2025-2026 GSN Curriculum Committee Update

Ricardo Poza, Ph.D, M.Ed
Assistant Dean, Curriculum Innovation.
Chair, Curriculum Committee
Tan Chingfen Graduate School of Nursing

UMass Chan MEDICAL SCHOOL

Tan Chingfen Graduate School of Nursing

Curriculum Committee: 2025-2026 Membership

Dr. Ricardo Poza, (Asst. Dean for Curriculum Innovation & Continuing Education Director) - Chair

Dr. Mary Antonelli (Director MS-Interprofessional Leadership Program)

Dr. Akwasi Duah (Director Direct Enry Masters)

Dr. Mary Fischer (Direct Entry Masters Faculty)

Dr. Shari Harding (Director of DNP Program)

Dr. Donna Perry (PhD Faculty)

Dr. Mechelle Plasse (Director of Psychiatric Mental Health Programs) – Past Chair

Declan Roche (GEP Student)

Alexandria Ramalho (DNP 2 Student)

Nicole Grace (Administrative Support)

Curriculum Committee: Charge

Review courses proposed for Tan Chingfen Graduate School of Nursing programs and submit recommendations to the Tan Chingfen Graduate School of Nursing Faculty Assembly.

Assure that courses offered are in keeping with the stated mission, goals, and outcomes of the Tan Chingfen Graduate School of Nursing.

Annually review and evaluate the curriculum related to the philosophy and objectives of the Tan Chingfen Graduate School of Nursing and their relationship to the UMass Chan Medical School.

Facilitate regular quality monitoring of select courses each year within each program of study for ongoing quality improvement.

Curriculum Committee: 2025-2026 GSN Programs

UNDERGRADUATE	N O P R O G R A M S				
GRADUATE	Direct Entry Masters (NEW) MS	Interprofessional Leadership MS	DNP	Post Masters DNP	PhD
POST-GRADUATE **NON-MATRICULATED**	Post Graduate Certificates		Continuing Education		

UMass Chan MEDICAL SCHOOL | Tan Chingfen Graduate School of Nursing

Curriculum Committee: 2025-2026 Updates

New Course or Course Changes

UMass Chan MEDICAL SCHOOL | Tan Chingfen Graduate School of Nursing

Curriculum Committee: 2025-2026 Updates

Transitioning to Competency-Based Education/Assessment

American Association of Colleges of Nursing

2021 AACN (American Association of Colleges of Nursing) Essentials

UMass Chan MEDICAL SCHOOL | Tan Chingfen Graduate School of Nursing

Domains | Subdomains | Behaviors

Progression Indicators: Developing / Developed

Curriculum Committee: 2025-2026 Updates

Transitioning to Competency-Based Education/Assessment

American Association of Colleges of Nursing

Direct Entry Masters (formerly known as GEP)

Master of Science (MS) Nursing & Interprofessional Leadership

Doctor of Nursing Practice (DNP)

Curriculum Committee: 2025-2026 Updates

Program Changes (Direct Entry Masters)

- BORN-approved
- Four semesters long
- 62 credits
- Master of Science (MS)
- At completion, students will be eligible to sit for the NCLEX
- Currently reviewing applications; first class will start in Fall 2026
- Fully mapped to AACN Essentials
- Concepts-based curriculum (shift from a systems-based approach)

Curriculum Committee: 2025-2026 Updates

Master of Science (MS) Nursing & Interprofessional Leadership

- Program description and outcomes have been updated
- An online option has been added to increase enrollment
  - Intensives have been removed
- Pre-enrollment stats course requirement removed

Curriculum Committee: 2025-2026 New Initiatives

GSN Course Syllabus Template

- Curriculum Committee reviewed required and recommended syllabus elements
- Draft syllabus template will be reviewed by the Faculty Assembly
- Curriculum is also recommending a new layout/formatting

Course Number + Course Title

Faculty
Semester
Course Credits
Pre-Requisites
Class
Location/Modality

UMass Chan MEDICAL SCHOOL
Tan Chingfen Graduate School of Nursing

COURSE DESCRIPTION

Course description text placeholder

COURSE OUTCOMES

Text placeholder

1. Learning outcome #1
2. Learning outcome #2

AACN ESSENTIALS COVERED IN THIS COURSE *(If Applicable)*

DOMAIN 1 Knowledge for Nursing Practice
DOMAIN 2 Person-Centered Care
DOMAIN 3 Population Health
DOMAIN 4 Scholarship for the Nursing Discipline
DOMAIN 5 Quality and Safety
DOMAIN 6 Inter-professional Partnerships
DOMAIN 7 Systems-Based Practice
DOMAIN 8 Informatics and Healthcare Technologies
DOMAIN 9 Professionalism
DOMAIN 10 Personal, Professional, and Leadership Development

METHODS OF EVALUATION / ASSESSMENT OF LEARNING OUTCOMES

Text placeholder

REQUIRED & SUGGESTED LEARNING RESOURCES

Text placeholder

COURSE METHODS

UMass Chan MEDICAL SCHOOL | Tan Chingfen Graduate School of Nursing

Curriculum Committee: 2025-2026 New Initiatives

Student Involvement/engagement in Curriculum Committee

- For the first time in over seven years, we have two consistently participating students
- A small intentional shift to provide more didactic information about curriculum development
- More time spent explaining why a course is being changed and how those changes would affect teaching practices
- Additional time allocated to address pedagogy-related questions

Curriculum Committee: 2025-2026 New Initiatives

Evaluating the Curriculum

- Areas of focus when evaluating courses
  - Curricular Alignment (instructional materials review, competency mapping, alignment of outcomes and assessments)
  - Student Engagement (student course evaluations, peer review, instructional materials review, Canvas course review)
  - Student Growth and Achievement (competency-based assessments)
  - Student Experience and Satisfaction (student course evaluations and qual/quant feedback)
- Remediation Plans
  - Addressing courses below a 3.5 overall rating (student course evaluations)
- Similar work is currently underway under HEALL Peer Review Collaborative

Curriculum Mapping and Alignment

Curriculum Mapping and Alignment

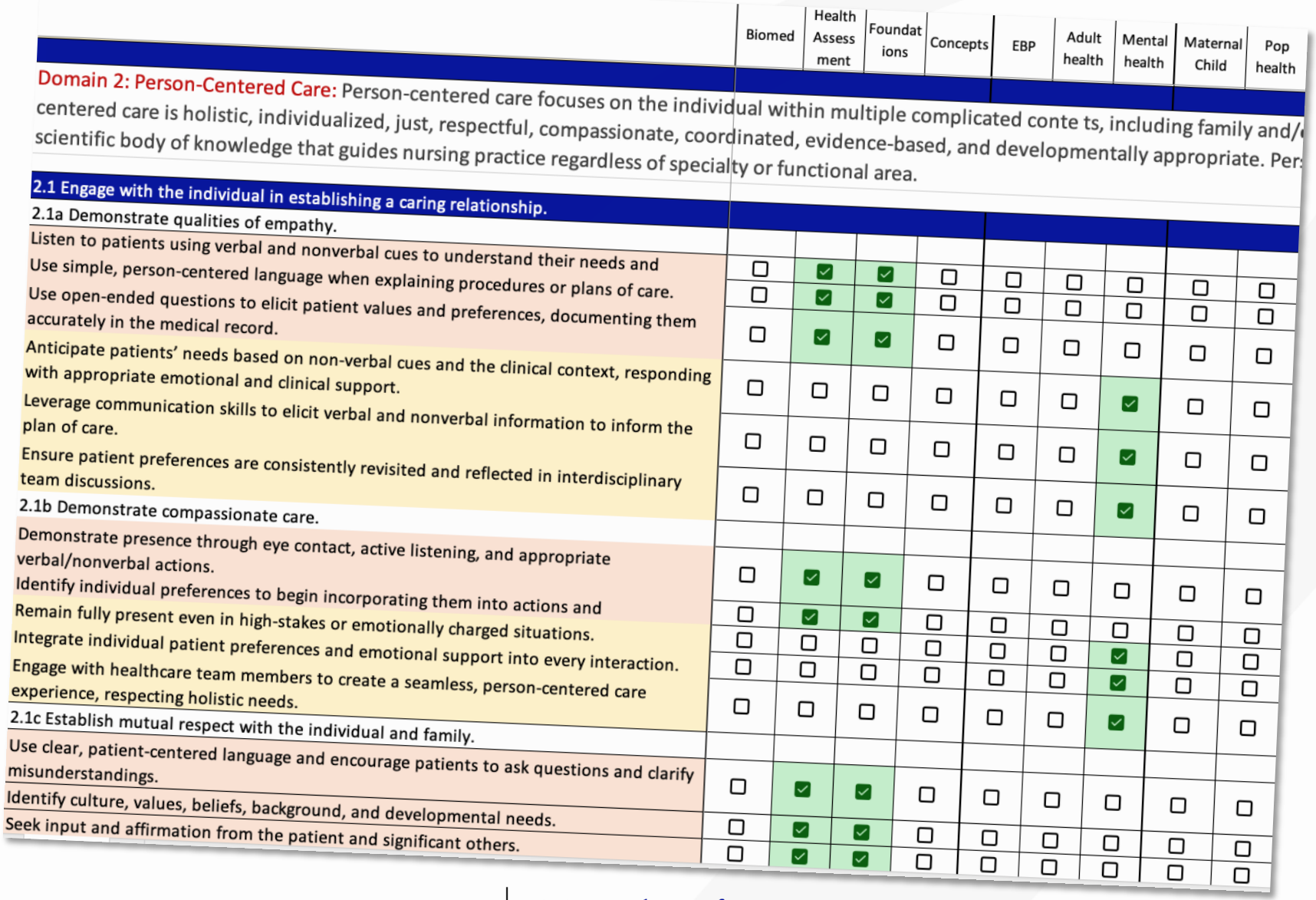
American Association of Colleges of Nursing

ENTRY-LEVEL PROFESSIONAL NURSING EDUCATION

Direct Entry Masters (formerly known as GEP)

ADVANCED-LEVEL NURSING EDUCATION

Doctor of Nursing Practice (DNP)



	Biomed	Health Assessment	Foundations	Concepts	EBP	Adult health	Mental health	Maternal Child	Pop health
Domain 2: Person-Centered Care: Person-centered care focuses on the individual within multiple complicated conte ts, including family and/ centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Per scientific body of knowledge that guides nursing practice regardless of specialty or functional area.									
2.1 Engage with the individual in establishing a caring relationship.									
2.1a Demonstrate qualities of empathy.									
Listen to patients using verbal and nonverbal cues to understand their needs and	☐	☑	☑	☐	☐	☐	☐	☐	☐
Use simple, person-centered language when explaining procedures or plans of care.	☐	☑	☑	☐	☐	☐	☐	☐	☐
Use open-ended questions to elicit patient values and preferences, documenting them accurately in the medical record.	☐	☑	☑	☐	☐	☐	☐	☐	☐
Anticipate patients' needs based on non-verbal cues and the clinical context, responding with appropriate emotional and clinical support.	☐	☐	☐	☐	☐	☐	☑	☐	☐
Leverage communication skills to elicit verbal and nonverbal information to inform the plan of care.	☐	☐	☐	☐	☐	☐	☑	☐	☐
Ensure patient preferences are consistently revisited and reflected in interdisciplinary team discussions.	☐	☐	☐	☐	☐	☐	☑	☐	☐
2.1b Demonstrate compassionate care.									
Demonstrate presence through eye contact, active listening, and appropriate verbal/nonverbal actions.	☐	☑	☑	☐	☐	☐	☐	☐	☐
Identify individual preferences to begin incorporating them into actions and	☐	☑	☑	☐	☐	☐	☐	☐	☐
Remain fully present even in high-stakes or emotionally charged situations.	☐	☐	☐	☐	☐	☐	☑	☐	☐
Integrate individual patient preferences and emotional support into every interaction.	☐	☐	☐	☐	☐	☐	☑	☐	☐
Engage with healthcare team members to create a seamless, person-centered care experience, respecting holistic needs.	☐	☐	☐	☐	☐	☐	☑	☐	☐
2.1c Establish mutual respect with the individual and family.									
Use clear, patient-centered language and encourage patients to ask questions and clarify misunderstandings.	☐	☑	☑	☐	☐	☐	☐	☐	☐
Identify culture, values, beliefs, background, and developmental needs.	☐	☑	☑	☐	☐	☐	☐	☐	☐
Seek input and affirmation from the patient and significant others.	☐	☑	☑	☐	☐	☐	☐	☐	☐

Easier to achieve when building a curriculum from scratch rather than retrofitting an existing curriculum that cannot be put on hold.

Thank you