



# COURSE DEVELOPMENT GUIDE

## FOUNDATIONS OF NURSING

### ***Phase 1: Goal***

- Needs Analysis: Determine knowledge and skill gaps among learners.
  - For Foundations of Nursing: Focus on basic patient care, safety procedures, and critical thinking.
- Target Audience: Define the learners' background and learning styles.
  - First-year nursing students who need to develop hands-on technical skills, patient interaction techniques, and clinical reasoning.

### ***Phase 2: Solution***

#### Define Learning Expectations

- Are learning expectations clear? Provide learning objectives and/or skills checklists.
- Do students understand why these skills are important? Connect nursing procedures to patient safety, health outcomes, and ethical responsibilities.

#### Align Instructional Strategies with Each Objective

- Explanations – Use plain language to describe technical concepts (e.g., “Why is hand hygiene the first step in infection control?”).
- Examples & Non-Examples – Show correct vs. incorrect nursing practices (e.g., proper vs. improper PPE usage).
- Analogies – Relate medical concepts to everyday situations (e.g., “Think of the circulatory system like a plumbing system.”).
- Case Studies – Use real-world patient scenarios to develop clinical reasoning.

#### Align Training Delivery Methods with Each Objective

- Face-to-Face Learning
  - Synchronous: Instructor-led labs for hands-on skill building.
  - Asynchronous: Peer-to-peer skill practice and self-guided lab time for mastery.
- Online Learning
  - Synchronous: Live virtual simulations with real-time instructor feedback.
  - Asynchronous: Self-paced videos demonstrating key procedures.

#### Align Assessment Types with Each Objective

- Scenario-Based Quizzes – Test applied knowledge in clinical situations.
- Peer Feedback – Facilitate collaborative learning through structured evaluations.
- Instructor-Guided Simulations – Assess practical skills in real-time.
- Case Study Analysis – Develop critical thinking in response to real-world patient scenarios.

- Oral Presentations & Reflections – Help students articulate nursing decisions and ethical considerations.
- Written Assignments & Journals – Support self-reflection and clinical reasoning.

## Ensure Accessibility & Compliance

- Apply WCAG 2.1 guidelines, including color contrast, alt text for images, captions for videos, and screen reader compatibility.
- Incorporate branding and licensing:
  - Use approved institutional formatting and branding (e.g., logos, colors).
  - Ensure all third-party resources comply with copyright laws or are openly licensed.

## **Phase 3: Outcome**

### Gather Student Feedback

- Use Likert-scale and open-ended questions to assess:
  - Course Expectations – Were objectives clear? Did you understand why the skills were important?
  - Feedback – Was feedback timely and helpful?
  - Resources & Tools – Were course materials (e.g., job aids, videos, readings) useful?
  - Engagement & Motivation – Did the course keep you engaged? Did you feel recognized for your progress?
  - Overall Experience – What was most helpful? What challenges did you face? What improvements would you suggest?

### Review Quiz Analytics

- Identify quiz questions that effectively differentiate student understanding using discrimination score analysis. Revise or remove questions with low or negative scores that may be unclear or too difficult.
- Analyze answer distributions to find misleading distractors or patterns of student difficulty, then refine instructional content accordingly.

### Analyze Grade Trends

- If the grade average is low but the median is reasonable, a few students are struggling significantly, pulling the average down. Offer targeted support, such as tutoring or additional learning materials.
- If both the average and median are low, most students are struggling. This may indicate unclear instruction, misaligned assessments, or overly difficult material. Adjust course structure, refine assessments, or provide additional instructional support.