# 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 625 Adult Health/Illness III 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 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 Post-Master’s certificate programs, additional courses need to be created. This proposal requests the creation of the following course:**NURS 625 Adult Health/Illness III 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** |  |  |

[NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | NURS 625 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | Adult Health/Illness III 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 systems/organizational sphere |
| B.5. [Prerequisite(s)](#prereqs) |  | Graduate status, NURS 615 |
| 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. 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
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
* Submission of required evaluations:
	+ Master’s student evaluation of preceptor; site; clinical faculty;
	+ Satisfactory faculty clinical evaluation of Master’s student;
	+ Satisfactory preceptor clinical evaluation of Master’s student; 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. Describe how the APRN can use systems leadership and quality management to positively impact health care outcomes of diverse adults and older adults across the lifespan (Quality & Safety; Advanced Practice Role).
2. Apply business and economic principles to develop a systems improvement plan (Scientific Knowledge for Practice; Advanced Practice Role).
3. Demonstrate leadership and understanding of the organizational system in directing care and providing oversight and accountability for care delivery of diverse adults and older adults across the lifespan with various acute and complex health problems (Master’s Level Practice).
 | II. Essential II Organizational/systems Leadership | * Exams
* Case presentation
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
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 |
| 1. Use knowledge of leadership principles, quality improvement, and safety to participate in proposing a safety and quality improvement initiative (Organizational & Systems Leadership; Master’s Level Practice).
2. Articulate an understanding of economics, resource management, and business principles to ensure quality, cost effective care (Organizational & Systems; Advanced Practice Role).
3. Apply relevant data, leadership principles, and effective communication in identifying areas for improvement related to quality and safety (Organizational & Systems Leadership; Master’s Level Practice).
 |  III. Essential III Quality and Safety | * Exams
* Case presentation
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
* Submission of required evaluations:
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 |
| 1. Integrate evidence-based approaches to direct, coordinate, and evaluate care of diverse adults and older adults across the lifespan with various acute and complex health problems.
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
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
* Submission of required evaluations:
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 |
| 1. Describe how to initiate, integrate, and evaluate technological innovations and information technologies into the plan of care of diverse adults and older adults across the lifespan with various acute and complex health problems (Informatics & Master’s Level Practice).
2. 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).
3. Promote the ethically appropriate use of health data to analyze and improve primary, secondary, and tertiary care health care outcomes of diverse adults and older adults across the lifespan with various acute and complex health problems (Quality & Safety; Ethics).
 | V. Essential V. Innovative Health Care Technologies and Informatics | * Exams
* Case presentation
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
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 |
| 1. Participate in development of systems/policy change to assure that needs of diverse patients are identified and addressed (Organizational & Systems Leadership; Cultural Competence & Diversity; Master’s Level Practice).
2. Evaluate impact of relevant health care policy on provision of quality health care (Master’s Level Practice).
3. Advocate for policies that improve health outcomes and the nursing profession.

  | VI. Essential VI. Health Policy and Advocacy | * Exams
* Case presentation
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
* Submission of required evaluations:
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 |
| 1. Analyze the role and function of interdisciplinary teams in improving health care outcomes and the APRN role within the interdisciplinary team

(Advanced Practice Role).1. Negotiate the advanced practice role while recognizing the contribution of interdisciplinary team members 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
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
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 |
| 1. Describe how to design clinical prevention and health promotion strategies or services.
2. Discuss how to evaluate that health prevention services are equitable and effective.
3. Design clinical prevention and health promotion strategies or services.
4. Promote equitable and effective health prevention services.
 | VIII. Essential VIII. Clinical Prevention and Population Health | * Exams
* Case presentation
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
* Submission of required evaluations:
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 |
| 1. Describe how to use evidence-based knowledge to drive quality improvement initiatives.
2. Apply evidence based knowledge to participate in and/or lead, as appropriate, the healthcare team in the provision of quality healthcare.
 | IX. Essential IX. Master’s Level Practice | * Exams
* Case presentation
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
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 |
| 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. | X. Essential X. Ethics | * Exams
* Case presentation
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
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 |
| 1. Identify 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; Clinical Prevention & Population Health; Advanced Practice Role).
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
* Successful completion of a *minimum* of 200 hours of relevant clinical experience
* Completion of *weekly* clinical logs
* Simulation encounter
* Participation in clinical group discussions; present a clinical case relevant to the

Systems/organizational sphere.* Attendance and participation in four off clinical site meetings (skills refresher lab, General surgery lab, Orthopedic surgery lab, and case study presentations)
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 |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| --- | --- |
| Week | Content  |
| 1 | * Introduction to organizational/systems sphere; project management; complexity science and policy implications
* Care Transitions *Readings*: Organizational Systems
 |
| 2 | * Case Study #1 – Rapid Response Teams
* Hemodynamics
 |
| 3 | * Case Study - #2 Care Transitions
* Systems leadership and management
 |
| 4 | * Musculoskeletal/ trauma. Melinda Hodne
* Case Study #3 Trauma
 |
| 5 | Exam #1* Hepatic Failure
 |
| 6 | * Endocrine
* Diabetes
 |
| 7 | * Palliative Care
* Pain Management
 |
| 8 | * Burn management
* Case Study #4- Burns
 |
| 9 | Exam #2 * Complexly ill older adults
 |
| 10 | * TransHealth
* Neurology
 |
| 11 | * Neurology
* Case Study # 5 Neuro Medical
 |
| 12 | * Immunologic: HIV/AIDS
 |
| 13 | Exam #3 * Developing a Business Plan: Budgeting, Resource Management
 |
| 14 | Barkley Post evaluation |

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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 |
| --- | --- | --- | --- |
|  |  |  |  |