# 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.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **NURS 231 Pathopharmacology**  |  |
| [Replacing](#Ifapplicable)  | **N/A** |
| A. 1b. Academic unit |  **School of Nursing**  |  |
| A.2. [Proposal type](#type) | **Course: Creation** |  |
| A.3. [Originator](#Originator) | **Penni Sadlon and Christina Raposo** | [Home department](#home_dept) | **Onanian School of 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). In this course, nursing, as an applied science, uses knowledge from pathophysiology and pharmacology structured in a way that prepares nurses to care for diverse populations across the lifespan using the profession’s unique lens.In this course, experiential pedagogical practices will be infused into the classroom setting using interactive clinical models that require students to demonstrate a foundational understanding and application of the integrated select pathophysiological and pharmacological concepts which will enhance professional nursing practice when caring for diverse populations in contemporary and future settings. 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). Class size varies from 18-25 students in three sections of didactic and experiential learning.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. |
| A.6. [Impact on other programs](#impact)  | None – Course is for enrolled nursing students only |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | Full-Time RIC faculty – No new faculty needed – This course will replace NURS 220 Foundations of Therapeutic Interventions |
| [*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** **Blackboard/Projector/Zoom** |
| [*Facilities*](#facilities): | **No new resources** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | **N/A** |
| 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.**N/A** |
| 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:**N/A** |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A/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.BSN program is currently approved by NECHE and CCNE. A substantive change report will be submitted to CCNE 90 days before or after the launch of the new curriculum. |

**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.  | NewExamples 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 231** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Pathopharmacology** |
| B.4. [Course description](#description)  |  | The integration of applied pathophysiology and pharmacology across populations will enable students to attain knowledge and sound clinical judgment using models that promote the care of patients, populations, and communities.   |
| B.5. [Prerequisite(s)](#prereqs) |  | BIOL 203, BIOL 204, CHEM 105, PSYC 230, and acceptance into the nursing program. Must be taken concurrent with NURS 230. |
| 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)  |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| 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/Interactive Experiential Learning** |
| 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 | Quizzes |****| Projects | LMS participation** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **25-27** |
| B.15. [Redundancy statement](#competing) |  | **NO** |
| 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. Demonstrate an understanding of the human physiological response to disease | 1,2,3 | Clinical model discussions and Case Study Presentations |
| 2. Identify, compare and contrast the pharmacological treatments are used in the holistic care | 1,2,3, 5,8 | In-class group exercises, and exams |
| 3. Recall and define applied pathophysiology and pharmacology concepts across populations | 1,2,3, | In-class discussions, clinical model assignments |
| 3. Recall and define applied pathophysiology and pharmacology concepts across populations | 1,2,3, | In-class group exercises and clinical model assignments |
| 4. Demonstrate beginning knowledge of critical thinking by using clinical models that promote the care of patients, populations, and communities | 1,2,3,5, 7 | Course Point Quizzes, Examinations and Case Study Paper with Presentations |
| 5. Demonstrate an introductory understanding of select pathophysiological conditions | 1,2,3 | Course Point Quizzes, Examinations and Case Study Paper with Presentations |
| 6. Demonstrate an understanding of the impact of pharmaceutical treatments | 1,2,3, 5, 8 | Course Point Quizzes, Examinations and Case Study Paper with Presentations |

| 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 Human Pathophysiology** Subtopic 1a – Body Defense Mechanisms Subtopic 1b – Body Immunity Subtopic 1c - Genetic Mutations  Subtopic 1d – Fluid and Electrolytes Subtopic 1e – Acid-Base Balance Subtopic 1f - Theories of Aging**Topic 2 Pharmacological and Non-Pharmacological Interventions for Human Pathological Conditions** Subtopic 2a – Introduction to Pharmacology Subtopic 2b – Pharmacodynamics Subtopic 2c – Pharmacokinetics Subtopic 2d - Toxic Effects of Drugs Subtopic 2e – Herbal and Alternative Pharmacological Considerations Subtopic 2f – Nursing Process in the Administration of Medications Subtopic 2g – Challenges to Effective Drug Therapy Subtopic 2h – Dosage Calculations**Topic 3 Introduction to Patho-pharmacology Clinical Decision Models** Subtopic 3a – Cardiac Hypertrophy Subtopic 3b – Human Papillomavirus (HPV) Subtopic 3c – Chron’s Disease Subtopic 3d – Rheumatoid Arthritis (RA) Subtopic 3e – Primary Immunodeficiency Syndromes and Hypersensitivity Reactions Subtopic 3f – Fulminant Hepatitis and Tuberculosis (TB) Subtopic 3g – Huntington Disease and Sickle Cell Disease Subtopic 3h – Lung Cancer and Colon Cancer Subtopic 3i – Cirrhosis and Dehydration Subtopic 3j – Human Immunodeficiency Virus (HIV) and Renal Tubulopathy Subtopic 3k – Osteoporosis and Progeria Subtopic 3l – Diabetes (all types) |

**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 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 BSN Program | Lisa Connelly | 3/7/2024 |
| Sharon Galloway | Chair of Undergraduate Nursing | Sharon Galloway | 3/7/2024 |
| Justin DiLibero | Dean of Nursing | Justin DiLibero | 3/7/2024 |
|  |  |  |  |

##### 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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