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

## A. Cover page

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| A.1[. Course or program](#_acknowledge) | Master of Science in Nursing (MSN)Adult/Gerontology Acute Care NP |  |
| A.2. [Proposal type](#type) | Program Revision  |  |
| A.3. [Originator](#Originator) | Patricia Molloy | School of Nursing - graduate |  |
| A.4. [Rationale](#Rationale)Additional Information for [new programs](#type) | Nursing 510 is being eliminated from the program and being absorbed into 540The reason for this change is that we have been offering Nurs 510 to both CNS and NP students and this has created ongoing confusion for both groups of students. Absorbing the course/clinical material into Nurs 540 will result in increased clarity and will be similar to other course offerings in the MSN program.This change will not impact faculty because faculty currently teaching Nurs 510 will continue to teach Nurs 540– the course material (and credit load) from Nurs 510 will be added to Nurs 540. |
| A.5. [Student impact](#student_impact) | There is no negative impact related to this change since students will be paying for the same number of credits and completing the same theory and clinical material in the same semester. The change is anticipated to result in increased clarity for faculty and students. |
| A.6. [Impact on other programs](#impact) | This change is not anticipated to affect other departments. |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | See A4 – no change for faculty in course load or #s required to teach |
|  | [*Library*:](#library) | **No change** |
|  | [*Technology*](#technology) | **No change** |
|  | [*Facilities*](#facilities): | **No change** |
| A.8. [Semester effective](#Semester_effective) | **Spring 2021** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | **This is a course that is only offered in Spring** |

## B. NEW OR 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. |
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| B.1. [Course prefix and number](#cours_title)  | **NURS 540**  | **NURS 540**  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Differential Diagnosis for Nursing Practice** | **Adult Health Illness I for NP** |
| B.4. [Course description](#description)  |  Students are introduced to the diagnostic framework, clinical decision making, and evidence-based resources. The focus is on developing skills in diagnostic reasoning and differential diagnosis. The aim of the clinical practicum is to provide students with direct care patient care experiences designed to facilitate accomplishment of course outcomes, identified competencies, and the individual student objectives. | Students are introduced to the diagnostic framework, clinical decision making, and evidence-based resources. Focus is on developing skills in diagnostic reasoning and differential diagnosis. |
| B.5. [Prerequisite(s)](#prereqs) | NURS 505 and 506; prior or concurrent enrollment in NURS 501, 502, 503, and 504, and 510 | NURS 505 and 506;prior or concurrent enrollment in NURS 501, 502, 503, 504.   |
| B.6. [Offered](#Offered) |  Spring  | Spring  |
| B.7. [Contact hours](#contacthours)  | 6 | 15 |
| B.8. [Credit hours](#credits) | 3 | 6 |
| B.9. [Justify differences if any](#differences) | New Nurs 540 includes a clinical practicum component |
| B.10. [Grading system](#grading)  | Letter grade  | Letter grade  |
| B.11. [Instructional methods](#instr_methods) | Simulation | Practicum | Seminar  | Simulation | Lecture | Practicum | Reflective Inquiry | Small group | Discussion | Case Analysis  |
| B.11.a [Delivery Method](#instr_methods) | Off campus practicum | On campus |Hybrid | Off campus practicum | Hybrid |
| B.12.[Categories](#required) | Required for program | Required for Certification  | Required for program | Required for Certification |
| B.13. [How will student performance be evaluated?](#performance) | Attendance | Class participation | Clinical work | Exams | Practicum | Presentations | Papers | Class Work | Quizzes |Performance Protocols | Projects | Reports of outside supervisor  | Attendance | Class participation | Clinical work | Exams | Practicum | Presentations | Papers | Class Work | Quizzes |Performance Protocols | Projects | Reports of outside supervisor |
| B.14. [Redundancy with, existing courses](#competing) | N/A | N/A |
| B. 15. Other changes, if any |  |

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| B.16. [Course learning outcomes](https://word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fpmolloy_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F3e624bf7ce3e46a794b7b97672231310&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=A984859F-80E1-B000-8116-D8698B49F327&wdorigin=ItemsView&wdhostclicktime=1603199157728&jsapi=1&jsapiver=v1&newsession=1&corrid=7936aa1c-cc7a-4e9c-9c80-44cd344e5121&usid=7936aa1c-cc7a-4e9c-9c80-44cd344e5121&sftc=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Medium&ctp=LeastProtected#outcomes): List each outcome in a separate row      | [Professional organization standard(s)](https://word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fpmolloy_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F3e624bf7ce3e46a794b7b97672231310&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=A984859F-80E1-B000-8116-D8698B49F327&wdorigin=ItemsView&wdhostclicktime=1603199157728&jsapi=1&jsapiver=v1&newsession=1&corrid=7936aa1c-cc7a-4e9c-9c80-44cd344e5121&usid=7936aa1c-cc7a-4e9c-9c80-44cd344e5121&sftc=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Medium&ctp=LeastProtected#standards), if relevant  | [How will each outcome be measured?](https://word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en%2DUS&rs=en%2DUS&wopisrc=https%3A%2F%2Femailric-my.sharepoint.com%2Fpersonal%2Fpmolloy_ric_edu%2F_vti_bin%2Fwopi.ashx%2Ffiles%2F3e624bf7ce3e46a794b7b97672231310&wdenableroaming=1&wdfr=1&mscc=1&wdodb=1&hid=A984859F-80E1-B000-8116-D8698B49F327&wdorigin=ItemsView&wdhostclicktime=1603199157728&jsapi=1&jsapiver=v1&newsession=1&corrid=7936aa1c-cc7a-4e9c-9c80-44cd344e5121&usid=7936aa1c-cc7a-4e9c-9c80-44cd344e5121&sftc=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush&rct=Medium&ctp=LeastProtected#measured)  |
| A.    A. Demonstrate an understanding of the AACN Synergy Model for Patient Care (Advanced Practice Role).  | AACN Essentials of Master’s Education in Nursing Essential I. Background for Practice: Science and the Humanities.  | Clinical Np practice evaluated by preceptor and faculty Clinical journals Class lecture and discussion   |
| B.    Articulate the purpose and goal of diagnostic reasoning in nurse practitioner (NP) practice.    | Essential I. Background for Practice: Science and the Humanities  | Class lecture and discussion Clinical Journals  Case study assignment  |
| C.    Compare and contrast the phases of diagnostic reasoning (data acquisition; hypothesis formulation; hypothesis evaluation; problem naming; goal setting; therapeutic option consideration; evaluation) (Advanced Practice Role).    | AACN Essentials of Master’s Education in Nursing Essential I. Background for Practice: Science and the Humanities.  | Class lecture and small group discussion Threaded through case analysis assignment Final exam  |
| D.   Demonstrate an understanding of the role of ethics in diagnostic reasoning (Ethics; Advanced Practice Role).     | Essential I. Background for Practice: Science and the Humanities  | Clinical preceptor and faculty evaluation. Cultural Assessment Module  |
| E.    Use knowledge of differential diagnosis to develop sound differential diagnosis lists (Advanced Practice Role).     | Essential I. Background for Practice: Science and the Humanities  | Class lecture and small group discussion Threaded through case analysis assignments Final exam  |
| F.    Use knowledge of health disparities and health literacy issues to promote appropriate, accessible preventive care for diverse adults, older adults, and/or populations (Clinical Prevention & Population Health; Master’s Level Practice; Cultural Sensitivity & Diversity).   | Essential I. Background for Practice: Science and the Humanities  | Class lecture and small group discussion Health Promotion/Disease Prevention Assignment Clinical journal and Critical reflective inquiry (CRI) assignmant  |
| A.   Identify appropriate, quality, cost-effective use of diagnostic tests in the diagnostic process (Quality & Safety; Advanced Practice Role).    | AACN II. Essential II Organizational/systems Leadership     | Health Promotion/Disease Prevention Assignment  Clinical preceptor and faculty evaluation Class lecture and discussion  |
| B.    Identify evidence-based resources to guide Advanced Practice Nurse decision-making    related to health promotion and disease prevention activities (Innovative Healthcare Technologies & Informatics; Clinical Prevention & Population Health; Advanced Practice Role).    | Essential II Organizational/systems Leadership     | Presentation on HP topic  Clinical preceptor and faculty evaluation  |
| C.    Examine how systems thinking can be used to change and improve the health care environment (Master’s Level Practice).   | Essential II Organizational/systems Leadership     | Student case study design and presentation  Clinical journaling  |
| A.   Identify common diagnostic errors in the diagnostic process (Advanced Practice Role).     | AACN Essential III Quality and Safety    |  Class lecture and discussion  |
| A.  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).     | AACN Essential IV Translation and Integration of Scholarship, Research, and Evidence Based Practice  | Presentation in HP topic Clinical preceptor and clinical evaluation Case study design and presentation   |
| A.   Demonstrate how to appropriately document the diagnostic process (Innovative Healthcare Technologies & Informatics; Quality & Safety; Advanced Practice Nursing).   | AACN Essential V.  Innovative Health Care Technologies and Informatics    | Presentation on HP topic HP/Disease Prevention Assignment Individual case study presentation Typhon case documentation Final exam   |
| B. Use evidence-based resources and information technology to assist in the diagnostic process (Scientific Knowledge for Practice; Translating & Integrating Scholarship, Research, & EBP; Innovative Healthcare Technologies & Informatics; Advanced Practice Nursing).     | V.  Innovative Health Care Technologies and Informatics  | Presentation on HP topic Lecture and small group discussion- disease specific calculators Final exam  |
| A.   Use case studies to identify examples of advocating for patients, families, and caregivers.     | AACN Essential VI.  Health Policy and Advocacy    | Presentation on HP topic Cultural Assessment Module Clinical journaling, Critical Reflective Inquiry  |
| B.    Illustrate how to advocate for systems/policy change to assure that needs of diverse adults, older adults and/or populations are identified and addressed in planning health promotion and disease prevention strategies of adults across the lifespan (Organizational & Systems Leadership; Clinical Prevention & Population Health; Cultural Sensitivity and Diversity; Advanced Practice Role).      | Essential VI.  Health Policy and Advocacy    | In class discussion of organizational leadership and change Individual case development and presentation  |
| A.   Articulate a rationale for interdisciplinary, collaborative practice in conducting a comprehensive geriatric assessment.     | AACN Essential VII. Interdisciplinary, Collaborative Practice  | Clinical-preceptor and faculty evaluation Simulation In class lecture & discussion  |
| A.   Apply theories and evidence-based knowledge in designing, coordinating and evaluating the delivery of care.   | AACN Essential IX.  Master’s Level Practice    |  Individually developed case and presentation  |
| B.    Recognize how to evaluate the impact of health promotion and disease    prevention strategies directed at diverse adults, older adults, and/or populations (Clinical Prevention & Population Health).      | AACN Essential IX.  Master’s Level Practice    |  HP/Disease Prevention Assignment  |
| A.   Compare and contrast ethical and legal frameworks that can be used to guide APRN practice (Scientific Knowledge for Practice; Advanced Practice Nursing)   | AACN Essential X. Ethics     |  Critical Reflective Inquiry Assignment Weekly Clinical Journals  |
| B.    Use ethical decision-making, moral agency, and consideration of diversity in planning health promotion and disease prevention strategies for diverse adults, older adults and/or populations (Scientific Knowledge for Practice; Health Policy & Advocacy; Clinical Prevention & Population Health; Cultural Sensitivity & Diversity; Master’s Level Practice).   | AACN Essential X. Ethics     |  Critical Reflective Inquiry Assignment Individually developed case presentation  |
| A.   Describe the process of providing patient-centered, holistic care tailored to the unique needs of diverse adults and older adults across the lifespan (Cultural Competence & Diversity; Master’s Level Practice).     | AACN XI. Cultural Sensitivity and Diversity     |  Cultural Module Case presentation, development and analysis  |
| B.    Discuss application of teaching and learning principles and cultural concepts in identifying appropriate primary and secondary prevention strategies for diverse adults, older adults, and/or populations (Clinical Prevention & Population Health; Advanced Practice Role).    | AACN XI. Cultural Sensitivity and Diversity     | Cultural Module HP/Disease Prevention Assignment Case presentation, development and analysis  |
| B.17. [Topical outline](#outline): Please do not include a full syllabus |
| Wk. 1:  Clinical group meetings, Course Overview   |
| Wk. 2:  Differential Diagnosis, Ethical/legal issues/ Hospitalization considerations  |
| Wk. 3:  Common problems:  Testing and Imaging   |
| Wk. 4:  Common problems:  Fluid and electrolytes/Common toxicities  |
| Wk. 5:  Common problems:  Cardiac  |
| Wk. 6:  Common problems:  Acid base disorders  |
| Wk. 7:  Common problems:  Respiratory  |
| Wk. 8: Common problems:  GI  |
| Wk. 9:  Common problems:  Endocrine   |
| Wk.10: Common problems: Immunology  |
| Wk.11: Common problems:  Hematologic/Oncology  |
| Wk.12: Common problems:  Neurologic/ Psychiatric Mental Health  |
| Wk.13: Common problems:  On line Assignment  |
| Wk.14: Common problems:  Renal, Urinary, STDs  |
| Wk 15: Final Exam  |

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Patricia A. Molloy | MSN Program Director  |  | 11/01/20 |
| Debra Servello | Chair of Graduate Dept |  | 11/3/2020 |
| Carolynn Masters | Dean of School of Nursing | A picture containing drawing  Description automatically generated | 11/3/20 |

##### D.2. [Acknowledgements](#acknowledge):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

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