

# EFFECTIVENESS OF CAPACITY BUILDING PROGRAM FOR NURSE EDUCATORS ON IMPLEMENTATION OF NEWER PERSPECTIVES IN NURSING CURRICULUM

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## ABSTRACT:

The study was conducted to assess the effectiveness of capacity building programs for nurse educators on implementation of newer perspectives in nursing curriculum. Objectives of the study were 1. To compare the pre and post test scores of the capacity building program for nurse educators on implementation of newer perspectives in nursing curriculum. 2. To assess the opinion of the participants regarding the capacity building program for nurse educators on implementation of newer perspectives in nursing curriculum. 3. To assess the effectiveness of the capacity building program for nurse educators on implementation of newer perspectives in nursing curriculum.

**Materials and Methods:** One group pretest-posttest research design was employed for this investigation. The study's sample comprised 63 nurse educators from different nursing institutes who registered and attended the capacity building program's sessions. The sample was chosen using non-probability convenient sampling. A pretest was used to assess the nurse educators' knowledge using Google Forms. Over the course of eleven weeks, a capacity-building program was implemented that includes expert sessions and practical sessions for implementation of newer perspectives in nursing curriculum via the ECHO India virtual platform. Google Forms was used for the post-test. Google forms were utilized to gather feedback and evaluate opinions, and the nurses' attendance records were used to determine their compliance. Both descriptive and inferential statistics were used to analyze the data.

**Result:** The mean score of the posttest exceeded the mean score of the pretest in every session. At the 0.05 level of significance, the knowledge scores showed a substantial improvement. About 81% (Mean Score 22.18) of participants strongly agreed to the point that the knowledge provided on the topic was new and updated.

**Conclusion:** The study's findings demonstrated that a capacity building program on newer perspectives in nursing curriculum. For nurse educators based on the ECHO model significantly effective in improving the knowledge of nurse educators.

**Keywords:** capacity building, nursing, nurse educators, Medical care, knowledge

**Introduction:**

Nursing education consists of two main components: theoretical instruction and hands-on training to get students ready for their roles as nursing care providers. In India, thirty percent of all healthcare workers are nurses. The Indian Nursing Council (INC) oversees the nursing education curriculum. Under the Ministry of Health & Family Welfare and the Government of India, INC is an independent organization. Nursing education creates competent, competent professionals that provide the highest caliber of evidence-based, scientifically based healthcare. Nursing-related professionals must acquire the necessary abilities to stay up to date on information, knowledge, and skills by using the resources available to them in their respective hospitals, institutions, and organizations. Then, only they will be required to provide their patients with excellent medical care.

Curriculum development in nursing requires nurse educators to be creative, interpretive, data-driven leaders to reform and modernize the existing curriculum to reflect modern nursing environments. These skills, paired with a nurse's foundational academic and clinical knowledge, allow nurse educators to reinvent courses, assignments, legislations, and policies to be representative of modern nursing environments worldwide. The process behind developing a nursing curriculum relies on the nurse educator. Nurse educators typically begin the process by recognizing the current curriculum's shortcomings and identifying areas of improvement.

**NEED OF THE STUDY**

Nursing competency has been linked to several elements, including nurses' education, experience, ongoing professional growth, autonomy, personal characteristics, encouragement, job satisfaction, and the assessment of nursing care quality. One of the many ways to address the issues of nursing manpower as well as the execution and results of nursing education is to increase educational capacity through ongoing nursing faculty programs. The existing nursing curriculum must be revised to provide nurses the tools they need to take charge of their education and to give faculty members the freedom and motivation to be innovative.

Nursing schools & colleges are better places for students, staff, and administrators when there is improved communication, civility, honesty, respect for one another, cooperation, goal-setting, and decision-making. The future of nursing will be advanced by training nurse educators who are capable of critical thinking, fostering change, and coming up with innovative solutions in nursing curriculum.

**PROBLEM STATEMENT**

Effectiveness of capacity building program for nurse educators on implementation of newer perspectives in nursing curriculum.

**OBJECTIVES OF STUDY**

1. · To compare the pre and post test scores of the capacity building program for nurse educators on implementation of newer perspectives in nursing curriculum
2. · To assess the opinion of the participants regarding the capacity building program for nurse educators on implementation of newer perspectives in nursing curriculum
3. · To assess the effectiveness of the capacity building program for nurse educators on implementation of newer perspectives in nursing curriculum.

**OPERATIONAL DEFINITION**

**EFFECTIVENESS:** In this study, effectiveness refers to the difference in the pre and post test scores assessed using google forms. It also refers to the compliance of the participants in attending the sessions of the capacity building program.

**CAPACITY BUILDING PROGRAM:** It refers to the empowerment in knowledge and skill of nurse educators for implementation of newer perspectives in nursing curriculum organized by K. J. Somaiya school and college of nursing in collaboration with ECHO India. Twelve weeks program was conducted once a week for 2 hrs. This virtual program included pre-test, case presentation, expert session, discussions, post-test and feedback. The details of the sessions are as follows (Table 1):

**Table 1: Capacity Building Program**

Week	Sessions
1	Basics of Education
2	New Educational Policies and its implementation in Nursing curriculum
3	Design a course plan & lesson plan
4	Master and Clinical Rotation plan
5	Evaluation Methods (Theory)
6	Evaluation methods (Clinical)
7	Standardized Assessment tools
8	Innovative teaching Methodologies
9	Innovative Clinical teaching Methodologies
10	Mentoring and Counseling
11	Supervision
12	Discipline in students

**NURSE EDUCATORS :** Nurse educators in this study refers to the participants of the capacity building program who have newly joined the nursing educational institutes & teaching B.Sc. Nursing and GNM program.

**NURSING CURRICULUM:** Nursing curriculum is the curriculum designed by Indian Nursing Council to prepare a graduate capable of practicing professional nursing.

### HYPOTHESIS

**H0-** There is no significant difference between the mean pre and post test scores of the capacity building program

**H1-** There is significant difference between the mean pre and post test scores of the capacity building program

### ASSUMPTIONS

1. Nurse educators have basic knowledge about implementation of nursing curriculum.
2. Capacity building program may be able to update the nurse educators on recent evidence-based practices.
3. Continuing education is a means of empowering nurses.

### **Review of literature:**

Theta Tau International's Global Leadership Mentoring Community and mentees reported building their nurse educator capacities. The authors describe factors that potentially influence international mentoring such as language, time, technology, and key characteristics of mentoring relationships. Growth in educator roles occurred in the contexts of the culture of academe itself. Consistent with Sigma's vision statement, nurse educators have a global presence and responsibility to prepare competent nurses who can advance the health of the world's people. Readers may benefit for future planning of mentoring activities to build capacities in nurse educator roles through international interactions.

The systematic review was done for Building clinical education training capacity in nurse practitioner programs is critical to build the primary care workforce and to address the access to care problem in the country. Challenges related to obtaining clinical sites and qualified preceptors are well reported, but few practical solutions are presented. Clinical sites and qualified preceptors willing to serve can be found, but nurse practitioner faculty must remove obstacles and strengthen resources by discovering untapped capacity. Nurse practitioner faculty can design, implement, and test innovative clinical models to maximize clinical training capacity. Clinical capacity development in geriatrics and long-term care, convenience care, distance immersions, correctional nursing, occupational health, and through interprofessional collaborations and faculty practice partnerships can be expanded.

**Effectiveness of eLearning Programme for Capacity Building** this systematic review highlights the effectiveness of various eLearning approaches for continuous professional development among healthcare professionals. It emphasizes the importance of user-friendly interfaces, relevance to daily practice, and positive previous experiences<sup>1</sup>. However, barriers such as poor computer literacy, lack of personal computers, and heavy workloads were noted.

**Contribution of Interprofessional Education** this integrative literature review discusses the role of interprofessional education in developing competent nursing students. It identifies themes such as patient safety, socialization in interprofessional collaboration, and professional identity development. The review suggests that incorporating interprofessional education can improve the quality of teaching and learning.

**Effect of Community-Based Education** this systematic review examines the impact of community-based education on nursing students' skills. It found that community-based education enhances professional skills, communication, self-confidence, knowledge, and critical thinking. The review recommends using community-based education as an effective method for training capable nurses.

It is widely acknowledged that teaching is a fundamental professional ability needed by all health practitioners, especially nurse educators. Teaching expertise has always been linked to clinical expertise. A student's desire to contribute to education over the long term and their readiness to continue invest in faculty development may be improved by the early formation of a strong teacher identity for health professionals.

## **RESEARCH METHODOLOGY**

### **Research approach**

This study used a quantitative approach. This study was intended to assess the effectiveness of capacity building program on implementation of newer perspectives in nursing curriculum.

### **Research design**

The research design utilized is quasi experimental one group pretest posttest design (table 2)

**Table 2: Research design**

O1	X	O2
Pretest using google forms to assess the knowledge of the nurse educators.	Expert sessions during the capacity building program on implementation of newer perspectives in nursing curriculum.	Post test using google forms, feedback using google forms to assess the opinion and attendance sheet to find out the compliance of the nurse educators.

**Variables**

Independent variables- Capacity building program Dependent variable- Effectiveness

**Setting**

The study was conducted by K. J. Somaiya ECHO hub team, through ECHO India virtual platform as a part of project ECHO.

**Population**

Population consisted of nurse educators who has newly joined the nursing educational institutes & teaching B.Sc. Nursing and GNM program.

**Target Population**

Population consisted of nurse educators who has newly joined the nursing educational institutes & teaching B.Sc. Nursing and GNM program, who were accessible online.

**Sample and sample size**

Sample of the study were 63 nurse educators, who registered and attended the sessions of the capacity building program.

**Sampling technique**

Sampling technique chosen was non probability convenient sampling.

**Criteria of selecting sample****Inclusion Criteria:**

- ❖ Nurse educators who have newly joined the nursing educational institutes & teaching B.Sc. Nursing and GNM program.
- ❖ Who has less than one year teaching experience.
- ❖ who were accessible online.
- ❖ Those who were willing to participate in the study.

**Exclusion Criteria:**

- ❖ Nurse educators who have more than one year teaching experience.

**Technique for data collection**

The technique for data collection was self-reporting through google forms and attendance sheet through iECHO platform.

### **Tool**

It consisted of four sections

Section A: Personal profile of participants

Section B: Assessment google sheet of each session.

It consisted of structured questionnaire with 8-10 questions per session

Section C: feedback of the participants regarding the sessions. It consisted of 5 point likert scale

Section D: attendance sheet of the participants

Attendance of the participants for the sessions were collected through the iECHO platform

### **Validity and Reliability**

The ECHO hub team validated the pre- and post-test questions, which were created by the session's professional speakers. Through the iECHO platform, a two-hour prelaunch was conducted to determine the program's viability. It was easy for people to sign up and show up for the session.

### **Data Collection method**

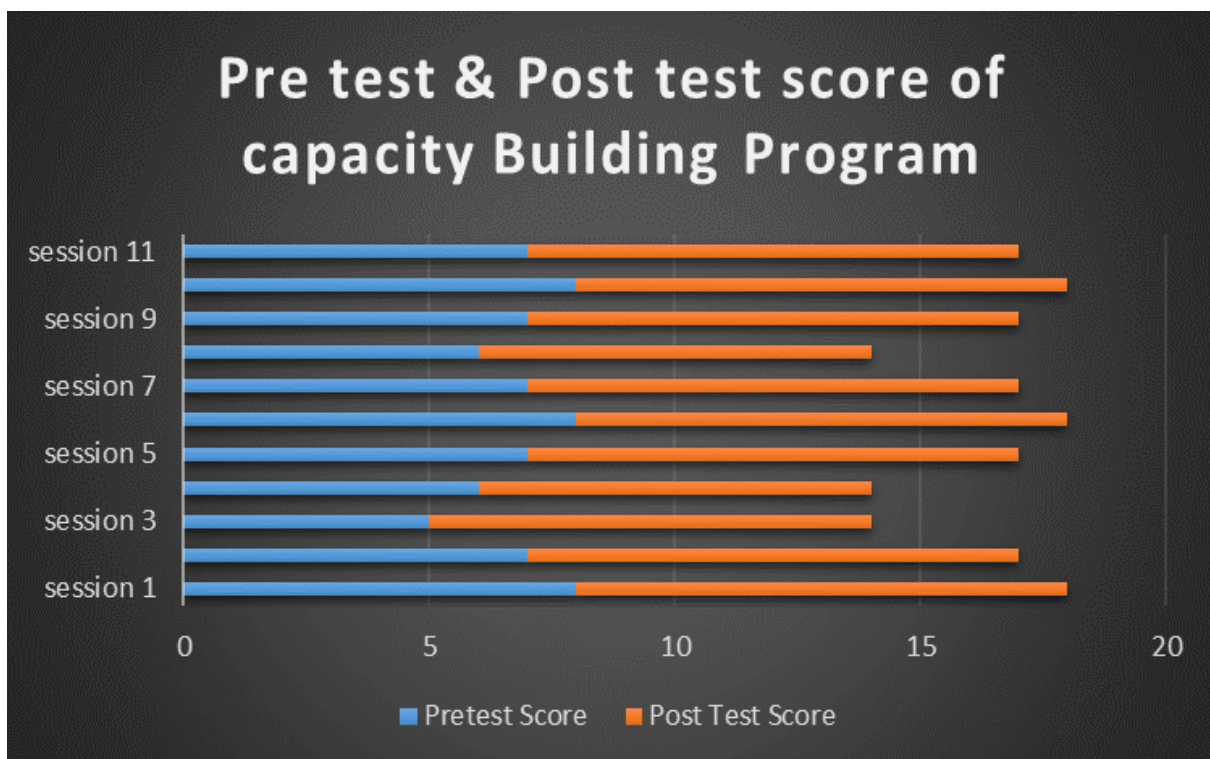
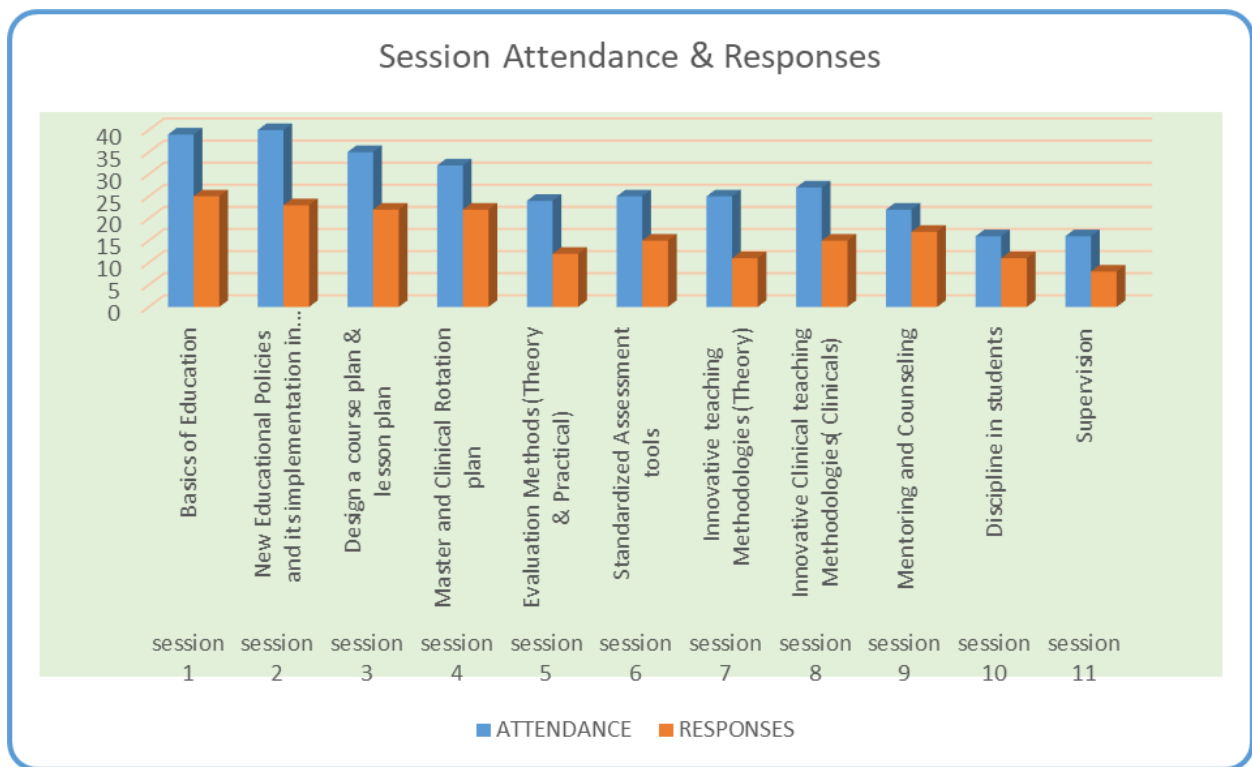
For twelve weeks, a capacity building program took place once a week. Before the program started, the study participants registered on the iECHO portal and provided their agreement to share the data. During the pre- and post-test of each session, data was gathered using a Google Form and the self-reporting approach. With the use of the iECHO platform, participant attendance was monitored. Following each session, participant input was gathered via Google Forms. Descriptive and inferential statistics were used in the data analysis process.

## **ANALYSIS AND INTERPRETATION OF DATA**

Capacity Building Program for nurses was conducted through 11 sessions. Data analysis and interpretation done as follows:

### **Section A: Analysis of attendance & responses.**

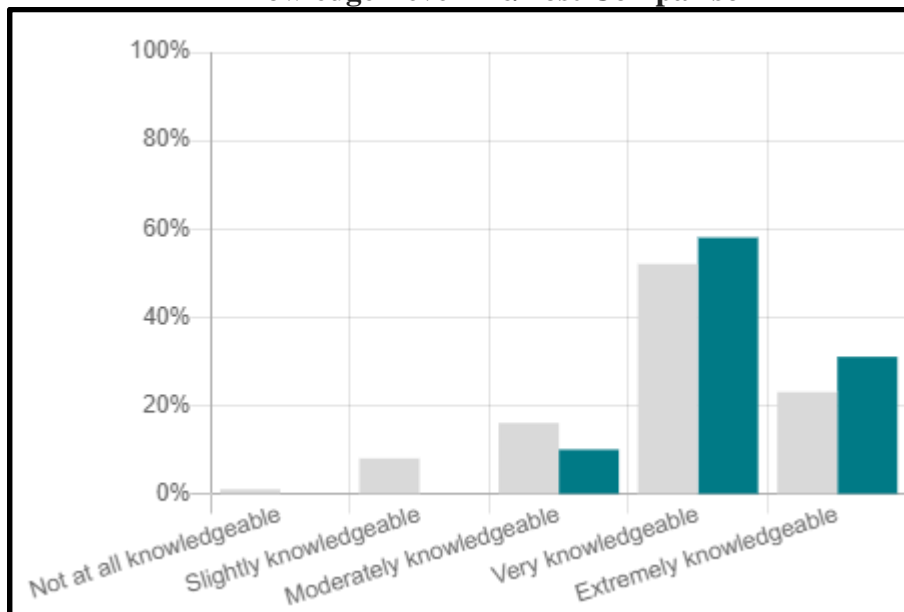




**Graph 2 represents the pre test and post test mean score of eleven sessions of capacity building program of nurse educators. From the above graph, it is evident that in all sessions, the post test mean score was higher than the pre test mean score.**

**Table 1: Paired t test results**

Groups	Pretest	Post test	t = 6.9925	df = 20	standard error of difference = 0.377 P value and statistical significance: The two-tailed P value is less than 0.0001 By conventional criteria, this difference is considered to be extremely statistically significant. Confidence interval: The mean of Group One minus Group Two equals -2.64 95% confidence interval of this difference: From -3.42 to -1.85
Mean	6.91	9.55			
SD	0.94	0.82			
SEM	0.28	0.25			
N	11	11			

**Knowledge Level Pre/Post Comparison****Analysis and interpretation of Feedback**

Questions	Options	Sess ion 1	Sess ion 2	Sess ion 3	Sess ion 4	Sessi on 5	Sess ion 6	Sess ion 7	Sess ion 8	Sess ion 9	Sess ion 10	sess ion 11	mean Score
	Neut ral	5	2	0	2	2	2	2	2	0	1	1	1.727
	Stro ngly	30	32	30	28	21	22	22	23	20	13	13	23.09



The objectives of the session were met	Agree												
	Agree	4	6	5	2	1	1	1	2	2	2	2	2.54
	Disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Strongly Disagree	0	0	0	0	0	0	0	0	0	0	0	0
Information given on topic was new and updated and added to my knowledge and skills	Neutral	3	5	2	0	2	2	2	1	3	1	1	2
	Strongly Agree	31	24	30	31	22	20	20	21	19	13	13	22.18
	Agree	5	6	3	1	0	3	3	5	0	2	2	2.7
	Disagree	0	5	0	0	0	0	0	1	0	0	0	0.5
	Strongly	0	0	0	0		2	2	0	3	1	0	0.8
	Disagree												
	Neutral	3	5	2	0	2	2	2	1	3	1	1	2
	Strongly Agree	31	24	30	31	22	20	20	21	19	13	13	22.18

I will practically implement knowledge and skills provided	Agree	5	6	3	1	0	3	3	5	0	2	2	2.7
	Disagree	0	0	0	0	0	0	0	0	0	0	0	0
	Strongly	1	0	0	0	0	0	0	0	0	0	0	0.09
	Disagree												
Do you want more information related to this topic?	No	0	0	0	0	0	0	0	0	0	0	0	0
	Maybe	3	5	2	0	2	2	2	1	3	1	1	2
	Yes	32	34	30	31	22	20	20	21	19	15	15	23.54
On a scale of 1 to 5, how would you rate speaker's presentation skills?	1	0	0	0	0	0	0	0	0	0	0	0	0.08
	2	0	0	0	0	0	0	0	0	0	0	0	0.16
	3	4	0	1	2	0		2	1	0	0	0	
													1.18
	4	5	0	3	2	5	5	5	2	0	0	0	2.58
	5	30	40	31	28	20	20	20	20	19	16	16	22.08

## IMPLICATIONS:

The findings of the study have implications in various areas of Nursing namely; Nursing practice, Nursing education and Nursing research.

### **Nursing Education.**

This study will help the nurse educators for effective classroom & clinical teaching.

Nurse educators can gain knowledge and skills in the classroom teaching. Study will help the nurse educators intellectual & professional development. Capacity-building programs often introduce innovative teaching methods and technologies, such as eLearning, which can enhance the overall quality of education. This can lead to more engaging and effective learning experiences for students.

### **Nursing Administration.**

In nursing education teachers can organize various capacity building programs to bridge the gap between education and service. Capacity-building programs often focus on developing leadership skills among nurse educators. This can lead to more effective leadership within nursing departments, fostering a culture of continuous improvement and innovation. Educators trained in newer perspectives can better understand and implement policies that promote evidence-based practice and patient safety. This can lead to more effective policy-making and adherence within health care institutions.

### **Nursing Practice**

As nurse educators can conduct various sessions for new entrant nurse educators on implementation of nursing curriculum effectively. Continuous professional development through these programs ensures that nurse educators remain current with the latest research and best practices in nursing. This knowledge is then passed on to students, fostering a culture of lifelong learning and improvement in the nursing profession. By incorporating newer perspectives and innovative teaching methods, nurse educators can better prepare nursing students to provide high-quality, evidence-based care. This leads to improved patient outcomes and satisfaction.

## RECOMMENDATIONS

- Similar study can be conducted on larger sample
- Comparative study can be done between undergraduate & postgraduate new entrant teaching faculty
- Practical oriented different topics can be selected
- A similar study can be replicated on different focused groups for further generalization of study findings.
- A similar study can be conducted by focusing on nursing education problems.
- A survey can be carried out to assess the attitude of nurse educators towards teaching.
- Compare the effectiveness of different capacity-building programs to identify best practices and areas for improvement.
- Investigate the role of technology in capacity-building programs and its impact on teaching methods and student learning outcomes.
- Explore the impact of interdisciplinary collaboration in capacity-building programs and its contribution to comprehensive nursing education.

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