# 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 232 HEALTH assessment of diverse populations**  |  |
| [Replacing](#Ifapplicable)  | **n/a** |
| A. 1b. Academic unit | **School of Nursing**  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |  |
| A.3. [Originator](#Originator) | **Jennifer Fearon-Lynch****Sharon Galloway** | [Home department](#home_dept) | **Undergraduate Nursing Faculty** |
| 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). Reforms in nursing education spurred by the AACN’s new Essentials (AACN, 2021) require curriculum update of the existing Health Assessment course. The revised content will assure the development of an understanding of evidence-based rationales and guide performance-based behaviors to meet critical competencies.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>.  |
| 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. |
| A.6. [Impact on other programs](#impact)  | None, course is for enrolled nursing students only |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **No new faculty required. This course will replace previous NURS 224 Health Assessment course in the nursing program.** |
| [*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 \_\_\_NEC \_\_\_Other \_\_\_\_ None****Projector | Smartboard | Computer lab |**  |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. | **n/a**  |
| [*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.**SEE ATTACHMENT** |
| 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:**NONE** |
| 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.****NA** |
| 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 232** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Health Assessment for Diverse Populations** |
| B.4. [Course description](#description)  |  | Students develop basic knowledge and skills critical to perform comprehensive health assessments and interpretation of assessment data of the adult client. Focus is on normal findings for diverse populations.  |
| B.5. [Prerequisite(s)](#prereqs) |  | **NURS 230, NURS 231, and BIOL 348. Must be taken concurrently with NURS 233 and 234W.** |
| 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) |  |

|  |  |  |
| --- | --- | --- |
| 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)  |  | **Laboratory Performance| Demonstrations | Performance Testing | Exams | Written Assignments** |
| 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) |
| --- | --- | --- |
| Apply knowledge from humanities and other sciences to promote the delivery of optimal health care that integrates person-centered care, the nursing process, evidenced-based practice, clinical judgment, and communication.  | AACN’s NewEssentials (Domains 1, 2, 3, 4, 6) | Laboratory Performance | Group Work | Demonstrations | Performance Testing | Exams | Written Assignments  |
| Demonstrate competencies in obtaining, evaluating, and documenting health history, focused assessments, comprehensive health assessment, vital signs assessment and interpretation, use of technology, differentiating between normal and abnormal findings and formulating an individualized plan of care.    | ACCN’s New Essentials (Domains 1, 2, 3, 8) | Laboratory Performance | Group Work | Demonstrations | Performance Testing | Exams | Interview | Written Assignment  |
| Integrate current quality and safety practice guidelines to guide health assessment techniques and practice.   | AACN’s New Essentials (Domains 2, 5) | Laboratory Performance | Group Work | Demonstrations | Performance Testing | Exams | Interview | Written Assignment | |
| Demonstrate behaviors that reflect a sustainable professional nursing identity, self-reflection, interprofessional collaboration, and leadership development in the laboratory setting.   | AACN’s New Essentials (Domains 6, 9, 10) | Laboratory Performance | Group Work | Demonstrations | Performance Testing | Interview | |

| 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: Assessment of the Whole Person Subtopic 1a: Assessment Subtopic 1b: Ethics and Professional Practice Subtopic 1c: Subjective and Objective data Subtopic 1d: Charting Assessment Data Subtopic 1b: Critical Thinking Subtopic 1e: Health Promotion Subtopic 1 f: Transcultural Considerations Topic 2: Health History Subtopic 2a: The Interview Subtopic 2b: Communication Subtopic 2c: Obtaining a Health History Subtopic 2d: DocumentationTopic 3: Physical Exam Subtopic 3a: Assessment Techniques Subtopic 3b: Assessment Equipment Subtopic 3c: Components of the Physical Exam Subtopic 3d: General SurveyTopic 4: Vital Signs Subtopic 4a: Vital Sign Parameters Subtopic 4b: Demonstrating Proper Techniques Subtopic 4c: Documenting and Reporting Vital Sign Measurements  Subtopic 4d: Pain AssessmentTopic 5: Assessment of Skin, Hair, and Nails Subtopic 5a: Identify Pertinent History Questions Subtopic 5b: Obtain a Health History  Subtopic 5c: Perform a Physical Assessment Subtopic 5d: Recognize Cultural Variations Subtopic 5e: Differentiate Between Normal and Abnormal findingsTopic 6: Assessment of the Cardiovascular and Peripheral Vascular System Subtopic 6a: Identify Pertinent History Questions Subtopic 6b: Obtain a Health History Subtopic 6c: Perform a Physical Assessment Subtopic 6d: Differentiate Between Normal and Abnormal findingsTopic 7: Assessment of Thoracic and Lungs Subtopic 7a: Identify Pertinent History Questions Subtopic 7b: Obtain a Health History Subtopic 7c: Perform a Physical Assessment Subtopic 7d: Differentiate Between Normal and Abnormal findingsTopic 8: Assessment of Abdomen Subtopic 8a: Identify Pertinent History Questions Subtopic 8b: Obtain a Health History Subtopic 8c: Perform a Physical Assessment Subtopic 8d: Differentiate Between Normal and Abnormal findingsTopic 9: Assessment of Breast and Axilla Subtopic 9a: Identify Pertinent History Questions Subtopic 9b: Obtain a Health History Subtopic 9c: Perform a Physical Assessment Subtopic 9d: Differentiate Between Normal and Abnormal findingsTopic 10: Assessment of Genitalia and Rectum (Male and Female) Subtopic 10a: Identify Pertinent History Questions Subtopic 10b: Obtain a Health History Subtopic 10c: Perform a Physical Assessment Subtopic 10d: Differentiate Between Normal and Abnormal findingsTopic 11: Assessment of the Neurological System Subtopic 11a: Identify Pertinent History Questions Subtopic 11b: Obtain a Health History Subtopic 11c: Perform a Physical Assessment Subtopic 11d: Differentiate Between Normal and Abnormal FindingsTopic 12: Assessment of Head, Face, Eyes, Ears, Nose, Sinuses, Mouth, and Throat Subtopic 12a: Identify Pertinent History Questions Subtopic 12b: Obtain a Health History Subtopic 12c: Perform a Physical Assessment Subtopic 12d: Differentiate Between Normal and Abnormal findingsTopic 13: Assessment of the Musculoskeletal System Subtopic 13a: Identify Pertinent History Questions Subtopic 13b: Obtain a Health History Subtopic 13c: Perform a Physical Assessment Subtopic 13d: Differentiate Between Normal and Abnormal findingsTopic 14: Special Populations Subtopic 14a: Normal Changes of Aging Subtopic 14b: Normal and Abnormal Findings related to the Older Adult Subtopic 14c: Normal and Abnormal Findings related to the Pediatric PopulationTopic 15: Cultural Competence Subtopic 15a: Cultural Influences on Communication Subtopic 15b: Cultural Influences on 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 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 | 3/28/2024 |
| Sharon Galloway | Chair of Undergraduate Nursing Department | Sharon Galloway | 3/28/2024 |
| Justin DiLibero | Dean of 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 |
| --- | --- | --- | --- |
|  |  |  |  |