Engaging Faculty in Undergraduate Curriculum Review

Showcase “Best Practice”

► **Process Improved:** Insuring the curriculum of undergraduate professional programs keeps pace with rapidly changing knowledge in the practice arena demands that faculty devise creative and efficient ways to add new content without sacrificing essential existing content. While full-scale curriculum revision has value when there is a change in the major thrust of a curriculum, determining how to integrate new content into an existing structure may prove more promising and timely. Motivated by the Institute of Medicine’s recommendation that basic professional programs prepare graduates with knowledge from genomics and informatics, the School of Nursing embarked on a process to update the curriculum without changing its fundamental structure. Several strategies including strong administrative support, anchoring accountability with the Undergraduate Program Committee, creating a Learn@UW web resource, holding monthly brown bag lunches, and acquiring consultation and training services from national experts provided a strong foundation for integration.

► **Unit(s):** School of Nursing

► **Customers of the Process and Their Needs:** Students and faculty of the School of Nursing

► **Problem/Opportunity Statement:** Address professional nursing curriculum content recommendations advanced by the Institute of Medicine

► **Changes Made:** Course objectives, lecture content and activities revised to capture content

► **Results:** Faculty engaged in the content revision; students eagerly embracing new ideas

► **Lessons Learned:** early engagement and ongoing support of key faculty is essential to the development of new curriculum content

► **Next Steps:** Extend the approach to the second year of the undergraduate curriculum
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