

Graduate Council Email meeting

July 2012

Voting members: Drs. Owens, Jones, Kemp (Clifft), Traylor, Miao,
Schmidt, Holman, McLean, McKay, and Risch

Nursing **ALL APPROVED**

DNP program

NURS 8113 Theoretical Foundations for Doctor of Nursing Practice

NURS 8123 Leadership, Policy, and Healthcare Systems

NURS 8133 Epidemiology and Population Health

NURS 8143 Healthcare Finance in Advanced Nursing

NURS 8153 Healthcare Informatics in Advanced Nursing

NURS 8163 The Principles Healthcare Ethics and Genetics

NURS 8213 Translational Research for Doctor of Nursing Practice I

NURS 8223 Translational Research for Doctor of Nursing Practice II

NURS 8235 Doctor of Nursing Practice Evidence Based Project

NURS 8314 Introduction to Internship

NURS 8323 Doctor of Nursing Practice Clinical Internship I

NURS 8335 Doctor of Nursing Practice Clinical Internship II

New Program Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Program (The following critical elements are taken directly from the Arkansas Department of Higher Education's "Criteria and Procedures for Preparing Proposals for New Programs".) Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Program Title Doctor of Nursing Practice
2. CIP Code Requested 51.3818, Nursing Practice
3. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Angela Stone Schmidt, Director of Graduate Nursing Programs and Associate Dean for the College of Nursing and Health Professions Name of Institution: Arkansas State University - Jonesboro Address: College of Nursing and Health Professions P.O. Box 910 State University, AR 72467 E-mail Address: aschmidt@astate.edu Phone Number: 870-972-3074
4. Proposed Starting Date August 2013

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

5. Program Summary (Provide a general description of the proposed program. Include an overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.)

The Doctor of Nursing Practice (DNP) Program will be offered as a post-masters nursing degree. The practice-focused doctoral program will prepare nursing leaders for the highest level of clinical nursing practice beyond the initial and master's preparation in the discipline. In 2004, the American Association of Colleges of Nursing (AACN) proposed that the Doctor of Nursing Practice (DNP) will be the entry level for advanced practice nurses. The AACN published a position paper focusing on the issue of converting the terminal degree for advanced practice nursing from the Master's to the Doctor of Nursing Practice (DNP) by the year 2015. Currently, there is not a DNP program in Arkansas. Therefore, the proposed DNP program will be structured in compliance with *the American Association of Colleges of Nursing's Essentials of Doctoral Education for Advanced Nursing Practice (AACN)* and *the National League for Nursing Accrediting Commission's 2008 Standards and Criteria: Clinical Doctorate Degree Programs in Nursing (NLNAC)*.

The post-master's Doctor of Nursing Practice program will require full-time study and completion of the degree in the area of prior advanced nursing practice preparation, i.e. Nurse Practitioner, Nurse Anesthetist, or Clinical Nurse Specialist. Students must be Board certified in advance nursing practice with licensure as an APN or APRN in the state of practice. The curriculum of 41 credit hours proposes a program of study of 4 semesters (2 academic years) plus 1 summer between the first and second year. The DNP Program will admit fall term cohorts only. The 41 credit hours include 11 new courses, with 3 of those courses identified as clinical internship courses. The total clinical clock hours required for the 3 clinical internship courses (12 credit hours) totals 540 clock hours, represented by a 1 credit to 45 clock hour ratio. (see # 7. Curriculum Outline) Students admitted with master's preparation and APN/APRN licensure have completed a minimum of 500 clinical hours at the graduate level. These clinical hours will be credited and counted with the 540 clinical clock hours of the post masters DNP program to meet the 1000 clinical clock hours required of a Doctor of Nursing Practice.

The DNP curricula builds on traditional master's programs with education in evidenced based practice, advanced clinical, organizational, economic, and leadership skills to design and implement programs of care delivery which significantly impact health care outcomes and have the potential to transform health care delivery. Existing degree programs that support the proposed DNP program, include the MSN program with options in Family Nurse Practitioner, Adult Health Clinical Nurse Specialist, and Nurse Anesthesia. Graduates with this terminal practice degree will be prepared for roles in direct care or indirect, systems-focused care. The first DNP students will be admitted to begin the DNP program of study in August, 2013, with an anticipated graduation date of May, 2015. The first cohort will admit 20 students meeting admission criteria followed by cohorts of 30 students in year 2 and 3.

The existing Graduate Faculty serving the MSN Programs will contribute to the DNP program by offering courses in their area of expertise. The need for a 12 month, full-time doctorate (DNP) prepared faculty as the program coordinator and a 9 month, full time, doctorate (DNP) faculty member, as well as possible adjunct faculty for clinical internships in the second year exists. (see #8. Faculty) Total costs for the program in year 1 is \$212,625 and \$261,625 in year 2 and 3 each. (see #10. Program Costs) The request for an annual library support line of \$20,000 to acquire and provide ongoing access to scholarly resources necessary for students and faculty engaged in this doctoral program is included in the proposal. Additional library resources, facilities and equipment resources will be shared with the existing graduate nursing program and School of Nursing, College of Nursing and Health Professions.

The College of Nursing and Health Professions has sufficient classroom space to support this new program. Classroom availability includes, Smith Hall (90 and 45 seat classroom), the new Donald W. Reynolds Center for Health Sciences (5 classrooms), and the existing College of Nursing and Health Professions (CNHP) building (9 classrooms). The Smith Hall and the Donald W. Reynolds Center are connected on the 2nd floor. Scheduling state of the art classrooms can be accomplished with these resources. The Smart classrooms are technology enhanced classrooms that foster opportunities for teaching and learning by integrating learning technology, such as computers, specialized software, audience response technology, networking, and audio/visual capabilities. In addition, the CNHP supports two health assessment learning labs, a nurse anesthesia learning center, and a simulated efficiency apartment for clinical instruction and simulation. Equipment for the skills labs is already available and can be shared with DNP Program including high technology "sim men". Many student study rooms and conference rooms are available. Two computer labs are available, one in the CNHP and one in the Donald W. Reynolds Center for Health Sciences, as well as a large computer lab in the Dean B. Ellis Library building. Computers are located throughout the campus including the student center. The College of Nursing and Health Professions has a research laboratory in the Arkansas Sciences Bioscience Institute on the ASU-Jonesboro campus. Students in the DNP Program may participate in research in this facility.

6. Need for the Program (Provide survey data on student interest, job availability, corporate demands and employment projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.)

The need for a DNP Program at Arkansas State University is supported by the interest of nurses in the state and no other offering of the degree in the state is currently available. A mailed survey was sent in 2011 to nurses in Arkansas in preparation of planning for the DNP degree proposal. Respondents (n=592) to the survey were asked significant interest questions to identify need and comments were requested regarding the need for the DNP Program. Respondents with plans to pursue a DNP degree was 145 with an additional 170 responding as “definitely interested” and 103 “moderately interested”. Only 6 of the 592 respondents currently had DNP degrees with 7 currently enrolled. DNP degrees were received from: Case Western Reserve in Cleveland, OH; University of Utah; Rush University; Sanford University, and University of Tennessee, Memphis. In response to the time frame of wanting to enroll in a DNP program, 167 responded enrollment plans in the next 3 years, 164 responded enrollment in 5 years, and 47 in 10 years. Respondents awaiting a program in Arkansas was 273 of the 592 respondents. Many comments were provided from respondents to reflect student interest:

- *I'm excited that Arkansas may soon have a DNP Program! I would definitely prefer to attend in state than out of state - especially if face-to-face time is required. Thank you for the opportunity to participate in this survey!*
- *I have already been researching the DNP program in Memphis. I am going to obtain my DNP whether it be in or out of state, but would much prefer in state.*
- *I am excited that this program is being developed. The nurses of AR need to have the option of obtaining a DNP in Arkansas.*
- *I am interesting in enrolling in a DNP program by the Fall of 2012*
- *I am planning on graduating in May and am wanting to participate in a DNP program within the next year. I would love it if Arkansas had a program because I am already established in the area*
- *I will be pursuing the DNP option and prefer to obtain that in our home state. Thanks.*
- *I believe there are many nurses who would pursue a DNP degree if it were available.*
- *I am very interested in a DNP program and would love to see Arkansas have a program to avoid having to go out of state to receive this education. I am very excited that this is in consideration and look forward to hearing of a start date. Thank you.*
- *I have been searching for a DNP program close to home and that works with full time employment. I have been leaning toward the University of South Alabama's program. However, if Arkansas will be implementing a program in the next few years, I would much rather wait for our own program. Thank you, Mindy*
- *I hope a DNP program is started soon, so we do not lose more students to other states.*
- *I am delighted that a DNP degree will be offered in Arkansas. I decided that was the degree I wanted and did NOT want to do an online program, consequently, I had to travel to Ohio to accomplish this at Case University*
- *I have considered the DNP program in Memphis but would like to stay in AR.*
- *Please hurry-we are losing students to UT Memphis... Make it as user-friendly as possible-limit visits to campus*

Letters of support have been obtained from the major health care systems in Northeast Arkansas. St. Bernard's Regional Medical System is currently the largest healthcare provider, with Northeast Arkansas Baptist Healthcare System rapidly growing into a comparable healthcare system locally, a branch of the larger Baptist Healthcare System located in Memphis, TN (letters attached as Appendix A). Due to the rapidly changing healthcare environment, an increase in the demand for the DNP degree should continue for the advanced practice nurse, recognized as the expert clinician with a practice-focused terminal degree. This demand could extend to regional and national needs in response to the Institute of Medicine report, “Health Professions Education: A Bridge to Quality” (IOM, 2003) and the Health Professions Education Committee, redefining how healthcare professionals are educated to improve quality of care and patient outcomes.

7. Curriculum Outline (Identify new courses and state program admission requirements.)

7-A. Curriculum outline by semester

DNP Degree Full-Time Program of Study

Semester 1-Fall

NURS 8113 Theoretical Foundations for Doctor of Nursing Practice	<u>3</u>
NURS 8123 Leadership, Policy, and Healthcare Systems	3
NURS 8133 Epidemiology and Population Health	<u>3</u>
Total	9 credit hours

Semester 2-Spring

NURS 8143 Healthcare Finance in Advanced Nursing	<u>3</u>
NURS 8153 Healthcare Informatics in Advanced Nursing	3
NURS 8213 Translational Research for Doctor of Nursing Practice I	<u>3</u>
Total	9 credit hours

Summer

NURS 8314 Introduction to Internship (1 credit to 45 clock hours)	<u>4</u>
NURS 8163 The Principles Healthcare Ethics and Genetics	<u>3</u>
Total	7 credit hours

Semester 3-Fall

NURS 8223 Translational Research for Doctor of Nursing Practice II	<u>3</u>
NURS 8323 Doctor of Nursing Practice Clinical Internship I (1 credit to 45 clock hours)	<u>3</u>
Total	6 credit hours

Semester 4-Spring

NURS 8235 Doctor of Nursing Practice Evidence Based Project	<u>5</u>
NURS 8335 Doctor of Nursing Practice Clinical Internship II (1 credit to 45 clock hours)	<u>5</u>
Total	10 credit hours

7-B Total Number of semester credit hours required for the DNP

Total credit hours for Program = 41 credits
Minimum Clinical Clock Hours = 540

7-C New Courses and course descriptions

NURS 8113 Theoretical Foundations for Doctor of Nursing Practice:

Students will examine processes underlying development of models and theories from nursing and health-related disciplines for practice. Analyze the application in advanced practice to solve problems and improve outcomes. The theoretical knowledge from sciences is integrated with nursing science to guide APN.

NURS 8123 Leadership, Policy, and Healthcare Systems

Students will analyze leadership and organizational theories, evaluate health care delivery systems, and examine the role of the DNP in influencing policy in health care delivery, outcomes and professional nursing.

NURS 8133 Epidemiology and Population Health

Students will examine the evolution and history of methods of epidemiology. Quantization of morbidity and mortality within populations. Overview of study design, data analysis, and inferences. Specific areas of disease epidemiology illustrate risk factor analysis, surveillance systems and etiology of disease.

NURS 8143 Healthcare Finance in Advanced Nursing

Provides advanced economic, financial, and business knowledge required for leadership in financial planning and decision making in healthcare delivery systems. Evidence based models of practice, financial frameworks and theory are applied to practice-level, system-wide problems, including inter- and intra-professional teams. (Pre-requisite NURS 8123)

NURS 8153 Healthcare Informatics in Advanced Nursing

This course examines the complexities involved in managing resources in our healthcare system. Students will learn to use management theory and informatics applications to increase efficiencies in various functional areas of healthcare services. (Pre-requisite NURS 8133)

NURS 8213 Translational Research for Doctor of Nursing Practice I

This course provides the student with the foundation for the DNP evidence-based practice project. The emphasis of this course is on problem identification, information retrieval, critical appraisal, and synthesis of a body of evidence. (Pre-requisites: NURS 8113, NURS 8123, NURS 8133; Co-requisites: NURS 8143, NURS 8153)

NURS 8314 Introduction to Clinical Internship

This course provides the student with practice opportunities that includes in-depth work with experts from nursing and other disciplines. During this first clinical internship course students will begin planning for implementation of the DNP project. (Pre-requisites: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213)

NURS 8163 Principles of Healthcare Ethics and Genetics

This course focuses on theories of ethics and implications for practice, including principles of genetics for individuals, families and populations at risk for genetic disorders. Topics in ethics and genetics are presented. (Pre-requisite: NURS 8133)

NURS 8223 Translational Research for Doctor of Nursing Practice II

This course focuses on translating evidence into practice, identifying practice outcomes, sustaining evidence-based practice changes, and creating an environment to support evidence-based practice. (Pre-requisites: NURS 8213, NURS 8314; Co-requisite NURS 8323)

NURS 8323 Doctor of Nursing Practice Clinical Internship I

Building upon previous didactic courses this course is the second of three in a series that will provide clinical experiences culminating in a completed Residency Project. (Pre-requisite: NURS 8314; Co-requisite: NURS 8223)

NURS 8235 Doctor of Nursing Practice Evidence Based Project This course is a culmination of the two translational research courses for the DNP student. Students will implement an evidence-based practice project and analyze and disseminate the results of the project. (Pre-requisite: NURS 8213, NURS 8223; Co-requisite: NURS 8335)

NURS 8335 Doctor of Nursing Practice Clinical Internship II

This is the third of three courses that builds upon previous didactic courses and will provide clinical experiences culminating in a completed Residency Project. (Pre-requisite: NURS 8314, NURS 8323; Co-requisite: NURS 8235)

7-D Core Courses and major courses (Specialty Courses)**Core Courses**

NURS 8113 Theoretical Foundations for Doctor of Nursing Practice
NURS 8123 Leadership, Policy, and Healthcare Systems
NURS 8133 Epidemiology and Population Health
NURS 8143 Healthcare Finance in Advanced Nursing
NURS 8153 Healthcare Informatics in Advanced Nursing
NURS 8213 Translational Research for Doctor of Nursing Practice I
NURS 8163 Principles of Healthcare Ethics and Genetics
NURS 8223 Translational Research for Doctor of Nursing Practice II

Specialty Courses

NURS 8314 Introduction to Internship
NURS 8323 Doctor of Nursing Practice Clinical Internship I
NURS 8335 Doctor of Nursing Practice Clinical Internship II
NURS 8235 Doctor of Nursing Practice Evidence Based Project

7-E. Courses offered via distance technology

All courses will be web supported with on campus classes at the beginning and end of each semester

7-F. Program Admission Requirements

1. Applicants will complete all documents and submit them to the Doctor of Nursing Practice Coordinator for review by the Admissions, Progression, and Credits Committee. Application to the Graduate school and acceptance prior to acceptance to the DNP Program is required.
2. The DNP application form and admission requirements will be found on the College of Nursing and Health Professions Website <http://conhp.astate.edu/Nursing/Program%20Apps.htm>
3. The ranking criteria rubric will be completed for each applicant by the DNP Admissions, Progressions, and Credits Committee.
4. The DNP Admission, Progressions, and Credits Committee will assign the admitted students faculty advisors based on experience and field of interest.

5. Students not admitted during the current admission period will be placed on a waiting list until the next admission time period and will be offered admission by ranking order if any openings occur prior to the cohort beginning. The waiting list will be discarded when classes begin.

6. Applicants will be notified by letter/e-mail of their status and a return e-mail of receipt will be requested. Applicants not admitted during the current admission period being considered may re-apply at the next admission period.

Student Selection Criteria

Admission to the DNP program is competitive. In addition to ranking based on MSN cumulative GPA, GRE scores and references, the applicant's background and documentation of professional experience are present in the resume/vita and will be considered in the application review process. Interviews of applicants will also be considered in the selection process.

Admission Requirements

Applicants to the DNP program must:

- A current unencumbered APN license in the USA with national specialty certification as appropriate.
- A Master's degree in nursing from a CCNE, COA, or NLNAC accredited program.
- A minimum cumulative GPA of 3.0 (4.0 scale).
- Graduate Record Examination (GRE) score is required. Scores on the GRE, offered after August 2011, will be reviewed for comparable performance. (Quantitative, Verbal, and Analytical Writing)
- Submit curriculum vitae/have at least one (1) year experience (2000 hours) as an APN prior to application in the DNP program verified by employer.
- Interview with potential advisor and DNP admissions and progressions committee.
- Meet Graduate School application requirements.
- An essay of no more than two pages, double spaced, font size 12, discuss your DNP career goals.
- Three work reference forms completed by an individual who has direct supervision over you and two professional colleagues who can provide a valid evaluation of your performance based on the behaviors identified in the reference form.
- Satisfactory criminal background check through the School of Nursing.
- Transfer of no more than 6 credit hours toward degree requirements, evaluate on individual basis.
- For primary language other than English TOEFL score of 83 on the preferred internet-based test, (IBT), 570 on the paper-based test, or 213 on the computer-based test.

Students admitted to any College of Nursing and Health Professions Program must meet the program's professional course requirements stated in the ASU Graduate Bulletin.

Evidence of the following is required before registering for clinical practicums.

- CPR certification (professional level) valid through the academic year.
- TB skin tests valid through the academic year
- Evidence of Hepatitis B immunization or signed declination statement.
- Copy of valid health insurance.
- Copy of Professional liability insurance.
- Copy of valid, unencumbered RN license valid in the state of practice.
- Copy of certification as an Advanced Practice Nurse as a FNP, CRNA, CNS

Dead line for application is March 1st of the year prior to starting in the Fall semester.

Incomplete files will not be considered for admission; verification of the completeness of the file is the student applicant's responsibility. As noted in the Graduate Information Guide, College of Nursing and Health Professions, admission decisions are non-grievable.

8. Faculty (List names, credentials, and rank of faculty who will be teaching courses in the proposed program.)

The ASU current Graduate nursing faculty meet NLNAC criteria for academic preparation and experiential qualifications set by the Arkansas State Board of Nursing. Seven of the eight faculty hold earned doctoral degrees, with 3 of these faculty holding DNP degrees. Many of these faculty will provide the course(s) in their area of expertise and/or certification. Currently, an additional position is in the search process for a doctorate prepared faculty that was recently vacated primarily for the MSN/ Family Nurse Practitioner option. Six of the eight current Graduate nursing faculty will serve as the support for the DNP Program, with many offering courses in their areas of expertise. The additional need for a 12 month, full-time and 9 month, full time, doctorate (DNP) faculty member, as well as possible adjunct faculty for clinical internships in the second year exists. (see #10. New Program Costs) The 12 month full time faculty member will serve as the Coordinator of the DNP Program with teaching and additional administrative duties. The hiring of the DNP

Program Coordinator should be Spring/Summer 2013, prior to program implementation with a proposed start date of Fall 2013. Six of the eight current Graduate nursing faculty providing support, teaching courses in the proposed program, and their credentials are as follows: (Vitas attached as Appendix B)

Dr. Angela Schmidt,	DLitt el Phil, MNSc, RNP, RN, Associate Professor
Dr. Cathy Young	DNSc, MSN, APN, FNP-BC, Assistant Professor
Dr. Debbie Shelton	DNP, MSN, APN, FNP-BC, Assistant Professor
Dr. Lisa Waggoner	DNP, MSN, APN, FNP-BC, Assistant Professor
Dr. Phyllis Skorga	PhD, MS, MSN, RN, CCM, Professor
Dr. Charlotte Young	PhD, MS, BSN, RN, Professor

9. Description of Resources (Current library resources including relevant holdings, current instructional facilities including classrooms, instructional equipment and technology, laboratories.)

The College of Nursing and Health Professions has sufficient classroom space to support this new program. Classroom availability includes, Smith Hall (90 and 45 seat classroom), the new Donald W. Reynolds Center for Health Sciences (5 classrooms), and the existing College of Nursing and Health Professions (CNHP) building (9 classrooms). The Smith Hall and the Donald W. Reynolds Center are connected on the 2nd floor. Scheduling state of the art classrooms can be accomplished with these resources. The Smart classrooms are technology enhanced classrooms that foster opportunities for teaching and learning by integrating learning technology, such as computers, specialized software, audience response technology, networking, and audio/visual capabilities. In addition, the CNHP supports two health assessment learning labs, a nurse anesthesia learning center, and a simulated efficiency apartment for clinical instruction and simulation. Equipment for the skills labs is already available and can be shared with DNP Program including high technology "sim men". Many student study rooms and conference rooms are available. Two computer labs are available, one in the CNHP and one in the Donald W. Reynolds Center for Health Sciences, as well as a large computer lab in the Dean B. Ellis Library building. Computers are located throughout the campus including the student center. The College of Nursing and Health Professions has a research laboratory in the Arkansas Sciences Bioscience Institute on the ASU-Jonesboro campus. Students in the DNP Program may participate in research in this facility.

10. New Program Costs (New administrative costs, new faculty costs, new library resources and costs, new instructional equipment and costs, distance delivery costs, other new costs. If no new program costs, explain.)

New costs to support the DNP Program include two new faculty lines (\$212,625) and adjunct faculty (\$49,000) over the 3 year period. One new 12 month FTE in year one serving as DNP program coordinator and faculty (\$121,500) plus one 9 month faculty (1 FTE) in year two (\$91,125). Adjunct faculty costs are estimated at \$49,000 in year 2 for clinical internships. The remainder of the program will be supported by existing faculty. Total costs for the program in year 1 is \$212,625 and \$261,625 in year 2 and 3 each. The addition of part-time (0.5) secretarial support may be needed in future years as program growth ensues. However, the current Administrative Assistant for the Graduate nursing programs can also serve the DNP Program. The addition of a Graduate Assistant (GA) as enrollment numbers meet the need per current ASU Graduate School policy to be included.

The request for an annual library support line of \$20,000 to acquire and provide ongoing access to scholarly resources necessary for students and faculty engaged in this doctoral program is included and consistent with the additional funds to support recent doctoral programs (i.e. Heritage Studies doctoral program). This additional support line plus the existing library resources are sufficient due to the masters of Science Nursing degrees (MSN) offered at Arkansas State University. Access to Nursing, Medical, and Health search engines and the availability of shelved offerings as well as electronic resources is provided. Arkansas State University faculty, staff, and students may access the library's electronic resources from off campus via the Internet by providing an ASU identification number. The Research literature for evidence based practice and additional holdings needed in the future for the DNP program will be added as updated material is required from the new annual library support line.

Current distance delivery modalities used in many of the DNP courses are already offered at ASU. Blackboard Learn, including the use of Tegrity (or other distance education instructional platforms) will be integral to the success of the Doctoral program. The Interactive Teaching and Technology Center (ITTC) is housed in the library and provides faculty with the professional development, training, and resources they need to excel as educators, researchers, professionals. Information and Technology Services (ITS) provides students assistance with needed computer software, downloads, and 24 hour assistance. There is existing equipment in the college that will be utilized by this program, as well as classroom and lab spaces. (#9. Description of Resources) Travel costs for clinical internship courses and travel to campus are the responsibility of the student. The college has funds for start-up research and funding for faculty who may need enhanced credentials or travel to disseminate research results.

11. Sources of Funding (Reallocation from where? Tuition and fees? Other?)

Tuition will be the primary source of income for program operation. Tuition and fees currently identified for a resident for the DNP Program are: \$ 13, 367.00

The resulting source of funding from tuition and fees is projected at \$868,855.00 for 20 students in year 1 cohort, 30 students in year 2 cohort (total 50 students), and 30 students in year 3 cohort (total 60 students). (See description below)

ASU - Jonesboro Campus***Tuition Per Credit Hour******Graduate***

Resident	\$224.64	x 41 cr hrs=	\$9,184 (\$4492.80/yr)
Existing Non-Resident	(\$573.00)		
New Non-Resident	(\$449.28)		
International	(\$449.28)		

Required Hourly Fees Per Credit Hour

Athletic Fee	\$15.00
Student Union Fee	\$10.00
Information Technology Fee	\$10.00
Infrastructure Fee	\$4.00
Library Fee	\$6.00
Student Recreational Fee	\$7.00
College Support Assessment Fee	\$46.00
Arkansas Assessment Fee	\$5.00
Student Activity Fee (3 or more hours)	\$20.00
Yearbook Fee (12 or more hours)	\$10.00
(Note: only charged in the Fall & Spring)	

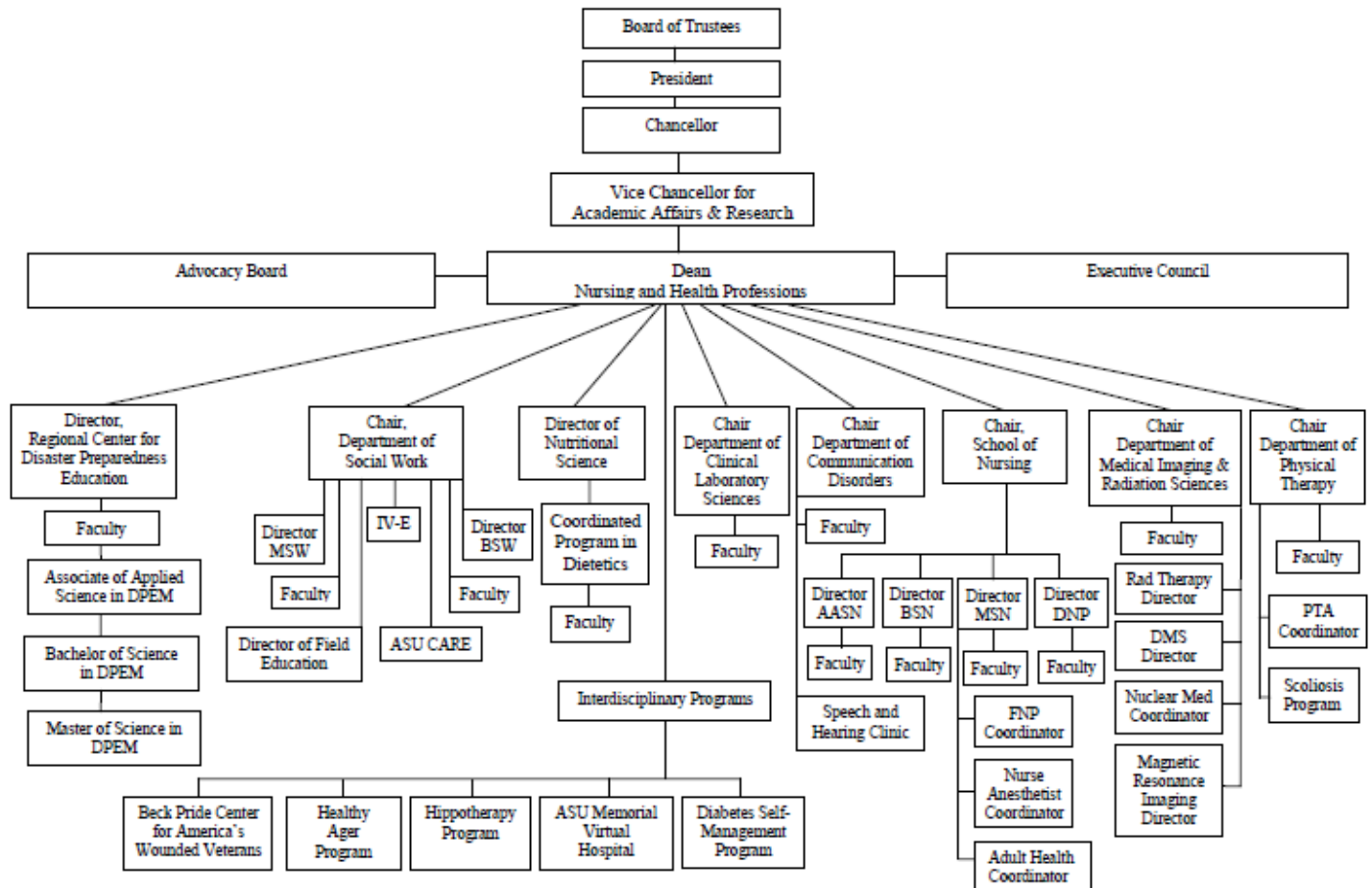
For one year, estimated costs for tuition and fees for one student would be \$6,683.50. The first cohort of 20 students would provide a source of funding of \$133,670/year or \$267,340/2 years. In addition, the second cohort of 30 students (beginning year 2 and completing year 3) would provide additional funding of \$401,010.00 (\$200,505 x 2 years). Year 3 would begin cohort 3 of 30 students or \$200,505. Therefore, the total resulting source of funding from tuition and fees is projected at \$868,855.00.

12. Organizational Chart Reflecting New Program

The DNP Program will be housed in the College of Nursing and Health Professions, as part of the School of Nursing. The Organizational Chart follows:

College of Nursing and Health Professions Organizational Chart

Revised 07/18/2012



13. Specialized Requirements (Specialized accreditation requirements for the program, Licensure/certification requirements for student entry into the field.)

Notification of the NLNAC (National League of Nursing Accreditation Commission) and the Arkansas State Board of Nursing have been submitted and awaiting initial approval (Letters of notification included as Appendix C). The last accreditation for the School of Nursing at Arkansas State University was awarded Spring 2012 (pending final decision) for all nursing programs, including all graduate nursing programs. Request will be made to have the DNP Program accredited at the next site visit for all nursing programs in the School of Nursing in 2020.

Licensure and certification are required as admission criteria for all students admitted to the DNP Program. All students will be licensed as an APRN or APN in their state of practice and be certified as an advanced practice nurse as a Family Nurse Practitioner, Clinical Nurse Specialist, or Nurse Anesthetist. Currently, there is no additional certification offered for the DNP.

14. Board of Trustees Approval (The proposed date the BOT will consider the new program.) Proposed date of BOT is September 7, 2012

15. Desegregation (Describe black student recruitment and retention strategies. State the percentage of black students enrolled in institution and projected percentage in new program.)

There is no applicable degree program related to the DNP. Using general demographics of the ASU-Jonesboro campus, ethnicity is 17.5% African American, 0.5% American Indian, 0.7% Asian American and 1.1% Hispanic American. The remainder of the student population is White American or ethnicity unknown. Nonresident aliens comprise 0.6% of the student body.

Arkansas State University has a robust recruitment and retention plan for minority students. Admissions staff travels throughout the Delta region of Arkansas, Tennessee, Mississippi, and Missouri for community college visits and college fairs. Additionally, they visit with local students from the migrant community through an area cooperative. Recruitment will occur through the ASU, CNHP website, letters to partners and clinical affiliates throughout the state of Arkansas, and contact with MSN graduates and current MSN students.

16. How will this program be assessed? DNP Essentials, Program and Course Learning Outcomes (see syllabi), Student Evaluations

The Essentials of Doctoral Education for Advanced Nursing Practice (AACN):

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

DNP Program Learning outcomes:

1. Apply best evidence from nursing and other disciplines to solve complex health issues (DNP Essentials, I, III, V, VI, VII, VIII)
2. Lead continuous quality improvement efforts within the health care system (DNP Essentials III, IV)
3. Integrate and apply information systems and technology to support and improve patient care and healthcare systems. (DNP Essential IV)
4. Create health policy that shapes health care financing, regulation, and/or delivery (DNP Essentials II, V, VI, VIII)
5. Collaborate with other health professionals to provide high quality, ethical patient-centered care that meets current standards of practice. (V, VI, VII, VIII)
6. Implement evidence-based clinical prevention and population health services for individuals, aggregates and populations. (DNP Essential VIII)
7. Apply expert clinical judgment in providing comprehensive assessment, diagnosis, and management of health and illness in diverse populations. (DNP Essential VIII)

COURSE LEARNING OUTCOMES

NURS 8113 Theoretical Foundations for Doctor of Nursing Practice:

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Synthesize nursing science with knowledge from biophysical, psychosocial, ethical, and organizational realms to enhance critical thinking and apply evidence for best practice at the highest level of advanced nursing practice. (DNP essential I, III, VII, VIII)
2. Analyze conceptual knowledge concerning health, environment, patient/client and nursing as they relate to the development of a body of knowledge for nursing. (DNP Essential I, III, VII, VIII)
3. Apply concepts and theories to determine appropriate guides to solve problems and improve health outcomes in clinical practice, population health and health care delivery. (DNP Essential I, III, VII, VIII)
4. Evaluate nursing and selected theories from other disciplines for application in evidence based nursing practice. (DNP Essential I, III, VIII)

NURS 8123 Leadership, Policy, and Healthcare Systems

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Evaluate health care delivery models/systems that will be needed to meet the current and future needs of patient populations (DNP Essential II and V)
2. Evaluate leadership strategies needed to ensure quality health care and patient safety (DNP Essential II)
3. Analyze principles of business, finance, economics and health policy needed to develop and implement effective plans for practice and system initiatives (DNP Essential I and II)

4. Incorporate consultative and leadership skills with intra-profession and inter-professional teams to create change (DNP Essential II and VI)
5. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, and other health professions (DNP Essential II and V)

NURS 8133 Epidemiology and Population Health

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Describe the historical evolution, landmark studies, and applications of epidemiology (DNP Essentials I, III)
2. Analyze epidemiological concepts, including the natural history of disease, models of disease transmission, levels of prevention, and causality, including environmental and genetic causes of disease. (DNP Essentials I, III, VII)
3. Evaluate the strengths and weaknesses of the major study designs used in epidemiology: cross-sectional, case-control, cohort and clinical trials. (DNP Essential III)
4. Analyze the potential issues of bias, confounding, power, and attrition on validity, reliability, and generalizability in epidemiological data for planning health care services. (DNP III)
5. Analyze incidence, prevalence, rate, ratio, risk, exposure, and susceptibility in order to identify health risks in individuals, families and groups. (DNP Essential III)
6. Analyze sensitivity and specificity of diagnostic screening tests and discuss their implications for advanced clinical practice. (DNP Essentials III, IV)
7. Evaluate the application of epidemiological methods to promote health in advanced clinical practice with individuals, families and groups. (DNP Essentials I, VII, VIII)
8. Analyze approaches to and the importance of sample selection, blinding, and randomization in clinical trials. (DNP Essential III)
9. Evaluate and synthesize the scientific literature on an epidemiological problem with consideration of ethical, legal, cultural, and environmental influences. (DNP Essential I, III, V,VI, VII, VIII)

NURS 8143 Healthcare Finance in Advanced Nursing

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Synthesize principles of business, finance and economics within a financial framework to improve management of outcomes (DNP Essentials I, II, V)
2. Analyze resource utilization, cost containment, and quality in the promotion of cost effective care. (DNP Essentials II, V, VI)
3. Evaluate evidence based models of practice, financial frameworks and economic theory applied to practice and healthcare delivery systems. (DNP Essentials II,V,VI)
4. Apply cost-benefit analysis to a technology and/or healthcare policy
5. Analyze the demand/supply of medical services and insurance/payors and implications for advanced nursing practice

NURS 8153 Healthcare Informatics in Advanced Nursing

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Explore healthcare informatics roles and competencies within the health care delivery system (DNP Essential IV)
2. Analyze healthcare informatics theories using the concepts of data, information, and knowledge to describe information systems (DNP Essentials I and IV)
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction fro practice information systems and databases (DNP Essential IV)
4. Analyze legislation, public and organizational policies related to information management in the health care system (DNP Essentials II, IV and V)
5. Analyze and communicate critical elements necessary to the selection, use and evaluation of healthcare information systems and patient care technology (DNP Essential IV)
6. Use and evaluate computer hardware and software applications to monitor outcomes of care, care systems, and quality improvement (DNP Essentials II, IV, and V)
variances in practice outcomes and population trends (DNP Essential II, III, and VII)
7. Evaluate emerging patterns and trends in electronic information processing and the ethical/legal issues that arise from technology (DNP Essential IV)

NURS 8213 Translational Research for Doctor of Nursing Practice I

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Use analytic methods to critically appraise existing literature and other evidence to determine the best evidence for practice (DNP Essential III)
2. Evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine
3. Apply research translation models, evidence based practice, cutting edge research information technology and research methods to analyze data for practice, identify gaps in evidence, and examine outcomes of practice. (DNP Essentials III, VI, VII, VIII)

NURS 8314 Introduction to Clinical Internship

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Develop partnerships with patients and other professionals to facilitate optimal care and improve patient Explore potential ethical dilemmas within the care setting related to care delivery or research (DNP Essential II)
2. Educate individuals and/or groups about complex health and/or translation of research into practice (DNP Essential VIII)
3. Evaluate linkages among practice, organizational, population, fiscal, and policy issues (DNP Essential VIII)
4. Demonstrate the ability to provide culturally sensitive care at a complex level (DNP Essential VIII)
5. Evaluate information systems and technology used within the care setting (DNP Essential IV)
6. Explore potential ethical dilemmas within the care setting related to care delivery or research (DNP Essential II)
7. Analyze infrastructure for evidence based practice (DNP Essential III)

NURS 8163 Principles of Healthcare Ethics and Genetics

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Explore ethical decision making for advanced clinical practices
2. Develop a knowledge of the principles of ethics human genetics and their application in nursing Explore ethical decision making for advanced clinical practices education and research (DNP Essentials I, III, VII, VIII)
3. Integrate and apply the roles and activities that advanced practice nurses perform during the genetic counseling process (DNP Essentials I, II, III, VIII)
4. Apply genetics in advanced therapeutic assessment, interventions and outcomes (DNP Essentials I, III, VII)
5. Analyze the strengths and weaknesses of specific genetic tests in clinical and research nursing practice settings (DNP Essentials III, VII, VIII)
6. Identify components of prenatal and complex inherited disorders based screening programs (DNP Essentials I, II, III, V, VII,)
7. Evaluate the ethical, legal and social implications of integrating technological advances, genetics and end of life issues into nursing practice (DNP Essentials I, II, VII)

NURS 8223 Translational Research for Doctor of Nursing Practice II

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Integrate theory and translational processes to formulate a plan to improve nursing practice and/or patient outcomes (DNP Essentials I, III, and VI)
2. Lead interdisciplinary teams to improve care outcomes and support policy changes through knowledge generation and dissemination, and planning and evaluating knowledge implementation (DNP Essentials II, III, and V)
3. Create a pilot project to determine the feasibility of a planned practice change (DNP Essential III)
4. Disseminate an evidence based practice plan (DNP Essential III)

NURS 8323 Doctor of Nursing Practice Clinical Internship I

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Demonstrate advanced levels of nursing knowledge in clinical practice. (DNP Essentials I, II, III, I, VI, VII, VIII)
2. Analyze complex clinical problems or issues of practice. (DNP Essential V, VII)
3. Apply research to address identified clinical problems and improve health care of selected population. (DNP Essentials I, III, IV, VII, VIII)
4. Integrate professional standards of care and ethical decision making in advanced nursing practice. (DNP Essentials VII, VIII)

NURS 8235 Doctor of Nursing Practice Evidence Based Project

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Implement an evidence-based practice project to improve practice and patient outcomes (DNP Essentials II, III, and IV)
2. Use advanced communication skills/processes to lead a quality improvement and/or patient safety initiative within the health care system (DNP Essential II)
3. Apply principles of business, finance, economics, and health policy to implement a plan for an evidence-based, practice-level or system-wide practice initiative (DNP Essentials II)
4. Implement an evaluation plan using data extracted from a practice information system or database (DNP Essential IV)
5. Employ leadership skills with intraprofessional and interprofessional teams to create change (DNP Essential II and VI)
6. Apply relevant findings of the DNP project to improve practice or the practice environment (DNP Essential III, and VI)
7. Disseminate the results of the DNP project through a manuscript suitable for publication in a refereed journal (DNP Essential III)

NURS 8335 Doctor of Nursing Practice Clinical Internship II

COURSE LEARNING OUTCOMES: Upon successful completion of this course the student will:

1. Demonstrate advanced levels of nursing knowledge in clinical practice. (DNP Essentials I, II, III, I, VI, VII, VIII)
2. Analyze complex clinical problems or issues of practice. (DNP Essential V, VII).
3. Apply research to address identified clinical problems and improve health care of selected population. (DNP Essentials I, III, IV, VII, VIII)
4. Integrate professional standards of care and ethical decision making in advanced nursing practice. (DNP Essentials VII, VIII)
5. Educate individuals and/or groups about complex health and /or translation of research into practice (DNP Essential I, III, VI, VII, VIII)
6. Demonstrate the ability to provide culturally sensitive care at a complex level (DNP Essential V, VII, VIII)

7-H. Course Evaluation to be completed by the student.

**Arkansas State University
College of Nursing and Health Professions**

Clinical Faculty Evaluation

Student evaluations of courses and faculty are conducted through EvalKit online evaluation in Blackboard. Students will respond to each of the following statements using the options below.

- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Agree Somewhat
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Did not have this instructor
-

1. The clinical faculty reviewed the course objectives and goals.
2. Assignments facilitated meeting course objectives and goals.
3. The faculty provided appropriate supervision.
4. Assignments facilitated clinical learning experiences.
5. This faculty helped me develop greater self-confidence in my skills.
6. This clinical faculty is a professional role model.
7. The faculty helped to apply theory to practice and linked learning to clinical objectives.
8. General Comments

Arkansas State University
College of Nursing and Health Professions
Instructor/Course Survey*

Student evaluations of courses and faculty are conducted through EvalKit online evaluation in Blackboard. Students will respond to each of the following statements using the options below.

- 0 Strongly Agree
- 0 Agree
- 0 Agree Somewhat
- 0 Disagree
- 0 Strongly Disagree
- 0 Did not have this instructor

From my perspective, the **PROFESSOR/INSTRUCTOR**:

1. Was organized and prepared or this course.
2. Feedback given to students was appropriate in relation to assignments and performance.
3. Communicated well in English.
4. Demonstrated impartial and fair evaluation.
5. Provided a positive student-teacher interaction.
6. Activities contributed to understanding and skill development.
7. Demonstrated punctuality.
8. Demonstrated knowledge and understanding of the subject matter.
9. Provided learning techniques appropriate for course and lab.
10. Interacted with the students in a professional manner.
11. Provided opportunities for problem solving, multiple viewpoints and critical thinking.
12. Provided adequate explanation of course material.
13. Provided an atmosphere in which students felt comfortable asking questions.
14. Comments regarding this instructor

From my perspective, the **COURSE**:

15. Reading level of the textbook was appropriate.
16. Equipment was functional and represented appropriate technology.
17. Format for this course facilitated accomplishment of course objectives and goals.
18. Course material was sequenced and structured to facilitate the achievement of goals and objectives.
19. Textbook covered the "topic".
20. Library had adequate resources for this course.
21. Media used added to my learning experience.
22. Format for this course (compressed video, web/asynchronous, web-assisted, lecture/discussion, lab, etc...) was helpful in learning experience.
23. Additional reading/assignments provided opportunities to expand knowledge
24. Comments regarding the course:

* For team taught courses the first 14 statements will be used for each Instructor evaluation and statements 15-24 will be evaluated once for the course.

**Arkansas State University
College of Nursing and Health Professions**

Clinical Course Survey

Student evaluations of courses and faculty are conducted through EvalKit online evaluation in Blackboard. Students will respond to each of the following statements using the options below.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Agree Somewhat
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Did not have this instructor

From my perspective, the **COURSE**:

1. Learning experiences provided opportunities to achieve practicum objectives.
2. There is opportunity to apply content from previous and current courses.
3. Practicum assignments provided the opportunity for guided and independent learning.
4. Assignments contributed to my understanding of the subject or development of my skills.
5. Evaluations are performed as stated in the syllabus.
6. Seminar/post conference content support my acquisition of clinical knowledge (if applicable).

General Comments.

17. Does this affect other programs? If yes, how?

No

COLLEGE OF NURSING AND HEALTH PROFESSIONS

The College of Nursing and Health Professions offers ~~six~~ **seven** graduate level programs: the Graduate Certificate in Aging Studies, the Graduate Certificate in Health Sciences Education, the Master of Communication Disorders (M.C.D.), the Doctor of Physical Therapy (D.P.T.), the Master of Science in Health Sciences (M.S.H.S.), ~~and~~ the Master of Science in Nursing (M.S.N.), **and the Doctorate of Nursing Practice.**

DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice (DNP) is offered as a post-masters nursing degree, as the entry level for advanced practice nurses. The practice focused doctoral program will prepare nursing leaders for the highest level of clinical nursing practice. The DNP Program reflects the DNP Standards and Essentials as described by the American Association of the Colleges of Nursing (AACN) and the National League for Nursing Accrediting Commission (NLNAC).

Admission Requirements

Admission requirements include an advanced practice degree

(i.e. Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist). Students must be board certified in advanced practice nursing with licensure as an APN in their state of practice. Additional admission requirements may be found on the College of Nursing and Health Professions website at: <http://www.asate.edu/conhp/nursing>. Completing admission requirements does not ensure acceptance into the DNP program due to the competitive process.

Application Deadlines

Application deadline is March 1st each year to begin study in the fall semester. Students may acquire detailed information about the application process and pre-requisite courses by contacting the School of Nursing at 870-972-3074 or visiting the website at: <http://www.astate.edu/conhp/nursing>

Course Requirements

The post-masters's Doctor of Nursing program requires full-time study. The curriculum of 41 credit hours, includes three clinical internship courses requiring 540 clinical clock hours. The DNP plan of study is as follows:

Semester 1-Fall

NURS 8113 Theoretical Foundations for Doctor of Nursing Practice
NURS 8123 Leadership, Policy, and Healthcare Systems
NURS 8133 Epidemiology and Population Health

Semester 2-Spring

NURS 8143 Healthcare Finance in Advanced Nursing
NURS 8153 Healthcare Informatics in Advanced Nursing
NURS 8213 Translational Research for Doctor of Nursing Practice I

Summer

NURS 8314 Introduction to Internship
(1 credit to 45 clock hours)
NURS 8163 The Principles Healthcare Ethics and Genetics

Semester 3-Fall

NURS 8223 Translational Research for Doctor of Nursing Practice II
NURS 8323 Doctor of Nursing Practice Clinical Internship I
(1 credit to 45 clock hours)

Semester 4-Spring

NURS 8235 Doctor of Nursing Practice Evidence Based Project

NURS 8335 Doctor of Nursing Practice Clinical Internship II **(1 credit to 45 clock hours)**

Minimum number of credit hours required for the DNP= 41credit hours
Minimum Clinical Clock Hours = 540

DOCTOR OF PHYSICAL THERAPY

The Doctor of Physical Therapy (DPT) is the preferred degree by the Commission on Accreditation in Physical Therapy Education (CAPTE) and the American Physical Therapy Association's (APTA) and it reflects the current level of study that is required to meet the latest standards for physical therapy education.

Admission Requirements

Admissions requirements include an earned bachelor's degree in a related field, acceptance to ASU, Graduate School and satisfactory completion of pre-requisite courses. Completing admission requirements does not ensure acceptance into the DPT program as students are admitted on a competitive space-available basis.

Application Deadlines

Application deadline is March 1st each year. Students may acquire detailed information about the application process and pre-requisite courses by contacting the Department of Physical Therapy at 870-972-3591 or visiting the department's website at <http://www.astate.edu/conhp/pt>.

The D.P.T. Degree and Physical Therapy Licensure

The D.P.T. is the entry-level degree for the practice of physical therapy. The Curriculum associated with the degree prepares graduates for physical therapy practice while paying particular to the health and rehabilitation concerns of residents of the Delta region. Licensure to practice physical therapy is granted by the individual states and issued on scores obtained on the National Licensing Examination administered by the Federation of State Boards of Physical Therapy. Graduation from an accredited educational program is a prerequisite to sit for the licensing exam. The DPT program at ASU is accredited by the Commission on Accreditation of Physical Therapy Education.

Course Requirements

The DPT consists of 108 semester credit. The courses are a mixture of didactic and clinical learning experiences including several sections of extended weeks of full time clinical education.

The sequence of courses appears below.

Course Sequence

Fall Year 1

PT 7112 Gross Anatomy

PT 7214 Movement Science

PT 7624 Electrotherapy & Physical Agents

PT 7524 Therapeutic Ex & Patient Handling

PT 7512 Professional Issues 1: Introduction to PT Practice

PT 7612 Methods of Instruction & Consultation

Spring Year 1

PT 7314 Physiology

PT 7123 Research 1: Intro to Evidence Based Practice

PT 7224 Neuroscience

PT 8244 Musculoskeletal 1

PT 7243 Integumentary

NURS 6821-3 Independent Study

NURS 6833 The American Health Care System: Historical Perspectives Focus

on the development of scientific, professional medicine, nursing and other health care occupations. Emphasizes the interaction of various health issues and their effect on the social history of the United States.

NURS 6843 Ethics of Health Care This course examines the traditional and emerging roles of the health professional as an individual moral agent and as a moral participant in team decisions. Methods of rational moral deliberation based on ethical theories and principles will be applied to ethical dilemmas.

NURS 6853 Teaching in Advanced Nursing Roles Focuses on development of knowledge and skill in teaching clinical information in advanced practice roles. Designed for nurses involved in formal and informal teaching of nurses and patients. Prerequisite: Permission of professor.

NURS 6863 Family Nursing: Advanced Interventions Study of concepts, theories, and research in family nursing care. Emphasis placed on application and interventions in family development and problem situations. Prerequisite: admission to graduate study; permission of professor.

NURS 687V HealthCare Management Seminar This capstone course in healthcare management utilizes management and leadership skills to develop practical, successful, and innovative solutions for problems in health care. Students focus on synthesizing theories, models, techniques and strategies to solve multi faceted problems in health care. Pre-requisites: NURS 6443, NURS 6453, completion of required clinical hours in NURS 646(1-6) or permission of the instructor

NURS 689V Thesis Option Learning opportunity to complete supervised research experience under direction of faculty thesis advisor and committee. Final semester of enrollment or must be enrolled in subsequent semesters until completion of thesis. Students considering doctoral education are strongly encouraged to select the thesis option. Students who select the thesis may substitute 3 semester hours of electives. Approval of instructor required

NURS 8113 Theoretical Foundations for Doctor of Nursing Practice:

Students will examine processes underlying development of models and theories from nursing and health-related disciplines for practice. Analyze the application in advanced practice to solve problems and improve outcomes. Theoretical knowledge from sciences is integrated with nursing science to guide APN.

NURS 8123 Leadership, Policy, and Healthcare Systems

Students will analyze leadership and organizational theories, evaluate health care delivery systems, and examine the role of the DNP in influencing policy in health care delivery, outcomes and professional nursing.

NURS 8133 Epidemiology and Population Health

Students will examine the evolution and history of methods of epidemiology. Quantization of morbidity and mortality within populations will be explored. Overview of study design, data analysis, and inferences will be included. Specific areas of disease epidemiology will illustrate risk factor analysis, surveillance systems and etiology of disease.

NURS 8143 Healthcare Finance in Advanced Nursing

Provides advanced economic, financial, and business knowledge required for leadership in financial planning and decision making in healthcare delivery systems. Evidence based models of practice,

financial frameworks and theory are applied to practice-level, system-wide problems, including inter- and intra-professional teams. (Pre-requisite NURS 8123)

NURS 8153 Healthcare Informatics in Advanced Nursing

This course examines the complexities involved in managing resources in our healthcare system. Students will learn to use management theory and informatics applications to increase efficiencies in various functional areas of healthcare services. (Pre-requisite NURS 8133)

NURS 8213 Translational Research for Doctor of Nursing Practice I

This course provides the student with the foundation for the DNP evidence-based practice project. The emphasis of this course is on problem identification, information retrieval, critical appraisal, and synthesis of a body of evidence. (Pre-requisites: NURS 8113, NURS 8123, NURS 8133; Co-requisites: NURS 8143, NURS 8153)

NURS 8314 Introduction to Clinical Internship

This course provides the student with practice opportunities that includes in-depth work with experts from nursing and other disciplines. During this first clinical internship course students will begin planning for implementation of the DNP project. (Pre-requisites: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213)

NURS 8163 Principles of Healthcare Ethics and Genetics

This course focuses on theories of ethics and implications for practice, including principles of genetics for individuals, families and populations at risk for genetic disorders. Topics in ethics and genetics are presented. (Pre-requisite: NURS 8133)

NURS 8223 Translational Research for Doctor of Nursing Practice II

This course focuses on translating evidence into practice, identifying practice outcomes, sustaining evidence-based practice changes, and creating an environment to support evidence-based practice. (Pre-requisites: NURS 8213, NURS 8314; Co-requisite NURS 8323)

NURS 8323 Doctor of Nursing Practice Clinical Internship I

Building upon previous didactic courses this course is the second of three in a series that will provide clinical experiences culminating in a completed Residency Project. (Pre-requisite: NURS 8314; Co-requisite: NURS 8223)

NURS 8235 Doctor of Nursing Practice Evidence Based Project

This course is a culmination of the two translational research courses for the DNP student. Students will implement an evidence-based practice project and analyze and disseminate the results of the project. (Pre-requisite: NURS 8213, NURS 8223; Co-requisite: NURS 8335)

NURS 8335 Doctor of Nursing Practice Clinical Internship II

This is the third of three courses that builds upon previous didactic courses and will provide clinical experiences culminating in a completed Residency Project. (Pre-requisite: NURS 8314, NURS 8323; Co-requisite: NURS 8235)

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

NURS 8113

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Theoretical Foundations for Doctor of Nursing Practice

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Web based Seminars

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter (A, B, C, D, F)

1. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

Students will examine processes underlying development of models and theories from nursing and health-related disciplines for practice. Analyze application in advanced practice to solve problems and improve outcomes. Theoretical knowledge from sciences is integrated with nursing science to guide APN.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

Admission to the Doctor of Nursing Practice Program

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Dr. Cathy Young, Coordinator of the Nurse Practitioner Program, College of Nursing and Health Professions.
clyoung@astate.edu 870-972-3074

11. Proposed Starting Term/Year

Fall, 2013

12. Is this course in support of a new program? If yes, what program?

Doctor of Nursing Practice

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

The student will be able to:

1. Synthesize nursing science with knowledge from biophysical, psychosocial, ethical, and organizational realms to enhance critical thinking and apply evidence for best practice at the highest level of advanced nursing practice. (DNP Essential I, III, VII, VIII)
2. Analyze conceptual knowledge concerning health, environment, patient/ client and nursing as they relate to the development of a body of knowledge for nursing. (DNP Essential I, III, VII, VIII)
3. Utilize concepts and theories to determine appropriate guides to solve problems and improve health outcomes in clinical practice, population health and health care delivery. (DNP Essential I, III, VII, VIII)
4. Evaluate nursing and selected theories from other disciplines for application in evidence based nursing practice. (DNP Essential I, III, VIII)

See #23 for Goals, Outcomes, and Activities

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: I, III, VII, VIII and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.

C. Student population served.

Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the Doctor of Nursing Practice Program

D. Rationale for the level of the course (lower, upper, or graduate).

First Course in the first semester in the Doctor of Nursing Program

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)**I. Foundations of nursing science**

- a. Philosophy of science
- b. Evolution of science
- c. The Essentials of Doctorate of Nursing Practice

II. The structure and function of theory for scholarly practice

- a. Nursing's patterns of knowing in advanced clinical practice
- b. Nursing's body of knowledge –justification and reflection

III. Empiric knowledge development

- a. Theory development process
- b. Conceptual meaning and analysis
- c. Theory- critical reflection and application in advanced nursing practice

IV. Select interdisciplinary and nursing models and theories

- a. Utilizing empiric knowledge in advanced nursing practice
- b. Validating theories and outcomes in practice
- c. Theory and evidence based advanced nursing practice
- d. Theory and practice based evidence at the highest level of advanced nursing practice

V. Future of nursing theory**17. Course requirements** (e.g. research papers, projects, interviews, tests, etc.)

Informed participation in online discussion	20%
Advanced nursing science critiques (3)	10%
Concept analysis paper	30%
Presentation of theory applied in practice	20%
Online debate of theory application	20%
Total	100%

18. Special features (e.g. labs, exhibits, site visitations, etc.)

- 1. Web-Based Seminars
- 2. Online discussions
- 3. Independent Study
- 4. Written assignments
- 5. Group assignments.

19. Required reading

Butts, J. and Rich, K. (2011). *Philosophies and theories for advanced nursing practice*. Sudbury, MA: Jones & Bartlett Learning. ISBN 9780763779863.

Chinn, P.L. and Kramer, M.K. (2010). *Integrated Theory and Knowledge Development in Nursing (8th ed.)*. St. Louis: Mosby/ Elsevier. ISBN: 9780323077187

Additional assigned readings (i.e., journal articles) are available within the Course Module folder online.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Graduate faculty in the School of Nursing will be assigned to teach this course. Additional faculty have been requested in the proposal for the DNP Program.

21. What is the primary goal of this course?

Prepare the student for the adaptation of the theoretical framework for professional project development.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Analyze conceptual knowledge concerning health, environment, patient/ client and nursing as they relate to the development of a body of knowledge for nursing. (DNP Essential I, III, VII, VIII)

Learning Activity: Concept mapping posted on discussion board for peer review

Assessment Tool: Peer Review by Grading Rubric

Primary Goal Outcome #2: Utilize concepts and theories to determine appropriate guides to solve problems and improve health outcomes in clinical practice, population health and health care delivery. (DNP Essential I, III, VII, VIII)

Learning Activity: Critique of a theory posted on Discussion Board

Assessment Tool: Peer Review by Grading Rubric

Primary Goal Outcome #3: Evaluate nursing and selected theories from other disciplines for application in evidence based nursing practice. (DNP Essential I, III, VIII)

Learning Activity: Paper on selected theory for application to the Advanced Practice Nurse

Assessment Tool: Grading Rubric

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program

COURSE TITLE: Theoretical Foundations for Doctor of Nursing Practice

COURSE NUMBER: NURS 8113

CREDIT HOURS: 3 credit hours

FACULTY: Instructor Name:
Office:
Instructor Contact Information:

COURSE DESCRIPTION: Examination of processes underlying development of conceptual models and theories from nursing and health-related disciplines to enhance DNP practice. Concepts and theories are analyzed for application in advanced practice to solve problems and improve health outcomes. Theoretical knowledge from biophysical, social and organizational sciences is integrated with nursing science to guide advanced nursing practice.

COURSE OUTCOMES: The student will:

1. Synthesize nursing science with knowledge from biophysical, psychosocial, ethical, and organizational realms to enhance critical thinking and apply evidence for best practice at the highest level of advanced nursing practice. (DNP Essential I, III, VII, VIII)
2. Analyze conceptual knowledge concerning health, environment, patient/ client and nursing as they relate to the development of a body of knowledge for nursing. (DNP Essential I, III, VII, VIII)
3. Utilize concepts and theories to determine appropriate guides to solve problems and improve health outcomes in clinical practice, population health and health care delivery. (DNP Essential I, III, VII, VIII)
4. Evaluate nursing and selected theories from other disciplines for application in evidence based nursing practice. (DNP Essential I, III, VIII)

PRE-REQUISITES: Admission to the DNP Program.

CO-REQUISITES: N/A

TEACHING METHODS:

Web Based Seminars and online discussions
Independent study
Reading assignments
Written assignments
Student-teacher conferences
Collaborative group assignments
Exams/quizzes

EVALUATION METHODS:

Informed participation in online discussion	20%
Advanced nursing science critiques (3)	10%
Concept analysis paper	30%
Presentation of theory applied in practice	20%
<u>Online debate of theory application</u>	<u>20%</u>
Total	100%

GRADING SCALES:

A = 90 – 100%
B = 80 – 89.99%
C = 75 – 79.99%
D = 70 – 74.99%
F = below 70%

REQUIRED TEXTS:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC. American Psychological Association.

Butts, J. and Rich, K. (2011). *Philosophies and theories for advanced nursing practice*. Sudbury, MA: Jones & Bartlett Learning. ISBN 9780763779863.

Chinn, P.L. and Kramer, M.K. (2010). *Integrated Theory and Knowledge Development in Nursing* (8th ed.). St. Louis: Mosby/ Elsevier. ISBN: 9780323077187

Additional assigned readings (i.e., journal articles) are available within the Course Module folder online.

TOPICAL OUTLINE:

- I. Foundations of nursing science
 - d. Philosophy of science
 - e. Evolution of science
 - f. The Essentials of Doctorate of Nursing Practice
- II. The structure and function of theory for scholarly practice
 - a. Nursing's patterns of knowing in advanced clinical practice
 - b. Nursing's body of knowledge –justification and reflection
- III. Empiric knowledge development
 - a. Theory development process
 - d. Conceptual meaning and analysis
 - e. Theory- critical reflection and application in advanced nursing practice
- IV. Select interdisciplinary and nursing models and theories
 - a. Utilizing empiric knowledge in advanced nursing practice
 - e. Validating theories and outcomes in practice
 - f. Theory and evidence based advanced nursing practice
 - g. Theory and practice based evidence at the highest level of advanced nursing practice
- V. Future of nursing theory

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

NURS 8123

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Leadership, Policy and Healthcare Systems

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Web Based Seminars

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter (A, B, C, D, F)

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

Students will analyze leadership and organizational theories, evaluate health care delivery systems, and examine the role of the DNP in influencing policy in health care delivery, outcomes and professional nursing.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

Co-requisites: NURS 8113 and NURS 8133

Restricted to enrollment in the Doctor of Nursing Practice Program

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Dr. Cathy Young, Coordinator of the Nurse Practitioner Program College of Nursing and Health Professions.
clyoung@astate.edu 870-972-3074

11. Proposed Starting Term/Year

Fall 2013

12. Is this course in support of a new program? If yes, what program?

Doctor of Nursing Practice Program

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

The student will be able to:

1. Evaluate health care delivery models/systems that will be needed to meet the current and future needs of patient populations (DNP Essential II and V).
2. Evaluate leadership strategies needed to ensure quality health care and patient safety (DNP Essential II).
3. Analyze principles of business, finance, economics and health policy needed to develop and implement effective plans for practice and system initiatives (DNP Essential I and II).
4. Incorporate consultative and leadership skills with intra-professional and inter-professional teams to create change (DNP Essential II and VI)
5. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, and other health professions. (DNP Essential II and V).

See #23 for Goals, Outcomes, and Activities

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: I, II, V, VI and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.

C. Student population served.

Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the DNP Program

D. Rationale for the level of the course (lower, upper, or graduate).

Required Course for the Doctor of Nursing Practice

<p>16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)</p> <ul style="list-style-type: none"> • Introduction and Overview of the US Health Policy Process • Ethical Decision Making and Policy Development • Health Policies and Vulnerable Populations as Policy Exemplars • Models and strategies for linking research and health policy • Improvement science and measurements • Design and redesign services • Transformational leadership • Micro and macro systems analysis • Care delivery, practice, and management models • Strategic planning 		
<p>17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)</p> <ol style="list-style-type: none"> 1. Discussion board 2. Collaborative group assignments 3. Written assignment 4. Micro system analysis and transforming project (individual) 5. Health Policy Analysis Formal paper 6. Macro system analysis and transforming project (group) 		
<p>18. Special features (e.g. labs, exhibits, site visitations, etc.)</p> <ol style="list-style-type: none"> 1. Web-Based Seminars and online discussions 2. Independent study, Reading assignments 3. Written assignments 4. Student-teacher conference. 		
<p>19. Required reading</p> <p>Hinshaw, A. S. & Grady, P. A. (2010). <i>Shaping health policy through nursing research</i>. New York, NY: Springer.</p> <p>Marshall, E. (2010). <i>Transformational leadership in nursing: From expert clinician to influential leader</i>. New York, NY: Springer.</p> <p>Nathanson, M. (2005). <i>Health Care Providers' Government Relations Handbook: Shaping Policy to Win</i>. Boston: Jones & Barlett.</p> <p>Nelson, E.C., Batalden, P.B., Godfrey, M.M., & Lazar, J.S. (2007). <i>Value by Design: Developing clinical microsystems to achieve organizational excellence</i>. San Francisco: Jossey-Bass.</p>		
<p>20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)</p> <p>Graduate faculty in the School of Nursing could be assigned to teach this course. Additional faculty have been requested in the DNP Program proposal.</p>		
<p>21. What is the primary goal of this course?</p> <p>Analyze leadership and organizational theories at the doctorate level; evaluate health care delivery systems and examine the role of the DNP in health care</p>		
<p>22. If this proposal is for a general education course, please check the primary goal this course addresses:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Communicating effectively <input type="checkbox"/> Using mathematics <input type="checkbox"/> Understanding global issues <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities <input type="checkbox"/> Using science to accomplish common goals </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Thinking Critically <input type="checkbox"/> Using Technology <input type="checkbox"/> Understanding interdependence <input type="checkbox"/> Developing a strong foundation in the social sciences <input type="checkbox"/> Providing foundations necessary to achieve health and wellness </td> </tr> </table>	<input type="checkbox"/> Communicating effectively <input type="checkbox"/> Using mathematics <input type="checkbox"/> Understanding global issues <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities <input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Thinking Critically <input type="checkbox"/> Using Technology <input type="checkbox"/> Understanding interdependence <input type="checkbox"/> Developing a strong foundation in the social sciences <input type="checkbox"/> Providing foundations necessary to achieve health and wellness
<input type="checkbox"/> Communicating effectively <input type="checkbox"/> Using mathematics <input type="checkbox"/> Understanding global issues <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities <input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Thinking Critically <input type="checkbox"/> Using Technology <input type="checkbox"/> Understanding interdependence <input type="checkbox"/> Developing a strong foundation in the social sciences <input type="checkbox"/> Providing foundations necessary to achieve health and wellness	

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Evaluate leadership strategies needed to ensure quality health care and patient safety (DNP Essential II)

Learning Activity: Discussion board posting

Assessment Tool: Grading Rubric

Primary Goal Outcome #2: Incorporate consultative and leadership skills with intra-professional and inter-professional teams to create change (DNP Essential II and VI).

Learning Activity: Group project to evaluate current health care policy with power point presentation on discussion board for peer review

Assessment Tool: Grading Rubric

Primary Goal Outcome #3: Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing and other health profession (DNP Essential II and V).

Learning Activity: Formal paper on selected topic

Assessment Tool: Grading Rubric

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
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5. Right-click on the highlighted area.
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7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable

Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program

COURSE NAME: Leadership, Policy and Healthcare Systems

COURSE NUMBER: NURS 8123

CREDIT HOURS: 3 credit hours

FACULTY: Instructor Name:
Office:
Instructor Contact Information:

COURSE DESCRIPTION: Students will analyze leadership and organizational theories, evaluate health care delivery systems, and examine the role of the DNP in influencing policy in health care delivery, outcomes, and professional nursing.

COURSE OUTCOMES: The student will:

1. Evaluate health care delivery models/systems that will be needed to meet the current and future needs of patient populations (DNP Essential II and V).
2. Evaluate leadership strategies needed to ensure quality health care and patient safety (DNP Essential II).
3. Analyze principles of business, finance, economics and health policy needed to develop and implement effective plans for practice and system initiatives (DNP Essential I and II).
4. Incorporate consultative and leadership skills with intra-professional and inter-professional teams to create change (DNP Essential II and VI)
5. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, and other health professions. (DNP Essential II and V).

PREREQUISITES: Admission to the DNP Program

CO-REQUISITES: NURS 8113 AND NURS 8133

TEACHING METHODS:

Web Based Seminars and online discussions

Discussion board posting

Reading assignments

Group project to evaluate current health care policy with power point presentation on discussion board for peer review

Brief formal paper on principles business in relation to healthcare policy

Student-teacher conferences

Collaborative group assignments

Exams/quizzes

EVALUATION METHODS:

Discussion board	25%
Micro system analysis and transforming project (individual)	25%
Health Policy Analysis Formal paper	25%
Macro system analysis and transforming project (group)	25%
TOTAL	100%

GRADING SCALES:

A = 90 – 100%
B = 80 – 89.99%
C = 75 – 79.99%
D = 70 – 74.99%
F = below 70%

REQUIRED TEXTS:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Hinshaw, A. S. & Grady, P. A. (2010). *Shaping health policy through nursing research*. New York, NY: Springer.

Marshall, E. (2010). *Transformational leadership in nursing: From expert clinician to influential leader*. New York, NY: Springer.

Nathanson, M. (2005). *Health Care Providers' Government Relations Handbook: Shaping Policy to Win*. Boston: Jones & Barlett.

Nelson, E.C., Batalden, P.B., Godfrey, M.M., & Lazar, J.S. (2007). *Value by Design: Developing clinical microsystems to achieve organizational excellence*. San Francisco: Jossey-Bass.

TOPICAL OUTLINE:

Introduction and Overview of the US Health Policy Process
Ethical Decision Making and Policy Development
Health Policies and Vulnerable Populations as Policy Exemplars
Models and strategies for linking research and health policy
Improvement science and measurements
Design and redesign services
Transformational leadership
Micro and macro systems analysis
Care delivery, practice, and management models
Strategic planning

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

NURS 8133

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Epidemiology for the DNP

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Web-based Seminars

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter (A, B, C, D, F)

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

Evolution and history of methods of epidemiology. Quantization of morbidity and mortality within populations. Overview of study design, data analysis, and inferences. Specific areas of acute and chronic disease epidemiology illustrate epidemiologic methods such as risk factor analysis, surveillance systems, and etiology of disease.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

Prerequisite: Admission to the Doctor of Nursing Practice Program; Corequisites: NURS 8113, NURS 8123

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Dr. Cathy Young, Coordinator of the Nurse Practitioner Program College of Nursing and Health Professions.
clyoung@astate.edu 870-972-3074

11. Proposed Starting Term/Year
Fall 2013

12. Is this course in support of a new program? If yes, what program?

Doctor of Nursing Practice

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

The Student will be able to:

1. Describe the historical evolution, landmark studies, and applications of epidemiology. (DNP Essentials I, III)
2. Analyze epidemiological concepts, including the natural history of disease, models of disease transmission, levels of prevention, and causality, including environmental and genetic causes of disease. (DNP Essentials I, III, VII)
3. Evaluate the strengths and weaknesses of the major study designs used in epidemiology: cross-sectional, case-control, cohort and clinical trials. (DNP Essential III)
4. Analyze the potential issues of bias, confounding, power, and attrition on validity, reliability, and generalizability in epidemiological data for planning health care services. (DNP Essential III).
5. Analyze incidence, prevalence, rate, ratio, risk, exposure, and susceptibility in order to identify health risks in individuals, families and groups. (DNP Essential III).
6. Analyze sensitivity and specificity of diagnostic screening tests and discuss their implications for advanced clinical practice. (DNP Essentials III, VII).
7. Evaluate the application of epidemiological methods to promote health in advanced clinical practice with individuals, families and groups. (DNP Essentials I, VII, and VIII).
8. Analyze approaches to and the importance of sample selection, blinding, and randomization in clinical trials. (DNP Essentials III, VII).
9. Evaluate and synthesize the scientific literature on an epidemiological problem with consideration of ethical, legal, cultural, and environmental influences. (DNP Essential I, III).

See #23 for Goals, Outcomes, and Activities

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: I, III, VII, VIII and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.

C. Student population served.

Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the DNP Program

D. Rationale for the level of the course (lower, upper, or graduate).

Required course for the Doctor of Nursing Practice

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

1. Orientation; Overview of Epidemiology & the Dynamics of Disease Transmission
2. Measuring Occurrence of Disease
3. Validity and Reliability of Diagnostic and Screening Tests
4. The Natural History of Disease, Survival Association and Estimation of Risk
5. Randomized Clinical Trials
6. Cohort, Case-Control & Cross Sectional Studies
7. Causation; Deriving Causal Inferences
8. Role of Genetic and Environmental Factors in Disease Causation
9. Health Services & Evaluation Research
10. Evaluating Screening Programs
11. Epidemiology and Public Policy, Ethics, & Professional Issues

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

1. Discussion board
2. Written/homework assignments
3. Article critique posted on discussion board for peer review
4. Practice sets and group discussion on discussion board.
5. A two page paper to conceptualize content matter.
6. Select one article to critique epidemiology study design, with posting on discussion board for peer review
7. Written paper discussion one of the assigned topics, posted on discussion board for peer review
8. Discussion, group activity, practice sets to include a short paper that conceptualized the subject matter.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

1. Web-based seminars and on-line discussions
2. Independent study
3. Reading assignments
4. Written assignments
5. Student-teacher conferences
6. Examinations

19. Required reading

Gordis, L. (2009). *Epidemiology* (4th ed.). Cambridge, MA: Elsevier. Hebel, R. (2006). *A study guide to epidemiology and biostatistics* (6th ed.). Boston: Jones & Bartlett Publishers, Inc.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Graduate Faculty in the School of Nursing will be assigned to teach this course. Additional faculty have been requested in the DNP Program proposal.

21. What is the primary goal of this course?

Prepare students to interpret evidence based models of epidemiology.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Analyze epidemiological concepts, including the natural history of disease, models of disease transmission, levels of prevention, and causality, including environmental and genetic causes of disease. (DNP Essentials I, III, VII)

Learning Activity: Written paper discussion one of the assigned topics, posted on discussion board for peer review

Assessment Tool: Peer review with Grading Rubric

Primary Goal Outcome #2: Analyze incidence, prevalence, rate, ratio, risk, exposure, and susceptibility in order to identify health risks in individuals, families and groups. (DNP Essential III).

Learning Activity: Practice sets posted on discussion board for peer review

Assessment Tool: Peer review with Grading Rubric

Primary Goal Outcome #3: Evaluate the application of epidemiological methods to promote health in advanced clinical practice with individuals, families and groups. (DNP Essentials I, VII, and VIII).

Learning Activity: Article critique posted on discussion board for peer review

Assessment Tool: Peer Review with Grading Rubric

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program

COURSE TITLE: Epidemiology for the Doctorate of Nursing Practice

COURSE NUMBER: NURS 8133

CREDIT HOURS: 3 credit hours

FACULTY: Instructor Name:

Office:

Instructor Contact Information:

COURSE DESCRIPTION: Evolution and history of methods of epidemiology. Quantization of morbidity and mortality within populations. Overview of study design, data analysis, and inferences. Specific areas of acute and chronic disease epidemiology illustrate epidemiologic methods such as risk factor analysis, surveillance systems, and etiology of disease.

COURSE OUTCOMES: The student will:

1. Describe the historical evolution, landmark studies, and applications of epidemiology. (DNP Essentials I, III)
2. Analyze epidemiological concepts, including the natural history of disease, models of disease transmission, levels of prevention, and causality, including environmental and genetic causes of disease. (DNP Essentials I, III, VII)
3. Evaluate the strengths and weaknesses of the major study designs used in epidemiology: cross-sectional, case-control, cohort and clinical trials. (DNP Essential III)
4. Analyze the potential issues of bias, confounding, power, and attrition on validity, reliability, and generalizability in epidemiological data for planning health care services. (DNP Essential III).
5. Analyze incidence, prevalence, rate, ratio, risk, exposure, and susceptibility in order to identify health risks in individuals, families and groups. (DNP Essential III).
6. Analyze sensitivity and specificity of diagnostic screening tests and discuss their implications for advanced clinical practice. (DNP Essentials III, VII).
7. Evaluate the application of epidemiological methods to promote health in advanced clinical practice with individuals, families and groups. (DNP Essentials I, VII, and VIII).
8. Analyze approaches to and the importance of sample selection, blinding, and randomization in clinical trials. (DNP Essentials III, VII).
9. Evaluate and synthesize the scientific literature on an epidemiological problem with consideration of ethical, legal, cultural, and environmental influences. (DNP Essential I, III).

PRE-REQUISITES: Admission to the DNP Program

CO-REQUISITES: NURS 8113 Theoretical Foundations for the Doctor of Nursing Practice; and NURS 8123 Leadership, Policy and Healthcare Systems

TEACHING METHODS:

Web-based seminars and on-line discussions
Independent study
Reading assignments
Written assignments
Student-teacher conferences
Examinations

EVALUATION METHODS:

Discussion boards	20%
Homework assignments	40% (Grading Rubrics posted)
<ol style="list-style-type: none">1. Article critique posted on discussion board for peer review2. Practice sets and group discussion on discussion board.3. A two page paper to conceptualize content matter.4. Select one article to critique epidemiology study design, with posting on discussion board for peer review.5. Written paper discussion one of the assigned topics, posted on discussion board for peer review6. Discussion, group activity, practice sets to include a short paper that conceptualized the subject matter.	
Exams:	
Midterm	20%
Final	20%
Total	100%

GRADING SCALES:

A= 90%-100%
B= 80%-89.99%
C= 75%-79.99%
D= 70%-74.99%
F= BELOW 70%

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

NURS 8143

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Healthcare Finance In Advanced Nursing

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Web-based seminars

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter (A, B, C, D, F)

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

Provides advanced economic, financial, and business knowledge required for leadership in financial planning and decision making in healthcare delivery systems. Evidence based models of practice, financial frameworks and theory are applied to practice-level, system-wide problems, including inter- and intra-professional teams.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

Pre-requisite: NURS 8123

Co-requisite: NURS 8153

<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</p>
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>Dr. Cathy Young, Coordinator of the Nurse Practitioner Program College of Nursing and Health Professions. clyoung@astate.edu 870-972-3074</p>
<p>11. Proposed Starting Term/Year</p> <p>Spring 2014</p>
<p>12. Is this course in support of a new program? If yes, what program?</p> <p>Doctor of Nursing Practice Program</p>
<p>13. Does this course replace a course being deleted?</p> <p>No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</p> <p>No</p>
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Synthesize principles of business, finance and economics within a financial framework to improve management of outcomes (DNP Essentials I, II, V) 2. Analyze resource utilization, cost containment, and quality in the promotion of cost effective care. (DNP Essentials II, V, VI) 3. Evaluate evidence based models of practice, financial frameworks and economic theory applied to practice and healthcare delivery systems. (DNP Essentials II,V,VI) 4. Apply cost-benefit analysis to a technology and/or healthcare policy 5. Analyze the demand/supply of medical services and insurance/payors and implications for advanced nursing practice (DNP Essential VII) <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</p> <p>This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: I, II, III, V, VI, VII and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.</p> <p>C. Student population served.</p> <p>Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the DNP Program</p>

- D. **Rationale for the level of the course (lower, upper, or graduate).**
Required for the Doctor of Nursing Practice

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Module I: Context of HealthCare Management in Practice Settings

Financial Frameworks

Organization, Systems, and Economic Theories

Healthcare Environment – providers, payers, policy

Nurse Leadership in Healthcare Practice Settings

Module II: Financial Planning and Controlling while promoting Quality Care

Budgeting Concepts

Cost Analysis-determining care costs, cost benefit and cost effectiveness analysis

Operating-revenue-and performance budgeting

Benchmarking

Strategic planning- resource utilization, cost effective quality care in a regulated practice environment

Module III: Managing Financial Resources and Applying Financial Leadership in Practice Settings

Short term and Long term Resources and Debt Sources

Use of computers in Financial Management

Forecasting and Decision Making

Marketing

Creating a business plan

Role as Policymaker for Financing and Regulation

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

1. Discussion Board
2. Module learning Activities
3. Annotated Bibliography of Research
4. Financial Management in Practice Project

18. Special features (e.g. labs, exhibits, site visitations, etc.)

1. Web-based seminars and on-line discussions
2. Independent study
3. Reading assignments
4. Written assignments
5. Student-teacher conferences
6. Examinations

19. Required reading

Zelman, W. N., McCue, M.J. & Glick, N.D. (2009). *Financial management of health care organizations: An introduction to fundamental tools, concepts and applications* (3rd ed.) Jossey-Bass.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Graduate faculty in the School of Nursing will be assigned to teach this course. Additional faculty have been requested in the DNP Program proposal.

21. What is the primary goal of this course?

Provide advanced economic, financial and business knowledge and skills required for leadership in healthcare

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Synthesize principles of business, finance and economics within a financial framework to improve management of outcomes (DNP Essentials I, II, V)

Learning Activity: Discussion board posting with peer review

Assessment Tool: Grading Rubric

Primary Goal Outcome # 2: Analyze resource utilization, cost containment, and quality in the promotion of cost effective care. (DNP Essentials II, V, VI)

Learning Activity: Critique of a evidence based article of the on assigned topic for analysis

Assessment Tool: Peer review with Grading Rubric

Primary Goal Outcome #3: Evaluate evidence based models of practice, financial frameworks and economic theory applied to practice and healthcare delivery systems. (DNP Essentials II,V,VI)

Learning Activity: Group presentation of a selected economic model with power point and posting on discussion board.

Assessment Tool: Grading Rubric

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program

COURSE NAME: Healthcare Finance

COURSE NUMBER: NURS 8143

CREDIT HOURS: 3 credit hours

FACULTY: Instructor Name:
Office:
Instructor Contact Information:

COURSE DESCRIPTION: This course provides advanced economic, financial, and business knowledge and skills required for a leadership role in financial planning and decision making in healthcare delivery systems. Evidence based models of practice, financial frameworks and theory are applied to practice-level and system-wide problems, including inter- and intra-professional teams.

COURSE OUTCOMES: The student will:

1. Synthesize principles of business, finance and economics within a financial framework to improve management of outcomes (DNP Essentials I, II, V)
2. Analyze resource utilization, cost containment, and quality in the promotion of cost effective care. (DNP Essentials II, V, VI)
3. Evaluate evidence based models of practice, financial frameworks and economic theory applied to practice and healthcare delivery systems. (DNP Essentials II,V,VI)
4. Apply cost-benefit analysis to a technology and/or healthcare policy
5. Analyze the demand/supply of medical services and insurance/payors and implications for advanced nursing practice (DNP Essential VII)

PRE-REQUISITES: NURS 8123 Leadership, Policy and Healthcare Systems

CO-REQUISITES: NURS 8153

TEACHING METHODS:

1. Web Based Seminars and online discussions
2. Independent study
3. Reading assignments
4. Written assignments
5. Student-teacher conferences
6. Collaborative group assignments
7. Exams/quizzes
8. Discussion board for peer review
9. Formal paper on cost-benefit of technology and a healthcare policy, post on discussion board for peer review
10. Group presentation of a selected economic model with power point and posting on discussion board.
11. Critique of a evidence based article of the on assigned topic for analysis

EVALUATION METHODS:

Discussion Board	30%
Module Learning Activities (3)	30%
Annotated Bibliography of Research	20%
<u>Financial Management in Practice Project</u>	<u>20%</u>
Total	100%

GRADING SCALES:

A = 90 – 100%
B = 80 – 89.99%
C = 75 – 79.99%
D = 70 – 74.99%
F = below 70%

REQUIRED TEXTS:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC. American Psychological Association.

Zelman, W. N., McCue, M.J. & Glick, N.D. (2009). *Financial management of health care organizations: An introduction to fundamental tools, concepts and applications* (3rd ed.) Jossey-Bass.

RECOMMENDED TEXTS:**TOPICAL OUTLINE:****Module I:** Context of HealthCare Management in Practice Settings

Financial Frameworks

Organization, Systems, and Economic Theories

Healthcare Environment – providers, payers, policy

Nurse Leadership in Healthcare Practice Settings

Module II: Financial Planning and Controlling while promoting Quality Care

Budgeting Concepts

Cost Analysis-determining care costs, cost benefit and cost effectiveness analysis

Operating-revenue-and performance budgeting

Benchmarking

Strategic planning- resource utilization, cost effective quality care in a regulated practice environment

Module III: Managing Financial Resources and Applying Financial Leadership in Practice Settings

Short term and Long term Resources and Debt Sources

Use of computers in Financial Management

Forecasting and Decision Making

Marketing

Creating a business plan

Role as Policymaker for Financing and Regulation

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

NURS 8153

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Healthcare Informatics In Advanced Nursing

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Web-based seminars

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter (A, B, C, D, F)

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

Examines the complexities involved in managing resources in our healthcare system. Students will learn to use management theory and informatics applications to increase efficiencies in various functional areas of healthcare services.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

Prerequisite: NURS 8113, NURS 8123, NURS 8133; Corequisite NURS 8143, NURS 8213

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Dr. Cathy Young, Coordinator of the Nurse Practitioner Program College of Nursing and Health Professions.
clyoung@astate.edu 870-972-3074

11. Proposed Starting Term/Year

Spring 2014

12. Is this course in support of a new program? If yes, what program?

Doctor of Nursing Practice

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

The student will be able to:

1. Analyze healthcare informatics roles and competencies within the health care delivery system (DNP Essential IV).
2. Evaluate healthcare informatics theories using the concepts of data, information, and knowledge to describe information systems (DNP Essentials I, and IV).
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases (DNP Essential IV).
4. Analyze legislation, public and organizational policies related to information management in the health care system (DNP Essentials II, IV, and V).
5. Analyze and communicate critical elements necessary to the selection, use and evaluation of healthcare information systems and patient care technology (DNP Essential IV).
6. Use and evaluate computer hardware and software applications to monitor outcomes of care, care systems, and quality improvement (DNP Essential II, IV).
7. Evaluate emerging patterns and trends in electronic information processing and the ethical/legal issues that arise from technology (DNP Essential IV).

See #23 for Goals, outcomes, and Activities

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: I, II, IV, V and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.

C. Student population served.

Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the DNP Program

D. Rationale for the level of the course (lower, upper, or graduate).

Required for the Doctor of Nursing Practice

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

- I. U.S. Healthcare Industry, Health Information Technology, and Informatics
- II. The building blocks
 - a. Information science and information systems
 - b. Computer science and the foundation of knowledge
 - c. Cognitive science
 - d. Human-Technology interface
- III. Nursing Informatics
 - a. Roles, Competencies, and Skills
 - b. Information and knowledge needs of nurses
- IV. Application of Healthcare Informatics to Improving Patient Safety and Outcomes
 - a. Ethical and legal considerations
 - b. Securing information
 - c. Administrative and Clinical Health Information Systems
 - d. Electronic Health Record
 - e. Using informatics to promote community/population health
 - f. Telenursing
- V. Application to research and education
- VI. Using Data Mining for Decision Support and Cost Savings

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

- 1. Electronic Health Record Analysis
- 2. Cost-benefit analysis
- 3. Outcomes analysis and Quality Improvement Plan
- 4. Class Participation and online activities

18. Special features (e.g. labs, exhibits, site visitations, etc.)

- 1. Web-based seminars and on-line discussions
- 2. Independent study
- 3. Reading assignments
- 4. Written assignments
- 5. Student-teacher conferences
- 6. Examinations

19. Required reading

Kudyba, S. (2010). *Healthcare Informatics: Improving efficiency and productivity*. Boca Raton, FL: CRC Press. ISBN# 978-1-4398097-8-5

McGonigle, D., & Mastrian, K. (2011). *Nursing informatics and the foundation of knowledge*. Sudbury, MA: Jones and Bartlett Publishers. ISBN 10:1449631746

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Graduate faculty in the School of Nursing will be assigned to teach this course. Additional faculty have been requested in the DNP Program proposal.

21. What is the primary goal of this course?

Examines the complexities involved in managing resources in our healthcare system. Teach management theory and informatics applications to increase efficiencies in various functional areas of healthcare services.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Analyze healthcare informatics roles and competencies within the health care delivery system (DNP Essential IV).

Learning Activity: Formal paper on selected topic

Assessment Tool: Grading Rubric

Primary Goal Outcome # 2: Evaluate healthcare informatics theories using the concepts of data, information, and knowledge to describe information systems (DNP Essentials I, and IV).

Learning Activity: Group activity with postings on discussion board

Assessment Tool: Peer Review with Grading Rubric

Primary Goal Outcome # 3: Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases (DNP Essential IV).

Learning Activity: Post information of information system and database on discussion board for peer critique

Assessment Tool: Peer Review with Grading Rubric

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable

Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program

COURSE NAME: Healthcare Informatics

COURSE NUMBER: NURS 8153

CREDIT HOURS: 3 credit hours

FACULTY: Instructor Name:

Office:

Contact Information:

COURSE DESCRIPTION: This course examines the complexities involved in managing resources in our healthcare system. Students will learn to use management theory and informatics applications to increase efficiencies in various functional areas of healthcare services.

COURSE OUTCOMES: The student will:

1. Analyze healthcare informatics roles and competencies within the health care delivery system (DNP Essential IV).
2. Evaluate healthcare informatics theories using the concepts of data, information, and knowledge to describe information systems (DNP Essentials I, and IV).
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases (DNP Essential IV).
4. Analyze legislation, public and organizational policies related to information management in the health care system (DNP Essentials II, IV, and V).
5. Analyze and communicate critical elements necessary to the selection, use and evaluation of healthcare information systems and patient care technology (DNP Essential IV).
6. Use and evaluate computer hardware and software applications to monitor outcomes of care, care systems, and quality improvement (DNP Essential II, IV).
7. Evaluate emerging patterns and trends in electronic information processing and the ethical/legal issues that arise from technology (DNP Essential IV).

PRE-REQUISITES: NURS 8113, NURS 8123, NURS 8133

CO-REQUISITES: NURS 8143, NURS 8213

TEACHING METHODS:

Web Based Seminars and online discussions

Independent study

Reading assignments

Written assignments

Student-teacher conferences

Collaborative group assignments

Exams/quizzes

Electronic Health Record Analysis with discussion board posting for peer review

Cost-benefit analysis presented in formal paper on selected EMR

EVALUATION METHODS:

Exams and Quizzes
Peer Review
Grading Rubrics
Discussion board participation
Grade of more than 80% on all written assignments

GRADING SCALES

A = 90 – 100%
B = 80 –89.99%
C = 75 –79.99%
D = 70 -74.99%
F = below 70%

REQUIRED TEXTS:

Kudyba, S. (2010). *Healthcare Informatics: Improving efficiency and productivity*. Boca Raton, FL: CRC Press.
ISBN# 978-1-4398097-8-5

McGonigle, D. & Mastrian, K. (2011). *Nursing informatics and the foundation of knowledge*. Sudbury, MA:
Jones and Bartlett Publishers. ISBN 10:1449631746

TOPICAL OUTLINE:

- I. US Healthcare Industry, Health Information Technology, and Informatics
- II. The building blocks
 - a. Information science and information systems
 - b. Computer science and the foundation of knowledge
 - c. Cognitive science
 - d. Human-Technology interface
- III. Nursing Informatics
 - a. Roles, Competencies, and Skills
 - b. Information and knowledge needs of nurses
- IV. Application of Healthcare Informatics to Improving Patient Safety and Outcomes
 - a. Ethical and legal considerations
 - b. Securing information
 - c. Administrative and Clinical Health Information Systems
 - d. Electronic Health Record
 - e. Using informatics to promote community/population health
 - f. Tele-nursing
- V. Application to research and education
- VI. Using Data Mining for Decision Support and Cost Savings

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

NURS 8163

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Principle of Healthcare Ethics & Genetics

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Web-based seminars

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter (A, B, C, D, F)

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

Focuses on theories of ethics and implications for practice, including principles of genetics for individuals, families and populations at risk for genetic disorders. Topics in ethics and genetics are presented

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). .

Prerequisite: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213

Corequisite: NURS 8314

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Dr. Cathy Young, Coordinator of the Nurse Practitioner Program College of Nursing and Health Professions.
clyoung@astate.edu 870-972-3074

11. Proposed Starting Term/Year

Summer 2014

12. Is this course in support of a new program? If yes, what program?

Doctor of Nursing Practice Program

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

The student will be able to:

1. Explore ethical decision making for advanced clinical practices (DNP Essential I, III, VII, VIII).
2. Develop a knowledge of the principles of ethics human genetics and their application in nursing practice, education and research (DNP Essentials I, III, VII, VIII)
3. Integrate and apply the roles and activities that advanced practice nurses perform during the genetic counseling process (DNP Essentials I, II, III, VIII)
4. Apply genetics in advanced therapeutic assessment, interventions and outcomes (DNP Essentials I, III, VII)
5. Analyze the strengths and weaknesses of specific genetic tests in clinical and research nursing practice settings (DNP Essentials III, VII, VIII)
6. Identify components of prenatal and complex inherited disorders based screening programs (DNP Essentials I, II, III, V, VII,)
7. Evaluate the ethical, legal and social implications of integrating technological advances, genetics and end of life issues into nursing practice (DNP Essentials I, II, VII,)

See #23 For Goals, Outcomes, and Activities.

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: I, II, III, V, VII, VIII and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.

C. Student population served.

Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the DNP Program

D. Rationale for the level of the course (lower, upper, or graduate).

Required for the Doctor of Nursing Practice Program

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Module 1 – Ethical issues

Online Discussion (Ethical issues) 5%

Quiz 5%

Module 2 – Ethical Case Studies

Cases (Presented by students on discussion board) 5%

Quiz 5%

Module 3 – Student selected ethical issues

Online Activity (Assigned Disorder for student discussion) 5%

Online Activity (Group Project, presentation) 5%

Module 4 – Cancer ethical issues of care

Quiz 5%

Cancer Scenarios 5%

Assignment Questions 5%

Module 6 -Genetics

Pedigree Interpretation (Formal paper) 5%

Role Playing 5%

Module 7 – Genetics (cont)

Quiz 5%

Online Activity (Discussion Board) 5%

Genetic Testing Case 1 5%

Genetic Testing Case 2 5%

Module 8 – Genetics applied

Case Study (Including an Evidence based article critique
Of a genetic condition) 5%

Module 9 – Genetics applied (cont)

Case Study (Including an Evidence based article critique
Of a genetic condition) 5%

Module 10 - Genetics applied (cont)

Case Study (Including an Evidence based article critique
Of a genetic condition) 15%

100%

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Graded on Module Activities (see above)

18. Special features (e.g. labs, exhibits, site visitations, etc.)

1. Web-based seminars and on-line discussions
2. Independent study
3. Reading assignments
4. Written assignments
5. Student-teacher conferences
6. Examinations

19. Required reading

Cummings, M.R. (2009). *Human heredity: Principles and issues* (8th Ed). Pacific Grove, CA:
Brookes/Cole-Thompson Learning.

Lashley, F.R. (2005). *Clinical Genetics in nursing practice* (3rd Ed). New York: Springer Publishing Co.

National Standards of practice/published clinical guidelines available at:

- American College of Medical Genetics (ACMG) <http://www.acmg.net/>
- American Society of Human Genetics (ASHG) <http://genetics.faseb.org/genetics/ashg/ashgmenu.htm>
- Clinical Genetics Computer Resources: <http://www.kumc.edu/gec/prof/genecomp.html>
- Ethical, Legal, Social Issues (ELSI) http://www.ornl.gov/sci/techresources/Human_Genome/elsi/elsi.shtml
- Human Genome Project http://www.ornl.gov/sci/techresources/Human_Genome/home.shtml
- International Society of Nurse Geneticists (ISONG) <http://www.isong.org/>
- March of Dimes (MOD) <http://www.marchofdimes.com/>
- National Coalition Health Professionals Education in Genetics (NCHPEG) <http://www.nchpeg.org/>
- National Society of Genetic Counselors (NSGC) <http://www.nsgc.org/>

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Graduate faculty in the School of Nursing will be assigned to teach this course. Additional faculty have been requested in the DNP Program proposal.

21. What is the primary goal of this course?

Recognition of the relationships and implications of the theories of ethics and the principles of genetics and the impact on individuals, families and populations.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Develop a knowledge of the principles of ethics, human genetics, and their application in nursing practice, education and research (DNP Essentials I, III, VII, VIII)

Learning Activity: Topics will be presented by students on discussion board with peer review

Assessment Tool: Peer Review with Grading Rubric

Primary Goal Outcome #2: Apply genetics in advanced therapeutic assessment, interventions and outcomes (DNP Essentials I, III, VII)

Learning Activity: Group Project: power point presentation and posted on discussion board for peer review

Assessment Tool: Peer Review with Grading Rubric

Primary Goal Outcome #3: Evaluate the ethical, legal and social implications of integrating technological advances, genetics and end of life issues into nursing practice (DNP Essentials I, II, VII,)

Learning Activity: Formal paper

Assessment Tool: Grading Rubric

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.

2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program

COURSE NAME: Principles of Healthcare Ethics and Genetics

COURSE NUMBER: NURS 8163

CREDIT HOURS: 3 credit hours

FACULTY: Instructor Name:
Office:
Contact Information:

COURSE DESCRIPTION: This course focuses on derived theories of ethics and their implications for advanced practice nursing, including principles of genetics for individuals, families and populations at risk for genetic disorders. Topics in ethics and genetics as related to advanced assessments, interventions, outcomes, and research are presented. Course content includes issues related to social justice, health care disparities, vulnerable populations, professional interactions, genetic screening and diagnostic testing, end of life, conflicts of interest, reproductive technology and scientific research agendas.

COURSE OBJECTIVES: The student will:

1. Explore ethical decision making for advanced clinical practices (DNP Essentials I, III, VII, VIII).
2. Develop a knowledge of the principles of ethics human genetics and their application in nursing practice, education and research (DNP Essentials I, III, VII, VIII)
3. Integrate and apply the roles and activities that advanced practice nurses perform during the genetic counseling process (DNP Essentials I, II, III, VIII)
4. Apply genetics in advanced therapeutic assessment, interventions and outcomes (DNP Essentials I, III, VII)
5. Analyze the strengths and weaknesses of specific genetic tests in clinical and research nursing practice settings (DNP Essentials III, VII, VIII)
6. Identify components of prenatal and complex inherited disorders based screening programs (DNP Essentials I, II, III, V, VII)
7. Evaluate the ethical, legal and social implications of integrating technological advances, genetics and end of life issues into nursing practice (DNP Essentials I, II, VII)

PRE-REQUISITES: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153 , NURS 8213

CO-REQUISITES: NURS 8314

TEACHING METHODS

1. Web based seminars and online discussions
2. Independent study
3. Reading assignments
4. Written assignments
5. Student-teacher conferences
6. Collaborative group assignments
7. Exams/quizzes

EVALUATION METHODS: Attainment of course objectives will be evaluated by performance on the following:

	Grade %
Module 1 – Ethical issues	
Online Discussion (Ethical issues)	5%
Quiz	5%
Module 2 – Ethical Case Studies	
Cases (Presented by students on discussion board)	5%
Quiz	5%
Module 3 – Student selected ethical issues	
Online Activity (Assigned Disorder for student discussion)	5%
Online Activity (Group Project, presentation)	5%
Module 4 – Cancer ethical issues of care	
Quiz	5%
Cancer Scenarios	5%
Assignment Questions	5%
Module 6 -Genetics	
Pedigree Interpretation (Formal paper)	5%
Role Playing	5%
Module 7 - Genetics	
Quiz	5%
Online Activity (Discussion Board)	5%
Genetic Testing Case 1	5%
Genetic Testing Case 2	5%
Module 8	
Case Study (Including an Evidence based article critique Of a genetic condition)	5%
Module 9 - Genetics	
Case Study (Including an Evidence based article critique Of a genetic condition)	5%
Module 10 - Genetics	
Case Study (Including an Evidence based article critique Of a genetic condition)	15%
	100%

GRADING SCALE

A = 90 – 100%
 B = 80 – 89.99%
 C = 75 – 79.99%
 D = 70 – 74.99%
 F = below 70%

REQUIRED TEXT/Internet Web Sites

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC. American Psychological Association.

Cummings, M.R. (2009). *Human heredity: Principles and issues* (8th Ed). Pacific Grove, CA: Brookes/Cole-Thompson Learning.

Lashley, F.R. (2005). *Clinical Genetics in nursing practice* (3rd Ed). New York: Springer Publishing Co.

National Standards of practice/published clinical guidelines available at the following:

- American College of Medical Genetics (ACMG) <http://www.acmg.net/>

- American Society of Human Genetics (ASHG) <http://genetics.faseb.org/genetics/ashg/ashgmenu.htm>
- Clinical Genetics Computer Resources: <http://www.kumc.edu/gec/prof/genecomp.html>
- Ethical, Legal, Social Issues (ELSI) http://www.ornl.gov/sci/techresources/Human_Genome/elsi/elsi.shtml
- Human Genome Project http://www.ornl.gov/sci/techresources/Human_Genome/home.shtml
- International Society of Nurse Geneticists (ISONG) <http://www.isong.org/>
- March of Dimes (MOD) <http://www.marchofdimes.com/>
- National Coalition Health Professionals Education in Genetics (NCHPEG) <http://www.nchpeg.org/>
- National Society of Genetic Counselors (NSGC) <http://www.nsgc.org/>

RECOMMENDED TEXTS:

Jenkins, J.F. & Halsey Lea, D. (2005). *Nursing care in the genomic era a case-based approach*. Jones & Bartlett Publishers.

Lalloo, F., Kerr, B., Friedman, M., and Evans, G. D., (2005). *Risk assessment and management in cancer genetics*. Oxford University Press, USA

Nussbaum R., McInnes R., and Willard H., (2007). *Thompson and thompson genetics in medicine*, (7th ed.). Philadelphia: W. B. Saunders.

TOPICAL OUTLINE

Human Genome Project Basic Genetic Concepts and Patterns of Inheritance
 Influence on Gene Expression
 DNA Replication, transcription and mRNA Translation]
 Genetic Basis for Cancer
 Introduction to Genetic Variation
 History Taking & Pedigree
 Genetic Testing 1 & 2
 Genetic Therapeutics
 Ethical, Legal and Social Implications
 Nursing Roles in Genetic Health Care
 Topics identified by students as ethical considerations

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

NURS 8213

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Translational Research I

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Web-based seminars

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter (A, B, C, D, F)

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

This course provides the student with the foundation for the DNP evidence-based practice project. The emphasis of this course is on problem identification, information retrieval, critical appraisal, and synthesis of a body of evidence.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

Pre-requisites: NURS 8113, NURS 8123, NURS 8133;
Co-requisites: NURS 8143, NURS 8153

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Dr. Cathy Young, Coordinator of the Nurse Practitioner Program College of Nursing and Health Professions.
clyoung@astate.edu 870-972-3074

11. Proposed Starting Term/Year

Spring 2014

12. Is this course in support of a new program? If yes, what program?

Doctor of Nursing Practice Program

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

The student will be able to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine the best evidence for practice (DNP Essential III).
2. Evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends (DNP Essential II, III, and VII)
3. Apply research translation models, evidence based practice, cutting edge research information technology and research methods to analyze data for practice, identify gaps in evidence, and examine outcomes of practice. (DNP Essential III, VII).

See #23 For Goals, Outcomes, and Activities

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is structured in compliance with the AACN Essentials of Doctoral Education for Advanced nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: II, III, VII and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation.

C. Student population served.

Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the DNP Program.

D. Rationale for the level of the course (lower, upper, or graduate).

Required for the Doctor of Nursing Practice

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Module I: Evaluation of sources of information for best evidence and models of research translation

Module II: Quality improvement processes, cutting edge research evidence, and tools

Module III: Models of evidence-based practice

Module IV: Theory-based practice approaches to improve outcomes

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Literature appraisal and synthesis; Outcomes and Benchmarking; Cutting edge Research; Evidence and Variance Analysis, Discussion postings

18. Special features (e.g. labs, exhibits, site visitations, etc.)

1. Web-based seminars and on-line discussions
2. Independent study
3. Reading assignments
4. Written assignments
5. Student-teacher conferences
6. Examinations

19. Required reading

Melnyk, B.M., & Fineout-Overhold, E. (2010). *Evidence based practice in nursing & healthcare: A guide to best practice (2nd Ed.)* Philadelphia, PA: Lippincott Williams & Wilkins.

Nelson, E.C., Batalden, P. B., Godfrey, M. M., & Lazar, J.S. (2011). *Value by design: Developing clinical microsystems to achieve organizational excellence*. San Francisco: Jossey Bass.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Graduate faculty in the School of Nursing will be assigned to teach this course. Additional faculty have been requested in the proposal.

21. What is the primary goal of this course?

This course provides the student with the foundation for the DNP evidence-based practice project with emphasis on problem identification, information retrieval, critical appraisal, and synthesis of a body of evidence.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Use analytic methods to critically appraise existing literature and other evidence to determine the best evidence for practice (DNP Essential III).

Learning Activity: Literature Review draft for the DNP project

Assessment Tool: Rubric grading the depth of the literature review, the number of articles, number of supporting articles, opposing articles

Primary Goal Outcome #2: Evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends (DNP Essential II, III, and VII)

Learning Activity: Investigation of clinic practice site for standard of care measurement, HEDIS standards, evaluation of improvements posted on discussion board for peer review

Assessment Tool: Peer Review with Grading Rubric

Primary Goal Outcome #3: Apply research translation models, evidence based practice, cutting edge research information technology and research methods to analyze data for practice, identify gaps in evidence, and examine outcomes of practice. (DNP Essential III, VII)

Learning Activity: Final Draft of the literature review

Assessment Tool: Grading Rubric

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program

COURSE NAME: Translational Research I

COURSE NUMBER: NURS 8213

CREDIT HOURS: 3 credit hours

FACULTY: Instructor:
Office:
Instructor Contact Information:

COURSE DESCRIPTION: This course provides the student with the foundation for the DNP evidence-based practice project. The emphasis of this course is on problem identification, information retrieval, critical appraisal, and synthesis of a body of evidence.

COURSE OUTCOMES: The student will:

1. Use analytic methods to critically appraise existing literature and other evidence to determine the best evidence for practice (DNP Essential III).
2. Evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends (DNP Essential II, III, and VII).
3. Apply research translation models, evidence based practice, cutting edge research information technology and research methods to analyze data for practice, identify gaps in evidence, and examine outcomes of practice (DNP Essential III, VII).

PRE-REQUISITES: NURS 8113, NURS 8123, NURS 8133

CO-REQUISITE: NURS 8143, NURS 8153

COURSE REQUIREMENT:

- Select DNP project advisor/chair and obtain signature of agreement.
- Cutting edge research related to outcome gap identified, translation proposal, engaging agency participation, IRB
- Submit abstract of final paper for presentation at a local, state, or regional meeting.

TEACHING METHODS:

1. Web Based Seminars and online discussions
 - a. Discussion postings
 - b. Participation in Seminars
2. Independent study
3. Reading assignments
4. Written assignments
 - a. Literature appraisal and synthesis
 - b. Outcomes, benchmarking, cutting edge research evidence and variance analysis
 - c. Literature Review draft for the DNP project
 - d. Investigation of clinic practice site for standard of care measurement, HEDIS standards, evaluation of improvements posted on discussion board for peer review
 - e. Final Draft of the literature review

5. Student-teacher conferences
6. Collaborative group assignments
7. Exams/quizzes

EVALUATION METHODS:

1. Grading Rubrics
2. Peer Review
3. Exam/quizzes

GRADING SCALES:

A = 90 – 100%
B = 80 – 89.99%
C = 75 – 79.99%
D = 70 – 74.99%
F = below 70%

REQUIRED TEXTS:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Melnyk, B.M., & Fineout-Overhold, E. (2010). *Evidence based practice in nursing & healthcare: A guide to best practice* (2nd Ed.) Philadelphia, PA: Lippincott Williams & Wilkins.

Nelson, E.C., Batalden, P. B., Godfrey, M. M., & Lazar, J.S. (2011). *Value by design: Developing clinical microsystems to achieve organizational excellence*. San Francisco: Jossey Bass.

TOPICAL OUTLINE:

Module I: Evaluation of sources of information for best evidence and models of research translation
Module II: Quality improvement processes, cutting edge research evidence, and tools
Module III: Models of evidence-based practice
Module IV: Theory-based practice approaches to improve outcomes

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

XX ☒ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

NURS 8223

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Translational Research II

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

1. Web-based seminars

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter (A, B, C, D, F)

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

This course focuses on translating evidence into practice, identifying practice outcomes, sustaining evidence-based practice changes, and creating an environment to support evidence-based practice

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). .

Pre-requisites: NURS 8213, NURS 8143

Co-requisite NURS 8323

<p>9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.</p>
<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>Dr. Cathy Young, Coordinator of the Nurse Practitioner Program College of Nursing and Health Professions. clyoung@astate.edu 870-972-3074</p>
<p>11. Proposed Starting Term/Year</p> <p>Fall 2014</p>
<p>12. Is this course in support of a new program? If yes, what program?</p> <p>Doctor of Nursing Practice Program</p>
<p>13. Does this course replace a course being deleted? No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</p> <p>No</p>
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Integrate theory and translational processes to formulate a plan to improve nursing practice and/or patient outcomes (DNP Essentials I, III, and VI). 2. Lead interdisciplinary teams to improve care outcomes and support policy changes through knowledge generation and dissemination, and planning and evaluating knowledge implementation (DNP Essentials II, III, and V) 3. Create a pilot project to determine the feasibility of a planned practice change (DNP Essential III). 4. Disseminate an evidence based practice plan (DNP Essential III). <p>(See #23 for Goals, Outcomes, and Activities)</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</p> <p>This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: I, II, III, V, VI and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.</p> <p>C. Student population served.</p> <p>Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the DNP Program</p> <p>D. Rationale for the level of the course (lower, upper, or graduate).</p> <p>Required for the Doctor of Nursing Practice Program</p>

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Module I: Moving from evidence to action
Module II: Establishing organizational infrastructure
Module III: Measuring and managing EBP outcomes
Module IV: Managing the EBP project
Module V: Dissemination

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

1. Class Participation
2. Resource Assessment
3. Presentation

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Application of project at clinical site

19. Required reading

Poe, S., & White, K. (2010). *Evidence-based practice: Implementation and translation*. Indianapolis, IN: Sigma Theta Tau International.

Straus, S., Tetroe, J., & Graham, I. (2009). *Knowledge translation in healthcare: Moving from evidence to practice*. Blackwell Publishing Ltd. ISBN # 978-1-4051-8106-8.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Graduate faculty in the School of Nursing will be assigned to teach this course. Additional faculty have been requested in the DNP Program proposal.

21. What is the primary goal of this course?

Translating evidence into practice, identifying practice outcomes, sustaining evidence-based practice changes, and creating an environment to support evidence-based practice.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Integrate theory and translational processes to formulate a plan to improve nursing practice and/or patient outcomes (DNP Essentials I, III, and VI).

Learning Activity: Post PICO Question on discussion board for peer review

Assessment Tool: Grading Rubric

Primary Goal Outcome #2: Lead interdisciplinary teams to improve care outcomes and support policy changes through knowledge generation and dissemination, and planning and evaluating knowledge implementation (DNP Essentials II, III, and V)

Learning Activity: Resource assessment

Assessment Tool: Grading Rubric

Primary Goal Outcome #3: Create a pilot project to determine the feasibility of a planned practice change (DNP Essential III).

Learning Activity: Assigned Group Project paper and presentation on a community organization providing/influencing health care.

Assessment Tool: Grading Rubric

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program

COURSE NAME: Translational Research II

COURSE NUMBER: NURS 8223

CREDIT HOURS: 3 credit hours

FACULTY: Instructor Name:
Office:
Instructor Contact Information:

COURSE DESCRIPTION: This course focuses on translating evidence into practice, identifying practice outcomes, sustaining evidence-based practice changes, and creating an environment to support evidence-based practice.

COURSE OUTCOMES: Upon successful completion of this course the student will:

1. Integrate theory and translational processes to formulate a plan to improve nursing practice and/or patient outcomes (DNP Essentials I, III, and VI).
2. Lead interdisciplinary teams to improve care outcomes and support policy changes through knowledge generation and dissemination, and planning and evaluating knowledge implementation (DNP Essentials II, III, and V)
3. Create a pilot project to determine the feasibility of a planned practice change (DNP Essential III).
4. Disseminate an evidence based practice plan (DNP Essential III).

PRE-REQUISITES: NURS 8143, NURS 8213

CO-REQUISITES: NURS 8323

TEACHING METHODS:

Web Based Seminars and online discussions
Independent study
Reading assignments
Written assignments
Student-teacher conferences
Collaborative group assignments
Exams/quizzes

EVALUATION METHODS:

20% Class Participation
10% Resource Assessment I
20% Post power point presentation of pilot project to the discussion board for peer review; formal paper on the topic
10% Assigned Group Project paper and presentation on a community organization providing/influencing health care
10% Resource assessment II
20% Post power point presentation of pilot project to the discussion board for peer review; formal paper on the topic
10% Resource assessment III

GRADING SCALES

A = 90 – 100%

B = 80 – 89.99%

C = 75 – 79.99%

D = 70 – 74.99%

F = below 70%

REQUIRED TEXTS:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC. American Psychological Association.

Poe, S., & White, K. (2010). *Evidence-based practice: Implementation and translation*. Indianapolis, IN: Sigma Theta Tau International.

Straus, S., Tetroe, J., & Graham, I. (2009). *Knowledge translation in healthcare: Moving from evidence to practice*. Blackwell Publishing Ltd. ISBN # 978-1-4051-8106-8.

TOPICAL OUTLINE:

Module I: Moving from evidence to action

Module II: Establishing organizational infrastructure

Module III: Measuring and managing EBP outcomes

Module IV: Managing the EBP project

Module V: Dissemination

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

XX ☒ New Course or ☐ Special Course (Check one box)

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

Date

COPE Chair (if applicable)

Date

Department Chair

Date

General Education Committee Chair (if applicable)

Date

College Curriculum Committee Chair

Date

Undergraduate Curriculum Council Chair

Date

College Dean

Date

Graduate Curriculum Committee Chair

Date

Vice Chancellor for Academic Affairs

Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

NURS 8235

2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Evidence-Based Practice Project

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Practicum Experience

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter (A, B, C, D, F)

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or less) as it should appear in the bulletin.

This course is a culmination of the two translational research courses for the DNP student. Students will implement an evidence-based practice project and analyze and disseminate the results of the project.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

Pre-requisite: NURS 8213, NURS 8223

Co-requisite: NURS 8335

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Dr. Cathy Young, Coordinator of the nurse practitioner program, College of Nursing and Health Profession, PO Box 910, State University, AR 72467, 870-972-3074, clyoung@astate.edu

<p>11. Proposed Starting Term/Year Spring 2015</p>
<p>12. Is this course in support of a new program? If yes, what program?</p> <p>Doctor of Nursing Practice Program</p>
<p>13. Does this course replace a course being deleted? No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</p> <p>No</p>
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based practice project to improve practice and patient outcomes (DNP Essentials II, III, and IV). 2. Apply advanced communication skills/processes to lead a quality improvement and/or patient safety initiative within the health care system (DNP Essential II). 3. Apply principles of business, finance, economics, and health policy to implement a plan for an evidence-based, practice-level or system-wide practice initiative (DNP Essentials II). 4. Implement an evaluation plan using data extracted from a practice information system or database (DNP Essential IV). 5. Employ leadership skills with intraprofessional and interprofessional teams to create change (DNP Essential II and VI). 6. Apply relevant findings of the DNP project to improve practice or the practice environment (DNP Essential III and VI). 7. Disseminate the results of the DNP project through a manuscript suitable for publication in a refereed journal (DNP Essential III). <p>See #23 for Goals, outcomes, and Activities</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</p> <p>This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: I, II, III, V, VI and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.</p> <p>C. Student population served.</p> <p>Advanced practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the DNP Program</p> <p>D. Rationale for the level of the course (lower, upper, or graduate).</p> <p>Required for the Doctor of Nursing Practice Program</p>
<p>16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)</p> <p>Faculty approved topical outline will be based on student's avenue of inquiry and clinical project consistent with course outcomes</p>

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.) Final Project Proposal, Project Evaluation, Query Letter, Final Manuscript										
18. Special features (e.g. labs, exhibits, site visitations, etc.) Clinical Site Visitation										
19. Required reading Dependent on student's avenue of inquiry and clinical setting consistent with course outcomes										
20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?) Graduate faculty in the School of Nursing will be assigned to teach this course. Additional faculty have been requested in the proposal.										
21. What is the primary goal of this course? Completion of the Evidence Based Practice Project, Evaluation of Implementation										
22. If this proposal is for a general education course, please check the primary goal this course addresses: <table border="0"> <tr> <td><input type="checkbox"/> Communicating effectively</td> <td><input type="checkbox"/> Thinking Critically</td> </tr> <tr> <td><input type="checkbox"/> Using mathematics</td> <td><input type="checkbox"/> Using Technology</td> </tr> <tr> <td><input type="checkbox"/> Understanding global issues</td> <td><input type="checkbox"/> Understanding interdependence</td> </tr> <tr> <td><input type="checkbox"/> Developing a life-long appreciation of the arts and humanities</td> <td><input type="checkbox"/> Developing a strong foundation in the social sciences</td> </tr> <tr> <td><input type="checkbox"/> Using science to accomplish common goals</td> <td><input type="checkbox"/> Providing foundations necessary to achieve health and wellness</td> </tr> </table>	<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically	<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology	<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence	<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences	<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness
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<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence									
<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences									
<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness									
23. Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course? Primary Goal Outcome #1: Implement an evidence-based practice project to improve practice and patient outcomes (DNP Essentials II, III, and IV) Learning Activity: Methodology chosen for project posted to discussion board for peer review Assessment Tool: Peer Review with Grading Rubric Primary Goal Outcome #2: Apply principles of business, finance, economics, and health policy to implement a plan for an evidence-based, practice-level or system-wide practice initiative (DNP Essentials II) Learning Activity: Discussion Board postings Assessment Tool: Grading Rubric Primary Goal Outcome #6: Apply relevant findings of the DNP project to improve practice or the practice environment (DNP Essential III, and VI). Learning Activity: Write conclusion and clinical implications of project Assessment Tool: Peer Review and Faculty Evaluation (Grading Rubric)										

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Arkansas State University
College of Nursing & Health Professions
School of Nursing
Doctor of Nursing Practice (DNP)

COURSE NAME: Evidence-Based Practice Project

COURSE NUMBER: NURS 8235

CREDIT HOURS: 5 credit hours

FACULTY: Instructor Name:
Office:
Instructor Contact Information:

CATALOG DESCRIPTION: This course is the culmination of two translational research courses for the DNP student. Students will implement an evidence-based practice project, and analyze and disseminate the results of the project.

COURSE OUTCOMES: The student will:

1. Implement an evidence-based practice project to improve practice and patient outcomes (DNP Essentials II, III, and IV).
2. Apply advanced communication skills/processes to lead a quality improvement and/or patient safety initiative within the health care system (DNP Essential II).
3. Apply principles of business, finance, economics, and health policy to implement a plan for an evidence-based, practice-level or system-wide practice initiative (DNP Essentials II).
4. Implement an evaluation plan using data extracted from a practice information system or database (DNP Essential IV).
5. Employ leadership skills with intraprofessional and interprofessional teams to create change (DNP Essential II and VI).
6. Apply relevant findings of the DNP project to improve practice or the practice environment (DNP Essential III, and VI).
7. Disseminate the results of the DNP project through a manuscript suitable for publication in a refereed journal (DNP Essential III).

PRE-REQUISITES: NURS 8213, NURS 8223

PRE or CO-REQUISITES: NURS 8335

COURSE REQUIREMENT:

- Discussion Board postings
- Data analysis chapter written and posted on discussion board for peer review.
- Power point presentation of project posted on discussion board.
- Write conclusion and implications chapters
- Conclusion of manuscript
- Submit final manuscript to a peer reviewed journal

TEACHING METHODS:

Consultation with project advisor
Practicum experience

EVALUATION METHODS:

20% Final project proposal
20% Project Evaluation
10% Query Letter
50% Final Manuscript

GRADING SCALE:

A = 90 – 100%
B = 80 – 89.99%
C = 75 – 79.99%
D = 70 – 74.99%
F = below 70%

REQUIRED TEXTS:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC. American Psychological Association.

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) NURS 8314
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Introduction to Clinical Internship
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Clinical Internship
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Pass /Fail
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. This course provides the student with practice opportunities that includes in-depth work with experts from nursing and other disciplines. During this first clinical internship course students will begin planning for implementation of the DNP project.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register).

Prerequisites: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213, NURS 8163, NURS 8314

9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Dr. Cathy Young, Coordinator of the Nurse Practitioner Program College of Nursing and Health Professions.
clyoung@astate.edu 870-972-3074

11. Proposed Starting Term/Year

Summer 2014

12. Is this course in support of a new program? If yes, what program?

Doctor of Nursing Practice Program

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

The student will be able to:

1. Develop partnerships with patients and other professionals to facilitate optimal care and improve patient outcomes. (DNP Essential VIII)
2. Educate individuals and/or groups about complex health and/or translation of research into practice (DNP Essential VIII)
3. Evaluate linkages among practice, organizational, population, fiscal, and policy issues (EDNP Essential VIII).
4. Demonstrate the ability to provide culturally sensitive care at a complex level (DNP Essential V, VII, VIII).
5. Evaluate information systems and technology used within the care setting (DNP Essential IV).
6. Analyze potential ethical dilemmas within the care setting related to care delivery or research (DNP Essential II).
7. Analyze infrastructure for evidence based practice (DNP Essential III).

See #23 for Goals, Outcomes, and activities.

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: II, III, IV, V, VII, VIII and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.

C. Student population served.

Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the DNP Program

D. Rationale for the level of the course (lower, upper, or graduate).

Required for the Doctor of Nursing Practice

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Faculty approved topical outline will be based on student's avenue of inquiry consistent with course objectives and clinical setting.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

1. Clinical practice
2. Evidence based article critique posted on discussion board for peer review.
3. Paper on a current issue of practice and post on discussion board for discussion and peer review.
4. Apply research to address identified clinical problems and improve health care of selected population.
5. Case study posted on discussion board for peer review
6. Topic about an ethical decision posted on discussion board for student discussion and review

18. Special features (e.g. labs, exhibits, site visitations, etc.)

1. Clinical practice
2. Site visitations

19. Required reading

TBA, clinical practice literature will rely on journal assignments and readings

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Graduate faculty in the School of Nursing will be assigned to teach this course. Additional faculty have been requested in the DNP Program proposal.

21. What is the primary goal of this course?

Practice opportunities with experts in field of interest/study. First clinical course, plans for project implementation.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Educate individuals and/or groups about complex health and/or translation of research into practice (DNP Essential VIII)

Learning Activity: Group activity – selected clinical topic and literature review with summation and implication for practice

Assessment Tool: Peer Review with Grading Rubric

Primary Goal Outcome #2: Demonstrate the ability to provide culturally sensitive care at a complex level (DNP Essential V, VII, VIII).

Learning Activity: Interview of a diverse population to explore limitations to access of healthcare, posted on discussion board

Assessment Tool: Peer Review with Grading Rubric.

Primary Goal Outcome #3: Analyze potential ethical dilemmas within the care setting related to care delivery and/or research (DNP Essential II).

Learning Activity: Formal paper on an assigned topic addressing an ethical dilemma

Assessment Tool: Grading Rubric.

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program**

COURSE NAME: Clinical Internship I

COURSE NUMBER: NURS 8323

CREDIT HOURS: 3 credit hours (1 credit to 45 clock hours)

FACULTY: Instructor Name:
Office:
Instructor Contact Information:

COURSE DESCRIPTION: Building upon previous didactic courses this course is the first of two in a series that will provide clinical experiences culminating in a completed Residency Project.

COURSE OUTCOMES: The student will:

1. Develop partnerships with patients and other professionals to facilitate optimal care and improve patient outcomes. (DNP Essential VIII)
2. Educate individuals and/or groups about complex health and/or translation of research into practice (DNP Essential VIII)
3. Evaluate linkages among practice, organizational, population, fiscal, and policy issues (EDNP Essential VIII).
4. Demonstrate the ability to provide culturally sensitive care at a complex level (DNP Essential V, VII, VIII).
5. Evaluate information systems and technology used within the care setting (DNP Essential IV).
6. Analyze potential ethical dilemmas within the care setting related to care delivery or research (DNP Essential II).
7. Analyze infrastructure for evidence based practice (DNP Essential III).

PRE- OR CO-REQUISITES: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213, NURS 8314, NURS 8163.

TEACHING METHODS:

1. Clinical experience
2. Evidence based article critique posted on discussion board for peer review.
3. Paper on a current issue of practice and post on discussion board for discussion and peer review.
4. Apply research to address identified clinical problems and improve health care of selected population.
5. Case study posted on discussion board for peer review
6. Topic about an ethical decision posted on discussion board for student discussion and review

COURSE REQUIREMENTS

1. Completion of three (3) individualized course objectives.
2. Completion of 135 clock hours in clinical setting.
3. Preceptor evaluation greater than 80% with preceptor evaluation tool.
4. Instructor evaluation greater than 80% on clinical evaluation grading tool
5. Case studies using the template provided on the course website.
6. Grading rubric for assignments
7. Peer reviews

EVALUATION METHODS

This course is evaluated as pass or fail.

GRADING SCALE

Pass or fail.

OPTIONAL TEXTS AND REQUIRED SOFTWARE

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC. American Psychological Association.

Columbia University School of Nursing (2005). *Case Studies The Doctor of Nursing Practice DrNP*. New York, NY. Columbia University School of Nursing.

TOPICAL OUTLINE

Topical outline will be based on student's avenue of inquiry consistent with course objectives and clinical setting.

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) NURS 8323
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Clinical Internship I
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Clinical Practicum
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Pass/Fail
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Building upon previous didactic courses this course is the second of three in a series that will provide clinical experiences culminating in a completed Residency Project
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Prerequisite: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213, NURS 8314, NURS 8163 Corequisite: NURS 8223
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

<p>10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)</p> <p>Dr. Cathy Young, Coordinator of the Nurse Practitioner Program College of Nursing and Health Professions. clyoung@astate.edu 870-972-3074</p>
<p>11. Proposed Starting Term/Year</p> <p>Fall 2014</p>
<p>12. Is this course in support of a new program? If yes, what program?</p> <p>Doctor of Nursing Practice Program</p>
<p>13. Does this course replace a course being deleted? No</p> <p>b. If yes, what course?</p> <p>c. Has this course number been used in the past?</p> <p>Attach Course Deletion Proposal-Bulletin Change Transmittal Form.</p>
<p>14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.</p> <p>No</p>
<p>15. Justification should include:</p> <p>A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).</p> <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate advanced levels of nursing knowledge in clinical practice. (DNP Essentials I, II, III, V, VI, VII, VIII). 2. Analyze complex clinical problems or issues of practice. (DNP Essential V, VII). 3. Apply research to address identified clinical problems and improve health care of selected population. (DNP Essentials I, III, IV, VII, VIII). 4. Integrate professional standards of care and ethical decision making in advanced nursing practice. (DNP Essentials VII, VIII) <p>See #23 for Goals, Outcomes and Activities</p> <p>B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.</p> <p>This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: I, II, III, IV, V, VI, VII, VIII and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.</p> <p>C. Student population served.</p> <p>Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and Nurse Practitioners) enrolled in the DNP Program</p> <p>D. Rationale for the level of the course (lower, upper, or graduate).</p> <p>Required for the Doctor of Nursing Practice Program</p>
<p>16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)</p>

Faculty approved topical outline will be based on student's avenue of inquiry and clinical project consistent with course outcomes

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

1. Case Studies
2. Clinical evaluation by clinical faculty advisor
3. Progression on clinical project

18. Special features (e.g. labs, exhibits, site visitations, etc.)

1. Clinical practice
2. Site visitation

19. Required reading

Dependent on student's avenue of inquiry and clinical setting.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Graduate faculty in the School of Nursing will be assigned to teach this course. Additional faculty have been requested in the DNP Program proposal.

21. What is the primary goal of this course?

Provides clinical experience to support Residency project

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Demonstrate advanced levels of nursing knowledge in clinical practice. (DNP Essentials I, II, III, V, VI, VII, VIII).

Learning Activity: Evidence based article critique posted on discussion board for peer review.

Assessment Tool: Peer Review with Grading Rubric

Primary Goal Outcome #2: Apply research to address identified clinical problems and improve health care of selected population. (DNP Essentials I, III, IV, VII, VIII)

Learning Activity: Case study posted on discussion board for peer review

Assessment Tool: Peer Review with Grading Rubric

Primary Goal Outcome #3: Integrate professional standards of care and ethical decision making in advanced nursing practice. (DNP Essentials VII, VIII)

Learning Activity: Topic about an clinical ethical decision posted on discussion board for student discussion and review

Assessment Tool: Grading Rubric

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.

3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program

COURSE NAME: Clinical Internship I

COURSE NUMBER: NURS 8323

CREDIT HOURS: 3 credit hours (1 credit to 45 clock hours)

FACULTY: Instructor Name:
Office:
Instructor Contact Information:

COURSE DESCRIPTION: Building upon previous didactic courses this course is the first of two in a series that will provide clinical experiences culminating in a completed Residency Project.

COURSE OUTCOMES: The student will:

1. Demonstrate advanced levels of nursing knowledge in clinical practice. (DNP Essentials I, II, III, I, VI, VII, VIII).
2. Analyze complex clinical problems or issues of practice. (DNP Essential V, VII).
3. Apply research to address identified clinical problems and improve health care of selected population. (DNP Essentials I, III, IV, VII, VIII).
4. Integrate professional standards of care and ethical decision making in advanced nursing practice. (DNP Essentials VII, VIII)

PRE- OR CO-REQUISITES: NURS 8113, NURS 8123, NURS 8133, NURS 8143, NURS 8153, NURS 8213, NURS 8314, NURS 8163.

TEACHING METHODS:

1. Clinical experience
2. Evidence based article critique posted on discussion board for peer review.
3. Paper on a current issue of practice and post on discussion board for discussion and peer review.
4. Apply research to address identified clinical problems and improve health care of selected population.
5. Case study posted on discussion board for peer review
6. Topic about an ethical decision posted on discussion board for student discussion and review

COURSE REQUIREMENTS

Completion of three (3) individualized course objectives
Completion of 135 clock hours in clinical setting
Preceptor evaluation greater than 80% with preceptor evaluation tool.
Instructor evaluation greater than 80% on clinical evaluation grading tool
Case studies using the template provided on the course website.

EVALUATION METHODS

Grading rubric for assignments
Peer reviews
This course is evaluated as pass or fail

GRADING SCALE

Pass or fail.

TEXTS AND REQUIRED SOFTWARE

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC. American Psychological Association.

Columbia University School of Nursing (2005). *Case Studies The Doctor of Nursing Practice DrNP*. New York, NY. Columbia University School of Nursing.

TOPICAL OUTLINE

Topical outline will be based on student's avenue of inquiry and clinical setting, consistent with course outcomes.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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11. Minimize this form.
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20. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

New/Special Course Proposal-Bulletin Change Transmittal Form

☐ **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

☒ **New Course** or ☐ **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) NURS 8335
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). DNP Clinical Internship II
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Clinical Practicum
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Pass/fail
5. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. This is the third of three courses that builds upon previous didactic courses and will provide clinical experiences culminating in a completed Residency Project.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Pre-requisite: NURS 8113, NURS 8123, HURS 8133, NURS 8143, NURS 8153, NURS 8213, NURS 8314, NURS 8163, NURS 8323 Co-requisite: NURS 8235
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.

10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number)

Dr. Cathy Young, Coordinator of the nurse practitioner program, College of Nursing and Health Profession, PO Box 910, State University, AR 72467, 870-972-3074, clyoung@astate.edu

11. Proposed Starting Term/Year

Spring 2015

12. Is this course in support of a new program? If yes, what program?

Doctor of Nursing Practice Program

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

The student will be able to:

1. Demonstrate advanced levels of nursing knowledge in clinical practice. (DNP Essentials I, II, III, I, VI, VII, VIII).
2. Analyze complex clinical problems or issues of practice. (DNP Essential V, VII).
3. Apply research to address identified clinical problems and improve health care of selected population. (DNP Essentials I, III, IV, VII, VIII).
4. Educate individuals and/or groups about complex health and /or translation of research into practice (DNP Essential I, III, VI, VII, VIII).
5. Demonstrate the ability to provide culturally sensitive care at a complex level (DNP Essential V, VII, and VIII).

See #23 For Goals, outcome and Activities

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course is structured in compliance with the AACN Essentials for Doctoral Education for Advance Nursing Practice and the NLNAC Standards and Criteria for Clinical Doctorate Degree Programs. This course addresses Doctor of Nursing Practice (DNP) Essentials: I, II, III, IV, V, VI, VII, VIII and is designed to prepare expert clinicians and nursing leaders for clinical nursing practice beyond the initial and master's preparation in the discipline.

C. Student population served.

Advanced Practice Nurses (Clinical Nurse Specialist, Certified Registered Nurse Anesthetist and nurse Practitioners) enrolled in the DNP Program

D. Rationale for the level of the course (lower, upper, or graduate).

Required for the Doctor of Nursing Practice Program											
<p>16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)</p> <p>Faculty approved topical outline will be based on student's avenue of inquiry and clinical project consistent with course outcomes</p>											
<p>17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)</p> <ol style="list-style-type: none"> 1. Discussion board participation 2. Case studies 3. Completion of clinic project. 											
<p>18. Special features (e.g. labs, exhibits, site visitations, etc.)</p> <p>Site visitation</p>											
<p>19. Required reading</p> <p>Selected based on student's avenues of inquiry and clinical setting.</p>											
<p>20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)</p> <p>Graduate clinical faculty in the School of Nursing will be assigned. Additional faculty have been requested in the DNP Program proposal.</p>											
<p>21. What is the primary goal of this course?</p> <p>Provides clinical experience to complete Evidence-based project</p>											
<p>22. If this proposal is for a general education course, please check the primary goal this course addresses:</p> <table border="0"> <tr> <td><input type="checkbox"/> Communicating effectively</td> <td><input type="checkbox"/> Thinking Critically</td> </tr> <tr> <td><input type="checkbox"/> Using mathematics</td> <td><input type="checkbox"/> Using Technology</td> </tr> <tr> <td><input type="checkbox"/> Understanding global issues</td> <td><input type="checkbox"/> Understanding interdependence</td> </tr> <tr> <td><input type="checkbox"/> Developing a life-long appreciation of the arts and humanities</td> <td><input type="checkbox"/> Developing a strong foundation in the social sciences</td> </tr> <tr> <td><input type="checkbox"/> Using science to accomplish common goals</td> <td><input type="checkbox"/> Providing foundations necessary to achieve health and wellness</td> </tr> </table>		<input type="checkbox"/> Communicating effectively	<input type="checkbox"/> Thinking Critically	<input type="checkbox"/> Using mathematics	<input type="checkbox"/> Using Technology	<input type="checkbox"/> Understanding global issues	<input type="checkbox"/> Understanding interdependence	<input type="checkbox"/> Developing a life-long appreciation of the arts and humanities	<input type="checkbox"/> Developing a strong foundation in the social sciences	<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness
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<input type="checkbox"/> Using science to accomplish common goals	<input type="checkbox"/> Providing foundations necessary to achieve health and wellness										
<p>23. Considering the indicated primary goal, provide <u>up to three outcomes</u> that you expect of students after completion of this course. For example, what will students who meet this goal <u>know</u> or <u>be able to do</u> as a result of this course?</p> <p>Primary Goal Outcome #1: Analyze complex clinical problems or issues of practice. (DNP Essential V, VII)</p> <p>Learning Activity: Assigned clinical issue for development of peer teaching module with discussion board posting for peer review.</p> <p>Assessment Tool: Peer Review with Grading Rubric</p> <p>Primary Goal Outcome #2: Apply research to address identified clinical problems and improve health care of selected population. (DNP Essentials I, III, IV, VII, VIII)</p> <p>Learning Activity: Develop a teaching module, post on discussion board, lead the discussion for peer review</p> <p>Assessment Tool: Peer review with Grading Rubric</p> <p>Primary Goal Outcome #3: Educate individuals and/or groups about complex health and /or translation of research into practice. (DNP Essential I, III, VI, VII, VIII)</p> <p>Learning Activity: Complete the teaching module posted on discussion board for student learning and peer review</p> <p>Assessment Tool: Peer review with Grading Rubric</p>											

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Arkansas State University
College of Nursing and Health Professions
School of Nursing
Doctor of Nursing Practice Program

COURSE NAME: Clinical Internship II

COURSE NUMBER: NURS 8335

CREDIT HOURS: 5 credit hours (1 credit to 45 clock hours)

FACULTY: Instructor Name:
Office:
Instructor Contact Information:

COURSE DESCRIPTION: This is the third of three courses that builds upon previous didactic courses and will provide clinical experiences culminating in a completed Residency Project.

COURSE OUTCOMES: The student will:

1. Demonstrate advanced levels of nursing knowledge in clinical practice. (DNP Essentials I, II, III, VI, VII, VIII).
2. Analyze complex clinical problems or issues of practice. (DNP Essential V, VII).
3. Apply research to address identified clinical problems and improve health care of selected population. (DNP Essentials I, III, IV, VII, VIII).
4. Educate individuals and/or groups about complex health and /or translation of research into practice (DNP Essential I, III, VI, VII, VIII).
5. Demonstrate the ability to provide culturally sensitive care at a complex level (DNP Essential V, VII, VIII).

Pre-Requisites: NURS 8113, NURS 8123, HURS 8133, NURS 8143, NURS 8153, NURS 8213, NURS 8314, NURS 8163, NURS 8323

Co-Requisite: NURS 8235

TEACHING METHODS

Clinical experience

COURSE REQUIREMENTS

Completion of (3) individualized course objectives

Completion of 225 clock hours in clinical setting

Preceptor evaluation greater than 80% with preceptor evaluation rubric

Instructor evaluation with grade greater than 80% on clinical evaluation tool

8 case studies using the template provided on the course website.

Critique of an evidence based article posted on discussion board for peer review

Assigned clinical issue for development of peer teaching module with discussion board posting for peer review

Develop a teaching module, post on discussion board, lead the discussion for peer review

Complete the teaching module posted to discussion board for student learning and peer review

Provide peer review of other postings on discussion board per the provided rubric

EVALUATION METHODS

Grading rubrics will be used for assignment

Peer reviews on discussion board postings

GRADING SCALE

Pass or fail

REQUIRED TEXTS

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC. American Psychological Association.

Columbia University School of Nursing (2005). *Case Studies The Doctor of Nursing Practice DrNP*. New York, NY. Columbia University School of Nursing.

TOPICAL OUTLINE

Topical outline will be based on student's avenue of inquiry and clinical setting consistent with course outcomes.