

On October 5-6, 1989, the Department of Nursing and the Division of Continuing Education sponsored a conference entitled "A Vision for Nursing Education: Shaping Our Future." The conference was held at the Atlanta Marriott Northwest and attended by 85 nurse educators from a variety of states. Forty-three participants traveled from states other than Georgia, and 22 of these individuals were from outside the southeastern region. The conference featured Em Olivia Bevis, RN, MA, an internationally known author and consultant in nursing.

The idea for the conference originated as a Leadership Kennesaw project undertaken by David Bennett. Bennett organized and chaired the committee responsible for planning the workshop. Assistance in the development of the ideas was obtained from Don Forrester, Director of CETL, and the Division of Continuing Education. Bill Hill and Peggy Brooks shared with the committee chairman the experiences gained while planning a teaching conference in the Department of Psychology. The purpose of this article is to describe the process of planning a conference, the content and value of the information presented, and future plans of the Department of Nursing. Finally, the role of the Division of Continuing Education in conference planning activities is described. Hopefully, this discussion will be helpful to other departments considering sponsoring conferences that focus on the teaching/learning process in their disciplines.

The planning process began a year prior to the projected conference date. The initial step was to organize a committee responsible for generating ideas for a conference. Several faculty members indicated their interest in being involved. The final committee consisted of David Bennett, Pamela Chally, Genie Dorman, Leslie Himot, Margaret Kosowski, and Vanice Roberts. Tess Lewis-Lamarr served as the com-

mittee representative from the Department of Continuing Education.

The committee met to discuss potential topics for a nursing education conference. The curriculum revolution in nursing has recently been in the forefront of the nursing literature and has been addressed in several national workshops. Em Olivia Bevis is identified as one of the leaders in this movement and has written articles and texts urging changes in the process of nursing education. The faculty expressed interest in learning more about the educative model proposed by Ms. Bevis. Additionally, there was also interest in learning how Ms. Bevis envisioned the implementation of this model into the teaching strategies used on a daily basis in the classroom and clinical arenas.

The committee contacted Ms. Bevis and negotiated with her to provide a conference covering outlined areas of interest. In the process of discussing the conference, Ms. Bevis and the committee decided that videotaped vignettes of common problem areas in nursing education would serve to provoke discussion and illustrate how principles of the educative model can be incorporated into practice. Potential scenarios were identified in a departmental faculty meeting. Scripts were written and videotaping completed using KSC faculty members and students as actors. Peter Kolstad from the Instructional Resource Center (IRC) was responsible for videotaping and editing of the finished product used in the presentation.

Marketing the workshop to the appropriate groups is an important factor in the success of any conference. A brochure was designed by committee members with the assistance of Joe Kelly, Director of IRC. A mailing list was formulated collecting the attendance lists of conferences attended by departmental faculty and identifying the deans, directors, and faculty of nursing programs in the southeastern United States. An initial mailing was conducted in May followed by a second mailing in August.

The Division of Continuing Education served as a valuable resource throughout the planning process. The committee recognized in the initial meeting the myriad of details which surround conference development.

Since the early 1950's, the design of nursing curricula has been strongly influenced by the Tyler Model of behaviorist-learning theory. The Tyler-type model is a curricular prescription with clearly identified student behavioral outcomes. Many educators are concerned that this type of model lends itself to training, but not to education.

Nurse educators have long shared this concern. Although it is recognized that initial nursing education has some content that mandates training, the majority of nursing knowledge requires education. In addition, with the advent of the development of nursing science and theory, the limitations of behavioristic education model have become devastatingly obvious.

Consequently, nurse educators are seeking new modalities of teaching-learning. In response, this nursing education conference was designed to explicate the new curricular paradigm in nursing education. As an internationally known nursing education consultant and a pioneer in the curriculum revolution, Ms. Bevis illuminated for the conference attendees the tenets of the new pedagogy in nursing education.

According to Ms. Bevis, as the 21st century approaches, nursing education has found that it has outgrown the behavioral-objective driven Tyler-type curriculum model. She describes a new wind blowing: one of change toward a humanistic-human-science-human care model that is designed for educating, not training the true professional. For Bevis, this new paradigm supports the idea that curriculum is what actually takes place between and among students and teachers with the intent that learning occurs, and not merely a map of prescribed courses.

To support this view, the activities of

INITIATING A CURRICULUM REVOLUTION: *Faculty Development Through A Departmental Conference*

the conference were designed to help faculty begin to perceive a different role as teacher — one of expert learner — with different responsibilities. Conference attendees examined criteria for selecting and devising learning episodes that provide the necessary structure to actively engage learners in experiences that enable them to seek meaning, patterns, and insightful wholes. To accomplish this, Bevis articulates typologies of learning entitled *contextual*, *syntactical*, and *inquiry*. These typologies of learning are liberating and use the educative types of learning that require learner growth toward maturity, and rest upon trust and criticism, rather than testing.

Culmination of the conference included the confrontation of typical teacher-learning problems through the utilization of video-taped simulations. Using the educative guidelines from the new paradigm, conference attendees explored alternative methodologies for promoting positive, humanistic teacher-learner interactions.

This conference provided an opportunity for nurse educators to create a web of consciousness that would allow the articulation of a futuristic vision of nursing education. Nursing is facing a major challenge: moving the educational focus away from the particular behaviors or characteristics of students and back to understanding them as a whole. Currently the nursing curriculum is controlled by a restrictive accreditation and approval process. As a result, the creativity of the curriculum is decreased and depersonalization increased. An educational environment that affirms and encourages humanity, feelings, emotions and imagination between the student and teacher will require changing the nature of the academic community. This conference provided guideposts for the revolutionary change needed in nursing education if a humanistic-human-science-human care curriculum is to be achieved. The conference challenged nursing faculty to develop new teaching modalities that support an enlight-

ened, humanistic future for nursing.

At the end of the intensive two-day conference, the participants began to view the curriculum not as a content list but as the interaction between students and teacher designed for educating the true professional. The comments from the participants affirmed the value of the conference.

- stimulating
- opened the windows of my mind
- an enlightening experience
- It gave new ideas for improving my teaching skills and interactions with students.
- Thank you Kennesaw State College for supporting, promoting, and sponsoring this program.

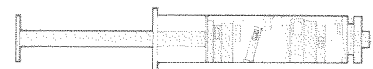
The impact of the conference in terms of implications for our Department seems to be multifaceted. The movement toward shifting from the behavioral model of teaching to a more student-teacher interactive model is well worth exploring. The implications for faculty development are clear. Continual dialogue among faculty regarding Bevis' philosophy engenders excitement for the development of new educational strategies. This dialogue is challenging as faculty explore the invitational approach to teaching while working within the guidelines placed on nursing curriculum by regulatory organizations. Initially, the piloting of new strategies may prove more appropriate within elective courses.

It is apparent that the movement away from the behavioral model is national in scope. The climate for development of new strategies for faculty-student interaction is more accepting than it has ever been. It is apparent, however, that addition dialogue among colleagues in terms of the how-to's of implementation and clarification from regulatory agencies will be necessary. Such excitement has been generated by this conference that plans are underway for another conference to further expand the ideas of the "curriculum revolution."

The assistance of the Division of Continuing Education proved to be valuable to the success of this conference. Their staff worked hand-in-hand with the faculty committee from program planning through conference wrap-up. Budgeting and marketing the conference are of great importance. Once the speaker or topic is identified, Continuing Education will work with the committee to develop a comprehensive budget and a viable marketing plan. If the appropriate people had not been aware of the conference, the attendance would have been disappointing.

Assistance from the Division also included logistical support beginning with securing a facility to handling final details such as preparing packets for conference participants during the registration process. Additional assistance came in the form of financial management. The staff worked with the planning committee to ensure that the conference remained within budget. Also, the Division handled billing from the initial stages to conference wrap-up. Approximately one month following the conference, the planning committee will be provided a financial and registration summary.

Should other departments consider sponsoring a conference, consultation is available from the Division of Continuing Education. Also, an informational booklet for faculty members was developed as a part of the original Leadership Kennesaw project, and is available from Tess Lewis-Lemarr in the Division of Continuing Education. ●



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