# 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 377 Contemporary Nursing: Issues, Innovation and Transformation** | | | |  |
| [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) | **Nursing – Undergraduate Program** | | |
| 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 online 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).  This new course reflects the current AACN accreditation requirements. The scaffolding in the program of study includes this course being offered as the first course in the online RN-BSN curriculum. The content will prepare registered nurses for baccalaureate nursing practice by exploring the essential concepts of nursing theory, research, evidenced based practice, scholarly inquiry, teaching and learning and the nursing process.  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).  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 376 Contemporary Nursing Practice; Issues and Challenges 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? | The 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): | 6 enrolled students will need to complete NURS 376. Upon student completion faculty will transition to NURS 377 and NURS 376 will then be deleted. | | | |
| [*Library*:](#library) | None – Will continue to work with School of Nursing Liaison | | | |
| *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 |**  Couse content will be delivered via LMS platform – Blackboard. Office hours via Zoom. Later hours may be needed from HELP Desk. | | | |
| [*Facilities*](#facilities): | None | | | |
| A.8. [Semester effective](#Semester_effective) | Fall 2024 | A.9. [Rationale if sooner than next Fall](#Semester_effective) | | Not applicable | |
| 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:\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.**   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. | New Examples 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 377** |
| D.2. Cross listing number if any |  |  |
| D.3. [Course title](#title) |  | Contemporary Nursing: Issues, Innovation and Transformation |
| D.4. [Course description](#description) |  | RN students will critically examine the evolving landscape of healthcare and nursing practice, addressing healthcare policy, ethics, informatics, cultural competence, leadership and interprofessional collaboration**.** |
| D.5. [Prerequisite(s)](#prereqs) |  | **RN licensure and enrollment in the Onanian School of Nursing** |
| 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 | Summer** |
| D.7. [Contact hours](#contacthours) |  | **4** |
| D.8. [Credit hours](#credits) |  | **4** |
| D.9. [Justify differences if any](#differences) |  | |

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| 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 |** |
| D.11.d. How will students engage with the instructor |  | **Campus office hours | Email | Zoom conferencing | email| Instructor’s written feedback |** |
| D.11.e. How will students engage with other students |  | **Class activities | Online discussion boards | Team/group projects Shared documents** |
| 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** |
| 12. d. Writing in the  Discipline (WID) |  | **NO** |
| D.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations |Papers |**  **| Projects |**  **| Discussion board | LMS participation** |
| D.14 [Recommended class-size](#class_size) |  | **15-20** |
| D.15. [Redundancy statement](#competing) |  | **No** |
| 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 Outcomes  **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 |  |
| Critically analyze the impact of healthcare policies on the future of nursing practice, patient care and healthcare facilities through multiple spheres of care | Domains: 1,2,3,4,7,8,9 | Discussion Board, Reflections, Papers |
| Synthesize evidence and interprofessional perspectives to enhance healthcare outcomes | Domains: 1,2,3,4,5,6,8 | Discussion Board, Reflections,Papers |
| Operationalize leadership theories and perspectives to promote quality, safety, cost effectiveness and improved health outcomes | Domains: 1,2,3,4,5,6,7,8,9,10 | Quality/Safety paper, discussion board and reflective writing, leadership interview |
| Advocate for nursing, patients and populations within an ethical framework to address political processes, regulatory policies, public policy and health care financing | Domains: 1,2,3,4,5,6,7,8,9,10 | Paper , Discussion board, advocacy letter |
| Analyze data from health technologies and communication systems to maximize effective nursing and health outcomes | Domains: 1,2,3,4,6,9,10 | Discussion Board, reflective writing, paper |
| Integrate knowledge from the arts and sciences to support care of diverse patients, communities within the global environment | Domains: 1,2,3,4,8,9,10 | Critiques, Nursing Process, Discussion Board, Paper |
| Evaluate activities and recommend interventions that promote health, prevent injury and illness to ensure equitable, efficient health cate for patients, populations and nurses | Domains: 1,2,3,5,7,8 | Papers written according to APA format, Discussion Board, reflective writing and peer review |
| Integrate knowledge, skills and attitudes related to the social determinants of health and principles of diversity, equity, inclusion and belonging in providing care to diverse groups throughout the spheres | Domains: 1,2,3,4,9,10 | Personal reflection, Discussion Board |

| 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.** |
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| **The Future of Nursing**   * 1. Institute of Medicine Report   2. The Future of Nursing 2020-2030: Charting a path to Achieve health Equity   3. Overview of Competency Based Education and Practice   4. Current state of the profession of nursing and impact on healthcare system and workforce   5. Strategies to address professional issues   6. The role of innovation and transformation in healthcare   **Evidence-Based Practice**   * + 1. Overview of evidence-based practice and scholarly inquiry for nursing practice     2. Evaluating evidence to facilitate change     3. Change theory and application to professional nursing     4. Transtheoretical Model and stages of change     5. Change theorist – Lewin/Lippitt/Prochaska & Diclemente     6. Promoting change within the spheres of practice     7. Change fatigue within the nursing profession     8. Role of an effective change agent     9. Organizational, system and workforce barriers to change and evidence-based practice   **Leadership in the spheres of healthcare**   * 1. Leadership theories   2. Leadership competencies   3. Differentiate between management and leadership   4. Factors in motivational and humanistic management   5. Management and leadership roles within the healthcare environment   6. Moral courage and leadership   7. Conflict resolution   8. Health care technology and informatics to facilitate leadership initiatives and change   **Power and Politics in Nursing**   * 1. Definition of power   2. Impact on health and public policy   3. Impact on person-centered care and population health   4. Systems Theory and Organizational characteristics   5. Power, negotiation and delegation   6. General bases of power   7. Attributes of skilled negotiator   8. Role of nurse and political efficacy   9. Role and activities of professional associations in influencing health policy decisions   **Professional Ethics**   * 1. Ethical principles in professional practice   2. Ethical dilemmas in contemporary healthcare situations   3. Ethical issues that impact equitable care and healthcare outcomes – Healthcare equity   4. Impaired or incompetent medical professionals   5. Racism and its impact on nursing and patient   **Global Health, Nursing and Social Justice**   * 1. Global, Domestic and policy issues that impact health and nursing care   2. Impact of global issues - pandemics, war, violence, and conflict impact nurses, families and communities   3. The role of social justice theory related to discussions and healthcare outcomes   4. How to address social justice in the healthcare spheres   5. Health equity and elimination of disparities   6. Creating systems and structures for equity   7. Violence in the healthcare setting and impact on the profession of nursing   Environments that promote patient safety  Adequate nurse staffing  Workplace violence, unprofessional and disruptive behaviors  **Expanding the Vision of Nursing**   * 1. Reflection on one’s personal philosophy   2. Trends in professional practice   Patient-centered care  Interdisciplinary teams  Evidence based practice  Quality improvement  Utilize informatics   * 1. Strategic initiatives for professional practice |

## **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 |
| --- | --- | --- | --- |
| Donna Huntley-Newby | Program Director of RN-BSN Program |  | 3/17/2024 |
| Sharon Galloway | Chair of Undergraduate Nursing | 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.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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