# 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 234W scholarly inquiry and informatics in Professional Nursing** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **School of Nursing |**  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |  |
| A.3. [Originator](#Originator) | **Sylvia P. Ross****Penni Sadlon** | [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).The focus for this course is three-fold. Writing in the discipline of professional nursing, fundamentals of scholarly research to support evidence-based practice and the principles of contemporary informatics; all essential foundations for undergraduate nursing students to progress through the program and enter the professional workforce as a strong and knowledgeable member of the healthcare team.1. This course is a designated Writing in the Discipline (WID) course and emphasizes academic, scholarly and practical writing in professional nursing. Low stakes, high stakes and scaffolded writing assignments are all part of the course's writing process.
2. The course is also designed to equip nursing students with the skills needed to navigate the underlying concepts of managing patient data, electronic health records (EHRs), and other documentation systems through effective written and oral communication to improve patient safety and health-related outcomes.
3. Research literacy is a fundamental foundation for professional nursing practice. Understanding research methodologies, data analysis techniques, translational research, and evidence-based practice principles allow nurses to critically evaluate research findings and integrate evidence-based practices when caring for individuals, families, communities and societies for the advancement of professional nursing.

 Each course section will consist of 20 students, often working in groups to share ideas, explore contemporary research and apply knowledge to evidence-based professional practice.  |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | While the knowledge described above is essential for the novice nurse to enter professional practice more seamlessly, proficiency in informatics and research enhances a new nurse's professional competence and marketability. Employers increasingly seek nurses who are proficient in using technology and capable of engaging in evidence-based practice. Completing coursework in informatics and research demonstrates a commitment to professional growth and lifelong learning.Graduate nursing programs and advanced practice nursing roles require a strong foundation in research and scholarly writing. Many of our nursing students will go on for advanced practice degrees and/or specialized certifications. Knowledge of scholarly writing, informatics and research provides an essential foundation for advanced learning. |
| A.6. [Impact on other programs](#impact)  | Shared common language across health professions |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **FT Faculty** |
| [*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**This course will utilize the same resources at RINEC as previously used. There will be no additional costs to students. |
| *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 Ultra | Zoom | Collaborate | Kaltura and specific learning modules will be utilized for any portion of the course that is not presented in-person.**  |
| [*Facilities*](#facilities): |  |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| 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.**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.****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.  | NewExamples 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 234W** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Scholarly Inquiry and Informatics in Professional Nursing** |
| B.4. [Course description](#description)  |  | Students will develop professional nursing competencies associated with scholarly writing and inquiry, the foundations of research, communication skills, evidence-based practice principles, healthcare information technology and nursing informatics.  |
| B.5. [Prerequisite(s)](#prereqs) |  | **NURS 230, NURS 231, and BIOL 348. Must be taken concurrently with NURS 232 and NURS 233.** |
| 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 and 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, Seminar, Small group, Individual** |
| 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) | **YES** | **YES** |
| B.13. [How will student performance be evaluated?](#performance)  |  | **Attendance | Class participation | Exams | Presentations |Papers |** **Class Work Quizzes**  **LMS participation** |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **20** |
| 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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|  | **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. Students will gain knowledge and proficiency in scholarly writing specific to the discipline of professional nursing. This includes the opportunity to engage in several low stakes writing exercises, reflective writing assignments, a written critique of professional nursing research, group oral presentations created to disseminate new knowledge to student peers coupled with a Health literacy pamphlet based on best practices. Students will cultivate an understanding of the ethical principles underpinning scholarly writing and research in professional nursing by practicing responsible citation, referencing and avoiding plagiarism through an understanding of the APA (Americal Psychological Association) formatting for academic publishing in scholarly journals and academic publications. | Domains: 1, 4, 5, 7, 9,10 | Low stakes free writing, quizzes, guided reflective writing assignments, scaffolded research critique assignment, group presentations, and individual performance |
| 2. Students will demonstrate the capacity to critically analyze and synthesize empirical research findings and clinical evidence relevant to nursing practice, and effectively incorporate new knowledge into scholarly writing. Additionally, students will demonstrate awareness of ethical considerations in research involving human subjects, confidentiality of patient information, and the underlying principles of effective communication skills as part of the professional healthcare team.  | Domains: 1, 4, 5, 9, 10 |  Quizzes, scaffolded research critique assignment, group presentations, and individual performance |
| 3. Students will summarize, and critique evidence-based practice models appropriate to nursing research and nursing informatics. Students will identify different healthcare information technologies including patient care technologies, managing protected health data, patient-centered health information management and the overarching principles behind electronic documentation. | Domains: 1, 5, 7, 8, 9 | Quizzes, Papers and Presentations  |
| 4. Students will demonstrate the ability to self-assess and self-reflect upon their own learning needs related to nursing ethics, nursing and interprofessional research and healthcare informatics | Domains: 1, 8, 9 | Low stakes free writing, Reflective writing, quizzes, presentations, and Individual Performance |
| 5. Students will demonstrate an understanding of healthcare consumer issues and trends across populations; including access, equity, and quality indicators. | Domains: 1, 2, 3, 7 | Low stakes free writing, reflective writing and group project with health literacy document |
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| 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 Scholarly Inquiry** Subtopic 1a Formal and In-formal writing for Professional Nurses Subtopic 1b Reflective Writing  Subtopic 1c Concepts in nursing research; methods, data collection, analysis and application to practice  Subtopic 1d Ethical considerations for Professional Nursing Practice  Subtopic 1e Nurses Professional Practice Guidelines for Formal Writing, Publications, and Research  Subtopic 1f Human Subjects’ Protection  Subtopic 1g Frameworks for Critiquing Selected Nursing Research**Topic 2 Healthcare and Nursing Informatics** Subtopic 2a Understanding Information Management, Computer Literacy and Computer Fluency Subtopic 2b Electronic Healthcare Records (EHR) with Ethical Considerations  Subtopic 2c Opportunities for Big Data Information Management and Research Subtopic 2d The Healthcare Consumer and Digital Information Subtopic 2e Developing Patient Education Across Populations using Digital Platforms Subtopic 2f Special Considerations: Health Literacy and Social Determinants of Health (SDOH)  |
|  |

**G. Signature**

**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 | Sharon Galloway | 3/28/2024 |
| Justin Dilibero | Dean of School of Nursing | Justin DiLibero | 3/28/2024 |
| Mike Michaud | Chair of Writing Board/WID Coordinator | Michael J. Michaud | 3/29/2024 |

##### 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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