

# A Scholarly Source of Topic: Exploring Student Nurses' Perception Regarding Revised Basic B.Sc. Nursing Curriculum 2020 by INC

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**Abstract:** *Nursing and nurse education have both changed markedly during the past 50 years; world-wide, nursing training has moved from a hospital-based apprenticeship system; to more academic programmes, further in institutes of tertiary education.*

**Keywords:** Nursing

## I. INTRODUCTION

Nursing and nurse education have both changed markedly during the past 50 years; world-wide, nursing training has moved from a hospital-based apprenticeship system; to more academic programmes, further in institutes of tertiary education.

### 1.1 Purpose of the study:

The researcher aimed at gathering the review of literature from various published qualitative research in relation to the research question

### 1.2 Study Design:

Phenomenological research design is used in the current study

### 1.3 Method

A comprehensive search for original articles and relevant search was carried out, the articles were selected from PubMed, Ovid, Medline, CINAHL, EBSCO, and Cochrane. The key words were explore, perception, student nurses, revised curriculum. The review of literature was further classified as studies related to perception, Studies related to impact of revised curriculum, Studies related to impact of revised INC curriculum on nursing students learning theory and practical implications.

### 1.4 Data Extraction:

The data was collected on the basis of key words including and preset subdivisions according to the research statement.

### 1.5 Data Synthesis

The study adopted a summative approach of qualitative content analysis to synthesise the data.

### 1.6 Results

The initial search produced around 216 studies. After screening and removing the duplicates, based on non-English, non-relevant, quantitative studies, the researcher excluded 200; 16 studies were included in the final review; among the 16 reviews, 14 matched the requirement of review of literature and 2 were used during discussion of the study.

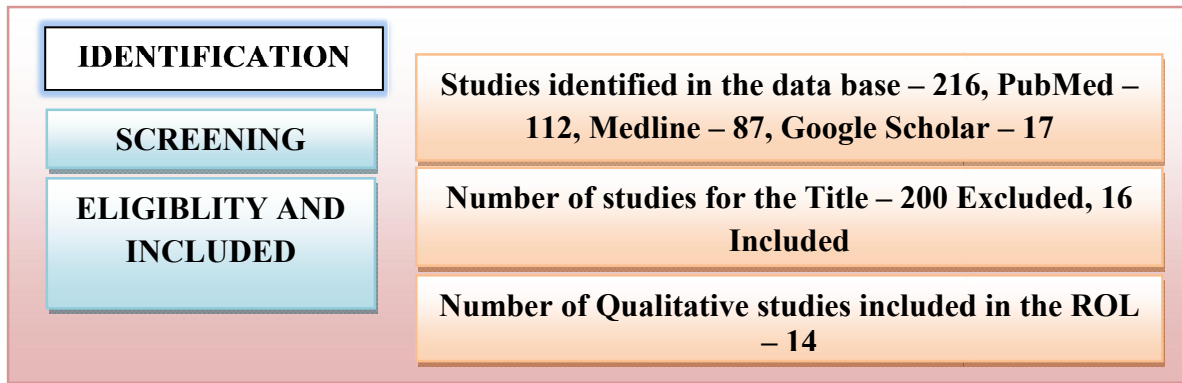


Fig.1.: Summative Chart Representing Selection Process of Articles for Review

Studies related to perception of students to revised curriculum

A study was conducted to develop a scale to measure teachers' perceptions of curriculum changes. A total number of 162 Turkish teachers participated in the study. The results showed that, the factors were in a significant relationship with each other. The internal consistency coefficient at 0.95% was determined and found to be significant.<sup>1</sup>

A study was conducted to describe the Students' Perception Toward Curriculum Changing From 2011 To 2015 On English Subject in English Language Study Program Of Iain Palangka Raya. A total number of 10 samples participated in the study. The results showed that, students' perception toward curriculum changing from 2011 to 2015 curriculum on English subject in English language study program of Iain Palangkaraya is basically good but there are some shortcoming from the new curriculum for the older generation students who not graduate yet which is the differences in the name of the subjects, there are some subject that got erased, different code name, different grade value, different number of SKS, difficulties in converting and retaking the class.<sup>2</sup>

A study was conducted to evaluate the student teacher's perception towards curriculum reform in various teacher Education Programme (B. Ed, M. Ed & D.EI. ED). Total number of 300 students participated in the study. The results showed that, large majority of M. Ed students gave high opinion about different items covering three components of curriculum. A large majority of B.Ed. and B.A./B.Sc. B.Ed. programme students gave favourable opinion about curriculum reform. Similarly, a large majority of D.EI.ED. Students expressed positive views about different areas of few teacher education curriculums. This study concluded that the curriculum reform in teacher education has been appreciated by the student teachers. Hence, appropriate steps must be taken to stabilize teacher education curriculum in view of making it more realistic and relevant to teaching learning system.<sup>3</sup>

A cross sectional study was conducted to evaluate the impact of curricular Change on the perception of the Educational Environment (EE) in nursing students. A total of 2010 (N: 58) and 2011 (N: 57) participated in the study. The results showed that, no differences were detected in the socio-demographic Variables between the cohorts. Both groups evaluated EE more Positively than negatively, it was observed that poorer perception Exists of the learning atmosphere and of the social environment, as well as poorer assessment of the academic skills in the 2011 Cohort compared to the 2010 cohort. The study concluded that, in spite of how Positive the curricular changes could seem, perception of the EE In both cohorts does not reach the excellent category. Before any Changes are made to the curriculum, it is indispensable to take into account how the academic load might affect the students.<sup>4</sup>

A study was conducted to examine how students Experience and respond to Michigan's increased graduation requirements. Total number of 16 samples participated in the study. The study concluded that, there is a lack of involvement by students at the level of either state policy development or local district response and planning. Students, parents, and staff had some level of agreement that students should play some role in major school reform and change, but both parents and staff were cautious about giving actively enrolled students a significant voice.<sup>5</sup>

## II. STUDIES RELATED TO IMPACT OF REVISED CURRICULUM ON STUDENTS LEARNING

### A. Aspects of Theoretical Implications

A study was conducted to study the overview of curriculum change and its various aspects. a total number of 10 samples participated in the study. The study concluded that, the curriculum is always changing; curriculum changes are helping modern education become more advanced and appropriate which requires a more comprehensive understanding of curriculum change and hence the researcher suggested for future studies which comprehend the current study.<sup>6</sup>

A study was conducted to deal with the mechanism of curriculum making in the new curriculum reform. The study concluded that, Chinese teachers tend to view knowledge as a body of facts, concepts and principles contained in officially approved textbooks, upon which students are tested during examination. There is an urgent need to fundamentally reform the high-stakes assessment and examination system particularly college entrance exams if state-based curriculum making is to render significant changes in classroom practice.<sup>7</sup>

A Case study was conducted to explore the nature of curriculum change in the Faculty of Humanities at the University of the Witwatersrand. A single case was selected for the purpose of this study. The study concluded that, responses differ by discipline, programme and even department, and range from radical to conservative curriculum transformation. Sweeping generalisations do not sufficiently and iii accurately account for the complexity of responses and outcomes at the institutional or faculty level.<sup>8</sup>

### B. Aspects of Practical Implications

A study was conducted to gather information from Sinner medical students regarding their perceptions of the curriculum, learning, teachers, and academic self-perception. A total number of 443 samples participated in the study. The results showed that, nearly half of the participants (58.1%) stated that the teacher communicated clearly and understandably. Unfortunately, 44.6% said that the exam did not achieve all the course objectives. The study concluded that, most of the students have a positive impression towards the local curriculum, learning, and engaged teachers.<sup>9</sup>

A study was conducted to identify and synthesize existing curriculum renewal/redesign practices, create an aggregated logic model depicting an evidence-informed process for nursing curriculum renewal, and stimulate dialogue about how to keep nursing curricula relevant in an ever-changing healthcare context. The result showed that, twenty articles were included, which were published between 2010 and 2018. The resulting logic model, The Ottawa Model for Nursing Curriculum Renewal, includes information on the context, process, and outcomes of the renewal process, and how and when to evaluate curricula. The study concluded that, this synthesis aids in defining the process of curriculum renewal for undergraduate nursing education. It stimulates systems level thinking and reveals gaps, such as the need for further research into curriculum evaluation.<sup>10</sup>

A study was conducted to analyse the curriculum reform literature through the lens of the OECD proposed implementation framework that promotes, among others, inclusive stakeholder engagement. The study concluded that, planning curriculum implementation requires careful thinking about the three key dimensions presented above, and their translation into a set of concrete actions to shape a coherent implementation strategy. It displays the dimensions and actions that an education system could consider moving forward, through actionable measures such as the clear attribution of responsibilities, dedicated resources, indicators to monitor progress, and an indicative timeline to guide stakeholders. Curriculum reform is a national matter, and there is no "one-size-fits-all" approach for curriculum implementation.<sup>11</sup>

A study was conducted to reflect the interval changes in the clinical practice of cardiothoracic radiology and changes in the Accreditation Council for Graduate Medical Education (ACGME) requirements for diagnostic radiology training programs. The revised ACGME Program Requirements for Residency Education in Diagnostic Radiology went into effect December 2003.<sup>12</sup>

### Studies related to impact of revised INC curriculum on Nursing students learning theory and practical implications

The study was conducted to study the overview of curriculum change and its various aspects. a total number of 10 samples participated in the study. The study concluded that, Human life is changeable and with the advancement of science and technology, knowledge is spreading, and society is changing. The curriculum should change accordingly. It

was investigated that, various aspects of curriculum change: types and approaches of curriculum change, factors of curriculum change, needs of curriculum change, principles of the process of implementing a new curriculum, plan and, resource for effective curriculum change, the role of teachers in curriculum change and, challenges in implementing curriculum change.<sup>6</sup>

A study was conducted to evaluate the impact of curricular changes on students' deep learning. A total number of 25 samples participated in the study. The study concluded that, Curriculum renewal can serve as a starting point for educational research. A tailored, detailed educational study can provide one aspect of overall program evaluation, leading to a full circle of the scholarship of teaching and learning: using results of this research, the current research constantly improved quality in nursing educational research.<sup>13</sup>

A study was conducted to determine students' perceptions of their educational experience in the revised curriculum. A total of 89 samples participated in the study. The results indicate that, the students were satisfied with aspects of their educational experience, suggesting the revised curriculum's preliminary success in meeting its goals of earlier patient care, a condensed preclinical curriculum, and a student-friendly environment. The study concluded that, as the curriculum is adapted in response to student feedback, ongoing evaluation is necessary and should be complemented by other evaluation indicators such as faculty perceptions and student learning outcomes.<sup>14</sup>

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