



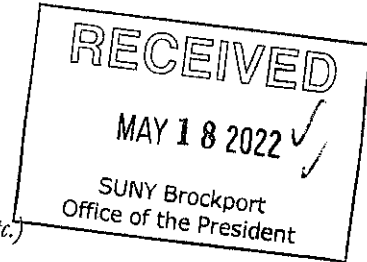
The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

350 New Campus Drive
Brockport, New York 14420
585-395-2586 * 585-395-2006 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution 2021-22 #42
College Senate

Supersedes Res #: _____

TO: Dr. Heidi Macpherson, College President
FROM: The College Senate:
RE: → I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: *Pro 306-NUR 472* (#60_21-22UC)

Implementation Effective Date**: _____

Signed: _____ Date: 5/12/22
(Dr. James Spiller, 2021-2022 College Senate President)

Signed: _____ Date: 5/13/22
(Dr. Eileen Daniel, Vice Provost, The College at Brockport)

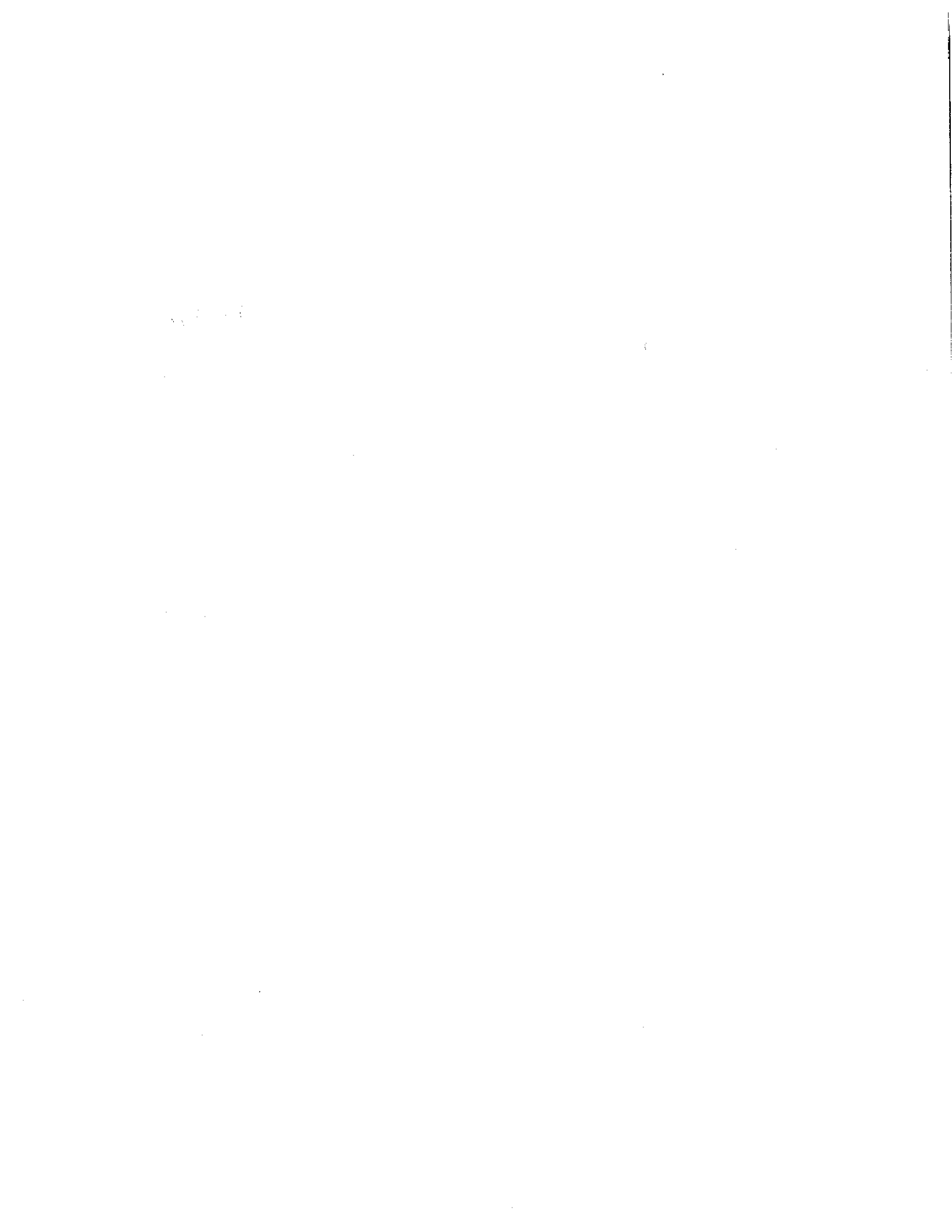
****Implementation of resolution requires final approval from SUNY- State Education Department.**
_____ YES NO

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. James Spiller, College Senate President
FROM: Dr. Heidi Macpherson, College President
RE: → I. Decision and Action Taken on Formal Resolution (circle choice)
a) Accepted
b. Deferred for discussion with the Faculty Senate on ____/____/____
c. Unacceptable for the reasons contained in the attached explanation.
d. Comments:

Signed: _____ Date: 5/18/22
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:
The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.





SUNY BROCKPORT

COLLEGE SENATE RESOLUTION PROPOSAL COVER PAGE

DEADLINE FOR SUBMISSIONS: January 31

For full consideration during the academic year

- Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

Routing Number <i>Routing # assigned by Senate Office</i>	60_21-22UC
This Proposal Replaces Resolution	
Revision Date(s)	
Anticipated Effective Date:	

Title of Proposal in Title Style

Increase course credits for PRO 306 Intro to BSN Practices and NUR 472 Community Clinical to 3 credits

Brief Description of Proposal

For NYSED requirements through the Office of Professions for Nursing, RN-BSN programs must provide students the opportunity to earn 30 credits from upper division nursing courses to complete their degree. Currently, students can only earn 27 upper division credits from Brockport's RN-BSN program. By increasing the course credits of these two core nursing courses already established within the program, we are able to meet this State requirement. By adding the additional course credit to NUR 472, which is a nursing clinical course, this meets both NYSED and the national accreditation changing standards.

Effect on Transfer Students if Applicable

All of our students in the RN-BSN program are transfer senior students having already completed an associate's degree program. To keep our program running, we must meet NY State and accreditation guidelines.

Proposer Information

Jennifer Smalls, Nursing, x5316, jsmalls@brockport.edu

Senate Office Use Only

	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee		
Standing Committee	Standing Committee	2/3/2022
<input type="checkbox"/> Equity, Diversity and Inclusion Committee		
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

College Senate Curriculum Proposal Form

Please check:

Undergraduate Graduate Combined Degree Program Accelerated Program

Department/Major:

Nursing

Title of Proposal:

Increase course credits for PRO 306 Intro to BSN Practices and NUR 472 Community Clinical to 3 credits

Rationale:

For NYSED requirements through the Office of Professions for Nursing, RN-BSN programs must provide students the opportunity to earn 30 credits from upper division nursing courses to complete their degree. Currently, students can earn 27 nursing credits, including 24 upper division credits from Brockport's RN-BSN program (one course PRO 258 is a lower division course). By increasing the course credits of these two core nursing courses already established within the program, students will need to take one additional upper level course to meet this State requirement, which can be done through upper division electives offered by the Department of Nursing or throughout the College.

The American Association of Colleges of Nursing (AACN) is the professional organization for Baccalaureate and higher programs, which provides competencies, guidelines and accreditation standards for nursing programs. AACN published The 2021 Essentials Core Competencies for Professional Nursing Education this past April. It became apparent to faculty that in order to meet these new Essentials, it would require increasing the number of credits in PRO 306 from 1 credit to 3 credits.

By adding the additional course credit to NUR 472, which is a nursing clinical course, this meets both NYSED and the national accreditation changing standards, who are both strongly recommending additional clinical hours in RN to BSN programs.

The Department of Nursing's next accreditation visit in the Spring of 2024. We would like to implement these changes in fall of 2022.

A Side-by-Side Comparison of the Current and New Program (credit hours must be included for each course and totaled in clear tabular form). Identification of Pre-Requisites as appropriate.

CURRENT RN-BSN PROGRAM	PROPOSED RN-BSN PROGRAM
------------------------	-------------------------

PRO 306	1 credit		PRO 306	3 credits	
PRO 258	3 credits		PRO 258	3 credits	
PRO 310	3 credits		PRO 310	3 credits	
NUR 322	3 credits		NUR 322	3 credits	
NUR 364	2 credits	} taken concurrently	NUR 364	2 credits	} taken concurrently
NUR 365	1 credits		NUR 365	1 credits	
PRO 452	3 credits		PRO 452	3 credits	
NUR 471	3 credits		NUR 471	3 credits	
NUR 472	2 credits		NUR 472	3 credits	
NUR 473	3 credits		NUR 473	3 credits	
NUR 475	<u>3 credits</u>		NUR 475	<u>3 credits</u>	
	27 credits			30 credits	

Admission Requirements & Exit Requirements if applicable – if not applicable write NA:

To be admitted into the RN-BSN program, students must have successfully completed an Associate's Degree in Nursing at an accredited Associate Degree in Nursing (ADN) program. They must have an unencumbered nursing license with current active registration by the end of their first semester in the program. To complete the program, students must successfully complete the 27 credits in the nursing major as well as an additional course at SUNY Brockport to earn 30 upper-division credits. All Nursing courses must be completed with a C or better and achieve a Major GPA of 2.5 or better. Graduates from this program must also meet the SUNY and Brockport General Education requirements and have earned a minimum of 60 Liberal Arts credits. Students generally take at three to six credits to meet these general education requirements.

Program Requirements if applicable – if not applicable write NA:

Successful completion of nursing prerequisites (Anatomy & Physiology I & II; Psychology, Sociology, and Microbiology) with a C or better at the institution where their Associate's degree was earned. Students must pass all nursing courses within the program with a C or better. They must successfully pass the New York State NCLEX licensure exam for Registered Nurses prior to starting or before the end of their first Nursing semester to progress in the program. Students also must be working clinically as a Registered Nurse or they will be required to complete the NUR 495 Senior Nursing Capstone course to earn an additional 128 clinical hours before graduation.

Course Revision(s): Please describe changes for each course as well as methods for assessment if applicable

PRO 306 Intro to BSN Practice has been developed from a 2-week course to a full 7-week course. Content and materials covered each week will be concept-based and focused on the

American Association of Colleges in Nursing (AACN) core competencies for BSN education to provide an introduction to the essential concepts required for national accreditation as a foundation for the program as outlined in the AACN 2021 Essentials. These concepts will be further developed with continued assessment for competency in the remaining core nursing courses throughout the program. Additional lectures, readings, and assignments for assessment have been added to each week's content, thus adding an additional 90 hours of coursework to meet the recommendation standards of a 3-credit course from a 1-credit course (see Course Description Form).

NUR 472 Community Clinical was already a robust course for a 2-credit course with more than 90 hours of course/clinical work, but additional clinical assessments were added to ensure that the recommended 135 coursework hours for a 3-credit course will be easily achieved (see Course Description Form).

Resource Implications and Estimated Costs: (Personnel, Supplies, Labs, Technology...):

The Department of Nursing is currently searching for two approved instructor positions--one for a faculty retirement and one for the ongoing growth in the program for Fall 2022. The RN-BSN program is 100% fully online so no classroom resources needed. No additional resources are needed.

Other Supporting Information: (if applicable)

N/A

Attach Course Description Form for New Courses

Attach Letters of Support from Chair; Dean; Cooperating or Affected Departments or Offices (if applicable); Dissenting letters if applicable

Course Description Form

Course Name and Proposed Number Level (100, 200, 300, 400)

NUR 472 Community Clinical

Semester in which the course will be offered (Fall, Spring, every semester, only Summer, only Winter)

Spring, Summer, Fall

Course Description

This course provides the RN-BSN student with clinical experiences with issues relevant to both local and global public health. Clinical activities as outlined in this syllabus total a minimum of 40 hours of epidemiology clinical work inclusive of a volunteer project with a final paper due upon completion. There are weekly activities including reflection questions, application of principles of epidemiology, and global topics in epidemiology. Various sustainability goals and concepts are embedded in course lectures, discussions, and assignments that pertain to health inequality, the determinants of health, and levels of prevention, throughout the course.

Required Materials:

We will be using portions of an electronic text available free from the CDC. It is available at: [Principles of Epidemiology in Public Health Practice, Third Edition](#)

The CDC text is:

Centers for Disease Control and Prevention (CDC). (2012, May 18). *Principles of epidemiology in public health practice, (3rd ed.)*. <https://www.cdc.gov/csels/dsepd/ss1978/index.html>

Required text with the added credit:

Riegelman, R. (2021). Covid-19 global lessons learned: Interactive case studies (1st ed.). Jones and Bartlett Learning.

Recommended Materials:

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th Ed.).

Student Learning Outcomes:

1. The students will investigate population health issues. (AACN: I, VII, IX; QSEN: Teamwork & Collaboration)

2. The students will immerse themselves in a community population. (AACN: II, V, VI, VII, VIII, IX; QSEN: Teamwork & Collaboration, Patient Centered Care, Safety, Quality Improvement)
3. Students will critically evaluate the implications of social, economic, and political policies as well as public mandates on health. (AACN: I, II, III, V, VII, VIII, IX; QSEN: Evidence Based Practice, Patient Centered Care, Safety, Quality Improvement)
4. Students will expand awareness of biases and improve cultural competence. (AACN: II, IV, V, VII, VIII, and IX ; QSEN: Teamwork & Collaboration, Patient Centered Care, Safety, Quality Improvement)
5. Students will examine controversial issues from multiple perspectives of vulnerable populations. (AACN: I, II, III, V, VI, VII, VIII, IX; QSEN: Teamwork & Collaboration, Patient Centered Care, Safety, Quality Improvement)
6. Students will consider policies that can affect evolving global health issues. (AACN: I, II, III, IV, V, VI, VII, VIII, IX; QSEN: Teamwork & Collaboration, Patient Centered Care, Safety, Quality Improvement, Informatics)
7. Students will develop awareness of safety precautions when practicing outside a traditional in-patient setting. (AACN: II, III, V, VI, VII, VIII, IX; QSEN: Teamwork & Collaboration, Evidence Based Practice, Informatics, Patient Centered Care, Safety, Quality Improvement, Information Technology)
8. Students will examine current practices in public health using public health data. (AACN: II, III, IV, V, VI, VII, VIII, IX; QSEN: Teamwork & Collaboration, Patient Centered Care, Safety, Quality Improvement, Informatics)

Outline and Sequence of Course Content:

Course Schedule:	
Course Objectives	Teaching Methods
<p>Week 1:</p> <ul style="list-style-type: none"> • Students will investigate population health issues. • Students will immerse themselves in a community population. • Students will critically evaluate the implications of social, economic, and political policies as well as public mandates on health. • Students will develop awareness of their own comfort, discomfort, and 	<p>View: View the following websites <u>The WHO</u> (https://www.who.int/emergencies/disease-outbreak-news) <u>CDC Current Outbreaks</u> (https://www.cdc.gov/outbreaks/index.html) <i>Use the links above to complete Epidemiology In The News blog on Blackboard on a current disease outbreak.</i></p> <p>Watch:</p> <ul style="list-style-type: none"> • "A Place at the Table" [video -1 hour 24 minutes] • "Jasmine Crowe: What we're getting wrong in the fight to end hunger" [video 12:12 minutes] <p>Read:</p>

Course Schedule:	
Course Objectives	Teaching Methods
<p>potential biases that may affect interactions within communities and healthcare settings potentially affecting patient safety.</p> <ul style="list-style-type: none"> • Students will examine controversial issues from multiple perspectives of vulnerable populations. • Students will expand awareness of biases and improve cultural competence. • Students will consider policies that can affect evolving global health issues. 	<ul style="list-style-type: none"> • "Food Security and COVID-19 brief" • "United Nations Global Food Issue report" • "Food insecurity screening: Health care's role in identifying food insecurity" <p><i>Use the resources above to complete the reflection questions on Blackboard</i></p> <p>Complete: Case study 1: Clinical Course of COVID-19. Complete the quiz and until you score 100%.</p> <p>Post to the blog answering the assigned questions.</p> <p>Review: Descriptive presentation on volunteer hours rubric and directions. The paper and volunteer hours are due in Week 7. Your ten volunteer hours require signed verification of time spent.</p> <p>Begin to set up your volunteer hours-your plan is due in Week 2.</p>
<p>Week 2:</p> <ul style="list-style-type: none"> • The students will immerse themselves in a community population and identify health care barriers and services available to address those barriers. • Students will expand awareness of biases and improve cultural competence. • Students will immerse themselves in a community population. • Students will examine controversial issues from multiple perspectives of vulnerable populations. 	<p>Watch:</p> <ul style="list-style-type: none"> • "Inequality in America: Examining Health Care Disparities" [video-22:16 minutes] • "How COVID-19 has amplified LGBTQ+ health care equities" [video-13:39] <p>View:</p> <ul style="list-style-type: none"> • "How to Reduce Implicit Bias" • "Dear IHI: How Do I Talk about Implicit Bias Without Making People Defensive?" • "Mirror, Mirror 2021" <p>Read:</p> <ul style="list-style-type: none"> • "Increasing cultural competence with LGBTQ patients." <p>Complete: Bias self-assessment [for your reflection only, does not need to be submitted]</p> <p><i>Use the weekly resources to answer the reflection questions on Blackboard.</i></p>

Course Schedule:	
Course Objectives	Teaching Methods
<ul style="list-style-type: none"> Students will critically evaluate the implications of social, economic, and political policies as well as public mandates on health. 	<p>Complete: Case study 3: Epidemiology of COVID-19. Complete the quiz and until you score 100%.</p> <p>Post to the blog answering the assigned questions.</p> <p>Set up community volunteer plan.</p>
<p>Week 3:</p> <ul style="list-style-type: none"> Students will develop knowledge of current practices in public health. Students will consider appropriate triage measures and resource allocation in pandemic situations. Students will develop awareness of safety precautions when practicing outside a traditional in-patient setting. Students will examine current practices in public health using public health data. 	<p>Watch: "Disaster Preparedness Tips for Nurses" [<i>video-1 min.</i>]</p> <p>View Website: FEMA's Disaster Declarations</p> <p>Read:</p> <ul style="list-style-type: none"> "Disaster Preparedness: How Nurses Can Stay Prepared?" "Who Will Be There? Ethics, the law, and a nurse's duty to respond in a disaster." "Emergency and Disaster Preparedness: Core Competencies for Nurses" "When disaster strikes, will you be ready?" <p><i>Use the resources above to complete the reflection questions on Blackboard.</i></p> <p>Avian Bird Flu:</p> <ul style="list-style-type: none"> Review this week's Avian Bird Flu information Discuss with your group members this week's scenario and come to a consensus on your group decision. <p>Complete: Case study 4: Epidemiology of COVID-19. Complete the quiz and until you score 100%.</p> <p>Post to the blog answering the assigned questions.</p> <p>Continue to work on completing your volunteer hours.</p>
<p>Week 4:</p> <ul style="list-style-type: none"> The students will examine population health issues. 	<p>Watch:</p> <ul style="list-style-type: none"> "How childhood trauma affects health across a lifetime" [<i>video 16 minutes</i>] <p>Read:</p>

Course Schedule:	
Course Objectives	Teaching Methods
<ul style="list-style-type: none"> • Students will develop knowledge of current practices in public health. • Students will examine controversial issues from multiple perspectives of vulnerable populations. • Students will expand awareness of biases and improve cultural competence. 	<ul style="list-style-type: none"> • "Trauma-Informed Nursing Practice" • "Is COVID-19 an ACE: Implications for screening for primary care" <p>Choose: From the Vulnerable Population to apply TIC reflection questions choose one that interests you and utilize this resource. <i>(Feel free to view more than one before choosing)</i></p> <p><i>Use the weekly resources to answer the reflection questions on Blackboard.</i></p> <p>Avian Bird Flu:</p> <ul style="list-style-type: none"> • Review your Avian Bird Flu group feedback from last week • View this week's video, and discuss with your group to come to a consensus. • Decide on changes from your Week 3 decision as well as your actions for this week. <p>Complete: Case study 5: Epidemiology of COVID-19. Complete the quiz and until you score 100%.</p> <p>Post to the blog answering the assigned questions.</p> <p>Continue completing your volunteer hours.</p>
<p>Week 5: The students will examine population health issues.</p> <ul style="list-style-type: none"> • Students will critically evaluate the implications of social, economic, and political policies as well as public mandates on health. • Students will expand awareness of biases and improve cultural competence. • Students will examine controversial issues from multiple perspectives 	<p>Watch:</p> <ul style="list-style-type: none"> • "Drug Addiction Seminar" [video-57:29 minutes] • "I was in opioid withdrawal for a month — here's what I learned" [video-14:31 minutes] • "What causes opioid addiction, and why is it so tough to combat?" [video-8:22 minutes] <p>Read:</p> <ul style="list-style-type: none"> • "Neurobiologic Advances from the Brain Disease Model of Addiction" <p><i>Use the weekly resources to answer the reflection questions on Blackboard.</i></p> <p>*Optional activity on BB: View "Do No Harm" video series *If interested in this topic there is a Hulu series: "Dopesick" based on the book: Dopesick: Dealers, Doctors and the Drug Company that Addicted America by journalist Beth Macy,</p>

Course Schedule:	
Course Objectives	Teaching Methods
<ul style="list-style-type: none"> Students will develop knowledge of current practices in public health. Students will consider appropriate triage measures and resource allocation in pandemic situations. 	<p>who has written extensively about the opioid crisis in Appalachia.</p> <p>Avian Bird Flu:</p> <ul style="list-style-type: none"> Review your Avian Bird Flu group feedback from last week, View this week's video Discuss with your group to come to a consensus. Decide on changes from your Part II decision as well as your actions for Part III. <p>Complete: Case study 6: Epidemiology of COVID-19. Complete the quiz and until you score 100%.</p> <p>Post to the blog answering the assigned questions.</p> <p>Continue completing your volunteer hours.</p>
<p>Week 6:</p> <ul style="list-style-type: none"> Students will examine population health issues. Students will immerse themselves in a community population and identify health care barriers and services available to address those barriers. Students will critically evaluate the implications of social, economic, and political policies as well as public mandates on health. Students will examine controversial issues from multiple perspectives. Students will consider alternative policies that can affect evolving global health issues. 	<p>Watch:</p> <ul style="list-style-type: none"> "And the Band Played On" [movie- 2 hours 21 minutes] "Treating Ebola in West Africa" [video-1 hour 24 minutes] <p>Read:</p> <ul style="list-style-type: none"> "Social, Political, Economic, and Psychological Consequences of the COVID-19 Pandemic" "Population Health Lessons of the COVID-19 Pandemic" <p><i>Use the weekly resources to answer the reflection questions on Blackboard.</i></p> <p>View in your Avian Bird flu folder:</p> <ul style="list-style-type: none"> "Moral Injury: Pandemic's Fallout for Health Care Workers" COVID-19/Avian bird flu facts [charts with data to review] <p>Avian Bird Flu:</p> <ul style="list-style-type: none"> Review your Avian Bird Flu group feedback from last week View this week's video

Course Schedule:	
Course Objectives	Teaching Methods
<ul style="list-style-type: none"> • Students will synthesize public health information from current databases. • Students will consider appropriate triage measures and resource allocation in pandemic situations. 	<ul style="list-style-type: none"> • Discuss with your group to come to consensus. • Decide on changes from your Part III decision as well as answer the final questions. <p>Complete: Case study 7: Epidemiology of COVID-19. Complete the quiz and until you score 100%.</p> <p>Post to the blog answering the assigned questions.</p> <p>Continue to work on completing volunteer hours. Begin working on your presentation.</p>
<p>Week 7:</p> <ul style="list-style-type: none"> • The students will examine population health issues. • Students will critically evaluate the implications of social, economic, and political policies as well as public mandates on health. • Students will develop awareness of their own comfort, discomfort, and potential biases that may affect interactions within communities and healthcare settings potentially affecting patient safety. • Students will examine controversial issues from multiple perspectives of vulnerable populations • Students will examine controversial issues from multiple perspectives • Students will develop knowledge of current 	<p>Create and narrate your final descriptive epidemiology presentation.</p> <p>Obtain signed verification of your ten volunteer hours for upload into BB.</p>

Course Schedule:	
Course Objectives	Teaching Methods
practices in public health.	



Learning Experiences/Assignments:

Topics in Epidemiology reflection questions- weekly 1-6

Avian Bird Flu Parts I-IV: This is a group assignment over 4 weeks

COVID case study Blogs- weekly 1-6

COVID case study quizzes- weekly 1-6

Volunteer hours (10 required-you will be uploading your plan/contact person on a Word document in Week 2 for instructor approval)

Descriptive Epidemiology narrated presentation

Methods for Assessment:

Rubrics, quizzes, presentations, and group work

Other Notable Requirements if applicable: (e.g., a certain grade is needed to pass the class)

For successful completion of this course, students must earn a grade of 75% or higher in NUR 472 and a grade of 75% or higher on the final descriptive epidemiology presentation to progress in the nursing program. All assignments must be completed to successfully pass this course. Participation is required in the avian bird flu assignment.

***Four criteria needed to earn an S:**

- Total weighted grade 75% or better
- Descriptive Epidemiology presentation grade 75% or better
- Participation in the complete Avian Bird Flu group assignment
- All assignments completed

Course Description Form

Course Name and Proposed Number Level (100, 200, 300, 400)

PRO 306 Introduction to BSN Practices

Semester in which the course will be offered (Fall, Spring, every semester, only Summer, only Winter)

Spring, Summer, Fall

Course Description

This introductory course is a pre-requisite course to all of the nursing core courses within the RN-BSN program. It is designed to introduce students to key nursing concepts that will be further developed in the remainder of the courses, such as professionalism, clinical judgment, ethics, evidence-based practice, health policy, diversity/equity/inclusion, and social determinants of health. This course will also introduce students to nursing informatics and scholarly discourse that will prepare them for assessments/evaluation of their competency on these nursing concepts throughout the program.

Required Materials:

Finkelman, A. (2023). *Professional Nursing Concepts: Competencies for Quality Leadership* (5th Ed.). Burlington, MA: Jones & Bartlett Learning.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: American Psychological Association.

Recommended Materials:

Hacker, L., & Sommers, N. (2020). *A pocket style manual, APA version, 2020 update* (8th Ed.). Boston, MA: Bedford St. Martins.

Grammarly: a web-based writing and grammar assistive software (free version).

Student Learning Outcomes:

1. Students will conduct a literature review that is concept-based and demonstrate the impact on patient-centered care and nursing education. (AACN: I, VI, VIII, & IX; QSEN: Quality Improvement, Safety, & Informatics)

2. Students will examine their own biases in a discussion of an ethical healthcare issue. (AACN: I, VI, VIII, & IX; QSEN: Teamwork and Collaboration, Patient Centered Care & Informatics)
3. Students will examine the relationship between nursing theory, nursing research and nursing practice for the improvement of patient safety and nursing sensitive patient outcomes. (AACN: I, VI, VIII, & IX; QSEN: Quality Improvement, Teamwork and Collaboration, Safety, & Informatics)
4. Students will demonstrate competency through various technological nursing informatics and scholarly development. (AACN: I; QSEN: Evidence Based Practice & Informatics)
5. Students will engage in non-bias, professional, ethical dialogue in an online learning format. (AACN: I, VI, IX, VII; QSEN: Teamwork and Collaboration, Informatics, & Patient Centered Care)
6. Students will gain an introductory understanding of scholarly APA writing and formatting with discussion boards, blog posts, Wikis, a paper and a presentation. (AACN: I, VI, VIII, & IX; QSEN: Quality Improvement, Teamwork and Collaboration, Safety, & Informatics)
7. Students will consider the patient holistically and globally, including all variables that may impact their care and outcomes through reflection on clinical judgment and compassionate care. (AACN: I, VI, VIII, & IX; QSEN: Quality Improvement, Teamwork and Collaboration, Safety, & Informatics)
8. Students will discuss Healthy People 2030, understand the social determinants of health, public health crises and the impact they have on healthcare today. (AACN: I, VI, IX, VII; QSEN: Teamwork and Collaboration, Informatics, & Patient Centered Care)
9. Students will discuss ethical issues in healthcare today in a respectful, productive, empathetic manner and support their positions with research based literature. (AACN: I, VI, IX, VII; QSEN: Teamwork and Collaboration, Informatics, & Patient Centered Care)
10. Students will gain understanding of health policy and social reform as it relates to the profession of nursing by examining current New York healthcare-related legislative proposals and engaging in political action through their local/state representatives. (AACN: I, VI, VIII, & IX; QSEN: Quality Improvement, Safety, & Informatics)

Outline and Sequence of Course Content:

Week 1: Communication and Professionalism

- Professional email etiquette
- Plagiarism content and quiz
- APA scholarly writing
- Social Media discussion
- Professional nursing history and education development

Week 2: Clinical Judgment and Compassionate Care

- Essence of nursing knowledge and caring
- Critical thinking in nursing
- Patient centered care
- Patient care case study
- Approach to care reflective journal

Week 3: Diversity, Equity and Inclusion

- Historical and current healthcare disparity documentaries
- Cultural competence and cultural humility
- Identification of explicit/implicit biases
- Fact sheets

Week 4: Social Determinants of Health

- Community perspectives on health promotion, disease prevention and illness
- Healthcare delivery system
- Public health concerns
- Healthy People 2030

Week 5: Ethics

- Ethical and legal issues affecting nursing practice
- Blog discussion of topic with support for position
- Draft of professional concept-based paper for feedback/revision

Week 6: Health Policy

- Health policy and political action
- Transformation of nursing practice through leadership
- ANA NY
- Professional Nursing Organizations/Certifications
- Final professional concept-based paper

Week 7: Evidence-Based Practice

- Employ EBP
- Applying quality improvement
- Nursing Theory, Nursing Research and Nursing Practice
- Professional concept-based PPT presentation

Learning Experiences/Assignments:

Discussion boards – week 1, 4, 6

Indiana University Plagiarism Quiz – week 1

APA Self-learning Modules – week 1

Clinical Judgment/Patient Care case study – week 2

Reflective journals – weeks 2 and 3

Ethics Blog – week 3

Social Determinants of Health Wiki – week 4

Quizzes – week 1, 3 and 5

Professional Concept-based Paper – weeks 5 and 6

Professional Concept-based PowerPoint Presentation – week 7

Methods for Assessment:

Rubrics, Quizzes, Case Study, professional paper, professional presentation, discussion boards, blog

Other Notable Requirements if applicable: (e.g., a certain grade is needed to pass the class)

PRO 306 Introduction to BSN Practice is an online introductory concept-based nursing course. Successful completion of ALL assignments is mandatory in order to progress in any nursing courses with a final overall grade average of 75% (C). An inability to successfully complete the course from start to finish may require withdrawal from all nursing courses until successful completion is accomplished.

All papers in the RN-BSN program will be written in APA format, in professional paper format (*Rather than student format*). Refer to the APA Publication Manual of the American Psychological Association (7th ed.) for assistance. Papers that do not comply with APA requirements will have points deducted from the grade (per grading rubrics) on the paper and may be returned to the student for revision.



SUNY BROCKPORT

School of Education, Health
and Human Services
350 New Campus Drive
Brockport, New York 14420-2957
P: (585) 395-2510 | F: (585) 395-2172
brockport.edu

January 27, 2022

To Whom It May Concern:

The Department of Nursing at SUNY Brockport is submitting a college senate proposal to increase course credits for PRO 306 Introduction to BSN Practices and NUR 472 Community Clinical to three credits each. As stated in the proposal and the Chair support letter, these changes will allow for needed curriculum updates required in the RN to BSN program.

As Dean of the School of Education, Health and Human Services, I fully support this College Senate proposal. As stated in the proposal, there are no needs for any additional resources beyond those that the Department of Nursing already has.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thomas J. Hernández', with a horizontal line extending to the right.

Thomas J. Hernández, EdD, LMHC
Dean, School of Education, Health & Human Services



SUNY
BROCKPORT

Department of Nursing

January 27, 2022

To Whom It May Concern:

The Department of Nursing at SUNY Brockport is submitting a college senate proposal to Increase course credits for PRO 306 Intro to BSN Practices and NUR 472 Community Clinical to three credits each.

For NYSED requirements through the Office of Professions for Nursing, RN-BSN programs must provide students the opportunity to earn 30 credits from upper division nursing courses to complete their degree. Currently, students can earn 27 nursing credits, including 24 upper division credits from Brockport's RN-BSN program (one course PRO 258 is a lower division course). By increasing the course credits of these two core nursing courses already established within the program students will need to take one additional upper level course to meet this State requirement, which can be done through upper division electives offered by the Department of Nursing or throughout the College. RN to BSN students also need to complete the Brockport local general education courses, which can be done by enrolling in such a course with upper division credit.

The American Association of Colleges of Nursing (AACN) is the professional organization for Baccalaureate and higher programs, which provides competencies, guidelines and accreditation standards for nursing programs. AACN published The 2021 Essentials Core Competencies for Professional Nursing Education this past April. It became apparent to faculty that in order to meet these new Essentials, it would require increasing the number of credits in PRO 306 from one credit to three credits. This course will be expanded to incorporate the Concepts of Nursing Practice suggested by these new competencies.

NUR 471 and NUR 472 were developed when the RN to BSN fast track program was first developed in 2007, and included two credits for the clinical course NUR 472. Since that time, both NYSED and CCNE has strongly suggested adding more clinical hours into RN to BSN programs. This "suggestion" will be realized by adding another credit to NUR 472.

As Chairperson of the Department of Nursing, I fully support and endorse this College Senate proposal. These changes will allow needed curriculum updates within the RN to BSN program. As stated in the proposal, there are NO needs for any additional resources beyond those that the Department of Nursing already has.

Sincerely,

Kathleen A. Peterson

Kathleen Peterson, PhD, RN, PPNP-BC, CNE
Professor and Chair

