

# 3rd International Nursing Conference

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## Process Strategies for Course Redesign: Population Health Course

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**Background:** Curricular evaluation and redesign is an ongoing process within baccalaureate nursing programs that is implemented to ensure consistency with educational standards, incorporate evidence-based recommendations for practice and education, and maintain relevancy with the ever changing healthcare industry. Through one program's recent curricular redesign, the need to significantly change the didactic content and learning strategies in the area of community health and population health was identified. The evolution from a focus on community health nursing to population health nursing is consistent with current trends in nursing practice and healthcare.

**Process:** The process of course redesign was linked to the programmatic curricular changes which were grounded in the American Association of Colleges of Nursing (AACN) Baccalaureate Essentials and Quality and Safety Education for Nurses (QSEN) Competencies. Specific course development included review of current literature and population health organizational information to identify appropriate content and best educational strategies for the achievement of student learning outcomes. Opportunities for student clinical experiences were identified through an assessment of community and population needs, as well as through the development of ongoing professional relationships with community partners. The revised undergraduate program syllabus template was used for consistency in the identification of content, teaching strategies, and student learning outcomes.

**Results:** A population health course was developed to engage students through multiple teaching-learning strategies including the addition of service learning, simulation, and a literature assignment. These strategies in conjunction with traditional strategies will foster student learning and create a positive learning environment designed to foster future civic engagement.