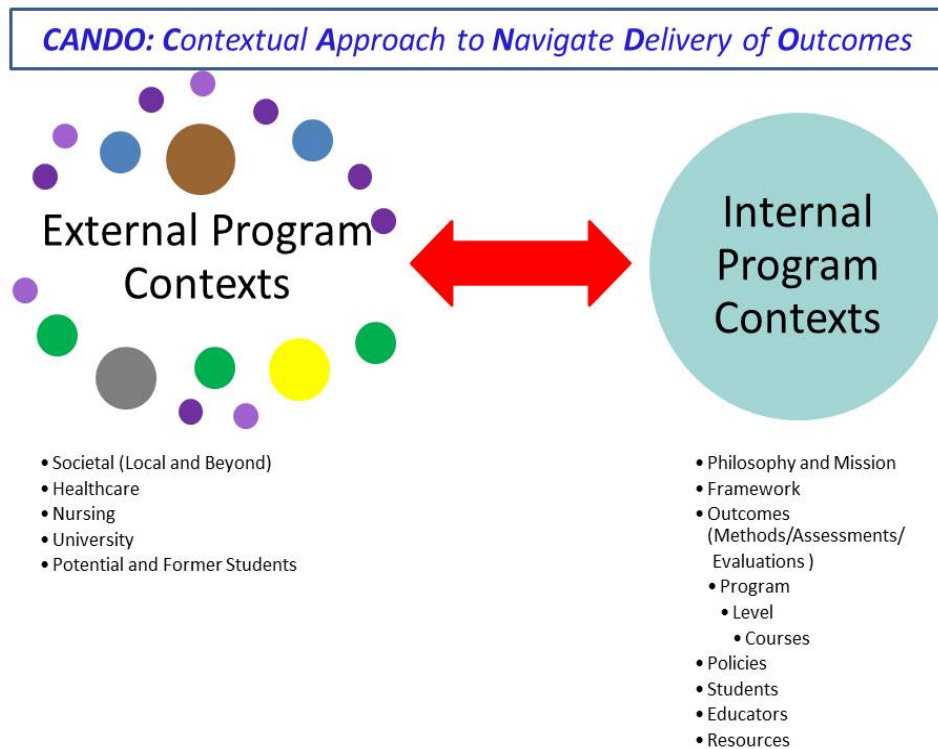


Appendix D
CANDO Model

Book chapter excerpt from: Candela, L. (2014). Chapter 5: Using contextual curriculum design with taxonomies to promote critical thinking. In Keating, S. B. (Ed.), *Curriculum development and evaluation* (3rd ed.). New York: Springer.

A Contextual Model for Aligning Curriculum and Courses

This chapter author has worked across various levels of nursing education in creating and revising nursing curricula and courses. The dynamic nature in which educational curricula and courses occur prompted her recently to put several concepts she has used over the years to guide both course and curriculum efforts into a model. The *Contextual Approach to Navigate Delivery of Outcomes* (CANDO) model incorporates selected aspects from general systems, complexity, adult learning and constructivist theories as well as the backwards design process of Wiggins. The model offers another way to consider the course or the curriculum within multiple contexts: students, course learning environment, level/ program fit, connection to level/program outcomes, clinical workplace and the larger



society.

The model considers that educators continue to learn and apply that learning in the design and delivery of courses and curriculums. Individual courses and entire curriculums are systems that interface with other systems. The systems are dynamic and affect, and are affected by, one another. Educators learn and adapt both from previous experiences and from attention to the contexts in which the curriculum and courses operate. Curriculum and courses are aligned to one another through considering the desired end results of learning and working backward in a considered, ongoing process of designing, delivering, and revising curricula and courses.

The model is represented by multiple circles depicting the various external and internal program contexts within which a nursing program and its courses are delivered and is intended for use at curricular and course levels. (The CANDO model is complementary to the *External and Internal Frame Factors model* discussed in Section III of this text for determining the need for curricular revision or for development of new programs).

The contexts identified in the CANDO model require educators to ask questions such as: What do I/we need to know and use from this particular context in order to assure the delivery of course/ curriculum outcomes?; Do the outcomes and objectives reflect current and emerging knowledge, skills, attitudes important for practicing nurses?; What new content needs to be adapted and what is currently in the curriculum that needs to be revised or removed?; What assessments and evaluations are necessary to demonstrate that learners are progressing and meeting objectives and outcomes?; and What learning experiences/lessons/assignments will facilitate student's meeting the objectives and outcomes?" Although the approach detailed in this model has been used by this author for years, it has not been subject to research. However, in her experience, visualization from this more holistic view has been instrumental in designing and revising courses and curriculums that result in students and graduates who met identified course, level, and program outcomes. The model is presented here solely as one of many ways to consider how internal program factors and external program factors affect one another and can align in delivering high quality learning outcomes. Research utilizing this model on various types and levels of curriculums would be most welcome.