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# graduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page (rover over text for more instructions- please delete red instructions)

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| --- | --- | --- |
| A.1[. Course or program](#_acknowledge) | **622: Evidence-Based Practice for Advanced Nursing Seminar II** |  |
| [Replacing](#Ifapplicable)  |  |  |
| Academic Unit | | School of Nursing |  |  |
| A.2. [Proposal type](#type) | Course: creation |   |  |
| A.3. [Originator](#Originator) | Justin DiLibero | [Home department](#home_dept) | Graduate Nursing |
| A.4. [Rationale](#Rationale)Additional Information for [new programs](#type) | The need for improvement in the MSN major project courses is driven by multiple factors including:1. Suboptimal student experience – students across masters program options consistently report dissatisfaction with the MSN project
2. Suboptimal faculty experience – faculty report dissatisfaction with project experience including lack of involvement of project advisors in the initial project development stages, inequitable workload of faculty teaching NURS 509 – project seminar, and inequitable reimbursement for project advisors in NURS 692 and NURS 693 (i.e. receiving lower FH when taking on additional projects). This in turn leads to challenges finding appropriate instructor coverage, and has become increasingly challenging as the graduate programs continue to grow.
3. Suboptimal achievement of student learning outcomes – While students report overall high satisfaction across learning outcomes, the ability to implement EBP is scored lower in comparison to other student learning outcomes.
4. Expectations of the MSN project that more closely align with doctoral outcomes
5. Current design is not financially sustainable – the current project courses are labor intensive for both students and faculty. Although faculty reimbursement is not equitable, the courses are cost-prohibitive as currently designed.
6. Review of comparable programs shows that the vast majority of programs do not require the scope of MSN project currently required by the RIC SON. Our requirements create a barrier to recruitment.

The proposed changes to the MSN project are designed to address the above issues, and are based on assessment of student satisfaction surveys, and direct feedback received from student and faculty focus groups.The revised MSN project will enhance infrastructure to better support students and faculty/project advisors throughout the major project work, ensure that project advisors are involved from the inception of the project, better align the scope and focus of the project with masters versus doctoral level scholarship, better support achievement of the intended student learning outcomes, provide more equitable reimbursement for faculty, significantly reduce cost, and contribute to the financial sustainability of the overall graduate program.Specific changes to the MSN project courses including:1. Enhance 501 to focus on foundational principles of research, change leadership, and evidence-based practice.
2. Revise 509 – increasing the course from 1 cr to 3cr, providing a seminar structure led by a course facilitator, and involving project advisors who will work directly with their students. During 509, students will complete the literature review, develop the background and significance, develop the problem statement, develop the purpose statement and identify intended outcome measures.
3. Remove 692 and 693 as required classes.
4. Add 622 Evidence-based Inquiry for ANP Seminar II. This will be a 3 cr class and will follow the same model as 509 above. During this class students will identify the framework, methodology, development of the deliverable, and evaluation.
5. This model will allow for group projects when appropriate.
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| A.5. [Student impact](#student_impact) | This course is part of other curricular changes to align the curriculum with recently updated accreditation standards and to optimize the MSN project courses. These changes will be net neutral regarding overall program credit requirements. |
| A.6. [Impact on other programs](#impact) | None |
| 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.):  | None |
|  | [Library:](#library) | None |
|  | [Technology](#technology) | None |
|  | [Facilities](#facilities): | None |
| A.8. [Semester effective](#Semester_effective) | Fall 2022 | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10 [Changes to the website](#Signature_2) | Program requirements will need to be updated. |

## 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. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | 622 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | Evidence-Based Practice for Advanced Nursing Seminar II |
| B.4. [Course description](#description)  |  | The course focuses on the development of an evidence-based practice project relevant to the students intended specialty (i.e. quality improvement proposal, clinical guideline, program development, policy evaluation).  |
| B.5. [Prerequisite(s)](#prereqs) |  | NURS 509 |
| B.6. [Offered](#Offered) |  | Fall | Spring | Summer | |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  | 3 |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | | S/U |
| B.11. [Instructional methods](#instr_methods) |  | | Seminar |  |
| B.11.a [Delivery Method](#instr_methods) |  | |Hybrid |
| B.12.[Categories](#required) |  | Required for program |  |
| B.13. [How will student performance be evaluated?](#performance) |  | | Class participation | Presentations | Papers |  |
| 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 each outcome be measured?](#measured) |
| --- | --- | --- |
| 1. Apply a relevant framework to support the development of the evidence-based practice project
 |  |  |
| 1. Evaluate the local context in relation to the scientific evidence
 |  |  |
| 1. Synthesize foundational knowledge, scientific data and knowledge of the local context to develop a scholarly product appropriate to drive a meaningful improvement in the local practice setting and relevant to the students intended advanced practice role
 |  | Click Tab from here to add rows |
| 1. Develop a plan for implementation and sustainment of the improvement.
 |  |  |
| 1. Evaluate implications for future scholarship and advanced nursing practice
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| B.17. [Topical outline](#outline): Please do not include a full syllabus |
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| 1. Establishing the framework
2. Local context/local problem
3. Project development
4. Implementation and sustainability planning
5. Evaluation
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## 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 |
| --- | --- | --- | --- |
| Pat Molloy | Program Director of  |  | 3/29/2022 |
| Justin DiLibero | Chair of Graduate Nursing | Justin DiLibero | 3/28/2022 |
| Carolynn Masters | Dean of Nursing | Carolynn Masters | 3/30/22 |