A Strategic Plan to Thread Genomics Competencies into Undergraduate Curriculum

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Abstract

Problem: Genomics in undergraduate nursing education has experienced slow adoption in the United States. Various approaches have been proposed but do not address barriers to successful implementation.

Methods: A strategic plan was developed to increase the amount of genetics and genomic content in the curriculum of an undergraduate nursing program. A gap analysis was performed on the curriculum revealing a paucity of content. A SWOT analysis informed the strategic plan, which included a faculty education program using the ANA/ISONG’s Essentials of Genetic and Genomic Nursing: Competencies, Curricula Guidelines and Outcome Indicators (2nd ed.) (2009) as a foundation.

Results: Faculty developed 18 activities and evaluation methods by which students could acquire essential genetics and genomics competencies that can be threaded into the curriculum. Faculty interest in learning about genetics and genomics increased from 47.8% to 81.8% of attendees. Confidence in knowledge of genetics and genomics increased as well. A team approach to the idea of a faculty champion was identified.

Implications: This project demonstrated that a strategic plan tailored to a school, involving faculty members in the process, and working as a team to develop curriculum threads is a successful approach to increasing genomics curriculum threads for use in undergraduate curriculum. This project also demonstrated that a team approach increased faculty confidence of knowledge and interest in genetics and genomics and fostered the idea that a team of faculty champions may be superior to one individual in such a role.

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