# 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 384 NURSING Practice Synthesis** | | | |  |
| [Replacing](#Ifapplicable) | **N/A** | | | |
| A. 1b. Academic unit | **School of Nursing** | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | |  |
| A.3. [Originator](#Originator) | **Annette Griffin**  **Donna Huntley-Newby**  **Sylvia Ross**  **Cheryl Hersperger**  **Susan Scollins** | [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 new Nursing Practice Synthesis course is updated to meet current AACN accreditation requirements. The scaffolding in the program of study includes this course being offered in the last semester of study and after completion of all foundational nursing courses (Sophomore, Junior, and first semester Senior) and concurrently or subsequent, to the Global, Community and Public Nursing course. 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.  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? | 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): | No new faculty required. This course will replace the previous Transition to 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. | **\_\_\_RIC Campus \_X\_\_NEC \_\_\_Other \_\_\_\_ None**  This course will utilize the same resources at RINEC as previously used. There will be no additional costs to students.  **Projector | Smartboard | Other (Desktop, Laptop, RINEC Simulation Equipment)** | | | |
| [*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:/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. | 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 384** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Nursing Practice Synthesis** |
| B.4. [Course description](#description) |  | The transition from the student role to professional nurse is fostered in a variety of clinical settings and specialties. Seminars examine issues central to contemporary nursing practice. 12 contact hours. |
| B.5. [Prerequisite(s)](#prereqs) |  | **NURS 381 and NURS 382. NURS 383 must be taken prior to or concurrent with NURS 384.** |
| 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.** | |

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| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Type of cours](#instr_methods)e |  | **Lecture and Practicum** |
| 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) |  | **Case Study Analysis| Attendance | Standardized Exams |Papers | Self-reflective Journals| 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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|  | **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 |  |
| 1.1.Integrate knowledge from the ats and sciences in the role as an independent professional nurse and member of a global society. (Domains: 1, 2, 4, 9). | Domains: 1, 2, 4, 9 | Case Study Analysis, Standardized Exams, Clinical Performance, Quality and Safety Paper with integration of current literature/research/Evidence based practice. |
| 2. Operationalize the concepts of leadership, quality, and safety to improve healthcare outcomes in a cost effective, safe, and caring manner. (Domains: 2, 5, 7, 8). | Domains: 2, 5, 7 | Clinical Performance, Quality and Safety Paper with integration of current literature/research/Evidence based practice. |
| 3. Integrate evidence through operationalizing interprofessional collaboration and teamwork to enhance address the multiple factors that influence the health of individuals, families, and communities. (Domains: 1, 2, 3, 5, 6, 7, 9). | Domains: 1, 2, 3, 5, 6, 7, 9 | Case study Analysis, Clinical Performance, Interprofessional Teamwork and Collaboration Educational Simulation (RI State-wide activity), Quality and Safety Paper with integration of current literature/research/Evidence based practice, Self-reflection journals, |
| 4. Integrate the autonomous and collaborative roles of the nurse on an interdisciplinary team. (Domains: 1, 2, 4, 5, 6, 8, 9). | Domains: 1, 2, 4, 5, 6, 8, 9 | Clinical Performance, IPE Live Simulation, Self-reflection/journal. |
| 5. Utilize information processes and technologies to enhance clinical decision-making, uphold professional standards, and streamline nursing practices for optimal efficiency and effective care management. (Domains: 2, 5, 8). | Domains: 2, 5, 8 | Clinical Performance, IPE Live Simulation, Self-reflection/journal. |
| 1. Critically analyze and evaluate activities within the healthcare system that influence health, illness, and injury. Evaluate the impact on the delivery of healthcare focusing on effectiveness and promotion of equity. (Domains: 1, 3, 7). | Domains: 1, 3, 7 | Clinical Performance, IPE Live Simulation, Self-reflection/journal, Quality and Safety Paper. |
| 1. Integrate professional behaviors by synthesizing professional values, encompassing accountability, responsibility, adherence to standards of moral, ethical, and legal conduct, and embracing the pursuit of lifelong learning. (Domains: 1, 5, 6, 7). | Domains: 1, 5, 6, 7 | Case Study Analysis, Clinical Performance, IPE Live Simulation, Self-reflection/journal, Quality and Safety Paper. |
| 1. Integrate comprehensive nursing concepts, encompassing health promotion, illness management, and end-of-life support, into the delivery of care for diverse client populations. (Domains: 1 – 10). | Domains: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Case Study analysis, Clinical Performance, IPE Live Simulation, Self-reflection/journal, Quality and Safety Paper. |

| 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.** |
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| 1. Synthesis of Advanced Concepts of Professional Nursing  a. Integration of theory from arts, humanities, and sciences in the exploration of evidence-based nursing practice.  b. Integrate theory with real life situations and devise solutions to carefully designed scenarios (case studies).  c. Patient centered care  d. Leadership, quality, and safety, to improve healthcare outcomes.  e. Autonomous, collaborative roles of the nurse on an interdisciplinary team.  2. Nursing Care of the Complex Patient.  a. Evidence based nursing practice.  b. Professional skepticism and inquiry  c. Critical analysis and clinical judgment  d. Nursing ethics  e. Legal implications of nursing practice  f. Advocacy roles in nursing practice.  g. Diversity, equity, and inclusion related to all aspects of care.   1. Enhancing Critical Analysis, Clinical Judgment, and Critical Thinking Skills   a. Case study analysis  b. Active problem-based experiential learning model  c. Engage in reflective practice and cooperative learning to solve case scenarios.  c. Implementation of decision-making, communication, problem solving, and clinical judgment.  d. Engagement in scenario-based learning and analysis.  e. Enhance problem solving skills, recognizing cues, developing plans of action in role of the nurse.   1. Interprofessional Competencies for nurses as members of the health care team:   a. Four Essential Competencies:  i. Values/ethics for interprofessional practice  ii. Roles/responsibilities  iii. Interprofessional Communication  iv. Teams and teamwork  b. Communication as a member of the interdisciplinary team  f. Diversity, equity, and inclusion related to interdisciplinary team collaboration.  g. Impact of interprofessional collaboration on the quality of care.  5. Implement the role of Nursing Practice  a. Nursing Care of the Complex Patients in a Variety Populations and Clinical Practice Settings:  i. Nursing Care of the Adult in Acute and  ii. Nursing Care of Adult Patients in Critical Care Settings  iii. Nursing Care of the Maternal/Child Populations  iv. Nursing Care of Children in the Acute Care Setting  v. Nursing Care of Children in the Critical Care Setting  vi. Nursing Care of Children in a Long Term Care Setting. |

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 | 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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