# 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 318 Person-Centered Health and Physical Assessment** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Onanian School of Nursing**  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |  |
| A.3. [Originator](#Originator) | **Donna Huntley-Newby** | [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). 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>.Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). Educating nurses: A call for radical transformation. Jossey-Bass.This course will be equivalent to the older NURS 316 Physical Assessment of the Adult and Child, which will eventually be deleted once its cohort has completed. |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | This new online 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 provide career and educational mobility. These changes are expected to improve the registered nurse student experience and achievement of adult learning outcomes. Most importantly, these revisions and online format will ensure our continued ability to meet accreditation requirements and access for adult learners to the baccalaureate degree. |
| A.6. [Impact on other programs](#impact)  | **None** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | NURS 316 Course is presently taught by School of Nursing Faculty. Two students enrolled in the present RN-BSN curriculum and will take this course during the Spring 2025AY. The faculty will then transition to NURS 318. |
| [*Library*:](#library) |  |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_\_\_RIC Campus \_\_\_NEC \_\_\_Other \_\_x\_\_ None** |
| *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 | Zoom | Kaltura** **Lecture capture (online)** Course content will be delivered via LMS platform – Blackboard. Later hours may be needed from the HELP desk |
| [*Facilities*](#facilities): | **None** |
| 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: |
| 1. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A%5CUsers%5CSAbbotson%5CDocuments%5CCurriculum%5CManualandWebsite%5Ctransfer%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.**

None |
| 1. 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 online curriculum |

**D.** [**NEW OR REVISED COURSES**](#delete_if) **THAT ARE FULLY ONLINE: SYNCHRONOUS OR ASYNCHRONOUS. IF ALSO IN PERSON/HYBRID, COMPLETE D. 1, 3, 11, 13, 14, 17 and 18.**

**Delete section D. if the proposal does not include a new or revised course that is fully ONLINE. As in section A. do not highlight but simply delete suggested options not being used. Always fill in D. 1 and D. 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. |
| --- | --- | --- |
| D.1. [Course prefix and number](#cours_title)  |  | **NURS 318** |
| D.2. Cross listing number if any |  |  |
| D.3. [Course title](#title)  |  | **Person-Centered Health and Physical Assessment** |
| D.4. [Course description](#description)  |  | Performing a comprehensive health and physical assessment of the adult and child with application of knowledge is essential. Students will critically analyze data to provide inclusive and person-centered care. |
| D.5. [Prerequisite(s)](#prereqs) |  | RN licensure and enrollment in the Onanian School of Nursing, and NURS 208W. |
| D.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**  |
| D.7. [Contact hours](#contacthours)  |  | **4** |
| D.8. [Credit hours](#credits) |  | **4** |
| D.9. [Justify differences if any](#differences) |  |

|  |  |  |
| --- | --- | --- |
| D.10. [Grading system](#grading)  |  | **Letter grade**  |
| D.11. a. [Type of cours](#instr_methods)e  |  |  **Lecture Small group**  |
| D.11.b Instruction mode. Make sure your choice here has been fully explained in the rationale |  | **Fully Online Learning****Asynchronous**  |
| Reminder: Instructors are responsible for ensuring their course meets accessibility standards and provides accommodations identified by Disability Services (find links).  |
| D.11.c. How will students engage with the content  |  |  **Lectures (recorded) | Course readings | Videos or other recordings | Case Studies** |
| D.11.d. How will students engage with the instructor  |  | **Campus office hours | Email | Zoom conferencing | email | Instructor’s written feedback | Instructor’s video feedback |**  |
| D.11.e. How will students engage with other students  |  |  **Online discussion boards | Team/group projects | Shared documents | case studies** |
| D.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** **category:** |
|  12. d. Writing in the  Discipline (WID) |  |  **NO** |
| D.13. [How will student performance be evaluated?](#performance)  |  |  **Presentations |Papers |** **| Interviews** **Performance Protocols | Projects | Discussion board | LMS participation** |
| D.14 [Recommended class-size](#class_size) |  |  **15-20** |
| D.15. [Redundancy statement](#competing) |  | **None** |
| D. 16. Other changes, if any |  |

| D.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 Based on Course OutcomesAACN Domains:1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for Nursing Practice
5. Quality and Safety
6. Interprofessional Partnerships
7. System-Based Practice
8. Information and Healthcare Technologies
9. Professionalism
10. Personal, Professional and Leadership Development
 |  |
| 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, social determinants of health, clinical judgment, and communication | Domains: 1,2,3,4,5,8 | Case studies, nursing care plan and assessment,paper |
| 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 for pediatric and adult clients | Domains: 1,2,3,8,9 | Interview, case studies, health history and assessment paper, video presentation of assessment of a child and adult |
| Integrate current quality and safety practice guidelines to guide health assessment techniques and practice.   | Domains: 1,2,3,5,8,9 | Paper, case studies, assessment of quality and safety parameters |
| Integrate social determinates of health and population health when critically analyzing individual health data | Domains: 1,2,3,7,8 | Case studies, Paper on social determinants and impact on health and well-being |
| Demonstrate behaviors that reflect a sustainable professional nursing identity, self-reflection, cultural competence, interprofessional collaboration, and leadership development.  | Domains: 1,2,3,4,6,9,10 | Self reflection paper on personal professional identity, Cultural competence case studies |

| D.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.** |
| --- |
| Course Introduction and expectations1. Overview of Health and Physical Assessment

Assessment MethodsGeneral surveyPain assessment1. Transcultural Considerations
2. Impact of Social Determinants of Health
3. Impact of climate change on health and well-being

Conducting a comprehensive health assessment1. Utilizing an interpreter
2. Establishing a client profile
3. Performing an age appropriate interview and history
4. Assessing the client’s perception of health and health seeking behaviors
5. Analyze the reactions and responses of clients and their families to disease processes
6. Analyze the presence of genetic traits or diseases
7. Integrating data from other disciplines
8. Incorporating evidence-based principles and approaches for inclusion when assessing clients

American Nurses’ Association Code of Ethics1. Ethical practice physical assessment
2. Impact of regulatory and fiscal restraints
3. Impact on professional nursing practice and needs of clients

Assessment1. Head, face, neck
2. Eyes
3. Nose, mouth and throat
4. Musculoskeletal

Assessment1. Neurological
2. Mental status evaluation
3. Cranial nerves
4. Sensory functions
5. Motor functions
6. Cerebellar functions
7. Reflexes

Assessment1. Skin, Hair and Nails
2. Thorax and Lungs
3. Breast
4. Cardiovascular system

Great VesselsPeripheral Vascular SystemAssessment1. Abdomen
2. Genitourinary
3. Genitalia – male and female
 |

## **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 |
| --- | --- | --- | --- |
| Donna Huntley-Newby | Program Director of RN-BSN Program |  | 3/17/2024 |
| Sharon Galloway | Chair of Undergraduate Nursing Program | Sharon Galloway | 3/17/2024 |
| Justin DiLibero | Dean of Onanian School of Nursing | \*Approved by email | 3/17/2024 |

##### 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.