# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **NURS 615 Adult Health/Illness II for NPs**  |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: creation | revision |** [**deletion**](#deletion)**Program**[**: creation**](#creation) **|** [**revision**](#revision)**| deletion |** [**suspension**](#suspension) |
| A.3. [Originator](#Originator) | **Kara Misto** | [Home department](#home_dept) | **Graduate Dept., School of Nursing** |
| A.4. [Rationale](#Rationale)/Context | The School of Nursing graduate faculty report frequent requests about post graduate certificate programs and believe there will be sufficient interest in such programs.At present students enrolled in either the Adult Gerontology Acute Care Nurse Practitioner AGACNP program option or in the Adult Gerontology Acute Care Clinical Nurse Specialist program option (AGACCNS) take two of their specialty courses, which includes practicum requirements (NURS 610 and NURS 620), using the same title and course number. In order to develop C.G.S. programs, additional courses need to be created. This proposal requests the creation of the following course:**NURS 615 Adult Health/Illness II for NPs (6 Credits)** This proposal will also offer clear options for Nurse Practitioners and Clinical Care Specialists while they are enrolled in the MSN. The changes are reflected in the MSN program plan in the catalog.  |
| A.5. [Student impact](#student_impact) | The creation of this new course allows students the opportunity to return to Rhode Island College and pursue a C.G.S. as an adult gerontology acute care nurse practitioner.  |
| A.6. Impact on other programs | **none** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **No impact** |
| [*Library*:](#library) | **No impact**  |
| [*Technology*](#technology) | **No impact** |
| [*Facilities*](#facilities): | **No impact** |
| Promotion/ Marketing needs  | **No impact other than current promotion and marketing already carried out by the graduate department in the School of Nursing.** |
| A.8. [Semester effective](#Semester_effective) | **Spring, 2020** |  |  |

1. [NEW OR REVISED COURSES](#delete_if" \o "Delete this entire section if it is not applicable to  your proposal. If revising a course, you need only fill in the before and after details of those aspects you would like to change, and just leave the rest blank.):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | NURS 615 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | Adult Health/Illness II for NPs |
| B.4. [Course description](#description)  |  | Students develop advanced practice nurse competencies specific to caring for adults with select acute health alterations. Emphasis is on the nursing/nursing practice sphere.  |
| B.5. [Prerequisite(s)](#prereqs) |  | Graduate status, [NURS 510](http://ric.smartcatalogiq.com/2019-2020/Catalog/Courses/NURS-Nursing/500/NURS-510) and [NURS 540](http://ric.smartcatalogiq.com/2019-2020/Catalog/Courses/NURS-Nursing/500/NURS-540). |
| B.6. [Offered](#Offered) |  | **Fall | Spring | Summer |****Even years | Odd years | Annually****Alternate Years | As needed.** |
| B.7. [Contact hours](#contacthours)  |  | 15 |
| B.8. [Credit hours](#credits) |  | 6  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Practicum |** |
| B.12.[Categories](#required) |  | **Required for program |**  |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Clinical work | Exams | Presentations | Papers |** **Class Work | Quizzes |****Performance Protocols | Reports of outside supervisor |**  |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| 1. Integrate theoretical knowledge, including nursing and related theories and advanced physical assessment, pathophysiology, and pharmacology, in directing and evaluating care of diverse adults and older adults across the lifespan with various acute and complex health problems (Organizational & Systems Leadership; Ethics; Master’s Level Practice).
2. Explain what geriatric syndromes are and discuss the APRN role in relation to prevention, early detection and management (Advanced Practice Role).
3. Discriminate between dementia, delirium, and depression, including nursing assessment and management strategies (Advanced Practice Role).
4. Distinguish between nutrition support and nutrition therapy and discuss implication for collaborative care management for diverse adults and older adult across the lifespan with various acute and complex health problems (Interdisciplinary, Collaborative Practice; Advanced Practice Role).
5. Apply the Synergy Model Framework and the spheres of influence to guide Advance practice (Organizational & Systems Leadership; Advanced Practice Role).
 | **Essentials of Master’s Education in Nursing (AACN, 2011)** Essential I. Background for Practice: Sciences and Humanities | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Successful completion of one CRI;select a case with ***diversity/ethical***

***issue**** Simulation encounter: Date TBA
* Participation in clinical group discussions; present a clinical case relevant to the

nursing/nursing practice sphere * Submission of required evaluations: Master’s student evaluation of preceptor; site; clinical faculty;
* Satisfactory faculty clinical evaluation of Master’s student (attached);
* Satisfactory preceptor clinical evaluation of Master’s student (attached); it is the responsibility of the student to assure the completed preceptor evaluation is returned to the faculty member.
* Satisfactory accomplishment of required competencies. These include the NP core competencies and the Adult/Gerontology NP competencies. Please note: \*It is the responsibility of the student to indicate to preceptor and/or faculty when it is believed that a particular competency has been met. The faculty/preceptor will then determine if sign off is indicated.
 |
| 1. Articulate an understanding of how leadership skills and decision making can be used to ensure culturally sensitive, quality, cost effective care (Quality & Safety; Cultural Sensitivity & Diversity; Master’s Level Practice).
2. Demonstrate leadership and advanced clinical judgment in directing care of diverse adults and older adults across the lifespan with various acute and complex problems (Advanced Practice Role).
 | II. Essential II Organizational/systems Leadership | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs Successful completion of one CRI;select a case with ***diversity/ethical***

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 |
| 1. Demonstrate an understanding of nurse sensitive indications and National Patient Safety Goals (Organizational & Systems Leadership).
2. Describe how the APRN can identify quality and safety issues and lead initiatives to positively impact health care outcomes of diverse adults and older adults across the lifespan (Quality & Safety; Advanced Practice Role).
3. Apply relevant data, best evidence, leadership principles, and effective communication in inter-disciplinary interactions to improve health outcomes (Translating & Integrating Scholarship & EBP; Organizational & Systems Leadership; Interdisciplinary Collaborative Practice; Master’s Level Practice).
 |  III. Essential III Quality and Safety | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
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 |
| 1. Recommend an evidence-based, strategic plan of care to positively impact select nurse-sensitive outcomes: falls; pressure ulcers; restraint use (Master’s Level Practice).
2. Drive evidence-based approaches to manage care of diverse adults and older adults across the lifespan with various acute and complex health problems (Scientific Knowledge for Practice; Advanced Practice Role).
 | IV. Essential IV Translation and Integration of Scholarship, Research, and Evidence Based Practice. | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
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 |
| 1. Describe how to integrate technological innovations and information technologies into the plan of care and use to evaluate effectiveness in diverse adults and older adults across the lifespan with various acute and complete health problems
2. Discuss how to use data and information technologies to evaluate primary, secondary, and tertiary care of diverse adults and older adults across the lifespan with various acute and complex health problems (Quality & Safety; Clinical Prevention & Population Health).
3. Use current and emerging information and communication technologies in maintaining professional knowledge and improving health outcomes of diverse adults and older adults across the lifespan with various acute and complex health problems (Scientific Knowledge for Practice; Advanced Practice Role).
 | V. Essential V. Innovative Health Care Technologies and Informatics | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
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 |
| 1. Evaluate the impact of relevant health care policy on the provision of quality health care (Master’s Level Practice).
2. Use case studies to identify examples of advocating for patients, families, and caregivers.
3. Evaluate the impact of relevant health care policy on the provision of quality health care (Master’s Level Practice).
4. Advocate for patients, family, and caregivers.
 | VI. Essential VI. Health Policy and Advocacy | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
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 |
| 1. Articulate a rationale for interdisciplinary, collaborative practice in conducting a comprehensive geriatric assessment.
2. Negotiate the advanced practice role within the inter-disciplinary team to improve health care outcomes of diverse adults and older adults across the lifespan with various acute and complex health problems (Advanced Practice Role).
 | VII. Essential VII. Interdisciplinary, Collaborative Practice | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs; Successful completion of one CRI;select a case with ***diversity/ethical***

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 |
| 1. Describe the advanced practice role in prevention, early detection, and management of nosocomial infection (Advanced Practice Role).
2. Implement individualized, culturally responsive strategies in the delivery of clinical prevention and health promotion interventions individuals and families within the acute care setting (Master’s Level Practice).
 | VIII. Essential VIII. Clinical Prevention and Population Health | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
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 |
| Apply theories and evidence-based knowledge in designing, coordinating and evaluating the delivery of care.  | IX. Essential IX. Master’s Level Practice | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Successful completion of one CRI;select a case with ***diversity/ethical***

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 |
| 1. Compare and contrast ethical and legal frameworks that can be used to guide APRN practice (Scientific Knowledge for Practice; Advanced Practice Nursing).
2. Use ethical decision making, advocacy, and consideration of diversity in managing care of diverse adults and older adults across the lifespan with various acute and complex health problems (Scientific Knowledge for Practice; Health Policy & Advocacy; Cultural Sensitivity & Diversity; Ethics; Clinical Prevention & Population Health; Advanced Practice Nursing).
 | X. Essential X. Ethics | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
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 |
| 1. Promote culturally sensitive care as a member of the interdisciplinary, collaborative team (Interdisciplinary, Collaborative Practice; Master’s Level Practice).
2. Implement evidence-based, culturally relevant, and linguistically appropriate teaching and learning strategies with diverse adults and older adults and their families (Translating & Integrating Scholarship, Research & EBP; Cultural Sensitivity & Diversity; Clinical Prevention & Population Health; Advanced Practice Nursing).
 | XI. Essential XI. Cultural Sensitivity and Diversity | * Exams, Case presentation, online case discussions.
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs Successful completion of one CRI;select a case with ***diversity/ethical***

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 |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| **Class #1:** * **Course Overview**
* **Role Articulation Exercise**
* **Synergy and the APRN**
* **Hospital Acquired Conditions & Care Quality Indicators**
 |
| **Class #2:** * **Comprehensive Geriatric Assessment: Geriatric Syndromes, Poly-Pharmacy, Iatrogenic Illness, Advanced Directives**
* **Quality and Safety Principles & Root Cause Analysis**

 |
| **Class #3:** * **Alteration in Cognition: Delirium**
 |
| **Class #4:*** **Management of Psychiatric Disorders in Acute Care**
* **Opioid Epidemic & Patient Management**
 |
| **Class #5:** * **Core concepts in care of the Acute Abdomen**
 |
| **Class #6:** * **Nosocomial Infections**
 |
| **Class #7:** * **Urology & Renal disorders in Acute Care & Fluid and Electrolyte Management**
 |
| **Class #8:** * **Cardiac/surgical interventions**
 |
| **Class #9:** * **Cardiac/medical management**
 |
| **Class #10:** * **Nutrition therapy in acute/critical illness**
 |
| **Class #11:** * **Respiratory: ARDS; mechanical ventilation, COPD/asthma exacerbation**
 |
| **Class *#*12:*** **Hematology/Oncology**
* **Ovarian Cancer Task Force RI**
 |
| **Class #13: On-Line****Case Study – Evaluation and Plan of Care – BB Posting & Discussion** |
| **Class #14: December 4, 2019** * **Ethical/legal frameworks and APRN practice**
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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits.  |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* 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 graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature) | Date |
| --- | --- | --- | --- |
|  | MSN Program Director |  | 10/9/19 |
|  | Chair of Graduate Dept.; School of Nursing |  | 10/9/19 |
|  | Dean of School of Nursing |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

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