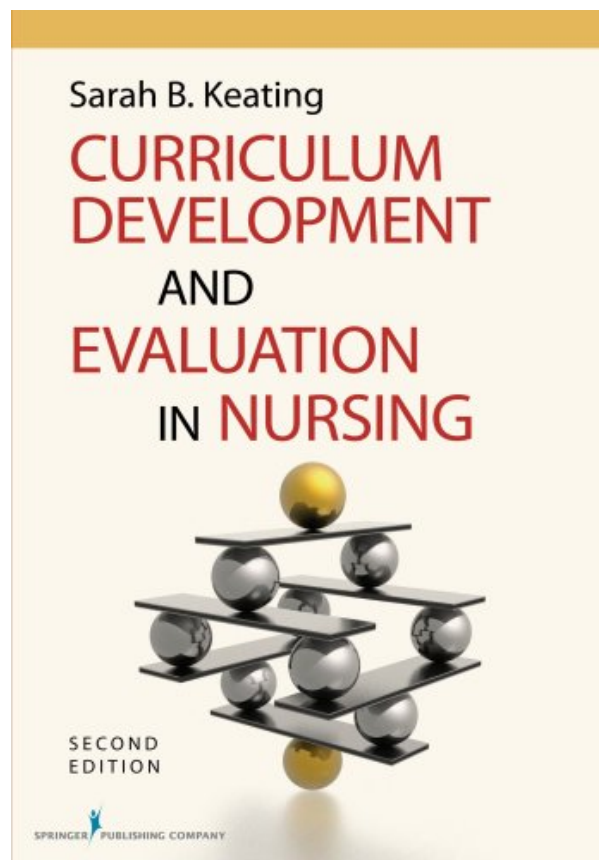


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About the Author

Sarah B. Keating, MPH, EdD, RN, C-PNP, FAAN is the Orvis Endowed Professor at the Orvis School of Nursing, University of Nevada at Reno, where she teaches Curriculum Development and Evaluation in Nursing, Instructional Design and Evaluation and the Nurse Educator Practicum. She is the recipient of many awards and recognitions, and has published in a variety of journals.

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The second edition of the current leading nursing text in curriculum development and evaluation continues to serve nurse educators in academic settings as well as in the practice arena. It is a practical guide for developing, revising, and evaluating nursing curricula and educational programs, complete with case studies and details on conducting a needs assessment to determine the extent of revision necessary within current curricula. This text focuses on evidence-based practice, safety and quality assurance concepts, and the role of creative and critical-thinking aspects. It highlights NLN and AACN core competencies in developing and evaluating curricula in all levels of nursing programs. Additionally, it includes a comprehensive list of critical evaluation and accreditation tips, directions on how to prepare for an accreditation visit, and two proposed curricula for nurse educators to consider adapting into educational materials. Key features: Discusses the continuing growth of technology and its application in nursing programs Examines health care reform legislation that is expected to change the way care is delivered Contains updates on the continuing career-ladder and entry-level issues related to nursing Provides details on pedagogical methods, objectives, discussion points, learning activities, and references Includes a glossary of commonly used terms in curriculum development and evaluation This revised edition further examines several major objectives of the text, including major milestones for the past 100 years in the American nursing education system, program review and accreditation processes, and evaluating current trends in nursing education and their role in curriculum development.

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By Ann Tomey

Curriculum Development and Evaluation in Nursing by Sarah B. Keating (ed.) (2006) has seven sections and 15 chapters as a practical guide for developing curricula at the ADN, BSN, entry level masters, specialty and advanced practice masters, and doctoral programs. Section one is introduction to the history of curriculum development and faculty role. Section two is about learning theories, education taxonomies, and critical thinking. Section three presents the external and internal frame factors for conducting a needs assessment for reviewing and developing curricula. Section four, curriculum development, addresses undergraduate and graduate components of the curriculum. Section five, curriculum and program evaluation, covers master planning for program and curriculum evaluation, application of educational evaluation models, and planning for accreditation. Section six adapts curriculum development and evaluation to staff development and client-centered health education. Section seven reveals issues and trends in curriculum development and evaluation. The chapters are written by 12 contributing authors. Keating writes "A curriculum is the formal plan of study that provides the philosophical underpinning, goals, and guidelines for the delivery of a specific educational program." Faculty is responsible and need a view of the curriculum as a whole. History is a strength of the book. Authors address the transformative and constructivist learning theories, the use of technology to deliver the curriculum, distance education and the measurement of program outcomes as part of total quality management. Both formal and informal curricula are diagramed. Chapters have a summary, discussion questions, learning activities, faculty learning activities and references. Figures, tables, case studies, and examples of documents facilitate understanding. This introduction to curriculum development and evaluation is intended for graduate students preparing for the faculty role, new teachers, preceptors and mentors for students, and nurse educators in practice settings.

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