Case Study: Pinnacle College School of Nursing

Pinnacle College School of Nursing is planning to offer an online,2-year primary health care nurse practitioner master’s degree, using a WebCT© as the delivery platform. Students must be registered nurses with a BSN and a minimum of two years of full-time practice experience before they are eligible to enroll. The program is expected to be intensive. Part-time enrollment is possible, with 3 years allowed for completion. Thirty students will be admitted annually. All courses will have a practice component. The theoretical components will be organized in modules that combine synchronous and asynchronous interaction among participants, as well as monthly face-to-face tutorials and labs. The modules will have a similar organizational structure but module elements will vary according to specific courses. The final course will be an 8-month internship with PhD-prepared nurse practitioners. It is expected that students will be successful on certification examinations and will be in high demand after graduation.

Faculty members decided to use Bird’s (2007) analysis framework to guide module development. However, rather than using Bird’s term, consolidation (interpreted as static fusion of information), they are employing the word integration to indicate dynamic knowledge synthesis. The first course to be developed is a 6 credit hour course called Health Assessment for Nurse Practitioners. Course competencies will include integration of theory and physical assessment skills into comprehensive health assessments; and incorporation of knowledge of normal physiology, and health assessment techniques into written case analyses. The course will be offered over two, 12-week semesters. Learners are expected to dedicate 12-15 hours per week to this course. Use the analysis grid found on ( p. 328 (Iwasiw) found below) to answer the following questions:

**Does the balance between content and process seem reasonable? How might the balance shift to reflect sound pedagogy?**

**What module elements are missing or redundant?**

**Should more attention be focused on any particular element?**

**To what extent do the elements prepare learners to achieve course competencies?**

**Might students perceive learning activities as authentic?**

**What expertise will faculty require to develop and implement this course?**

**What might be the demands on faculty if there are 20-25 students in this course at any one time?**

