

2012-2013 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: SON 8/17/12

Proposal Title: Initiation of the Graduate Curriculum for the Doctor on Nursing Practice Degree

Originating Department: School of Nursing

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
8/17/12	8/17/12	8/20/12	Approved	DEPARTMENT CHAIR [print name here:] Dee Baldwin
8/20/12	8/24/12	8/24/12	Approved	COLLEGE CURRICULUM COMMITTEE CHAIR [print name here:] Shanti Kulkarni
8/24/12	8/24/12	8/31/12	Approved	COLLEGE FACULTY CHAIR (if applicable) [print name here:] Amy Barsanti
8/31/2012	8/31/2012	9/4/2012	Approved	COLLEGE DEAN [print name here:] Jane B. Neese
			Approved	GENERAL EDUCATION (if applicable; for General Education courses) [print name here:]
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate courses only)
8-27-12	9-4-12	9-14-12	Approved	GRADUATE COUNCIL CHAIR (for graduate courses only)
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Dr. Rob Roy McGregor, Chair, Graduate Council

From: Dr. Dee Baldwin, Associate Dean/Director, School of Nursing

A handwritten signature in black ink, appearing to be 'DB' or similar initials.

Date: August 31, 2012

Re: Initiation of the Graduate Curriculum for the Doctor of Nursing Practice Degree

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

PROPOSAL NUMBER: SON 8/17/12**UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE****LONG FORM GRADUATE COURSE AND CURRICULUM PROPOSAL: NEW****NEW GRADUATE COURSE AND CURRICULUM PROPOSAL FROM THE SCHOOL OF NURSING****TITLE: Initiation of the Graduate Curriculum for the Doctor of Nursing Practice (DNP) in the School of Nursing****A. PROPOSAL SUMMARY AND CATALOG COPY****1. SUMMARY**

The School of Nursing at the University of North Carolina at Charlotte (UNCC) proposes to establish a Doctor of Nursing Practice (DNP) Degree as a Post Master of Science in Nursing (Post-MSN) program to be offered with Western Carolina University as a consortium program. The School of Nursing proposes a new curriculum of 42 graduate semester credit hours (post-masters) to form the course requirements for a DNP degree. The proposed degree is currently being developed in detail as part of the required University System Appendix C –Request Authorization to Establish a New Degree Program. The Request to Plan (Appendix B) degree was approved by the Board of Governors for the University of North Carolina System on June 14, 2012. Students will be admitted and graduated from the enrolling institution with courses shared across the two universities. The curriculum meets educational competencies for a DNP degree as established by the American Association of Colleges of Nursing (AACN) and each School of Nursing will seek program accreditation from the Commission on Collegiate Nursing Education (CCNE) in accordance with professional accrediting requirements.

This DNP proposal will add 14 new courses at the doctoral level. Five of these didactic courses will be taught at UNCC and 4 didactic courses will be taught at WCU. Two existing graduate courses (HLTH 6202—Community Epidemiology and an elective) at UNCC also will be part of the curriculum. A series of four courses comprises a Clinical Residency and Project that will be taught at each school to only the students enrolled at the respective home university. All courses are cross-listed at both universities (see below).

Didactic Courses offered at UNCC and taken by all students in the consortium (18 graduate semester credit hours)

- **NUDN 8140/NSG 814** Foundations and Applications of Evidence Based Practice (3)
- **NUDN 8150/NSG 815** Healthcare Program Evaluation and Quality (3)
- **HLTH 6202/NUDN 8202/NSG 802** Community Epidemiology (3) (Summer)
- **NUDN 8160/NSG 816** Global Health & Social Justice (3) (Summer)
- **NUDN 8260/NSG 826** Leadership, and Healthcare Systems (3)
- **NUDN 8270/NSG 827** Technology for Communication and Transforming Healthcare (3)

Didactic Courses offered at WCU and taken by all students in the consortium (12 graduate semester credit hours)

- **NSG 818/NUDN 8145** Leadership and Project Planning (3)
- **NSG 817/NUDN8147** Applied Biostatistics (3)
- **NSG 822/NUDN 8220** Health Care Policy and Ethics (3)
- **NSG 823/NUDN 8230** Economic & Financial Aspects of Healthcare System (3)

Didactic Courses taken by students who are only admitted and enrolled at their home institution] (12 graduate semester credit hours)

- **NUDN 8441 or NSG 883** Clinical Residency and Project Development I (2)
- **NUDN 8442 or NSG 884** Clinical Residency and Project Development II (2)
- **NUDN 8443 or NSG 885** Clinical Residency and Project Development III (3)
- **NUDN 8444 or NSG 886** Clinical Residency and Project Development IV (2)
- **Elective** (3)

2. PROPOSED CATALOG COPY

The Post-Masters Doctor of Nursing Practice degree prepares graduates to analyze systems of care and provide transformational leadership to improve patient safety, quality of care, and implement evidence-based culturally competent care practices. Graduates from this program will be able to interpret and apply research findings to practice settings, determine and measure system and population outcomes, manage information systems, and use appropriate technology for health and risk communication.

Upon completion of the DNP program, graduates will:

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Manage directly the complex problems of clients/populations and systems to facilitate access and navigation of the health care system to improve health outcomes.

Program Accreditation

The DNP Program will seek accreditation by the Commission on Collegiate Nursing Education (CCNE) per CCNE procedures and timelines.

Admission and Progression Requirements

Admission Requirements for Post-MSN DNP:

- An overall GPA of at least 3.5 (on a 4.0 scale) in the MSN program as documented by official transcripts.

- Earned master's in nursing in an advanced nursing practice specialty from a nationally accredited program. Current RN licensure in the U.S. at time of application with eligibility for NC licensure. NC licensure must be obtained prior to clinical practice experiences in NC.
- Evidence of a satisfactory national standardized test score. (e.g., GRE, MAT, GMAT).
- Advanced Practice Registered Nurses (APRNS) must provide evidence of current national certification and meet the state requirements for practice in their state of licensure.
- An essay that addresses 1) advanced practice expertise, 2) career goals, 3) how earning the DNP degree will foster achievement of these goals, and 4) plans for DNP project.
- Resume/curriculum vitae.
- Three professional recommendations that address the practice capabilities of the candidate.
- For international students, submission of TOEFL scores with a minimum score of 557 for the paper test and 220 for the computer test.
- Additional evidence for consideration of the application can be uploaded (e.g., publications, posters, evidence-based practice projects).
- Evidence of 500 supervised clinical hours within the MSN program. Applicants who do not meet the clinical hours criteria can meet with the Program Coordinator to discuss a plan to meet the requirement.

Degree Requirements

The DNP program requires 42 post-master's graduate semester credit hours and completion of a total of 1000 clinical practice hours (included 500 hours in the same clinical practice specialty from the MSN program). All students will be required to complete the curriculum that includes a sequence of courses as listed below:

Theoretical Base (15 semester credit hours)

The theoretical component of the program includes the following: NSG 822/NUDN 8220, Healthcare Policy and Ethics, NUDN 8260/NSG 826, Leadership and Healthcare Systems, NUDN 8160/NSG 816, Global Health and Social Justice, NSG 823/NUDN 8230, Economic and Financial Aspects of Healthcare System, and NUDN 8270/NSG 827. Technology for Communication and Transforming Healthcare also is included.

Methodological Issues (15 semester credit hours)

The methodological issues component of the program includes the following: NUDN 8150/NSG 815, Healthcare Program Evaluation and Quality (3), NUDN 8140/NSG 814, Foundations and Applications of Evidence-based Practice (3), NSG 818/NUDN 8145, Leadership and Project Planning (3), and HLTH 6202/NUDN 8202/NSG 802. Community Epidemiology (3) and NSG 817/NUDN 8147 and Applied Biostatistics (3) also are included.

Elective Courses (3 semester credit hours)

One elective in a chosen area of interest selected mutually with the advisor.

Clinical Residency and Project (9 semester credit hours)

Includes 4 courses: NUDN 8441, Clinical Residency and Project Development I (2), NUDN 8442 Clinical Residency and Project Development II (2), NUDN 8443, Clinical Residency and Project Development III (3), NUDN 8444 and Clinical Residency and Project Development IV (2)

Proportions of Courses Open to Doctoral Students

DNP courses are open to all nursing doctoral students enrolled in the UNCC/WCU Consortium. All students from other university doctoral programs must seek written approval of the instructor and the DNP program coordinator and Associate Director of the Graduate Division to enroll in courses.

Grades Required

A student must maintain a cumulative GPA of 3.0 in all course work taken in the program. A student who accumulates two grades of C or any grade of U will automatically be terminated from the DNP Program.

Amount of Transfer Credit Accepted

DNP students may transfer in 6 graduate semester credit hours (with a grade of B or better) with approval of the DNP Program Director and Associate Director of the Graduate Nursing Division. No course may be older than 6 years at the time of graduation.

Research

DNP students are expected to complete the required Graduate School Course on Ethical and Responsible Conduct of Research as a pre-requisite for the Clinical Residency Project.

The Clinical Residency and Project

1. Project Description

Students will complete a DNP Project during their clinical residency courses. The DNP Scholarly Project is a project that brings together the practice and scholarship aspects of the Doctor of Nursing Practice degree. It is designed to address complex practice issues that affect groups of patients, health care organizations, or health care systems while utilizing informatics, technology, and in-depth knowledge of the clinical and behavioral sciences. The clinical scholarship required in the DNP Scholarly Project reflects mastery and competency in the student's area of expertise.

The DNP Scholarly Project begins in the first semester of study and continues throughout the program, culminating in a scholarly public defense and manuscript prepared for publication in a peer-reviewed journal. The DNP Scholarly Project requires students to demonstrate expert practice, the use of evidence based practice, translational research, and use of skills necessary to lead interdisciplinary teams to improve patient/client outcomes and health status individually, organizationally, or within a community. Students may choose to work in private practices, clinics, inpatient units, hospital systems, and other institutions and communities in the assessment, planning, implementation, and evaluation of outcomes of the DNP Scholarly project.

2. Project Approval

The DNP Scholarly Project is guided by the DNP Scholarly Project Committee. The composition of the DNP Scholarly Project committee will include: 1) a chair who is a doctoral prepared faculty member with regular graduate faculty status at UNCC, 2) an expert clinical mentor (PhD, DNP, MD or any other doctoral prepared individual appointed as UNCC graduate faculty affiliates) and 3) a faculty member that is appointed by the graduate school at UNCC. Selection of the chair will occur during the initial orientation to the program. Additional members will be selected by the end of the first semester. It is the responsibility of the DNP Scholarly Project Committee to guide the student through project planning, implementation, and evaluation process.

The student and committee will meet at least once during the respective semester, either at the on-campus immersions, via online or other distance formats as agreed upon by the Chair, committee members, and student. Upon approval of DNP Scholarly Project Topic (**Appendix A**), the student begins to develop the project. Once the project development is complete, the student presents to the committee and DNP faculty the final proposal for the project. The student's DNP Scholarly Final Project proposal serves as the primary component of the qualifying examination for the DNP program. To be eligible to defend the DNP Scholarly Project proposal, a student must have completed the written proposal and orally presented the proposal to the committee and DNP faculty (**Appendix B**). This written and oral presentation is used to evaluate if the student is prepared and qualified to begin work on the project.

3. IRB Approval

The DNP Scholarly Project must be collectively agreed upon by the student, the practice setting, and the student's DNP Scholarly Project. Prior to beginning the DNP Scholarly Project, the project must be submitted to the UNCC IRB and/or WCU IRB for review and approval. Further, all IRB requirements for medical review and/or clinical agency IRB review that are pertinent to the DNP Scholarly Project must be fulfilled prior to launching the project. Any additional agency requirements must be completed prior to beginning implementation of the project.

4. Project Implementation

After successful completion of the Clinical Residency and Project Development III course, the student begins implementation and begins documenting outcomes of the project with oversight from the clinical mentor and advisory committee.

5. Project Defense

After completion of the DNP Scholarly project, the student will defend the project to the Advisory committee and faculty (**Appendix C**). The student is allowed two attempts to present/defend the DNP scholarly project. Failure to successfully defend after two attempts will result in termination from the program. Prior to graduation, the student will provide evidence of submission of a manuscript about their DNP Scholarly Project to a peer reviewed journal for publication consideration.

Time Limits for Degree Completion

All graduation requirements must be completed within 6 years after enrollment in the first course.

New Course Descriptions:

NUDN 8140/NSG 814 Foundations and Applications of Evidence-Based Practice (3 Credit Hours)*

This course provides an overview of models of Evidence Based Practice including theories and methods of translational research.

NUDN 8150/NSG 815 Healthcare Program Evaluation and Quality (3 Credit Hours)*

This is an evaluation research course in healthcare settings. Emphasis is on conceptual, methodological, organizational, political, and ethical considerations in evaluating programs.

NUDN 8441/NSG 883 Clinical Residency and Project Development I (2 credit hours)*

This course is the first of a four course series that results in a scholarly DNP project. Students negotiate learning objectives with the course instructor for the practicum.

NSG 818/NUDN 8145 Leadership and Project Planning (3 Credit Hours)*

This course is an introduction to advanced leadership theories to facilitate management of clinical projects.

NSG 817/NUDN 8147 Applied Biostatistics (3 Credit Hours)*

This course emphasizes statistical literacy and develops critical statistical thinking. Students analyze data sets and communicate statistical results in a concise, cohesive and readable manner.

NUDN 8442/NSG 884 Clinical Residency and Project Development II (2 credit hours)*

This course builds on Clinical Residency and Project Development I with a focus on project planning and translation of new knowledge into practice.

HLTH 6202/NUDN 8202/NSG 802 Community Epidemiology (3 Credit Hours)*

Course already exists at UNCC: Epidemiology, a basic science of public health, is the study of the distribution and determinants of diseases in specified populations, and the application of this study to the control of health problems. This course introduces students to practice and applications of epidemiology methods and principles as they relate to occurrence of diseases and other health conditions in human population. This course will provide overview of basic concepts including study designs, implementation, analysis, and interpretation of epidemiological studies.

NUDN 8160/NSG 816 Global Health and Social Justice (3 Credit Hours)*

This course includes an interdisciplinary human rights and social justice perspective of contemporary issues, problems and controversies that effect social, economic, political and environmental global health.

NSG 822/NUDN 8220 Healthcare Policy and Ethics (3 Credit Hours)*

The course examines healthcare policy development strategies including the analysis of variables impacting policy implementation (e.g. politics and ethics).

NSG 823/NUDN 8230 Economic and Financial Aspects of Healthcare System (3 Credit Hours)*

This course explores the study of financial and business factors related to health care delivery systems and advanced practice nursing.

NUDN 8443/NSG 885 Clinical Residency and Project Development III (3 credit hours)*

This course builds upon knowledge gained in Clinical Residency and Project Development I and II. The student implements the clinical project in the practice setting.

NUDN 8260/NSG 826 Leadership and Healthcare Systems (3 Credit Hours)*

This course will examine challenges, and political issues impacting strategies for organizational design to promote communication, collaboration, conflict management, power sharing and innovation.

NUDN 8270/NSG 827 Technology for Communication and Transforming healthcare (3 Credit Hours)*

This course provides opportunities to explore current theories/practices in information systems and health communication and develop innovative strategies for using emerging information and communication technologies to facilitate patient care and inter-professional collaboration.

NUDN 8444/NSG 886 Clinical Residency and Project Development IV (2 credit hours)*

This course provides a culmination of Clinical Residency and Project Development I, II, and III. The DNP student evaluates the outcomes and impact of the project and disseminates the findings.

B. JUSTIFICATION

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

In October 2004, the American Association of Colleges of Nursing (AACN) approved a target date of 2015 for increasing the requisite educational preparation for entry into advanced nursing practice from two to three years; concomitantly they recommended that the Doctor of Nursing Practice (DNP) replace the Master of Science in Nursing (MSN) as the terminal degree for preparation of advanced practice registered nurses (APRN). APRNs include: nurse practitioners (NP), clinical nurse specialists (CNS), certified registered nurse anesthetists (CRNA), and certified nurse midwives (CNM).

In 2012, the AACN strongly encouraged that the DNP replace the master's as the discipline's required degree for nurses to be considered eligible for national certification as NPs, CNSs, CRNAs, or CNMs. Parallel with other health care professions (pharmacy, physical therapy, psychology, medicine, and audiology) the nursing discipline is adopting a practice-focused doctorate as the appropriate graduate education for advanced practice in a highly complex, fast-paced, health care environment. The National Organization of Nurse Practitioner Faculties (NONPF) and multiple specialty certifying bodies have endorsed this shift from the master's to the clinical doctorate

(DNP). In fact, by 2025, nurse anesthetists will be required to have the DNP degree to meet eligibility requirements for taking their national certification examination. The DNP program prepares nurses for direct clinical practice (specifically NPs, CNSs, CRNAs, or CNMs) and for executive roles in areas that support clinical practice such as administration, organizational leadership, and health policy. The workforce of nurses holding the DNP will be prepared to provide primary and advanced nursing care across the lifespan, and partner with families, physicians, and other health care providers to manage chronic illness and collaboratively care for acutely ill patients experiencing complex and co-morbid health threats, and to enhance the availability of health care to populations whose access is limited due to location (e.g., rural settings), limited income, or social inequities and health disparities.

This proposal meets the need for a practice doctoral degree in Nursing. The need for this degree has been identified in the School of Nursing strategic plan and confirmed by the UNC General Administration in its review and approval of the "Authorization to Plan."

UNCC School of Nursing (SON) Faculty is well-prepared to deliver a DNP program as our faculty is already participating in various doctoral programs in the College of Health and Human Services. Currently several SON faculty teach in the Health Services Research Doctoral Program (Meredith Troutman-Jordan, Jane Neese, Maren Coffman, and Judy Cornelius). The SON also has two faculty members who have a Doctor of Nursing Practice Degree (Dianna Inman, DNP and Diane Caruso, DNP). Most faculty have participated as dissertation committee members for doctoral students and several are co-chairing dissertation committees.

WCU School of Nursing Faculty is experienced in leading advanced practice projects and dissertations. They are considered experts in their field of practice; they have 4 faculty members who currently hold the DNP degree.

2. Discuss the prerequisites/corequisites for course (s) including class standing.

Prerequisites: Admission to the DNP program or permission of the instructor is required for all courses. Additional pre/corequisites are indicated with specific course descriptions (**Appendix D.**)

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The course prefix (NUDN) is consistent with University assigned codes. The numbering scheme is consistent with SON, College and UNCC Graduate Catalog rubric. For UNCC, an 81XX level course number indicates 1st year didactic courses and 82XX second year didactic courses. Clinical courses are designated as 84XX.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The proposed DNP curriculum will improve and enhance the current offerings at the SON. To be compliant with national requirements, this program will transition to the BSN to DNP in 2016. Offering a post master program initially allows the SON to meet current demand for the DNP from MSN prepared individuals.

C. IMPACT

1. What group(s) of students will be served by this proposal?

This proposal will serve graduate students who are primarily new doctoral nursing students, holding a MSN or master degree with a Nursing major.

2. What effect will this proposal have on existing courses and curricula?

a. When and how will added course(s) be taught?

See *Appendix E* for course offerings. Courses will be offered on an annual basis.

b. How will the content and/or frequency of offering of other courses be affected?

The frequency of course offerings will not affect other school of nursing courses. Up to 12 additional students annually will take Epidemiology with the course to be offered as a web-enhanced course in the summer.

c. What is the anticipated enrollment in courses(s) added (for credit and auditors)?

Twelve (12) didactic courses will be offered to students from UNCC and WCU. Four (4) Clinical/Practicum courses will be offered only to students enrolled at UNCC.

d. How will enrollment in other courses be affected? Enrollment in other courses will be affected minimally by the addition of students who take elective courses. There will be a need to enroll 12 additional students annually in the Epidemiology course to be offered as a web-enhanced course in the summer. Summer school support will be requested. Students that have successfully completed a Masters level course may be placed in a doctoral level course.

e. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

Courses have not been offered under special topic numbers.

f. Identify other areas of catalog copy that would be affected.

This is a new degree. Curriculum degree requirements are outlined in proposed catalog copy.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL

1. Personnel

a. Specify the requirements for new faculty, part-time teaching, student assistant and/or increased load on present faculty.

- a. Year one, no new faculty are required to initiate the proposed degree program. Each institution currently has a sufficient number of qualified DNP faculty that can meet the academic needs of 12 students, the total number of students to be admitted during the first year.
- b. Year two a total of two new faculty (one at each institution) are requested given the fact that an additional 12 students will be admitted making a total of 24 students in the program. These additional faculty are needed to support students in their project development and mentoring to the practice-focused doctoral role.
- c. Year four, a total of two new faculty (one at each institution) are planned. These additional faculty are needed to support students in their project development and mentoring to the practice-focused doctoral role.

b. List by name qualified faculty members interested in teaching the course(s).

The following qualified faculty members are interested in teaching doctoral courses in the DNP Program.

Dee Baldwin, PhD, RN, FAAN
Diane Caruso, DNP, APRN, FNP
Maren Coffman, PhD, RN
Judith Cornelius, PhD, RN
Sonya R. Hardin PhD, RN, CCRN, NP-C
Dianna Inman, PMHS, DNP, APRN, CPNP-PC
Susan Kennerly, PhD, RN
David Langford, DNSc, RN
Karen Lucisano, PhD, CRNA
Jane Neese, PhD, RN
Meredith Troutman-Jordan, PhD, RN
Lucille Travis, PhD, RN, NE-BC

2. Physical Facility

Both campuses at UNCC and WCU have adequate classroom space to accommodate student needs. Specific needs for the DNP consortium include securing a space for the Advisory Committee to interview students, to administer the qualifying exam and oral project defense, and regular meetings of the Advisory Committee in a location that is mid-point between both schools. For example the Appalachian State University building in Hickory is convenient to both schools and would be a convenient place to meet. Travel expenses to Hickory for faculty would be minimal. In addition, videoconferencing would be a possibility for some joint meetings.

3. Equipment and Supplies

None will be needed. This determination was made through annual evaluation processes and review of existing resources based on customary usage by advanced nursing practice students.

4. Computer

Video-conferencing capability is present on both campuses. Existing information technology and computing services are current and continuously updated. The DNP program will not increase student load beyond the capacity of information technology and services. The choices of learning methodology will include mediating technology between the faculty and students that may be asynchronous or real time with geographic separation

5. Audio –visual

Adequate to support the program.

6. Other Resources

None will be needed. This determination was made through annual evaluation processes and review of existing resources typically needed for advanced nursing practice students.

7. Sources of Funding

Tuition differential as outlined in Appendix C: Request for Authorization to Establish a New Degree Program.

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

1. Library Consultation

On January 13, 2012, Ms. Jean Hiebert, the CHHS library liaison, was contacted via e-mail to begin the discussion regarding the needs of the proposed DNP program. Ms. Hiebert prepared a Library Consultation Report and an update was requested on 7/10/2012. Mrs. Barbara Tierney in Ms. Hiebert's absence prepared a Library Consultation Report (**See Appendix F**—Consultation on Library Holdings) indicating that the current holdings in Atkins Library are “adequate.”

2. Consultation with Other Departments or Units

Dr. Vivian Lord, Interim Chair of the Department of Public Health Sciences reviewed the community epidemiology requirement for the DNP curriculum (**Appendix G**). For the development of the DNP program proposal, SON consulted with Dr. Patricia B. Howard on 2/8/2009 from the University of Kentucky (**Appendix H**).

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

1. Originating Unit

A DNP Subcommittee was established within the SON to develop the DNP curriculum and program of study. The DNP Subcommittee members consisted of the Chair-Dianna Inman, DNP; Diane Caruso, DNP; Sonya Hardin, PhD; Karen Lucisano, MSN; Mary Nies, PhD; and Gwen Foss, PhD. The DNP subcommittee met on 6/29/11, 7/7/11, 7/28/11, 10/7/11(subcommittee meeting with the Consortium), 11/3/11(subcommittee meeting with the Consortium), 11/10/11 (subcommittee meeting with consortium), 11/17/11(subcommittee meeting with the Consortium), 12/1/11 subcommittee, 2/2/12 (subcommittee meeting with the Consortium) and 5/17/12 (subcommittee meeting with the Consortium). The curriculum and program recommendations were presented to the SON at the December 15, 2012 meeting of the Faculty Organization.

2. Other Considering Units

No other Units were involved in the development of this program beyond members of the Consortium.

G. ATTACHMENTS

The attachments relevant to this graduate program proposal are presented in Appendices A through H.

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Appendix A

University of North Carolina at Charlotte
Doctor of Nursing Practice Scholarly Project Topic Approval

S=Satisfactory; U=Unsatisfactory; NR=Needs Revision; NA=Not Applicable

Student Name:	Title:			
Date:	ORAL PROPOSAL		WRITTEN PROPOSAL	
	S	Comments	S	Comments
DNP Project Topic Summary is concise, accurate, and provides project topic overview	n/a	n/a		
Problem/Focus	S	Comments	S	Comments
Background information: Description of given population Epidemiological data support significance Political environment for practice change Brief review of evidence to support project problem				
Problem/change clearly identified in PICOT format				
Problem appropriate for DNP project				
Scope of proposed change realistic and appropriate				
Clinical Site Identified to implement project				

Evaluation of DNP Topic Proposal:

Approved as Presented
 Approved with Recommendations
 Not Approved

Additional Comments:

Chair Signature:	Date:
Committee Member Signature:	Date:
Committee Member Signature:	Date:

Appendix B

University of North Carolina at Charlotte
Doctor of Nursing Practice Clinical Scholarly Project Proposal

S=Satisfactory; U=Unsatisfactory; NR=Needs Revision; NA=Not Applicable

Student Name:	Title:			
	ORAL PROPOSAL		WRITTEN PROPOSAL	
		Comments		Comments
Abstract				
Introduction		Comments		Comments
Background of the problem				
Problem statement - PICOT				
Scope of proposed change realistic and appropriate				
Conceptual Framework/Theory:		Comments		
Described, evident and applicable				
Evidence of Synthesis		Comments		
Research and evidence of the clinical issue supported/influenced clinical project				
Environmental Context		Comments		Comments
Need, feasibility and sustainability clearly presented				
Benchmarks and supporting data provided				
Outcomes		Comments		Comments
Short and long term objectives/outcomes outlined				
Objectives/outcomes stated in feasible and measurable terms				
Evaluation measures linked to objectives/outcomes and conceptual framework				
Methods/Implementation Plan		Comments		Comments
Appropriate for objectives/outcomes				
Clear rationale for actions				
Setting and group clearly identified				
Tools/measures described				
Resources/supports and risks/threats noted				
Marketing plan developed				

Appropriate evaluation plan				
	ORAL PROPOSAL		WRITTEN PROPOSAL	
Timeframe for Completion		Comments		Comments
Reasonable and complete				
Necessary Supports (Finances and Resources)		Comments		Comments
Appropriate to meet objectives/outcomes				
Provides rationale for resources, revenues, and expenditures				
Describes appropriate funding sources				
Site/Facilitator		Comments		Comments
Site is appropriate for project				
Resources to support project available				
Writing and Organization		Comments		Comments
APA format followed appropriately; clear writing; copyrights obtained as appropriate				

Evaluation of Proposal:

Approved as Presented
 Approved with Recommendations
 Not Approved

Additional Comments:

Chair Signature:	Date:
Committee member Signature:	Date:
Committee member Signature:	Date:

Appendix C

University of North Carolina at Charlotte
Doctor of Nursing Practice Clinical Scholarly Project Defense

S=Satisfactory; U=Unsatisfactory; NR=Needs Revision; NA=Not Applicable

Student Name:	Title:			
	ORAL PROPOSAL		ORAL PROPOSAL	
		Comments		Comments
Abstract	n/a	n/a		
Introduction		Comments		Comments
Background of the problem				
Problem statement - PICOT				
Context for the impact of the DNP Scholarly Project				
Conceptual Framework/Theory:		Comments		
Described, evident and applicable				
Evidence of Synthesis		Comments		
Research and evidence of the clinical issue supported/influenced clinical project				
Synthesis table	n/a			
Environmental Context		Comments		Comments
Need, feasibility and sustainability clearly presented				
Benchmarks and supporting data provided				
Outcomes		Comments		Comments
Short and long term objectives/outcomes outlined				
Objectives/outcomes stated in feasible and measurable terms				
Evaluation measures linked to objectives/outcomes and conceptual framework				
Methods/Implementation Plan		Comments		Comments
Appropriate for objectives/outcomes				
Clear rationale for actions and methods				
Setting and group clearly described				
Tools/measures described and linked to measures and objectives				
Data collection described				
Methods of analysis clearly described for each measurement including appropriate statistical tests				
Time Frame		Comments		Comments
Completed within projected time frame				

	ORAL PROPOSAL		ORAL PROPOSAL	
Findings		Comments		Comments
Organized				
Linked to problem statement				
Described the extent to which the objectives were achieved				
Discuss interpretation of results and appropriate statistical analysis				
Cost savings				
Scope of Project		Comments		Comments
Describe locally, nationally, and internationally impact				
Recommendations/Implications addressed for problem statement, supporting organization, key stakeholders, and other settings.				
Impact of Project		Comments		Comments
Discuss dissemination plan (local, regional & national)				
Describe next steps				
Discuss how current regulations/policies influence the next steps				
Project Synthesis				
Evidence candidate demonstrated practice inquiry skills including appraising and translating evidence into practice within the project				
Evidence of candidate's ability to lead DNP scholarly project				
Ability of candidate to articulate state of current knowledge as it relates to advanced practice nursing in the health care system				
Writing and Organization				
APA format followed appropriately; clear writing; copyrights obtained as appropriate				

Evaluation of Proposal: _____Approved as Presented _____Approved with Recommendations _____Not Approved

Additional Comments:

Chair Signature:	Date:
Committee Member Signature:	Date:
Committee Member Signature:	Date:
Committee Member Signature:	Date:

Appendix D: Courses/Syllabi

University of North Carolina at Charlotte
College of Health and Human Services
School of Nursing
Western Carolina University
College of Health and Human Sciences
Doctor of Nursing Practice (DNP)

Course Number: NUDN 8140/NSG 814

Course Title: Foundations and Applications of Evidence Based Practice

Course Credit: 3 graduate semester hours

Day/Time, Location: Day/Time: TBA. Location: UNC Charlotte (UNCC) Campus

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Catalog Description:

This course will provide an overview of models of Evidence Based Practice including theories and methods of translational research. *(Fall UNC Charlotte Campus)*

Pre-requisites and/or Co requisites: None

Course Objectives:

This course prepares the student to analyze, evaluate and critique scientific research for application to advanced nursing practice.

1. Conduct advanced information technology search to collect appropriate and accurate data to generate evidence for nursing practice.
2. Analyze the literature and other evidence regarding practice issues and practice guidelines.
3. Identify appropriate research designs for clinical/organizational/population questions.
4. Identify the fit of evidence based practice models to specific practice settings.

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. More than two absences during the semester will bring your letter grade down by one letter grade.
- **Cell phone use:** Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the "silent" mode.
- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Teaching methods include readings, computer and web assisted instruction, and online class discussion. All students are expected to contribute in a meaningful way to team efforts.

Required Texts:

- Brown, S.J. (2009). *Evidence-Based Nursing: The Research-Practice Connection*. Sudbury, Massachusetts: Jones and Bartlett Publishers.
- Melynk, B. & Fineholt-Overholt, E. (2011). *Evidence Based Practice in Nursing and Healthcare: A Guide to Best Practice. 2nd ed.*
- Smith, J.A.,(editor). *Clinical Scholars Review The Journal of Doctoral Nursing Practice*

Evaluation Methods: (previous foundation course)

- | | |
|---|-----|
| • Paper | 35% |
| • Presentation | 35% |
| • Critical thinking exercises/problem-solving exercises | 20% |
| • Participation in group discussions | 10% |

Grade Scale:

A = 90-100%
 B = 80 - 89%
 C = 70 - 79%
 U = below 70%

Topical/Unit Outline:

1. Introduction to Research and Evidence Based Nursing Practice
2. Compare and contrast research methods and designs
3. Evaluate Framework and Models for Evidence Based Practice
4. Evaluation of Research Instruments and Experimental Conditions
5. Appraising the relevance of Evidence-Based Clinical Practice Guidelines
6. Analysis of data collection procedures
7. Searching and appraising Research Evidence

UNC CHARLOTTE UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Policies:

Code of Student Responsibility:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: <http://legal.uncc.edu/policies/up-406>

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>

Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person’s words or ideas without giving them credit – in other words, stealing that person’s work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person’s work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

It is your job to ask your teacher if you have any questions about how to cite a source.

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member that considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 3 credit hour didactic course requires three hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not

limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/up-501>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

UNCC strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the UNCC Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). Sexual harassment, as defined in the UNCC Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

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University of North Carolina at Charlotte
College of Health and Human Services
School of Nursing
Western Carolina University
College of Health and Human Services
School of Nursing
Doctor of Nursing Practice (DNP)

Course Number: NUDN 8150/NSG 815

Course Title: Healthcare Program Evaluation and Quality

Course Credit: 3 graduate semester hours

Day/Time, Location: Day/Time: TBA. Location: UNC Charlotte Campus

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Catalog Description:

This is an evaluation research course in healthcare settings. Emphasis is on conceptual, methodological, organizational, political, and ethical considerations in evaluating health care programs. *(Fall, UNC Charlotte Campus)*

Pre-requisites and/or Co requisites: none

Course Objectives:

1. Identify quality and outcome indicators in a variety of healthcare settings.
2. Evaluate methods appropriate for program design.
3. Analyze and interpret data related to project goal.
4. Implement program evaluation in their advanced practice clinical setting.
5. Disseminate program quality and evaluation findings to stakeholders.

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to

notify the instructor in case of a conflict or emergency prior to class. More than two absences during the semester will bring your letter grade down by one letter grade.

- **Cell phone use:** Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the “silent” mode.
- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Students will engage in readings, individual and group work, one exam, and a final evaluation project which will be presented to the class. All students are expected to contribute in a meaningful way to team efforts.

Required Texts:

- Fink, A. (2004). *Evaluation Fundamentals: Insights into the Outcomes, Effectiveness, and Quality of Health Programs*, 2nd Edition. Newbury Park, CA: Sage Publications.
- Kane, R.L. (2006). *Understanding Health Care Outcomes Research*, 2nd Edition. Boston, MA: Jones and Bartlett.

Evaluation Methods:

- | | |
|--------------------------------------|-----|
| • Midterm Exam | 20% |
| • 2 Case Study Analyses | 20% |
| • Final Evaluation Paper | 30% |
| • Presentation | 20% |
| • Participation in group discussions | 10% |

Grade Scale:

A = 90-100%
 B = 80 - 89%
 C = 70 - 79%
 U = below 70%

Topical/Unit Outline:

1. Introduction to Program Evaluation and Quality
2. Evaluation questions and standards of effectiveness
3. Designing program evaluations
4. Sampling
5. Collecting information: the right sources
6. Quality
7. Evaluation measures
8. Managing evaluation data
9. Analyzing evaluation data
10. Analyzing evaluation data continued

11. Evaluation reports

UNCC UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES**University Policies:****Code of Student Responsibility:**

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Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html> .

Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person’s words or ideas without giving them credit – in other words, stealing that person’s work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person’s work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

It is your job to ask your teacher if you have any questions about how to cite a source.

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Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 3 credit hour didactic course requires three hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

UNCC strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the UNCC Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNCC Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester (<http://legal.uncc.edu/policies/ps-134.html>). The census date for each semester (typically the tenth day of instruction) can be found in UNCC's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

Western Carolina University
College of Health and Human Sciences
School of Nursing
University of North Carolina at Charlotte
College of Health and Human Services
School of Nursing
Doctor of Nursing Practice (DNP)

Course Number: NSG 817/NUDN 8147

Course Title: Applied Biostatistics

Course Credit: 3 graduate semester hours

Day/Time, Location: Day/Time: TBA. Location: Western Carolina University Campus

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Catalog Description:

This course emphasizes statistical literacy and develops critical statistical thinking. Students analyze data sets and communicate statistical results in a concise, cohesive and readable manner. (*Spring, Western Carolina Campus*)

Pre-requisites and/or Co requisites: none

Course Objectives:

Upon completion of this course, the student will be able to:

1. Evaluate the assumptions for statistical inference.
2. Demonstrate competence in utilization of one statistical software package.
3. Apply appropriate statistical tests to analyze data sets.
4. Communicate statistical results using appropriate graphics, tables and charts.

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. More than two absences during the semester will bring your letter grade down by one letter grade.
- **Cell phone use:** Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the "silent" mode.
- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Students will engage in weekly readings, individual and group work, two exams, and will be expected to participate in classroom discussion. All students are expected to contribute in a meaningful way to team efforts.

Required Texts:

- Le, C.T. (2009). *Health and numbers: A problem-based introduction to biostatistics*. Hoboken, NJ: John Wiley and Son, Inc.
- Dawson, B., & Trapp, R.G. (2004). *Basic and Clinical Biostatistics, 4th Edition*. New York, NY: McGraw-Hill Companies, Inc.

Evaluation Methods:

- | | |
|--------------------------------------|-----|
| • Problem solving exercises (4) | 40% |
| • Midterm Exam | 25% |
| • Participation in group discussions | 10% |
| • Final Exam | 25% |

Grade Scale:

A = 90-100%
 B = 80 - 89%
 C = 70 - 79%
 U = below 70%

Topical/Unit Outline:

1. Introduction to Biostatistics
2. Study Designs in Medical Research
3. Proportion, rates, and ratios
4. Organization, summarization, and presentation of data
5. Probability and probability models
6. Research Questions
7. Confidence estimation

8. **Midterm Exam**
9. Introduction to hypothesis testing
10. Analysis of categorical data
11. Comparison of population means
12. Regression analysis
13. Statistical Methods for Multiple Variables
14. Survey Research
15. Methods of Evidence-Based Medicine
16. **Final Exam**

UNCC UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

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Academic Integrity:

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the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 3 credit hour didactic course requires three hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/up-501>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

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University of North Carolina at Charlotte

College of Health and Human Services

School of Nursing

Western Carolina University

Health and Human Services

School of Nursing

Doctor of Nursing Practice (DNP)

Course Number: NUDN 8442 or NSG 884

Course Title: Clinical Residency and Project Development II

Course Credit: 2 graduate semester hours/120 clinical hours

Day/Time, Location: Individually arranged by UNC Charlotte (UNCC) SON faculty.

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Catalog Description:

This course builds on Clinical Residency and Project Development I with a focus on project planning and translation of new knowledge into practice. *(Spring, 120 Clinical hours individually arranged)*

Pre or Corequisite: NUDN 8441 or NSG 883 Clinical Residency and Project Development I

Course Objectives:

Upon completion of this course, the student will be able to:

1. Utilize basic program planning skills (risk analysis, timeline development, stakeholder communication and responsibility assignment) in developing the DNP project.
2. Apply peer critiquing skills.
3. Provides leadership for intra-professional teams in the translation of new knowledge for practice improvement initiatives.
4. Apply ethical, scientific and legal principles for protection of human subjects.
5. Completion of all university requirements for doctoral candidacy.

Course Policies:

- **Attendance** at all scheduled clinical times is required unless the mentor and instructor are notified of your absence due to illness. A student who misses scheduled residency experiences three consecutive times will be dropped from the course. The following are grounds for receiving a reduced grade related to attendance in a residency:
 - Unexcused absences or absences from clinical in which the mentor and clinical faculty are not notified.
 - Arriving late for clinical, or leaving clinical early without properly notifying preceptor.
 - Failure to negotiate a clinical schedule that fits the mentor's schedule i.e. making the mentor's schedule fit the student's schedule.
- **Adherence to all Policies cited in the DNP Handbook.** Students are expected to adhere to all policies and timelines in the DNP Handbook. Failure to adhere to Handbook Policies may result in a failing course grade.
- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies: Students will engage in readings, lead discussion of a selected topic, strengthen peer critiquing skills, and develop a first draft of proposal for project change project.

Required Texts:

- Chism, L.A. (2010). *The Doctor of Nursing Practice: A guidebook for role development and professional issues*. Sudbury, MA: Jones and Bartlett.
- Zaccagnini, M.E. & White, K.W. (2010) *The Doctor of Nursing Practice essentials: A new model for advanced practice nursing*. Sudbury, MA: Jones and Bartlett.

Evaluation Methods:

- | | |
|--|-----|
| • Presentation/Lead Discussion | 30% |
| • Participation in group discussions | 30% |
| • Peer critique of evaluation plans and change projects | 5% |
| • Paper(s) | 30% |
| • Completion of university requirements for doctoral candidacy | 5% |

Grade Scale:

A = 90-100%
 B = 80 - 89%
 C = 70 - 79%
 U = below 70%

Topical/Unit Outline:

1. Complete and review literature searches and synthesize findings related to project.
2. Design a change project including a detailed, specific evaluation plan for the change project.
3. Identify possible tools for measurement of DNP project objectives.
4. Complete a draft of the following DNP Project elements.
 - a. Project activities
 - b. Project timeline
 - c. Required resources
 - d. Preliminary budget
5. Effective professional presentations for various audiences
6. Utilize presentation feedback from several sources
7. Critique content and style of presentations using published criteria
8. DNP Proposal DRAFT 1 Peer critique of DNP Proposal
9. DNP Proposal DRAFT 2 (incorporate “paper critique” feedback)
10. Final DNP Proposal due (incorporate “presentation” feedback)
11. Present project to faculty for approval to proceed.
12. Show evidence of CITI training.
13. Submit project proposal to IRB.
14. Successful completion of all university requirements for doctoral candidacy.

UNCC UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES**University Policies:****Code of Student Responsibility:**

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lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

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Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 2 credit hour Clinical Residency requires eight hours of indirect faculty instruction for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and clinical logs.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/up-501>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

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[Form](#) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/up-409>. The census date for each semester (typically the tenth day of instruction) can be found in UNCC's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>) .

The student is responsible for complying with requirements in affiliation agreements affecting student in clinical setting experiences.

*If there is a disaster (i.e., fire, bomb threat) or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to **[Name of Contact Faculty]**.*

University of North Carolina at Charlotte

College of Health and Human Services

School of Nursing

Western Carolina University

College of Health and Human Sciences

Doctor of Nursing Practice (DNP)

Course Number: NUDN 8202/NSG 802 Cross-listed as HLTH 6202 @ UNC Charlotte

Course Title: Community Epidemiology

Course Credit: 3 graduate semester hours

Day/Time, Location: Day/Time: This course is 100% online through UNC Charlotte (UNCC). Assignment due dates are stated on the course outline and are to be due on the day and time as designated by the faculty. Location: UNCC

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Course Description:

Cross-listed as HLTH 6202. This course introduces students to practice and applications of epidemiology principles and methods of epidemiology as they relate to occurrence of diseases and other health conditions in human population. This course will provide an overview of basic concepts including study designs, implementation, analysis and interpretation of epidemiological studies. (*Summer, Online, UNCC*)

Pre-requisites and/or Co requisites: Prerequisite: None.

Required Text

Essentials of Epidemiology in Public Health by Ann Aschengrau and George R. Seage III

ISBN-13: 978-0-7637-4025-2

Course Objectives

Upon completion of this course, students will be able to:

1. Describe a public health problem in terms of magnitude, person, place, and time.

2. Describe how social, behavioral, environmental, and biological factors contribute to health outcomes.
3. Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.
4. Draw appropriate inferences from epidemiologic text, tables and figures based on calculations of basic epidemiology measures (incidence, prevalence and mortality rates)
5. Critique the design, analysis, and findings of epidemiologic studies, various study designs, and explain how they can inform professional practice.
6. Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues and recommendations about health policy.
7. Communicate epidemiologic findings and interpretations to lay and professional audiences.
8. Describe the steps of public health investigation and surveillance.
9. Discuss how surveillance data can be used to identify and characterize public health problems and monitor control measures.

Course Policies

- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.
- **Groups:** All group assignments are to be completed as a group and group members must contribute equally. Please remember that claiming contribution to group projects in which you have completed little to no work is considered a violation of the Code of Student Academic Integrity.
- **Format for writing papers:** All papers are expected to follow APA format.
- **Late assignments:** Unless an emergency situation arises, late assignments are not accepted. The definition of an emergency will be determined at the sole discretion of the instructor.
- **Missed exams:** Unless prior arrangements are made or an emergency situation arises, there are no makeup exams. The definition of an emergency will be determined at the sole discretion of the instructor.

Teaching Strategies:

Students will engage in weekly readings, case studied, individual and group work, two exams, and will be expected to participate in discussion groups and presentations. All students are expected to contribute in a meaningful way to team efforts.

Evaluation Methods:

- | | |
|--------------------------------------|-----|
| • Case Study | 15% |
| • Popular Media Project | 25% |
| • Midterm Exam | 25% |
| • Participation in group discussions | 10% |
| • Final Exam | 25% |

Grade Scale:

- A = 90-100%
- B = 80 - 89%
- C = 70 - 79%
- U = below 70%

Topical/Unit Outline

1. Definitions related to epidemiology.
2. Sources of public health data.
3. Study designs and measures of disease frequency and association.
4. Complete an assigned online CDC case study module
5. Causation, Standardization, and Case-control studies
6. Cohort studies and Validity
7. **Midterm Exam**
8. Effect modification
9. Critique of epidemiological studies: stratified analysis, screening, sample size, power, and experimental studies
10. Ethical considerations in screening and communicating public health and risk information.
11. PowerPoint critique about a public health topic from popular and professional literature perspectives.
12. **Final Exam**

UNCC UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Policies:

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It is your job to ask your teacher if you have any questions about how to cite a source.

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Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 3 credit hour didactic course requires three hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs:

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University of North Carolina at Charlotte

College of Health and Human Services

School of Nursing

Western Carolina

College of Human Sciences

School of Nursing

Doctor of Nursing Practice (DNP)

Course Number: NUDN 8160/NSG 816

Course Title: **Global Health and Social Justice**

Course Credit: 3 graduate semester hours

Day/Time, Location: Day/Time: TBA. Location: UNC Charlotte Campus

Campus

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Catalog Description:

This course includes an interdisciplinary human rights and social justice perspective of contemporary issues, problems and controversies that effect social, economic, political and environmental global health. *(Summer online)*

Pre-requisites and/or Co requisites: none

Course Objectives:

Upon completion of this course, the student will be able to:

1. Analyze social cultural ecological, biological, historical, political and economical factors affecting global health disparities.
2. Utilize theoretical frameworks to analyze policy issues related to global health and social justice.
3. Evaluate how sources of information influence development of global health policy. Explain how interdisciplinary collaboration can address global health challenges.
4. Discuss how advances in technology can be applied to reduce health disparities.

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. For any synchronous class times, please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. Participation in Discussion Boards is required. Skipping more than two Discussion Board Assignments will bring the course grade down by one letter.
- **Cell phone use:** Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during the synchronous class time!
- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Students will engage in readings, individual and group work, computer and web assisted instruction, and online class discussion. One exam and one final Global Health paper will be completed. All students are expected to contribute in a meaningful way to team efforts.

Required Texts:

- Holtz, C. (2008). *Global Health Care: Issues and Policies*. Sudbury, MA: Jones and Bartlett, Inc.

Evaluation Methods:

- | | |
|---|-----|
| • Midterm Exam | 25% |
| • 2 Case Study Analyses | 20% |
| • Final Paper | 25% |
| • Critical thinking exercises/problem solving exercises | 20% |
| • Participation in group discussions | 10% |

Grade Scale:

A = 90-100%
 B = 80 - 89%
 C = 70 - 79%
 U = below 70%

Topical/Unit Outline:

1. Global Health in Developed Countries
2. Global Health in Developing Countries
3. Global Perspectives on Economics and Healthcare
4. Global Perspectives on Health Policy
5. Global Health Research Methods
6. International Research Ethics
7. Infectious Disease from Global Perspective
8. **Midterm Exam**
9. Use of Complementary and Alternative Medicine

10. Global Perspectives on Selected Diseases
11. Global Perspectives on Nutrition & Violence, Injury and Occupational Health
12. Global Perspectives on Mental Health & Environmental Health
13. Lifespan: Global Health in Reproduction, Infants, and Children
14. Lifespan: Global Health of the Older Adult
15. Global Health: International Comparison
16. **Final Paper Due**

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the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 3 credit hour didactic course requires three hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs:

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Western Carolina University
College of Health and Human Services
School of Nursing
University of North Carolina at Charlotte
College of Health and Human Services
School of Nursing
Doctor of Nursing Practice (DNP)

Course Number: NSG 822/NUDN 8220

Course Title: Health Care Policy and Ethics

Course Credit: 3 graduate semester hours

Day/Time, Location: Day/Time: TBA. Location: Western Carolina University Campus

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Catalog Description:

The course examines healthcare policy development strategies including the analysis of variables impacting policy implementation (e.g. politics and ethics). *(Fall Western Carolina Campus).*

Pre-requisites and/or Co requisites: None

Course Objectives:

1. Discuss variables (local, state and national) that influence healthcare policy and ethics in the clinical setting.
2. Analyze factors in the clinical setting that impact health policy development and implementation.
3. Analyze an existing healthcare policy and ethical implications relevant to a selected population focus.
4. Propose a modification to selected healthcare policy.
5. Explain how the effectiveness of the modified healthcare policy can be implemented in the population of focus.

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. More than two absences during the semester will bring your letter grade down by one letter grade.
- **Cell phone use:** Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the "silent" mode.
- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Students will prepare two brief policy presentations, will take two exams, and will prepare one final paper project. All students are expected to contribute in a meaningful way to class discussion and team efforts.

Required Texts:

Mason, D.J., Leavitt, J.K., Chaffee, M.W. (2012). *Policy and politics in nursing and health care, 5th Edition*. Elsevier.

Evaluation Methods:

- | | |
|---|-----|
| • Midterm Exam | 25% |
| • Policy Paper | 25% |
| • Final Exam | 25% |
| • Current Event/Policy Presentation (2) | 15% |
| • Participation in group discussions | 10% |

Grade Scale:

- A = 90-100%
- B = 80 - 89%
- C = 70 - 79%
- U = below 70%

Topical/Unit Outline:

1. Introduction to policy and politics & the History of nursing policy
2. Policy development and analysis & Political strategies
3. Communicating policy & Conflict management
4. Coalitions & Special Interest Groups
5. Research as a political tool & Politics of Nursing Research
6. The role of media & Political Appointments
7. Health economics & Health care financing
- 8. Midterm**
9. The organization and delivery of health care & Contemporary Issues in the health care workplace

10. Contemporary Issues & the Politics of the nursing workforce
11. Creating change & Collective Action
12. Legislative and Regulatory processes & Nursing and the Courts
13. Local, State, and Federal Government
14. Professional Organizations & Lobbying
15. Communities and Change & the Future of Advanced Practice Nursing
16. **Final Exam**

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Course Credit Workload:

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Western Carolina University
College of Health and Human Sciences
School of Nursing
University of North Carolina at Charlotte
College of Health and Human Services
School of Nursing
Doctor of Nursing Practice (DNP)

Course Number: NSG 823/NUDN 8230

Course Title: Economic and Financial Aspects of Healthcare Systems

Course Credit: 3 graduate semester hours

Day/Time, Location: Day/Time: TBA. Location: Western Carolina University Campus

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Catalog Description: This course explores the study of financial and business factors related to health care delivery systems and advanced practice nursing. *(Fall Western Carolina Campus)*

Pre-requisites and/or Co requisites: None

Course Objectives:

At the completion of this course the student will be able to:

1. Read, interpret and communicate key financial information.
2. Integrate financial analysis into leadership decision-making utilizing key drivers of revenues and costs
3. Identify key factors that impact the rising health care costs and approaches to controlling the costs.
4. Identify the history, theory, and characteristics of the major types of payment systems in the US.

Course Policies:

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- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Students will engage in individual problem solving exercises and group case study analyses. One exam will be given midterm and one final financial plan project will be completed at the end of the semester. Weekly participation in classroom discussion is mandatory and all students are expected to contribute in a meaningful way to team efforts.

Required Texts:

- Dunham-Taylor, J. & Pinczuk, J.Z. (2010). *Financial management for nurse managers: Merging the heart with the dollar, 2nd Edition.*

Evaluation Methods:

- | | |
|---|-----|
| • Midterm Exam | 25% |
| • Case Study Analyses, group (2) | 20% |
| • Financial Plan - Paper | 25% |
| • Problem solving exercises, individual (2) | 20% |
| • Participation in group discussions | 10% |

Grade Scale:

A = 90-100%
 B = 80 - 89%
 C = 70 - 79%
 U = below 70%

Topical/Unit Outline:

1. Essentials for Financial Viability
2. Providing Value-Based Services
3. Workload Management
4. Ethics in Nursing Administration

5. Legal Issues
6. Health care and the Economy
7. Economics
8. **Midterm Exam**
9. Budget Principles
10. Budget Development and Variance
11. Reimbursement vs. Cost of Service
12. Budget Strategies
13. Case Management
14. Accounting
15. Financial Analysis
16. **Final Paper due** – Financial Plan

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Diversity Statement:

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University of North Carolina at Charlotte
College of Health and Human Services
School of Nursing
Western Carolina University
College of Health and Human Sciences
School of Nursing
Doctor of Nursing Practice (DNP)

Course Number: NUDN 8443 or NSG 885

Course Title: Clinical Residency and Project Development III

Course Credit: 3 graduate semester hours/180 clinical hours

Day/Time, Location: Individually arranged by UNCC SON faculty.

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Catalog Description:

This course builds upon knowledge gained in Clinical Residency and Project Development I and II. The student implements the clinical project in the practice setting. *(Fall, 180 Clinical hours individually arranged).*

Pre-requisites: NUDN 8441 and 8442 (Clinical Residency and Project Development I and II); Approval of IRB to precede with DNP project; and Doctoral Candidacy.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Implement approved DNP project in a practice setting
2. Utilize appropriate measurement tools for project implementation.
3. Develop and refine electronic data management system for evaluation of practice innovation.
4. Incorporate feedback from intra-professional team, faculty and mentor during project implementation.

Course Policies:

- **Attendance** at all scheduled clinical times is required unless the mentor and instructor are notified of your absence due to illness. A student who misses scheduled residency experiences three consecutive times will be dropped from the course. The following are grounds for receiving a reduced grade related to attendance in a residency:
 - Unexcused absences or absences from clinical in which the mentor and clinical faculty are not notified.
 - Arriving late for clinical, or leaving clinical early without properly notifying preceptor.
 - Failure to negotiate a clinical schedule that fits the mentor's schedule i.e. making the mentor's schedule fit the student's schedule.
- **Adherence to all Policies cited in the DNP Handbook.** Students are expected to adhere to all policies and timelines in the DNP Handbook. Failure to adhere to Handbook Policies may result in a failing course grade.
- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Students will engage in readings, group discussions, and professional presentations; students will also strengthen peer critiquing skills and develop a final DNP project proposal.

Required Texts:

- Chism, L.A. (2010). *The Doctor of Nursing Practice: A guidebook for role development and professional issues*. Sudbury, MA: Jones and Bartlett.
- Zaccagnini, M.E. & White, K.W. (2010) *The Doctor of Nursing Practice essentials: A new model for advanced practice nursing*. Sudbury, MA: Jones and Bartlett.

Evaluation Methods:

- | | |
|--------------------------------------|-----|
| • Participation in group discussions | 30% |
| • Presentation | 20% |
| • Peer critique(s) | 15% |
| • Implementation of Project | 30% |
| • Admission of candidacy form | 5 % |

Grade Scale:

- A = 90-100%
- B = 80 - 89%
- C = 70 - 79%
- U = below 70%

Topical/Unit Outline:

1. How to effectively implement a DNP project
2. Develop an Implementation Plan
3. Implement DNP project
4. Intra-professional Collaboration

UNCC UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Policies:

Code of Student Responsibility:

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Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 3 credit hour Clinical Residency requires eight hours of indirect faculty instruction for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and clinical logs.

Special Needs:

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The student is responsible for complying with requirements in affiliation agreements affecting student in clinical setting experiences.

*If there is a disaster (i.e., fire, bomb threat) or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to **[Name of Contact Faculty]**.*

University of North Carolina at Charlotte

College of Health and Human Services

School of Nursing

Western Carolina

College of Human Sciences

School of Nursing

Doctor of Nursing Practice (DNP)

Course Number: NUDN 8260/NSG 826

Course Title: Leadership and Health Care Systems

Course Credit: 3 graduate semester hours

Day/Time, Location: Day/Time: TBA. Location: UNC Charlotte Campus

Faculty: Name: TBA
Office Location and Hours:
Telephone and email:

Catalog Description:

This course will examine challenges, and political issues impacting strategies for organizational design to promote communication, collaboration, conflict management, power sharing and innovation. *(Spring, UNC Charlotte Campus)*

Pre-requisites and/or Co requisites: none

Course Objectives:

1. Apply theories of leadership to their vision of healthcare delivery.
2. Apply theories of organizational design to support communication and productive behavior among interdisciplinary teams.
3. Demonstrate reflective awareness of personal leadership qualities and strategies to expand and capitalize on them.
4. Discuss strategies to create a practice environment that promotes and sustains evidence-based clinical and administrative decision-making.
5. Demonstrate skills based on implementation science to affect change.
6. Apply principles for organizing and writing effective reports and proposals.

Course Policies:

- **Attendance:** Attendance is integral to course learning and objectives. For any synchronous class times, please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. Participation in Discussion Boards is required. Skipping more than two Discussion Board Assignments will bring the course grade down by one letter.
- **Cell phone use:** Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during the synchronous class time!
- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Students will engage in readings, individual and group work, one exam, and a final evaluation project which will be presented to the class. All students are expected to contribute in a meaningful way to team efforts.

Required Texts:

- Porter-O'Grady, T.P. & Malloch, K. (2007). *Quantum leadership: A resource for health care innovation*. Sudbury, MA: Jones and Bartlett.
- Rousell, L. & Swansburg, R.C. (2009). *Management and Leadership for Nurse Administrators, 5th Edition*. Sudbury, MA: Jones and Bartlett.

Evaluation Methods:

Midterm Exam	25%
2 Case Study Analyses	20%
Final Project	25%
Critical thinking exercises/problem solving exercises	20%
Class participation	10%

Grade Scale:

A = 90-100%
B = 80 - 89%
C = 70 - 79%
U = below 70%

Topical/Unit Outline:

1. Introduction to Leadership
2. Concepts, Theories and Principles guiding Professional Practice
3. Managing Conflict & Crisis Management
4. Ethical Nursing Leadership & Strategies to facilitate Willingness
5. Change, Complexity, and Creativity
6. Vulnerability and Risk Taking
7. Innovation Leadership & Emotional Competence

8. **Midterm Exam**
9. Organizational Structure and Management
10. Human Resource Development & Staffing and Scheduling
11. Risk Management & Legal Issues
12. Tools for Evaluating Operations and Care Delivery Systems
13. Performance Appraisal & Quality Management
14. Transformational Leadership and Evidence Based Management
15. Managing a Culturally Diverse Workforce & Becoming a Living Leader
16. **Final Project**

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Course Credit Workload:

This 3 credit hour didactic course requires three hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs:

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University of North Carolina at Charlotte

College of Health and Human Services

School of Nursing

Western Carolina

College of Human Sciences

School of Nursing

Doctor of Nursing Practice (DNP)

Course Number: NUDN 8270/NSG 827

Course Title: **Communication and Technology for Transforming Healthcare**

Course Credit: 3 graduate semester hours

Day/Time, Location: Day/Time: TBA. Location: UNC Charlotte Campus

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Faculty: TBA

Catalog Description:

This course provides opportunities to explore current theories/practices in information systems and health communication and development of innovative strategies for using emerging information and communication technologies in patient care and inter-professional collaboration. *(Spring, UNC Charlotte Campus)*

Pre-requisites and/or Co requisites: none

Course Objectives

1. Synthesize principles of innovation, nursing science, and evidence-based practice to appraise the utility of information and communication technologies in clinical practice.
2. Evaluate existing and emerging information technologies for their potential to facilitate evidence-based practice.
3. Evaluate existing and emerging communication technologies for their potential to enhance

health promotions targeting individuals, small groups, and populations.

4. Evaluate methods to test prototype information and communication technologies for potential integration into clinical practice.
5. Evaluate the ethical challenges associated with integrating information and communication technologies into evidence based practice.
6. Participate as the clinical expert in the design of future information and communication technologies to enhance evidence-based practice and collaboration among patients, providers, and inter-professional work-groups.

Teaching Strategies:

Students will engage in readings, individual and group work, one exam, and a final Informatics project which will be presented to the class. All students are expected to contribute in a meaningful way to team efforts.

Required Texts:

- McGonigle, D. & Mastrian, K. (2009). *Nursing informatics and the foundation of knowledge*. Sudbury, MA: Jones and Bartlett, Inc.

Evaluation Methods:

- | | |
|---|-----|
| • Midterm Exam | 25% |
| • 2 Case Study Analyses | 20% |
| • Final Paper/Project | 25% |
| • Critical thinking exercises/problem solving exercises | 20% |
| • Participation in group discussions | 10% |

Grade Scale:

A = 90-100%
 B = 80 - 89%
 C = 70 - 79%
 U = below 70%

Topical/Unit Outline:

1. Introduction to Information Systems
2. Computer Science and the Foundation of Knowledge Model
3. Introduction to Cognitive Science
4. Nursing Informatics & Standardized Terminology
5. Clinical Data mining and Management
6. Nursing Informatics Application
7. Medical Home Model
8. HIPPA and ethical issues
9. Securing Information in a Network
10. Supporting Consumer Information and Education Needs

11. The Electronic Health Record
12. Tele-nursing
13. Using Technology to Promote Community Health
14. The Future of Nursing Informatics

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Course Credit Workload:

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Special Needs:

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University of North Carolina at Charlotte

College of Health and Human Services

School of Nursing

Western Carolina University

College of Health and Human Sciences

School of Nursing

Doctor of Nursing Practice (DNP)

Course Number: NUDN 8444 or NSG 886

Course Title: Clinical Residency and Project Development IV

Course Credit: 2 graduate semester hours/120 clinical hours

Day/Time, Location: Individually arranged by UNC Charlotte (UNCC) SON faculty.

Faculty: Name: TBA

Office Location and Hours:

Telephone and email:

Catalog Description:

This course provides a culmination of Clinical Residency and Project Development I, II, and III. The DNP student evaluates the outcomes and impact of the project and disseminates the findings.

Pre-requisites: NUDN 8441, NUDN 8442, NUDN 8443 or NSG 883, NSG 884, NSG 885 (Clinical Residency and Project Development I, II, and III).

Course Objectives:

Upon completion of this course, the student will be able to:

1. Synthesize the effect of project knowledge translation on health outcomes for the practice setting.
2. Disseminates evidence of project outcomes to diverse audiences using multiple modalities
3. Develops a plan for sustainability for practice change.

Course Policies:

- **Attendance** at all scheduled clinical times is required unless the mentor and instructor are notified of your absence due to illness. A student who misses scheduled residency experiences three consecutive times will be dropped from the course. The following are grounds for receiving a reduced grade related to attendance in a residency:
 - Unexcused absences or absences from clinical in which the mentor and clinical faculty are not notified.
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 - Failure to negotiate a clinical schedule that fits the mentor's schedule i.e. making the mentor's schedule fit the student's schedule.
- **Adherence to all Policies cited in the DNP Handbook.** Students are expected to adhere to all policies and timelines in the DNP Handbook. Failure to adhere to Handbook Policies may result in a failing course grade.
- **Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies: Students will engage in readings, lead discussion of a selected topic, strengthen peer critiquing skills, and develop an Implementation Plan for the DNP Project.

Required Texts:

- Chism, L.A. (2010). *The Doctor of Nursing Practice: A guidebook for role development and professional issues*. Sudbury, MA: Jones and Bartlett.
- Zaccagnini, M.E. & White, K.W. (2010) *The Doctor of Nursing Practice essentials: A new model for advanced practice nursing*. Sudbury, MA: Jones and Bartlett.

Evaluation Methods:

- | | |
|--------------------------------------|-----|
| • Participation in group discussions | 30% |
| • Lead Discussion | 30% |
| • Presentation of Paper | 10% |
| • Paper | 30% |

Grade Scale:

A = 90-100%
 B = 80 - 89%
 C = 70 - 79%
 U = below 70%

Topical/Unit Outline:

1. Submit draft of manuscript
2. Incorporate feedback from faculty on manuscript
3. Submit a scholarly manuscript to peer reviewed journal
4. Oral defense of project to faculty
5. Emerging Roles for the DNP (Zaccagnini)
6. Traditional Advanced Practice Roles for the DNP (Zaccagnini)
7. The Dr. Nurse: Overcoming Title Issues (Chism)
8. Leadership, Collaboration, and the DNP Graduate (Chism)
9. The DNP Graduate as Educator (Chism)
10. Educating others about the DNP degree (Chism)
11. The Future of Nursing Education and Healthcare Delivery (Chism):

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Course Credit Workload:

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The student is responsible for complying with requirements in affiliation agreements affecting student in clinical setting experiences.

*If there is a disaster (i.e., fire, bomb threat) or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to **[Name of Contact Faculty]**.*

University of North Carolina at Charlotte

College of Health and Human Services

School of Nursing

Western Carolina University

Health and Human Services

School of Nursing

Doctor of Nursing Practice (DNP)

Course Number: NUDN 8441 or NSG 883

Course Title: Clinical Residency and Project Development I

Course Credit: 2 graduate semester hours/120 clinical hours.

Day/Time, Location: Individually arranged by UNC Charlotte SON faculty.

Faculty: Name: TBA
Office Location and Hours:
Telephone and email:

Catalog Description:

This course is the first of a four course series that results in a scholarly DNP project. Students negotiate learning objectives with the course instructor for the practicum. (Fall, 120 Clinical hours individually arranged).

Pre-requisites and/or Co requisites: NUDN 8140/NSG 814

Course Objectives:

Upon completion of this course, the student will be able to:

1. Apply advanced nursing knowledge and theories within a focus of practice that results in a scholarly project.
2. Develop a problem statement and rationale for the DNP project
3. Compose measurable, pertinent, time specific objectives, differentiating process and outcome objectives central to your DNP project
4. Complete a preliminary draft of the following DNP project elements:
5. Problem statement and rationale (PICO Question)
6. Objectives and measurable outcomes
Develop peer critiquing skills

Identify a clinical mentor and develop a clinical contract that reflects specialty specific competencies.

Course Policies:

- Attendance at all scheduled clinical times is required unless the mentor and instructor are notified of your absence due to illness. A student who misses scheduled residency experiences three consecutive times will be dropped from the course. The following are grounds for receiving a reduced grade related to attendance in a residency:
- Unexcused absences or absences from clinical in which the mentor and clinical faculty are not notified.
- Arriving late for clinical, or leaving clinical early without properly notifying preceptor.
- Failure to negotiate a clinical schedule that fits the mentor's schedule i.e. making the mentor's schedule fit the student's schedule.
- Adherence to all Policies cited in the DNP Handbook. Students are expected to adhere to all policies and timelines in the DNP Handbook. Failure to adhere to Handbook Policies may result in a failing course grade.
- Syllabus Subject to Change: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies: Students will engage in readings, lead discussion of a selected topic, and prepare a preliminary draft of the following DNP project elements: 1) Problem statement and rationale and 2) Objectives.

Required Texts:

Chism, L.A. (2010). *The Doctor of Nursing Practice: A guidebook for role development and professional issues*. Sudbury, MA: Jones and Bartlett.

Zaccagnini, M.E. & White, K.W. (2010) *The Doctor of Nursing Practice essentials: A new model for advanced practice nursing*. Sudbury, MA: Jones and Bartlett.

Evaluation Methods:

Presentation/Lead Discussion	30%
Participation in group discussions	30%
Presentation of Paper draft	10%
Paper (DNP Project preliminary draft)	30%

Grade Scale:

A = 90-100%

B = 80 - 89%

C = 70 - 79%

U = below 70%

Topical/Unit Outline:

1. Template for the DNP Scholarly Project (Zaccagnini)
2. Discuss and develop the following components of the Project:
3. Nature of the problem and problem identification
4. Abbreviated literature review to support the choice of the problem
5. Significance of the problem
6. PICO question

Theoretical Framework to guide project

- Discuss and develop DNP Objectives and Project Objectives
- Discuss Process Model (Zaccagnini)
- DNP graduate as Expert Clinician (Chism)
- Review clinical specific competencies and mentor
- Develop clinical contract
- Submit DNP project preliminary draft

UNC CHARLOTTE UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES**University Policies:****Code of Student Responsibility:**

“The UNC Charlotte Code of Student Responsibility (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: <http://legal.uncc.edu/policies/up-406>

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>

Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person’s words or ideas without giving them credit – in other words, stealing that person’s work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person’s work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information)

It is your job to ask your teacher if you have any questions about how to cite a source.

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member that considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 2 credit hour Clinical Residency requires eight hours of indirect faculty instruction for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and clinical logs.

Special Needs: If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/up-501>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/up-501>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

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Western Carolina University
College of Health and Human Sciences
School of Nursing
University of North Carolina at Charlotte
College of Health and Human Services
School of Nursing
Doctor of Nursing Practice (DNP)

Course Number: NSG 818/NUDN 8145

Course Title: Leadership and Project Planning

Course Credit: 3 graduate semester hours

Day/Time, Location: Day/Time: TBA. Location: Western Carolina University Campus

Faculty: Name: TBA
Office Location and Hours:
Telephone and email:

Catalog Description:

This course is an introduction to advanced leadership theories to facilitate management of clinical projects. *(Spring, Western Carolina Campus)*

Pre-requisites and/or Co requisites: None

Course Objectives:

1. Upon completion of this course, the student will be able to:
2. Apply leadership skills to improve healthcare delivery at the local, state and national level.
3. Assess the parameters of an organizational problem and identify appropriate program interventions and outcomes.
4. Integrate project management skills (e.g. time management and prioritizing) into the design of effective service-delivery programs.
5. Incorporate principles of consultation, role modeling and mentoring for transformation in health care delivery.
6. Synthesize the leadership qualities of influencing and relationship-building to lead effective multidisciplinary teams.

Course Policies:

- Attendance: Attendance is integral to course learning and objectives. Please be on time and be prepared to stay for the entire class meeting. It is the student's responsibility to notify the instructor in case of a conflict or emergency prior to class. More than two absences during the semester will bring your letter grade down by one letter grade.
- Cell phone use: Please be respectful of fellow classmates and instructor and do NOT allow any cell phone to ring during class! Texting is also NOT allowed. If expecting an urgent call, please turn the phone to the "silent" mode.
- Syllabus Subject to Change: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Students will be required to take two individual exams, complete one group project, and participate in weekly classroom exercises and discussions. All students are expected to contribute in a meaningful way to team efforts.

Required Texts:

Sare, M.V. & Ogilvie, L. (2010). Strategic planning for nurses: Change management in health care. Sudbury, MA: Jones and Bartlett Publishers.

Hansten, R.I. & Jackson, M. (2009). Clinical delegation skills: A handbook for professional practice, 4th Edition. Sudbury, MA: Jones and Bartlett Publishers.

Swayne, L.E., Duncan, W.J. & Ginter, P.M. (2008). Strategic management of Health Care Organizations (6th Ed.) Blackwell Publishing.

Evaluation Methods:

Midterm Exam	25%
Final	25%
Group Project (Strategic Plan)	20%
Critical thinking exercises/problem-solving exercises	20%
Class Participation	10%

Grade Scale:

A = 90-100%

B = 80 - 89%

C = 70 - 79%

U = below 70%

Topical/Unit Outline:

1. Business Models of Care
2. Strategic Planning in nursing and health care
3. Developing and evaluating delegation strategies

4. Transformational leadership theories in project planning
5. Theoretical basis and effective tools for project management
6. Analyzing the health care environment
7. Communicating the Strategic Plan
8. Complexities and Roadblocks to Planning
9. Strategies for effective intra professional team building and communication

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University Policies:

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It is your job to ask your teacher if you have any questions about how to cite a source.

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The University has a process led by the Chair of the Academic Integrity Board, a faculty member that considers a violation of the Code at a Board Hearing. This hearing can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the violation and other circumstances.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 3 credit hour didactic course requires three hours of direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and group work, and studying for quizzes and exams.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/up-501>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

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Appendix E: Course Offerings

PROGRAM OF STUDY: DNP Post Masters Admission (42 Semester Hours)

FULL-TIME YEAR ONE		
FALL Semester I @ UNCC (8)	SPRING Semester II @ WCU (8)	SUMMER Semester III @ UNCC (9)
<ul style="list-style-type: none"> • NUDN 8140/NSG 814 Foundations and Applications of Evidence Based Practice (3) [Campus] • NUDN 8150/NSG 815 Healthcare Program Evaluation and Quality (3) [Campus] <hr/> <ul style="list-style-type: none"> • NUDN 8441 or NSG 883 Clinical Residency and Project Development I (2) TAUGHT AT EACH UNIVERSITY [Hybrid] (Individual projects directed by faculty at each school) Face to face ORIENTATION @ UNCC 	<ul style="list-style-type: none"> • NSG 818/NUDN 8145 Leadership and Project Planning (3) [Campus] • NSG 817/NUDN8147 Applied Biostatistics (3) [Campus] <hr/> <ul style="list-style-type: none"> • NSG 884 or NUDN 8442 Clinical Residency and Project Development II (2) TAUGHT AT EACH UNIVERSITY [Campus] (Individual projects directed by faculty at each school) Face to face ORIENTATION @ WCU 	<ul style="list-style-type: none"> • HLTH 6202/NSG 802 Community Epidemiology (3) [Online] • NUDN 8160/NSG 816 Global Health & Social Justice (3) • Elective (3) [Online] Elective taken at either university
FULL-TIME YEAR TWO		
FALL Semester IV @ WCU (9)	SPRING Semester V @ UNCC (8)	SUMMER Semester VI
<ul style="list-style-type: none"> • NSG 822/NUDN 8220 Health Care Policy and Ethics (3) [Campus] • NSG 823/NUDN 8230 Economic & Financial Aspects of Healthcare System (3) [Campus] <hr/> <ul style="list-style-type: none"> • NSG 885 or NUDN 8443 Clinical Residency and Project Development III (3) TAUGHT AT EACH UNIVERSITY [Hybrid] (Individual projects directed by faculty at each school) 	<ul style="list-style-type: none"> • NUDN 8260 /NSG 826 Leadership, and Healthcare Systems (3) [Campus] • NUDN 8270/NSG 827 Technology for Communication and Transforming Healthcare (3) [Campus] <hr/> <ul style="list-style-type: none"> • NUDN 8444 or NSG886 Clinical Residency and Project Development IV (2) TAUGHT AT EACH UNIVERSITY [Hybrid] (Individual projects directed by faculty at each school) Project Defense (face to face with Project Committee) 	<p>Could use summer to complete elective and/or finish project.</p>

Didactic Courses taken by all students at UNC Charlotte during Academic Year (12):

- Foundations and Applications of Evidence Based Practice (3)
- Healthcare Program Evaluation and Quality (3)
- Leadership, and Healthcare Systems (3)
- Communication for Technology and Transforming Healthcare (3)

Didactic Courses taken by all students at WCU during Academic Year (12):

- Leadership and Project Planning (3)
- Applied Biostatistics (3)
- Health Care Policy and Ethics (3)
- Economic & Financial Aspects of Healthcare System (3)

Didactic Courses taken by all students at UNC Charlotte during Summer (6):

- Community Epidemiology (3)
- Global Health & Social Justice (3)

Courses taken by only students at admitting campus (9)



Appendix F: Consultation on Library Holdings

J. Murrey Atkins Library

Consultation on Library Holdings

To: Dr. Dee Baldwin, Director of School of Nursing

From: Barbara Tierney, Interim Health & Human Services Librarian

Date: July 12, 2012

Subject: Creation of a UNC Charlotte Doctor of Nursing Practice program

Summary of Librarian’s Evaluation of Holdings:

Evaluator: Barbara Tierney, Interim Health & Human Services Librarian

Date: July 12, 2012

Check One:

- 1. Holdings are superior
- 2. **Holdings are adequate** **X* See comments**
- 3. Holdings are adequate only if Dept. purchases additional items.
- 4. Holdings are inadequate

Comments:

Interim Health & Human Services Librarian Barbara Tierney has completed a thorough evaluation of Atkins Library resources with regard to databases and indexes, print resources, and journals that are relevant to the Doctor of Nursing Practice program. Ms. Tierney finds that the Library has adequate resources to support this new program. Please see the following Summary Tables for detailed library holdings information.

Conclusion:

Atkins Library holdings with regard to databases and indexes, circulating books, and journals are sufficient to support the proposed Doctor of Nursing Practice program. It is suggested that the participating academic departments continue ordering new resources, as they are published, in relevant subject areas.

Evaluator’s Name and Signature :

Barbara Tierney, *Barbara Tierney* Interim Health & Human Services Librarian **Date** July 12, 2012

Appendix G: Consultation with Departments

Dear Gwen,

As Interim Chair of the Department of Public Health Sciences, I have reviewed the syllabus for NUDN8202-NSG 802 and find it equivalent to HLTH 6202. I support cross-listing NUDN8202-NSG 802 in the MSPH course catalogue so that students of either program may take NUDN8202-NSG 802 or HLTH 6202 to meet the community epidemiology requirement.

Vivian

PLEASE NOTE NEW TELEPHONE/FAX NUMBER

Vivian B. Lord, PhD | Interim Chair and Professor

UNC Charlotte | Dept. of Public Health Sciences

9201 University City Blvd. | Charlotte, NC 28223

Phone: 704-687-5682 | Fax: 704-687-6122

vb lord@uncc.edu | [http://www. publichealth.uncc.edu/](http://www.publichealth.uncc.edu/)

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone. Thank you.

Appendix H: External Consultant's Report

UNCC Proposal Review
PBH for JN
Page 1 of 8

CONSULTATION VISIT REPORT
For
University of North Carolina at Charlotte - School of Nursing

February 8, 2009

TO: Dr. Jane Neese
FROM: Dr. Patricia B. Howard
SUBJECT: **University of North Carolina Charlotte (UNCC): Feasibility Study for a Request to Plan a Doctor of Nursing Practice (DNP) Program and Consultation Site visit January 29, 2009**

PROPOSAL

As part of the agreement for my consultation visit at UNCC, I reviewed a feasibility study (hereafter called proposal), for a DNP program at the UNCC School of Nursing (SON). My assumptions about the proposal were that it was/will:

- Based on University and College guidelines for a proposal of this type;
- In early stages of development;
- Developed by a committee who had a designated chair;
- Undergo continued refinement;
- Be vetted by the SON and College Administrator at the UNCC administrators and Graduate School levels once it has SON and College internal approval.

The following summary is outlined using the section categories of the proposal.

DISCUSSION

Justification for the Program & Rationale

The content of the proposal section 1 contains critical information about the evolution of the DNP program. The enclosed proposal copy that this summary is based on contains my reorganization of material and the addition of some important information for the purpose of reinforcing how the DNP model has evolved as well as the widespread acceptance it has received nationally (see pp. 2-8). On page 8, I shifted away from track changes and began to use paragraph notes/comments because sections contained content that I was unable to substantiate or lacked background information about. I will be glad to review these areas in conference calls.

While the overall proposal contains valuable information, it is lengthy and in some areas there is redundant information when compared to content that follows section 1. Recommendations include:

- Compare section 1 with sections that follow and reduce redundancy;
- Clarify your intent by specifying post-baccalaureate or post-master's where indicated; and
- Consider using tables to display and set apart important items like expected program outcomes, curriculum plan (once decided), and community resources.

Curriculum plans were distributed during the site visit; see the Appendix for comments about the plans and a sample plan of a BSN-DNP program offered during semesters of the academic calendar year.

Viability of the Program

There is an excellent opening paragraph in section 2 on page 15 and several paragraphs that follow. Where indicated I suggested that some content might be better in section 1. Again, I strongly recommend use of tables for several content areas because, in general tables are reader friendly and they allow authors to include a lot of information in an organized manner. For example, the faculty scholarship would be impressive in table format. Regardless, it is important to note that the scholarship listing is impressive and reflects that the SON has faculty prepared to teach in a practice doctorate program. Likewise, tables for excellence in practice (P. 21) and service (p.22) might better showcase individual and aggregate faculty outcomes.

Assessment of Student Demand. Assessment of student demand is a very important and an impressive part of the proposal. In addition, the map of the service area, survey population table, specialty interest table and data about the nurse anesthesia demand enhances the written content. The section about DNP and PhD interest is also sound and easy to follow. However, since you propose a DNP program, always emphasize it in your script.

Resources Required. It is understood that this section like others is in developmental stages. In addition, it was more evident in this sub-section that additional information was necessary. For this reason, I made no comments per se in the section. I will however, emphasize the resources in summary comments because I saw those resources while visiting the campus.

Literature Cited. I did not add literature references but if you use data about DNP program growth nationally that I inserted within section 1, the reference is: American Association of Colleges of Nursing. (2009) Doctoral Program in Nursing. Available at (insert web address). Please note that the

data was presented at the doctoral conference; I am enclosing a copy in case you did not get one at the conference.

SITE VISIT OVERVIEW AS RELATED TO PROPOSAL

The environment at UNCC was exceptional in all ways during my January 29 site visit. Access to the community, city resources, social and cultural opportunities, climate and geographic location have much to offer. The campus of UNCC is equally exceptional and far exceeds that in many settings. For example, the buildings are modern and classrooms are outfitted with state-of-the-art equipment that supports preparation of students at the doctoral level. The SON laboratory for clinical course work, classrooms and seating areas for gatherings would complement and enhance any student's learning experience and any faculty's teaching methods. Faculty and administrative offices and conference rooms were bright, well kept and clean. The architecture, art work and furnishings were clearly designed and selected to convey that students, faculty, staff and visitors are valued.

SUMMARY

The proposal developed by faculty at UNCC for a DNP program at the SON contains valuable information that supports the desire to develop a program. Moreover, the interest in developing a DNP program is consistent with recommendations made by nursing and other health care groups beginning in the 1990s. Although the American Association of Colleges of Nursing has asserted leadership in the development and evolution of the model since the late 1990s, the recommendations were based in large part on findings of studies by external groups including but not limited to the *Institute of Medicine*. In addition, although it may be beyond the scope of the proposal, it is important to recognize in discussions that the National Council of State Boards of Nursing, the American Nurses Credentialing Center and the Consensus Task Force composed of many specialty organizations have been involved in this effort as well.

In summary, the committees members who developed the proposal draft have clearly gathered important data and put together a lengthy document that captures elements expected in most proposals of this type. Recommendations are:

- Continue to refine the proposal;
- Confirm that the proposal meets expectation and/or guidelines of UNCC and other levels of review;
- Confirm that current categories and length of the document fit those guidelines.;
- Continue to consider those who will be reading the document and use strategies that may facilitate their review/analysis including:

- Re- organization of material to reduce redundancy ;
- In the final document use of:
 - tables,
 - table of contents,
 - content page including titles and pages of tables, and
 - Executive Summary.

Administrators, faculty and staff were generous with their time both prior to and during the visit. I especially recognize Jane Neese for her prompt responses to my questions at all points along the continuum of the consultation experience and members of the committees for their polite yet probing questions. My experience with everyone that I met was similar and simultaneously questions were related to individual's areas of responsibility. I am not aware of any area that was not discussed; in particular, areas of discussion included curriculum, community of interest, and budgets/resources.

Making decisions about offering programs in this uncertain economic time is beyond the scope of this consultation. However, it is within the scope of my work to comment about feasibility of a DNP program within the context of the on-site visit and proposal review. Give the context, there is no doubt that a DNP program at UNCC would enhance the SON, College and University, be competitive because of the limited number of DNP programs in the State, and would be in keeping with recommendations of many organizations internal and external to the discipline of Nursing and the Academy.

PBH/UNCC/Summary 020809

Enclosures:

- Feasibility Study working copy
- AACN 2009 copy of current DNP programs

APPENDIX I

Sample – 4-Year Full-Time Curriculum Plan**Year 1 - Fall and Spring Semesters**

NUR XXX Specialty Science (3)	NUR XXX Specialty Science (4)
NUR XXX Concepts/Theory/Models (3)	NUR XXX Specialty Science (#)
STA XXX Statistics (3)	NUR XXX Research for APN Practice (3)

Year 2 Fall and Spring Year 2

NURXXX Process of Leadership (3)	NUR XXX APRN/System I (3)
NUR XXX Foundations of EBP (4)	NUR XXX Systems Leadership (3)
NUR XXX Health Policy (3)	NUR XXX Applied Biostats (3)

Year 3 Fall and Spring Year 3

PH XXX Epidemiology (3)	NUR XXX Eval Methods (3)
NUR XXX APRN/System (5)	NUR XXX APRN/Systems (5)
NUR XXX Technology (3)	NUR XXX Econ in HC (3)

Year 4 Fall and Spring

NUR XXX Dynamic Nsg Systems (3)	Capstone Project (xx)*
NUR XXX IRB (1)	
NUR XXX Strategic Analysis for QI (3)	

Comment: Actual courses need to be cross walked with AACN DNP Essentials I- VIII

-
- * Continue Residency through summer year 4 or
 - Increase credits in year 1 and 2 and begin residency in fall of Year 4
-

APPENDIX II
SON Curriculum Plans Review
For
CRNA, FNP, Nurse ExecutivesCRNA

- The nursing core courses (Theory, Research and Statistics are those generally expected at the post-BSN level
- The APN courses for the CRNA are beyond my scope. However, I do not see a general health assessment courses at for the post-BSN curriculum. Unless you are certain or if it is included in a course that I do not see, clarify expectations about inclusion of this course.
- 107 credits seems a little high for a BSN-DNP program although it may not be for CRNA programs.
- 36 credits for pos-MSN-DNP is within the framework of many entry options at the master's level
- Since all Essentials are expected to be applied on both BSN and MSN entry levels, make sure you are covered.
- Cross walk the DNP Essentials, your program description and objectives, teaching strategies and expected student outcomes. (I will be glad to send you a table...remind em if necessary)

FNP

- Total credits for the BSN (78)and MSN (36) entry levels are in keeping with many DNP programs
- Health Assessment, Patho and Pharm are included at BSN entry level
- Life span approach is included in the FNP curriculum
- Culture, ethics, health policy, technology and leadership courses are included
- Cross walk the DNP Essentials, your program description and objectives, teaching strategies and expected student outcomes. (I will be glad to send you a table...remind me if necessary)
- FNP students in our Program usually select clinical issues that they have seen overlooked in practice

Nurse Executive

- Total credits for BSN and MSN entry levels are similar to many programs
- As noted in preceding comments, you appear to have covered all aspects outlined in the DNP Essentials; cross walk to make sure.
- Use of guided electives is a good approach because many related courses are offered in other schools.
- Students in our executive track focus highly on ways to create change. Recommend that you thread change concept through courses.

Appendix III
Sample Table for Curriculum Development
(Table for Each Course; Developed by Faculty Assigned to Course)

Two-Year Post-Master's DNP Program Option:
Relationship between DNP Essentials, Course, and Individual Student Learning Outcomes for
NUR 920 Advanced Nursing Practice in Dynamic Health Care Systems

VP	Program Objectives	Course Description	Course Objectives	Proposed Teaching Learning Strategies	Proposed Individual Student Proj
<p>essentials I, III, IV, V, VII, VIII</p>	<p>1) Integrate clinical expertise with population-focused care management, research, and health care policy to provide leadership in health care</p> <p>2) Design, implement, manage, and evaluate care delivery systems to meet the needs of populations</p> <p>3) Apply clinical, political, organization, and economic theories to care delivery systems to improve health outcomes for populations</p> <p>4) Develop networks and manage constituencies in complex health systems</p> <p>5) Plan, manage, evaluate and redirect continuous personal and professional self-development</p> <p>6) Solve problems that affect health and health care delivery through clinical leadership</p> <p>7) Create environments that foster innovation and risk-taking</p> <p>8) Create practice environments in which decisions are based on critical analysis of levels of evidence (College of Nursing Graduate Student Handbook, 2007-2008).</p>	<p>This synthesis course focuses on evolving nursing interventions in advanced clinical and administrative practice. Based on student's specialty/role, these interventions encompass direct care of individuals, management of individuals or populations, healthcare administration and health policy issues. Emphasis is on ways for expert nurse clinicians and administrators to solve problems and improve care in a dynamic healthcare system.</p>	<ol style="list-style-type: none"> 1. Integrate evidence based science from nursing and other disciplines as the foundation for providing the highest level of nursing practice. 2. Explore time tested and new practice models in order to improve health care delivery for individuals and populations now and in the future. 3. Conduct a thorough, culturally sensitive, multi-approach assessment of the health status of an individual or population within complex situations. 4. Identify gaps in care for individuals and populations and ways to counter those gaps via evidenced based approaches in cost-effective, ethical, culturally sensitive ways. 5. Plan, implement and evaluate interventions, models and strategies aimed at improving the health outcome of an individual or population within complex situations. 6. Lead multidisciplinary teams in the analysis of complex health care situations and delivery systems via effective collaboration and appropriate consultation in order to improve practice and the practice environment. 	<p>In class discussion and web enhanced discussion</p> <p>Evaluation and application of Clinical Practice Guidelines to population focused care delivery and complex health care systems</p> <p>Computer and Web assisted instruction</p> <p>Critique of evidence based practice recommendations as applied to advanced practice elements within complex health systems</p> <p>Evaluation of practice problems</p> <p>Consultative work with clinical mentor</p> <p>Application of skills in practice settings</p> <p>Model refinement of model for advanced practice nursing specialty developed in NUR 924</p> <ul style="list-style-type: none"> • Simulation of complex health systems through an interactive web assisted delivery mode 	<p>Class participation</p> <p>Clinical practicum in a collaborative and interdisciplinary setting</p> <p>Build and refine clinical practice model as developed in NUR 924 for system, population, outcome improvement for final capstone project</p> <p>With committee, the student will refine and complete their committee and IRB approved proposal for capstone project</p> <p>In the clinical setting, the student will begin to lay groundwork for final capstone project implementation.</p>

Appendix IV
Sample Table for Cross Walking courses and DNP Essentials
Post-Master's DNP Courses in 2-Year Option and AACN DNP Essentials I through VIII

Post-master's DNP Courses**; 2-Year Option	AACN DNP Essentials I-VII							
	I. Scientific Underpinnings of 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. Inter-professional Collaboration for Improving Patient and Population Health Outcomes	VII. Clinical Prevention and Population Health for Improving the Nations' Health	VIII. Advanced Nursing Practice
NUR 915	✓	✓	✓	✓			✓	
NUR 902	✓	✓	✓	✓		✓	✓	
NUR 778					✓			
NUR 903	✓		✓					
NUR 904	✓		✓				✓	
NUR 916	✓		✓					
NUR 917	✓	✓	✓	✓		✓		
NUR 918		✓			✓	✓		
NUR 914	✓	✓	✓	✓	✓	✓	✓	
NUR 919	✓	✓	✓	✓		✓	✓	
NUR 920	✓		✓		✓		✓	✓
NUR 910	✓	✓	✓	✓	✓	✓	✓	✓

**Course number and title:

NUR 915 Foundations of Evidence Based Practice & Program Planning in Nursing

NUR 902 Nursing Leadership in Healthcare Systems

NUR 778 Proseminar in Contemporary Health & Nursing Policy Issues

NUR 903 Applied Biostatistics for Outcomes Evaluation

NUR 904 Epidemiology Applied to the Design and Evaluation of Nursing & Health Services

NUR 916 Evaluation for Improvement of Clinical Practice & Outcomes

NUR 917 Technology for Transforming Nursing & Healthcare

NUR 918 Protection of Human Subjects

NUR 914 Economic & Financial Aspects of Clinical & Population-based Healthcare Systems

NUR 919 Strategic Analysis for Quality Improvements in Nursing & Healthcare UR 920 Advanced Nursing Practice in Dynamic Healthcare Systems

NUR 910 Residency