

Opening Doors with Open Resources: Transforming Nursing Education for Access and Success

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Agenda

- Welcome and introduction to initiative leaders
- Overview of initiative
 - Goal
 - Rationale
 - Components: phases and timeline
- Introduction to course teams
- Course development process
- Strategies for success

Welcome



Heather McCullough, PhD,
Director, Learning
Technology and Open
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Michael L. Jones, PhD, MBA/HCM, RN,
FAAN, Associate Dean for Culture,
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Carolina University



Lindsay Draper, DNP, MSN/MBA, CNE,
RN-BC, ACUE, Director of Faculty
Credentialing, Compliance, & Special
Initiatives, Helen Brooks Faculty
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Goal

Address affordability, access, and retention among nursing students across the system by leveraging high-quality Open Educational Resources (OER) in two common courses.

Rationale

- *NICOM Time for Action: Securing a Strong Nursing Workforce for North Carolina (May 2024)*
- **Recommendations:** making education more affordable and accessible, making the curriculum more inclusive, and using evidenced-based high-impact teaching strategies.

Rationale

- Affordability and access
 - Immediate student savings
- Student success
 - By improving end-of-course grades and decreasing DFW (improvements are more marked for Pell recipient students)
 - Decrease course withdrawals, thus increasing retention
 - Students in OER courses accumulated more course credits than students who did not take any OER courses, decreasing time to degree.
 - Two of the UNC System and NCCCS institutions with the highest average attrition rates for nursing students pointed to students' financial issues as a reason for the high attrition.
 - Nursing education-specific research indicates OER can improve student engagement, satisfaction, and success rates.

New Open Education Initiatives: Nursing OER



Fundamentals of Nursing

Dr. Lindsay Draper
UNC Greensboro

Population Health for Nurses

Dr. Michael L. Jones
East Carolina University

OER Textbook Adoptions

- Textbook series have been adopted by more than 36 institutions (nationally and internationally) since September 2024.
- Resulted in cost savings for students of over \$265,000 (conservative estimate)
- Usage expected to triple in Year 2.

(Data as of January 2025)

Timeline

- Phase 1: Course Development and Initial Delivery
 - Faculty-led course development (Spring 2025-Aug. 15, 2025)
 - Courses delivered: Summer 2025/Fall 2025/Spring 2026
 - Courses published in UNC System OER Commons
- Phase 2: Scaling Across the System
 - Fall 2025: additional faculty trained and supported

Phase 1 Course Teams

Fundamentals of Nursing

- Dr. Lindsay Draper, UNCG, Lead
- Dr. Trynequa Jones, NCAT
- Dr. Jennifer Wilson, UNCG
- Dr. Nancy Jo Thompson, UNC-CH

Population Health for Nursing

- Dr. Michael Jones, ECU, Lead
- Dr. Kandyce Brennan, UNC-CH
- Dr. Shinel Stephens, NCCU
- Dr. Jacqueline DeBrew, UNCG

Nursing/Health Sciences Librarians: Jamie Conklin, UNC-CH; Carrie Forbes, ECU; ; Charlene Jones, NCAT; Lea Leininger, UNCG; Hafsa Murad, NCCU

OER Librarians: Sam Harlow, UNCG; Jeanne Hoover, ECU; Allison Kaefring, ECU; Hafsa Murad, NCCU; Franklin Robinson, NCAT; Jacqueline Solis, UNC-CH

Phase 2 Course Teams

Fundamentals of Nursing

- Brittany Coker, UNC Greensboro
- Jessica Hernandez, UNC Charlotte
- Krystal Kever, NC A&T
- Patrick McMurray, NC Central
- Aimee Motley, UNC Greensboro
- JoAn Stanek, UNC Chapel Hill

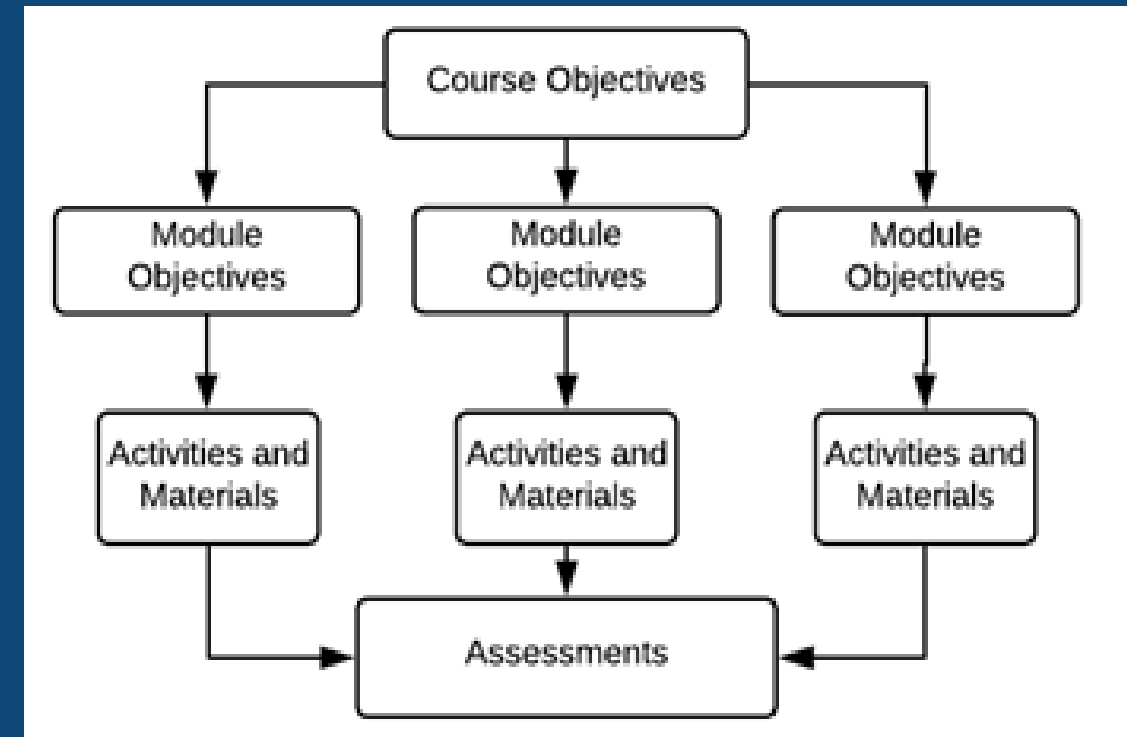
Population Health for Nursing

- Vilma Ferrell, NC A&T
- Stephanie Fisher, UNC-Chapel Hill
- Tammy Hall, UNC Greensboro
- Tiffany Jackson, UNC Charlotte
- Julia Kane, Fayetteville State
- Colleen McGovern, UNC Greensboro
- Rachel McInerney, UNC-Chapel Hill
- Suzanne Trotter, UNC Charlotte

Course Development Process

Collaborative development using
backwards design

1. Course-level Objectives
2. Module-level Objectives
3. Instructional Materials, Learning Activities, & Assessments
4. Course Mapping



Return on Investment (ROI)

- It is anticipated that 2,800 nursing students across the system will use the materials each year.
- 5 year ROI of at least \$700k in cost-savings to students.

Funda- mentals of Nursing

Course Design Process

- Course Title
 - Current Course Titles:
 - Foundations of Professional Nursing
 - Fundamental Concepts in Nursing
 - Concepts of Professional Nursing
 - Professional Identity in Nursing
 - Content covered in 3 separate courses
- Common themes: Professional (x3), Nursing (x4)
- OER Course Title: **Fundamentals of Professional Nursing**

Course Design Process

- Current Credit Hours
 - 5:3:4
 - 3:3
 - 3:3
 - 3:3
 - Content covered in 3 separate courses
- Most programs have separate lab course
- **OER Course: 3:3 with no lab**

Course Design Process

- Current Course Descriptions
 - This course introduces students to the fundamental concepts of professional evidence-based nursing. Basic human needs, the nursing process and fundamental nursing skills that are essential to provide patient-centered care are presented and used to guide professional evidence-based nursing practice. There is a laboratory component where skills are practiced, and competency is demonstrated.
 - Introduction to fundamental concepts in nursing.
 - Study of basic concepts in professional nursing.
 - Foundations in the development of nursing highlight how learners can advance their ability to think, act, and feel like members of the profession. Emphasis is placed on the core values and principles of nursing practice, professional and ethical standards, communication, critical thinking, and collaboration in delivering holistic and person-centered care.
 - Content covered in 3 separate courses
- Common themes: fundamental concepts, professional nursing practice, evidence-based practice, nursing process, critical thinking, communication and collaboration
- OER Course: Establishes the foundation for professional nursing practice by emphasizing core values, ethical principles, evidence-based care, and health promotion across the lifespan. Emphasizes clinical judgment, critical thinking, and the nursing process as key components of professional decision-making. Highlights the importance of communication, collaboration, and cultural responsiveness in delivering person-centered care.

Course Design Process

- Followed the same process for the SLOs
- Common themes: theory/historical context, nursing process, professional roles, interdisciplinary teams, professional standards/legal/political/socio-cultural considerations, critical thinking/clinical judgment, communication, patient/person-centered care, quality & safety, professional identity & values, physiological responses
- **OER Course SLOs:**
At the end of this course, the learner will demonstrate competency when they:
 - Describe the **historical, theoretical, and conceptual** foundations of professional nursing, including their influence on the evolution of the nursing profession.
 - Explain the **nursing process** as a structured framework for **clinical judgment** and decision-making in providing holistic, **evidence-based, and person-centered care**.
 - Identify **professional nursing roles, responsibilities, and core values** within the healthcare system, emphasizing **professional identity formation, interdisciplinary collaboration, and advocacy**.
 - Describe foundational principles of professional **communication** in nursing, including the use of appropriate healthcare terminology and strategies for effective inter- and intraprofessional collaboration.
 - Analyze the influence of **socio-cultural, economic, and political factors** on healthcare delivery, including **legal, ethical, and regulatory frameworks** that impact nursing practice and patient outcomes.

Course Design Process

- Mapped textbook chapters to weekly content and units
- Unit 1: Foundation of Nursing and the Healthcare Environment
 - Week 1
 - Chapter 1: Introduction to the Nursing Profession: Evolution, Theories, and Practice
 - Chapter 2: Communication
 - Chapter 3: Healthcare Delivery Systems
 - Week 2
 - Chapter 4: Health, Wellness, and Community-Based Health Care
 - Chapter 5: Cultural Competence
 - Chapter 6: Promoting Individualized Care
- Unit 2: The Process of Nursing Care
 - Week 3
 - Chapter 12: Assessment: Recognizing Cues
 - Chapter 13: Diagnosis and Planning: Analyzing, Prioritizing, and Generating Solutions
 - Chapter 14: Implementation and Evaluation: Taking Action, Evaluating Outcomes, and Documentation

Course Design Process

- Unit #
- Unit-Level SLOs
 - Course Weeks
 - Weekly Concepts
 - Course Objectives
 - AACN Essentials
 - Subtopics and Learning Objectives
 - Instructional Materials (Chapters, links to OER/videos)
 - Weekly Activities and Assessments
- Unit-Level Activities and Assessments

Course Design Process

- Unit 1: Foundation of Nursing and the Healthcare Environment
- Unit-Level SLOs:
 - Describe the historical evolution of nursing, major theories, and professional roles in healthcare.
 - Explain the structure of healthcare delivery systems and their impact on patient outcomes.
 - Demonstrate effective verbal and non-verbal communication techniques in patient care and interprofessional collaboration.
 - Identify cultural considerations and social determinants of health that influence individualized care.

Course Design Process

- Week 1 Concept: Introduction to the Nursing Profession: Evolution, Theories, and Practice
- Course Objectives: 1, 3
- AACN Essentials: 1, 4, 7, 9, 10
- Subtopics and Learning Objectives:
 - 1.1 Evolution of Nursing and Nursing Practice
 - Recognize the history of nursing and nursing practice.
 - Identify current trends in nursing.
 - Provide examples of the art and science of nursing practice.
 - 1.2 Nursing Education Programs
 - Compare and contrast levels of nursing education.
 - Describe the scope of practice for the nursing profession.
 - 1.3 Nursing as a Profession
 - Describe the scope of practice for the nursing profession.
 - Discuss nursing roles and responsibilities within the profession.

Course Design Process

Week 1: Introduction to the Nursing Profession: Evolution, Theories, and Practice

- Instructional Materials (Chapters, links to OER/videos)
 - Review Week 1 PowerPoints
 - Read Fundamentals of Nursing: Chapter 1
 - Watch History of Nursing: Development of Nursing in the United States
- Weekly Activities and Assessments
 - Discussion Board: "Rooted in History, Leading the Future: What Defines a Nurse?"
 - 20 Test Bank Items (8 Knowledge & Comprehension, 12 Application & Analysis)

Course Design Process

Unit 1: Foundation of Nursing and the Healthcare Environment

- Unit-Level Activities and Assessments
 - Professional identity assignment (paper/presentation/podcast options)
 - Exam 1

Course Development Guidelines

- Team Responsibilities
- Content Guidelines
 - Approved Resources
 - Style Guide: APA 7th, 12-point Calibri black text, plain PowerPoint slides, spacing
 - Writing Style: "you" and "we," no "I"
 - Audience: entry-level undergraduate nursing students
 - Inclusivity: representative of a variety of genders, ages, races, ethnicities, abilities, and general life situations; they/their, woman/man, people who have [i.e.-diabetes]
- Deliverable to be Submitted
 - SLOs should be developed using Bloom's taxonomy. Include only one verb per SLO.
 - For each activity and assessment, include the purpose, step-by-step directions, a grading rubric (if applicable), and correct answers (where applicable).
 - Submit a 20-question test bank per chapter (40%/8 questions knowledge/comprehension & 60%/12 questions application/analysis.)
- File Naming & Content Submission
- Deliverables Timeline

Popul- ation Health for Nurses

Population Health Course Development

- Bi-Weekly Meetings
- Collected syllabi from Population Health/Community courses from several NC nursing programs.
- Determined course title and description.
- Team agreed on student learning outcomes.
- Determined the duration of the course (7 weeks).
- Seven (7) modules were established.

Population Health Course Development

- Course modules assigned to team members for development.
- Course blueprint developed.
- Course completion timeline established:
 - ✓ June 30, 2025: All modules to be completed.
 - ✓ June 30 – July 31, 2025: Editing by the team.
 - ✓ August 15, 2025: Delivery of modules to UNC Systems Office.

Population Health Course Modules

- The components of each module are as follows:
 - ✓ Introduction
 - ✓ Learning Objectives
 - ✓ Resources & Preparation
 - ✓ **Suggested** class activities such as:
 - Discussion Questions
 - Quizzes
 - Assignments
 - Other

Population Health Course Description

This course will synthesize nursing theory and public health science to provide a theoretical background for the study of population health nursing. This course will emphasize health promotion, health maintenance and disease prevention among populations. Students will develop skills in recognizing and analyzing the interrelationships between individuals, families, population groups, and communities based on health status. The impact of political, economic, social, environmental, and cultural variables on the health of populations will be examined.

Population Health Course Student Learning Objectives

- Review historical events and public policies that have shaped the perspectives of population health and health delivery systems.
- Evaluate the factors influencing community health outcomes and support initiatives that improve well-being for all populations.
- Analyze the legal, ethical, and policy implications on population health outcomes.
- Examine the role of the nurse and discuss appropriate nursing interventions that promote and maintain the health of clients across the healthcare continuum.
- Describe trends that will affect the health of communities.

Population Health Course Student Learning Objectives

- Apply an understanding of the public health system and its interfaces with clinical health care in addressing population health needs.
- Apply the principles of environmental health in the nursing care of populations and communities.
- **CLINICAL:** Utilize the Community Assessment Model to conduct and evaluate population health and develop resources to improve health outcomes.
- **CLINICAL:** Demonstrate cultural humility in the nursing care of individuals and populations from diverse backgrounds.
- **CLINICAL:** Collaborate with interdisciplinary teams to enhance the quality and safety of care for diverse population and global communities.

Population Health Course Modules

Module	Topics
Module 1: Overview of Population Health Nursing	• Defining Population Health • Population Health Theory • Historical Perspectives • Practice Settings & Roles • Health Policy • Healthcare Systems
Module 2: Community Health Assessment – Part 1	• Community Health Assessment Model • Assessment Techniques • Health Literacy • Intervention Wheel • Healthy People 2030 • Social Determinants of Health (SDOH)

Population Health Course Modules

Module	Topics
Module 3: Community Assessment – Part 2	• Intervention Wheel • Health Education • Program Planning
Module 4: Aggregate Care	• Aggregate Care (mental health, women and children, older adults, etc.) • Access to Care & Resources • Injury & Violence • Maternal, Infant, & Child Health • Reproductive & Sexual Health • Oral Health • Nutrition, Physical Activity, & Obesity

Population Health Course Modules

Module	Topics
Module 5: Epidemiology & Communicable Disease	• Introduction to Epidemiology • Healthcare Data Sources • Infectious & Communicable Disease • Surveillance • Global Perspectives
Module 6: Environmental Health	• Environmental Health & Nursing • Disaster Preparedness & Response • Sustainability
Module 7: Emergent Health Care Trends & Priorities	• Local, State, Federal, & Global Trends • The Role of Professional Nursing Organizations • Healthcare & Healthcare Policy in North Carolina

Strategies for Success

- Central hub for communications & file sharing (e.g.- Microsoft Teams Channel)
- Bi-weekly team meetings
- Project dashboard to display due dates and progress towards completion
- Style guide to ensure consistency throughout the development process
- Have a plan, but be flexible

Q&A



THANK YOU
so much

Contact Information

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