

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: Concept-Based Teaching for Nursing Instructors

Date of Review: September 7, 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 guide has been developed as professional development tool for nursing faculty to aid in the process of developing a concept based curriculum. It is well written and clearly offers guidance for nursing faculty in the understanding of teaching in a concept based curriculum.

2. Content Strengths:

The guide identifies five objectives to guide the development of concept-based curriculum in nursing.

The first four are clear and precisely related to the first goal of the tool (to “detail the process of concept-based curriculum for nursing.”)

1. Identify and define the concepts- this objective is concise and provides simple, clear examples.
2. Categorize concepts, identify exemplars- again, clearly and simply explained.
3. Specify performance outcomes- brief examples provided that clearly demonstrate the objective and clearly relate to concept-based curriculum. A more detailed example is provided in Appendix A.
4. Align outcomes with activities- the content for this objective again addresses the relationship to the concept-based curriculum. Again, the example provided in Appendix A further illustrates applying this objective to the content.

The fifth objective (Identify active learning strategies) discussion does identify a variety of sound active learning strategies and some discuss the relationship to concept based curriculum.

3. Areas for Improvement:

Though in essence objective five, "identify active learning strategies," is clearly mapped out, the relationship to concept-based curriculum (how and why the identified strategies are suggested for concept-based curriculum) is less clear. "Small group work" with examples of case studies show the relationship but the others, though very good examples of active learning strategies, are not discussed specifically related to concept-based curriculum.

4. Other Observations:

Overall this is a very readable, practical and useful document to guide professional development related to the building of concept based curriculum. It could be used as a proposal for developing a credit-bearing continuing education course. Very minor editing needed (a couple of missing words- p.7, p. 10).

Signature of Subject Matter Expert: _____

Marca Jaree

Date: _____

09-10-2016

This workforce solution was 100% funded by a \$2.7m grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including but not limited to: accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability or ownership.