# 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 233 essentials of nursing knowledge and practice** | | | |  |
| [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 Fundamentals course, first clinical course. The revised course will support student’s early introduction to the clinical setting and the mastery of competencies required to meet course outcomes. The content will assure the development of an understanding of evidence-based rationales and guide performance-based behaviors to meet critical competencies.  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).  Of 80 students accepted, students are divided into 2 lecture sections of up to 40 students per lecture and 10 clinical sections of up to 8 students per section. This has been standard practice in the school of nursing.  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. | | | | |
| 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 223 Fundamentals of Nursing Practice 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) | | **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.  **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:/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.**  **N/A** | | | | | |
| 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. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
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| B.1. [Course prefix and number](#cours_title) |  | **NURS 233** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Essentials of Nursing Knowledge and Practice** |
| B.4. [Course description](#description) |  | Students apply cognitive and psychomotor skills through guided experiences in simulated and clinical situations. Emphasis is on skills essential for nursing practice to ensure quality and safe client care. 12 contact hours. |
| B.5. [Prerequisite(s)](#prereqs) |  | **NURS 230, NURS 231, and BIOL 348. Must be taken concurrently with NURS 232 and NURS 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) |  | **12** |
| B.8. [Credit hours](#credits) |  | **6** |
| B.9. [Justify differences if any](#differences) | **Clinical nursing courses include 9 hours of clinical and 3 hours of lecture per week for every 6-credit course.** Only 4 credits is inadequate to support the combination of theoretical knowledge, student engagement in direct care learning activities, and clinical immersion. Best practices support 6 credits for undergraduate nursing clinical courses, which is consistent with all other clinical courses within the RIC SON and neighboring institutions. | |

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| B.10. [Grading system](#grading) |  | **Letter Grade** |
| B.11. [Type of cours](#instr_methods)e |  | **Lecture and clinical** |
| 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 | Exams | Clinical Skills Demonstration |Papers | Quizzes | Clinical Performance** |
| 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) |  | **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) |
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| Apply knowledge from the biological, physical, psychological, and social sciences to promote the delivery of optimal health care that integrates clinical judgment, the nursing process, person-centered care, caring, best evidence, interprofessional collaboration, and communication. | AACN’s New *Essentials* (Domains: 1, 2, 4, 6, 8)  National Council of State Board of Nursing (NCSBN) Framework | Clinical Performance | Laboratory Performance| Exams | Papers | Direct Observation| Quizzes| |
| Demonstrate practices consistent with safe and effective care environment that advances quality, safety, and health for clients and providers. | AACN’s New *Essentials* (Domains 2, 5, 7, 10)  NCSBN Framework | Clinical Performance | Laboratory Performance | Exams | Papers | Direct Observation| Quizzes | |
| Integrate disease prevention and health promotion principles in the care of individuals, family, community, and environment to maximize health outcomes. | AACN’s New *Essentials* (Domains 2, 3)  NCSBN Framework | Clinical Performance | Laboratory Performance | Exams |Papers | Direct Observation| Quizzes | |
| Demonstrate behaviors that reflect a sustainable professional nursing identity, self-reflection, and leadership development. | AACN’s New *Essentials* (Domains 9, 10)  NCSBN Framework | Clinical Performance | Laboratory Performance | Direct Observation |

| 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.** |
| --- |
| 1. Foundations of Person-Centered Nursing Practice    1. Communication       1. Communication Concepts       2. Therapeutic Communication       3. Communicating with health care team members       4. Documenting and Reporting       5. Informatics and Health Care Technologies       6. Professionalism    2. Nursing Process       1. Assessing, diagnosis, outcome identification/planning, implementing, evaluation    3. Health Promotion and Maintenance       1. Teaching and Counseling 2. Safe and Effective Care Environment    1. Safety and Infection Control 3. Promoting Healthy Physiologic Responses    1. Basic Nursing Care       1. Activity       2. Hygiene       3. Nutrition       4. Elimination       5. Oxygenation       6. Fluids and Electrolytes       7. Rest and Sleep       8. Comfort and Pain Management       9. Integumentary    2. Pharmacological and Nonpharmacological Therapies       1. Medications       2. Parenteral Therapies       3. Complementary and Integrative Health 4. Promoting Healthy Psychological Responses    1. Grief and Loss    2. Palliative Care    3. End-of-Life Care    4. Spiritual Care 5. Care of Diverse Populations    1. Cognitive Impairments    2. Sensory Impairments    3. The aging adult    4. Culturally Respectful Care |

## **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 BSN Program | Lisa Connelly | 3/7/2024 |
| Sharon Galloway | Chair of Undergraduate Nursing Department | Sharon Galloway | 3/7/2024 |
| Justin DiLibero | Dean of School of Nursing | Justin DiLibero | 3/7/2024 |
|  |  |  | Tab to add rows |

##### 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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