# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## **Cover page** scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **NURS 230 HEALTH PROMOTION AND Disease prevention** | | | |  |
| [Replacing](#Ifapplicable) | **n/a** | | | |
| A. 1b. Academic unit | **School of Nursing** | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | |  |
| A.3. [Originator](#Originator) | **Lynn P. Blanchette, Esperanza Gutierrez** | [Home department](#home_dept) | **Nursing** | | |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery. | According to the American Association for Colleges for Nursing (AACN) New Essentials: Core Competencies for Professional Nursing Education (2021), competency-based education will serve as a framework when developing and revising nursing education content necessary for professional nursing practice. Critical components include competency-based activities designed to develop mastery for entry into nursing practice. This course will provide in-person activities using clinical models representing the AACN’s New Essentials for the four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care).  This course will focus on the sphere of disease prevention/promotion of health and well-being. The nurse’s role in the development of health-promoting behaviors, the impact of health policy on human and planetary health and health equity and health disparities will also be introduced.  Best pedagogical strategies in nursing education require the bridging of theory and lecture concepts in clinical practice, and clinical knowledge and experiences into didactic courses (Benner, et al., 2010).  American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>  Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). Educating nurses: A call for radical transformation. Jossey-Bass | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | Changes in the healthcare delivery system, and expectations of entry into practice readiness require curriculum revisions that reflect these changes. Nursing education will move from a learning process to a competency-based, demonstratable proficiency outcomes process. Students will learn relevant material in an accountable way.  The new course moves from a teaching-focused process to a learner-centered, competency-based and outcomes focused curriculum. This change will enhance the quality of education, enhance student support, foster improved development of competence, and improve the practice-readiness of graduates. These changes are expected to improve the student experience and achievement of student learning outcomes. Most importantly, these revisions ensure our continued ability to meet accreditation requirements necessary for students to meet licensure eligibility requirements | | | | |
| A.6. [Impact on other programs](#impact) | **None, course is for enrolled nursing students only** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*Library*:](#library) | **None** | | | |
| *Technology (for in person delivery)*  The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_X\_\_RIC Campus**  **Projector |**  **Lecture capture (in the classroom)** | | | |
| *Technology: (for online delivery. Must be RIC supported)*  The VP of Information Services should be consulted prior to submission and their approval signature included. | **Blackboard | Zoom |** | | | |
| [*Facilities*](#facilities): | **No new resources required** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | | **NA** | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C:/Users/SAbbotson/Documents/Curriculum/ManualandWebsite/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** | | | | | |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. | | | | | |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **NURS 230** |
| B.2. Cross listing number if any |  | **NA** |
| B.3. [Course title](#title) |  | **Health Promotion and Disease Prevention** |
| B.4. [Course description](#description) |  | Students will utilize the nursing process and explore professional nursing interventions and standards to promote the health of individuals, families, and groups from diverse cultures across the lifespan. |
| B.5. [Prerequisite(s)](#prereqs) |  | BIOL 203, BIOL 204, CHEM 105, PSYC 230, and acceptance into the nursing program. BIOL 348 taken concurrently or previous to NURS 230. Must be taken concurrently with NURS 231. |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  | **Fall | Spring |** |
| B.7. [Contact hours](#contacthours) |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |

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| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Type of cours](#instr_methods)e |  | **Lecture** |
| B.12. CATEGORIES  12. a. [How](#required) to be used |  | **Required for major** |
| 12 b. Is this an Honors  course? |  | **NO** |
| 12. c. [General Education](#ge)  N.B. Connections must include at  least 50% Standard Classroom  instruction. |  | **NO** |
| 12. d. Writing in the  Discipline (WID) |  | **NO** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations |Papers |**  **Class Work | Interviews | Quizzes |** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **32-40** |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  | |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards) **if relevant** | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
|  | **AACN Domains:**   1. Knowledge for Nursing Practice 2. Person-Centered Care 3. Population Health 4. Scholarship for Nursing Practice 5. Quality & Safety 6. Interprofessional Partnerships 7. Systems-Based Practice 8. Information & Healthcare Technologies 9. Professionalism 10. Personal, Professional & Leadership Development |  |
| 1. Understand how to access credible, evidence-based sources of information to guide safe, preventative care. | 1,2,3,4,5,6,7,8,9,10 | In-class active learning, quizzes, written assignment |
| 2. Develop the skills necessary for assessment, planning, implementation, and evaluation of health education and health promotion programs for diverse populations and across the lifespan. | 1,2,3,4,5,6,7,8,9,10 | Written assignment| health education proposal paper |
| 3. Explore the nurses’ role in advocacy. | 1,2,3,4,5,6,7,8,9,10 | In-class activities  Written assignment |
| 4. Interpret the definitions, concepts, dimensions, determinants and dynamics of health and wellness that influence personal health, community health and quality of life. | 1,2,3,4,5,6,7,8,9,10 | Exam| Written assignment| In-class activities |
| 5.Discuss models of health promotion and behavior change | 1,2,3,4,5,6,7,8,9,10 | Exam| Written assignment| In-class activities |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| Topic 1-Nurses’ Role in Health Promotion and Disease Prevention  Subtopic 1a-Defining health  Subtopic 1a-Nursing process for health  Subtopic 1b-Principles of health promotion  Subtopic 1c-Principles of protection and prevention |
| Topic 2-Working with vulnerable communities  Subtopic 2a-Health policy  Subtopic 2b-Ethical considerations |
| Topic 3-Health promotion across the lifespan  Subtopic 3a-Individuals  Subtopic 3b-Families  Subtopic 3c-Communities |
| Topic 4-Emerging global issues  Subtopic 4a-Disease prevention strategies  Subtopic 4b-Planetary health |

## **G. Signatures**

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Lisa Connelly | Program Director of Undergraduate Nursing | Lisa Connelly | 3/28/2024 |
| Sharon Galloway | Chair of Undergraduate Nursing | Sharon Galloway | 3/28/2024 |
| Justin DiLibero | Dean of Onanian School of Nursing | Justin DiLibero | 3/28/2024 |

##### G.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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