

**SPECIAL REPORT**  
**OF THE**  
**ACADEMIC MATTERS COUNCIL**  
**concerning**  
**REVISION OF THE BS PROGRAM IN NURSING**  
**(#3680)**

**Presented at the**  
**772<sup>nd</sup> Regular Meeting of the Faculty Senate**  
**November 16, 2017**

**COUNCIL MEMBERSHIP**

**ACADEMIC MATTERS COUNCIL**

**Neal Abraham, Wesley Autio, Martha Baker, Carol Barr, Bryan Beck, Allison Butler, Marcy Clark, Catherine Dimmitt, Sharon Domier, Diane Flaherty, Laura Francis, Mark Guerber, Jennifer Heuer, Maeve Howett, Patrick Kelly, Kathryn Lachman, Nancy Lamb, Meredith Lind, Linda Lowry, Ernest May, Ruthanne Paradise, MJ Peterson, Linda Shea (Chair), Kelly Smiaroski, Kregg Strehorn, Patrick Sullivan, Jack Wileden, Rebecca Woodland, Ben Stone, Nancy Symmes, Jennifer Randall, Roberta Marvin**

**ACADEMIC MATTERS COUNCIL**

**On Wednesday, November 8, 2017, the Academic Matters Council unanimously approved the Revision of the BS in Nursing in the College of Nursing, Proposal #3680 in the Curriculum Management System.**

**MOTION: That the Faculty Senate approve the Revision of the BS Program in Nursing, 05-18 as presented in Sen. Doc. No. 18-011.**

*Please describe your proposal*

**The College of Nursing offers an undergraduate program leading to the Bachelor of Science degree and is comprised of three tracks: the four year college major, the accelerated track for second-degree students, and the RN to BS track. This program is approved by the Massachusetts Board of Registration in Nursing and is fully accredited by the Commission on Collegiate Nursing Education (CCNE), a national nursing education accrediting body. Completion of requirements is part of the qualification for the non-licensed graduate to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN®), a prerequisite to working as a registered nurse.**

The nursing major builds on general education requirements and courses that provide the foundation for an approach to nursing science that is humanistic and scientific. Lectures, case studies, group projects, seminars, clinical practice, simulation in the laboratory setting, multimodal content, self-paced modules and independent studies are used. Community agencies such as senior citizen centers, colleges, ambulatory-care centers, community hospitals, medical centers, home-care agencies, long-term care facilities, and community and public health agencies are used for clinical practice. Faculty assists students in exploring new areas and in laying the foundation for a critical thinking and problem-solving approach to nursing practice and research.

The College of Nursing is ready to implement an innovative and comprehensive revision to our undergraduate curriculum. The last major revision was done in the 1990s with multiple major and minor revisions in the years since. In 2011, the faculty began the design of an integrated revision to reflect new competencies in nursing education including the Institute of Medicine's the Future of Nursing (2010)<sup>1</sup>, Quality and Safety Education in Nursing (QSEN) (2007)<sup>2</sup>, American Association of Colleges of Nursing: the essentials of baccalaureate education for professional nursing practice (2008)<sup>3</sup>, Massachusetts' Nurse of the Future (2016) and others.

Several administrative changes including appointment of a new dean and associate deans led to a delay in development and implementation that required a renewal of effort. Where there had been directors assigned to nursing education tracks, all three undergraduate tracks were combined into a single program director. In the fall of 2016, a new position of an Assistant Dean devoted to Undergraduate Education was appointed. The faculty have since revived the extant curriculum revision, reviewed major documents, and relevant trends and science in nursing education. The attached proposal includes critical redistribution of credit and clinical hours that reflect benchmark schools and the need to address barriers and cost of educating nurses in the Commonwealth, while maintaining excellence in patient safety and evidence based practice.

Curricular threads to reflect contemporary nursing practice include: increased gerontology, nursing informatics, genomics and genetics, social justice, palliative care, global nursing and inter-professional education content.

Also driving this revision is response to student feedback data, new science to support simulation for nursing education, the need to have earlier clinical experiences in the major, the need for all three baccalaureate options to align (the RN to BS option, the accelerated second degree option, and the four year nursing major), increasing budgetary constrictions, the desire for international experiences, and finally, increased flexibility across the program of study to improve the student experience.

In response to student feedback in this proposal there are now electives in the major, room for electives across the university, international and extra-curricular experiences, room for certificates and minors, and flexibility when students fail to progress early in the major. We changed some of the prerequisite courses and are adding and revising courses. New courses include important new content to address contemporary healthcare needs such as N202 Healthy Aging and N321 Integrative Preventative Care and required electives in the nursing major such as N412 Social Justice and N411 Palliative Nursing.

This proposal has been developed by a task force of the Undergraduate Curriculum Committee of the College of Nursing and then further revised by the entire Undergraduate Curriculum Committee of the College of Nursing, before going forward for discussion, revision, and approval from the Faculty Assembly of the College of Nursing. The Dean, Stephen Cavanagh, the Associate Dean for Academic Affairs, Donna Zucker, and the Assistant Dean for Undergraduate Education, Maeve Howett, have all reviewed and approved the program revision.

*Please describe the existing program requirements, listing all required courses and available electives, as well as any additional requirements, and continuation or admissions policies.*

**Current Undergraduate Bachelor of Science Program:**

Students are expected to assume increasing responsibility for their own education by choosing the learning options that best serve their individual abilities, needs, and interests. Under faculty guidance, students provide nursing care to clients of all ages and develop skills in critical thinking, leadership, and research utilization.

**Objectives of the Bachelor of Science Program (these are not being revised)**

The undergraduate program provides the knowledge and skills fundamental to professional nursing. Students emerge from this community-based program prepared for graduate study and able to:

1. Advocate for culturally relevant care for vulnerable and underserved populations to reduce health care disparities and promote social justice.
2. Collaborate to shape environments and systems that promote health and well-being, ensure safe, quality care for all, and maximize the unique contribution of nursing.
3. Enact the nursing role in a manner that consistently reflects caring, professional values, ethical principles, accountability, integrity, a commitment to lifelong learning, self-care, and an awareness of how personal values influence one's actions.
4. Exhibit a spirit of inquiry and creativity to identify gaps in nursing knowledge, critique new science, and use evidence as a basis of practice.
5. Provide safe, quality, patient- and family-centered holistic care across the lifespan to promote health and well-being of individuals, families, and communities.
6. Engage others to envision, influence, and implement practice and policy changes in healthcare to achieve a preferred future locally, nationally, and globally.
7. Collaborate with individuals, families, communities and interdisciplinary teams using professional communication to design, manage, and evaluate care, facilitate transitions of care and maximize outcomes.
8. Integrate emerging technologies and information management tools to enhance communication and healthcare access, support safe processes of care, and evaluate impact on health outcomes.

(Approved by Faculty Assembly December 17, 2014; updated 5/15, 5/16)

Students may complete their BS in one of three tracks including the four year nursing major (freshmen through senior years of study with curriculum leveled across four years). The other tracks are described below as they vary slightly in regard to the prerequisites and completion requirements. Each is designed to address the learning needs of the student enrolled and a student is admitted to one of the three tracks.

The RN to BS option is offered as an online program of study under the auspices of the College of Nursing through the Division of Continuing and Professional Education. It is an intensive curriculum for registered nurses who are returning to college to complete their baccalaureate degree. This learner-centered program combines online instruction and student-tailored practice to meet the needs of registered nurses with other life responsibilities. It calls for substantial student autonomy in meeting established objectives.

In order to receive a University of Massachusetts Amherst Bachelor of Science degree, a total of 120 credits must be successfully completed; of which 45 must be UMass credits:

- 60 non-Nursing credits must be completed before beginning the RN to BS Track

- 30 credits will be earned in the Nursing program
- 30 additional Nursing credits will be awarded for RN licensure

*Pre-Program Coursework*

Sixty credits of non-nursing coursework are distributed over the following areas:

- The University's General Education requirements, completed by all students earning a bachelor's degree from the University. This includes diversity courses as required by the University.
- Seven nursing prerequisites (all to be completed prior to beginning the nursing course sequence): 1. Nutrition; 2. Human Anatomy (Anatomy & Physiology I with lab); 3. Human Physiology (Anatomy & Physiology II with lab); 4. Microbiology with Lab; 5. Abnormal Psychology; 6. Life Span Growth and Development; and 7. Statistics. Some of these prerequisites may be fulfilled through NLN Challenge Exams, when such exams are available.
- Electives (7 to 9 credits)
- An additional 30 credits may be earned via submission of RN licensure, of which 15 credits will be considered University of Massachusetts Amherst residence credit.

The Accelerated BS Second-Degree Track is a course of study offered through the Division of Continuing and Professional Education under the auspices of the College of Nursing, for individuals with a non-nursing bachelor's degree who are interested in pursuing professional nursing.

The program builds on the students' previous education, experience, and required prerequisites.

Completion of the program is part of the preparation for entry-level professional practice, to take the NCLEX-RN® licensure exam, and to have the academic foundation for graduate study in nursing.

Students who satisfactorily complete the 57 residence credits will be awarded a Bachelor of Science Degree with a major in Nursing. This 17-month track begins in August and is offered at the Umass Springfield Center.

*Description of Nursing Courses in the Undergraduate Program:*

All courses are 3 credits unless otherwise noted.

**100 – Perspectives in Nursing**

This is a lower division course designed to introduce the student to the concepts of health and illness as they relate to the health care system and to society. This course provides an overview of health and health care services, relating historical events and social movements to developments in nursing and the health professions. Emerging roles of the professional nurse in health care are explored. Interrelationships of nurses and other members of the health team are considered.

**150 – Faculty Seminar for First-Year Nursing Students 1 (4 year majors only)**

Seminar sessions are used to explore the role of the professional nurse through discussions with nurse leaders, group discussions, critical thinking exercises, values clarifications and self-discovery.

**210 – Human Growth and Development throughout the Lifespan (4 year majors only)**

This course will approach the study of human growth and development from a life span perspective and will emphasize the whole individual as she/he evolves. Gross and fine motor development, cognitive growth, language development and social growth will be considered at each age level. The interaction of the variables, including culture, ethnicity, class, and gender will be addressed. Major trends and issues will be discussed, with a focus on examining individual, institutional, contextual and cultural influences and effects.

**290B - Introduction to Healthcare Informatics (RN-BS Track)**

This survey course will provide a state-of-the-art overview of the role of information technology in

healthcare with emphasis on essential content and applications in healthcare informatics.

**312 – Cultural Diversity in Health and Illness 4 cr**

The theoretical foundations for understanding cultural diversity in health and illness beliefs and behaviors, and selected practical implications of this understanding will be explored. Cultures within the United States are emphasized.

**315 – Health and Physical Assessment in Nursing**

Students organize, interpret and document data using process interviewing, physical exam and clinical reasoning.

**316 – Principles of Nursing Care (4 year majors only)**

Concepts of health promotion, risk reduction and disease prevention are presented. Students analyze data, choose appropriate nursing diagnoses, plan and evaluate basic nursing interventions and outcomes for adults.

**317– Writing in Nursing: Ethics (4 year majors only)**

This course is designed to meet the Junior Year Writing Requirement in the Major. Ethics and the role of the nurse are used as the contexts for the development of writing skills. The techniques of specific types of writing are learned through writing assignments, peer editing and instructor feedback.

**325 – Maternal-Newborn Nursing 2cr**

This course introduces the student to the theory and practice of maternal-newborn nursing care for families in the childbearing year. Both uncomplicated and high-risk pregnancy, birth, postpartum, lactation, and newborn care are discussed.

**326 - Nursing Care of Children 2 cr**

This course focuses on developing nursing knowledge and skills related to children and families during childrearing experiences, including communication, teaching/learning, and assessment and management of acute and chronic illness.

**325 - Psychiatric-Mental Health Nursing 2 cr**

This course provides the theoretical basis for community mental health nursing with individuals, families, and groups. Strategies for prevention, nursing interventions and rehabilitation are emphasized.

**390S - Pathophysiology/Pharmacology I**

This course explores major elements of altered disease processes at the cellular, tissue, and organ levels and the pharmacological agents used to treat, manage, prevent or cure diseases across the lifespan.

**390T – Pathophysiology/Pharmacology II**

This course explores major elements of specified disease processes at the cellular, tissue and organ levels and the pharmacological agents used to treat, prevent or cure diseases across the lifespan.

**398E – Principles of Nursing Care: Practicum 4 cr (4 year majors only)**

This clinical course provides an opportunity to apply theory to nursing practice and to develop beginning proficiency in basic nursing and health promotion skills with the individual in the community.

**398F – Nursing Care of Children: Practicum 2 cr**

This course focuses on the application of principles related to care and management of children and families to positively affect the health status in well, acute and chronic health states.

**398G – Psychiatric-Mental Health Nursing: Practicum 2 cr**

This clinical course will focus on the development of competencies in providing care to clients in need of psychiatric mental health nursing services with the goal of promoting optimal mental health.

**398I - Maternal-Newborn Nursing: Practicum 2 cr**

Students provide care that positively affects health of pregnant women, newborns, and families. Principles of health and illness, anticipatory guidance, safety, assessment and management of individuals and families are employed.

**406 – Nursing Process: Clients with Common Health Disruptions (Accelerated Track)**

This course will develop a theoretical foundation for nursing, introducing nursing process and the underlying rationale for fundamentals of nursing practice. Nursing process is applied to the care of clients throughout the life span who are either at risk for or are experiencing common disruptions of health.

**407 – Clinical Practice I (Accelerated Track) 4 cr**

Students use the nursing process, apply nursing theory and concepts and develop nursing skills in providing care to adult patients in acute and sub-acute clinical settings.

**415 – Community Focus in Nursing (RN to BS Track)**

The purpose of this course is to assist the student in using the nursing process within the context of the community. Community health nursing roles are expanded to allow for increased judgment and professional competence in the various areas of the community.

Primary health concerns of the community and the role of the nurse and community member for promotion of wellness are important parts of this course.

**418 – Nursing Care of Families (RN to BS Track)**

Utilizing family theory and principles to guide practice, this online course explores foundations of family theory as it relates to health and illness in families across the lifespan.

**420 – Introduction to Nursing Research**

This course prepares consumers of nursing research by critiquing published studies, discussing research designs and methods, analysis of various models for utilization, and using examples from practicing nurse researchers.

**432 – Nursing Care of Adults: Acute (4 year majors only)**

This required theory course focuses on concepts of restorative nursing care of adults.

**433 – Nursing Care of Adults: Chronic (4 year majors only)**

This required theory course is focused on concepts of restorative nursing care for groups of individuals with complex health disruptions, which include illnesses that coexist and cause acute exacerbations of chronic illness.

**436 – Comprehensive Nursing I (Accelerated Track)**

This required theory course focuses on concepts of restorative nursing care of adults.

**437 – Clinical Practicum III: Medical/Surgical (Accelerated Track) 4 cr**

This course focuses on the role and responsibilities of the nurse in assisting clients of all ages and their families in management of human responses to complex health disruptions. Selected nursing diagnoses are used to organize and delineate the content. Clinical practice will take place in hospital and community settings.

**438 – Professional Role in Nursing**

Theory course focusing on historical, ethical, legal, political, societal and organizational issues to analyze professional nursing roles. The process of change within organizations, communities and health systems will be explored.

**439 – Community Health Nursing IV: Community**

Synthesis of public health theory, epidemiology, theories of health promotion, and nursing theory enable students to identify health concerns and become involved in promoting health and wellness in selected communities, while emphasizing diversity.

**440 – Vulnerable and Underserved Populations (RN to BS Track)** Emphasis is placed on synthesis of new and previously acquired knowledge with community and aggregate nursing practice. Special attention will be placed on providing care to vulnerable and underserved populations in community based settings.

**489 – Clinical Practicum IIIA: Community-Based Care (4 year majors only)**

This clinical course focuses on application of the nursing process in community-based settings. Outcomes are identification of health concerns, strategies to optimize wellness and identification of community resources.

**497E – Decision-Making Strategies for Professional Nursing Practice 1 cr**

This course, offered the semester before graduation, assists students to further develop and practice decision making skills needed for entry level-clinical nursing practice using case scenarios and practice questions.

**498 – Internship (Accelerated Track) 5 cr**

This practicum prepares students for beginning professional nursing practice. Students are expected to synthesize knowledge and skills to manage and advocate for groups of clients in various settings.

**498C – Nursing Care of Adults: Practicum (4 year majors only) 4 cr**

In this clinical practicum students provide and manage nursing care for select clients with restorative health care needs. Emphasis is on providing care to sick clients in inpatient settings.

**498D – Clinical Practicum IVA: Community Intervention (4 year majors only) 2 cr**

Clinical course focusing on application of the nursing process, public health theory, epidemiology, nursing theory, and selected social cultural, political, economic and environmental theories in selected communities for health promotion.

**498E –Nursing Internship (4 year majors only) 4 cr**

This practicum prepares students for beginning professional nursing practice. Students are expected to synthesize knowledge and skills to manage and advocate for groups of clients in various settings.

**498P – Clinical Practicum: Community (Accelerated Track)**

This clinical course focusing on application of the nursing process in a community-based setting, and the implementation of a theory-based community health intervention with a population, based on a community assessment.

**498S – Vulnerable and Underserved Populations: Practicum (RN to BS Track) 2 cr** Emphasis is placed upon refinement of nursing skills, including methods of health promotion across the life span, with vulnerable and underserved populations. Includes individual and group decision-making, leadership, and professional role transition

A grade of C or higher is required in all coursework.

*Please describe the requirements that you are proposing, listing course requirements, elective options, as well as any additional requirements, and continuation or admissions policies.*

**Proposed requirement change: no longer requiring CHEM 110 for freshmen nursing students. Students may choose any prerequisite courses for KIN 270-271 and KIN 272-273, these include: KIN 100, KIN 110, BIO 151 CHEM 110, or CHEM 111. This allows greater flexibility to the student in addressing their learning needs.**

**Proposed new required course: N202 Healthy Aging, (4 credit Gen Ed course), a required course for nursing majors and open to all majors. This course will fulfill a general education requirement. This course will provide in depth description of gerontology content including normal maturational processes, both psychological and physical, and societal responses which either support or challenge the aging person.**

**Proposed requirement change: no longer requiring MICROBIO 255 (4 credits) for sophomore nursing students. Microbiology content will be added to a new course N216 Principles of Nursing Care I (2 theory credit) and N298A Principles of Nursing Care I: Practicum (2 clinical credits). This course will address the microbiology content that is specific to healthcare needs and applicability to nursing such as microbial resistance, epigenetics, etc.**

**Proposed revised course: N304 Concepts in Nursing (for Accelerated students) will replace N100 Concepts in Nursing in the Accelerated Plan of Study leveled to be more appropriate for Accelerated students.**

**Proposed requirement change: from requiring N315 Health and Physical Assessment (3 credits combined theory and clinical) to requiring N315 Health and Physical Assessment (2 credit theory course) and N398D (1 credit clinical) Health and Physical Assessment: Practicum. This requirement change more accurately reflects the way this course is taught with practice in performing a comprehensive health assessment of a patient.**

**Proposed new required course: the previously required courses N316 (3 credits) and N398E (4 credits) changing to N216 Principles of Nursing Care I (2 credit theory course) and N298C (2 credit clinical course) offered second semester sophomore year and N316 Principles of Nursing Care II (2 credit theory course) and N398E (2 credit clinical course) offered first semester junior year.**

**Proposed requirement change: no longer requiring PSYCH 380 Abnormal Psychology. This content is currently integrated into N327 Psychiatric Mental Health Nursing and is redundant.**

**Proposed new required course: N321 Preventative Care and Integrative Therapies, (2 theory credits) course, open only to and a required course for nursing majors. This will provide material on integrative therapies and preventive care to nursing students.**

**Proposed revised course: N437 Clinical Practice III will reduce to 3 credits from 4 credits in Accelerated Plan of Study.**

**Proposed requirement change: from N498C Nursing Care of Adults: Practicum (4 credits) to a (3 credit) course of the same name, N498C Nursing Care of Adults: Practicum, to reflect reduced content retaining the same name.**

**Proposed new elective nursing course: N411 Palliative Care Nursing (3credits) Examines the philosophy, theory and role of nursing in palliative care.**

**Proposed new elective nursing course: N412 Social Justice, Healthcare, and Nursing (3 credits) This course introduces students to various healthcare and nursing issues related to social justice and injustice in the US and abroad.**

Proposed requirement change: N439 Community Health Nursing will replace N415 Community Focus in Nursing (previously in RN-BS only) and one section will be taught online for RN-BS students.

Proposed requirement change: from N489 Clinical Practicum: Community Based Care (3 credit clinical course) and Community Practicum: Community Intervention N498D (2 credit clinical course) to N498T Community-Based Care: Practicum (3 credit clinical course). This revision will incorporate service-learning and public health nursing into a course offered in the senior year.

Proposed course revision: N498 Clinical Internship will reduce by one credit from 4 to 3.

*Please provide the rationale for these revisions.*

A nursing curriculum needs to remain current to address evolving issues, trends, and advances in health care and nursing. The last comprehensive curriculum revision for the undergraduate nursing program was in the late 1990's. Although course-specific revisions have been made as appropriate in the intervening years, faculty agreed that a more comprehensive revision was indicated. This revision incorporates the competencies recommended by key state and national groups as identified in question 1 of this proposal. It also responds to input from faculty and students, as well as needs and availability of clinical agencies. Well-qualified nurses are critical to the health of the citizens of the Commonwealth and beyond.

*Academic Requirements Review*

**Requirement: IV.** In addition to the GenEd and Diversity requirements, you must complete the following Major requirements: (rg175)

**Rule: NURS: Major Requirements**

**Line: \*\*No pass/fails in major\*\***

**Recall: CAT**

**Line: 1. First semester Chemistry. (r269,ln15)**

**Line: 2. First semester requirements. (r269,ln20)**

**Line: 3a. Take KIN 270 & 271. (r269,ln30)**

**Line: 3b. OR Take KIN 200. (r269,ln33)**

**Line: 4a. Take KIN 172 & 173. (r269,ln35)**

**Line: 4b. OR Take KIN 205. (r269,ln38)**

**Line: 5. Second semester Statistics requirement (r269,ln40)**

**Line: 6. Third semester requirements (r269,ln50)**

**Line: 7. Fourth semester requirements (r269,ln60)**

**Line: 8. Fourth semester Nutrition requirement (r269,ln70)**

**Line: 9. Fifth semester requirements (r269,ln80)**

**Line: 10. Sixth semester requirements (r269,ln90)**

**Line: 11. Seventh semester requirements (r269,ln100)**

**Line: 12. Eighth semester requirements (r269,ln110)**

**Rule: \*\*Additional Nursing Courses (r10419)**

**Line: Other Courses**

**Recall: USD**

**Recall: ITC**

**Rule: \*\*\*Courses Not used for Degree/Major/Minor Requirements\*\*\* (r10420)**

**Recall: PAS**

**Recall: USD**

**Recall: ITC**

**Resources**

*If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.*

**This revision will be resource neutral for the following reasons:**

**Currently, every nursing student pays a differential fee across the current curriculum. This is about 66 credits of nursing courses or \$4,950 for their four year major.**

**In the revised curriculum, 76 credits are required from the College of Nursing courses at an additional \$750/student for a total of \$5,700.**

**Additionally, the reduction in clinical hours from 966 to 882 represents a reduction of 84 clinical hours. That represents an overall cost savings to the College of \$26,250 per student across four years in the major.**

**This savings will allow a reinvestment into alternate learning experiences that future nurses need such as simulation and complex technology that will keep pace with healthcare systems of the future.**

**We do not expect increased enrollments after this revision.**

***Attachments:***

**For attachments, please refer to Proposal #3680 in the Course and Curriculum Management System.**