matter expert review process is to assure the quality of materials developed and used at Bellingham Technical College under the *Building Nursing Pathways* grant (Trade Adjustment Assistance and Community College Career Training, Employment and Training Administration, United States Department of Labor).

Deliverable Title: Associate Degree in Nursing Curriculum

Date of Review: September 10, 2016

Subject Matter Expert: Marca Davies, RN, MS in Nursing

Subject Matter Expert Credentials and/or Qualifications:

Nursing faculty at Peninsula College 1982-2013
Peninsula College Nursing Program Director 1990-2013
Guided Peninsula College Nursing Program through two successful national accreditations (NLNAC, CCNE) and three Washington State approval processes, served as a program reviewer and evaluation panel reviewer for CCNE

1. Synopsis of Findings:

The document reviewed outlines the Associate Degree in Nursing Curriculum. It includes, in table format, an overview of the learning outcome leveling and also in table format, the clinical course objectives for each course. The remainder of the document contains the course syllabi for all of the nursing courses in the curriculum. No reference is made for the non-nursing courses in the curriculum.

The curriculum follows state and national standards and guidelines and builds in complexity across the courses. Basic concepts are introduced in the initial course and subsequent courses add concepts and build on previous concepts in scope and breadth.

2. Content Strengths:

The learning outcome leveling and the clinical course objectives are provided in an oversized table that is easy to follow.

The table of course outcomes clearly identifies the leveling of outcomes across the curriculum. The table also clearly identifies the leveling, via Blooms Taxonomy, of objectives in the courses. The outcomes appropriately increase in dimension and complexity.

The clinical course objectives table clearly demonstrates the level of expectation in each course and again, shows the increase in breadth and depth of those expectations.

In the course syllabi, it appears that the major domains identified (individual, healthcare and nursing) are addressed and built upon in each course. The concepts identified are standard nursing education concepts. Nursing appears to be addressed across the lifespan (as presumed by clinical site selection) and to individuals, families and groups. Course objectives increase in content, level and complexity throughout the curriculum. Course competencies are clearly identified and written in measureable terms.

3. Areas for Improvement:

Though the table format is very easy to follow on the oversized pages, the course syllabi are more challenging to read. If they were provided on the expected letter sized presentation, the paragraph forms would be easier to follow. It is difficult for the eye to follow across a 17 inch wide page.

This document leaves some unanswered questions that are perhaps covered in other course materials.

- It is not clear how the three domains, individual, healthcare and nursing, are defined. What do these mean for BTC students and how are these related to the course concepts?
- It appears that nursing is addressed across the lifespan (types of clinical sites, etc.) but language within the course objectives could strengthen that thread.
- The reviewer does not see clear evidence of the practice of nursing related to acute mental health issues. As the reviewer is unfamiliar with the clinical agencies noted in the clinical course objective table, clinical sites that would address practice in that arena do not stand out. In the simulation outline, the only specifically psych related simulation was Addiction simulation.

4. Other Observations:

None noted

Signature of Subject Matter Expert: _____

Marcia Jones

Date: _____

09-23-16

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