Curriculum Development

Name

Institutional Affiliation

Date

The process of curriculum development should be a very consultative process so as to ensure that every ones interests are met. There are different stakeholders in the various sectors that are directly or indirectly involved in curriculum development. One of these stakeholders is the faculty. It is important to understand that there are many different components that make a curriculum rich and the framework of the curriculum design should be unique by itself. The faculty is quite knowledgeable in the subject and thus a very important stakeholder in education curriculum development. It is a cardinal rule in academics that the curriculum belongs to the faculty (Priestley & Biesta, 2013). They have an upper hand in stating the requirements because they better understand what it takes to deliver the content to the learners. The faculty members are the experts in the field and they better comprehend the material facts. They are thus better placed to determine which material is to be transferred and assimilated by the learner. Learning theories, concepts, models, educational taxonomies, and critical/creative thinking theories and concepts apply to the processes of instructional design and evaluation, which follow curriculum development.

When developing a program, it is thus very important to make the process as consultative as possible and use the right experts in the process. There are steps to consider when developing a curriculum and including the faculty in the process. The first step is the process of defining the objective of the curriculum. The main objective here is to provide specific skills or the knowledge necessary to the nurses. In this step the various stakeholders are analyzed and the best strategies to engage and communicate with them sought. The second step involves defining your purpose. It is important to note that having a clear purpose is key to effective stakeholder engagement. When the vision is present the process of engaging stakeholders become very easy. The third process involves mapping available tools to the identified stakeholders. Once the stakeholders have been located it is important to locate the best tools to use to inform them. Digital tools as well as traditional paper questionnaires and face to face meetings can be considered. The last step involves choosing the most appropriate methods and technologies. Things such as investing in a flexible online collaboration package allows you to think big and start small and thus expanding your knowledge in the scope of stakeholder engagement plan (Iwasiw, Goldenberg & Andrusyszyn, 2014).

Methodologies to acquaint the double part with clinical attendants incorporate creating proficient associations with clinical medical attendants, depicting the personnel part absolutely, offering to coach clinical medical caretakers, showcasing dual roles in spots available to clinical medical caretakers, and making better approaches for conveying training which are amiable to the double. Dual roles might be joint arrangements, assistant staff parts, or autonomous contracts. Extraordinary gatherings of medical attendants which may move well to dial parts incorporate moderately more established attendants who need to step far from full-time clinical work, generally more youthful attendants who need to test the teacher part right off the bat in their professions, and medical attendants who have showing background in the clinical setting (McDonald). The cautious organizing of dual roles might advantage all partners’ personnel, understudies, clinical attendants, patients, human services frameworks, and scholastic establishments.

According to Priestley & Biesta, (2013), mentoring can be successful in the recruitment of nurses to faculty if there is face-to-face contact with a mentor. Plans to host tea parties for clinical staff and alumni, as well as faculty attending hospital events in order to generate interest in becoming part of nursing faculty, provides an opportunity for the recruitment of faculty. Although face-to-face contact is more time consuming and expensive, it is nevertheless consistent with developing a relationship-centered program in which both students and faculty get individual attention (Keating, 2014).

It my belief that in order to recruit new nurses to becoming faculty the issue of monetary compensation needs to be addressed. Although this is a difficulty topic during this challenging economic time, monetary compensation for faculty is something which this writer believes will be a catalyst to recruit faculty. Until future educators have a salary commensurate with those nurses who provide clinical care in hospitals, the recruitment of faculty will remain a serious challenge. After successful recruitment of the nurse in becoming faculty, it is equally important to retain them. Keating (2014), suggests ways to be successful at retention of new faculty

Becoming a faculty educator is a unique role for nurses. Education can lead to increased job satisfaction and flexibility which is different from those experienced in a clinical role. Much work needs to be done regarding salary compensation for new faculty, but if there continues to be emphasis placed on the importance of nurse faculty recruitment, then a strong education background can be promoted for the profession of nursing.

References

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