

Memo

Date: February 9, 2017
To: Sandra Gangstead, Dean College of Health Science
Through: CoHS Curriculum
From: Deborah MacMillan, Director School of Nursing *DM*

Please find the curriculum change requests for the Doctor of Nursing Practice Program. These changes have been fully vetted by the School of Nursing (SON) Graduate Committee and the full Nursing Faculty Organization (NFO). These changes were approved by NFO with an electronic vote in December 2016.

The SON faculty recognized the need for curricular adjustments based on the following: 1.) student feedback about the sequencing of the courses, 2.) student feedback about a fall start instead of a summer start for the program, and 3.) information from the American Association of Colleges of Nursing (AACN) White Paper – The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations (AACN Task Force on the Implementation of the DNP, 2015).

In May 2016, a task force of all DNP prepared faculty met for a day long workshop to review the DNP curriculum in relation to student feedback, faculty feedback, the DNP Essentials, and the AACN White Paper recommendations. The recommendation of this initial meeting was then shared with all faculty and current DNP and MSN students during additional meetings.

Current MSN students expressed strong support for the change from a summer start to a fall start for the DNP program. This change would facilitate “our own” MSN students in applying and entering the DNP program with a semester break after their graduation. This break is need for students to study for and sit for their certification exams as advanced practice nurses.

There is no increase in credit hours or clinical hours for the program. The major changes are organizational and sequencing.

References

American Association of Colleges of Nursing (AACN) White Paper. The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations (AACN Task Force on the Implementation of the DNP, 2015). Retrieved from: <http://www.aacn.nche.edu/aacn-publications/white-papers/DNP-Implementation-TF-Report-8-15.pdf>

American Association of Colleges of Nursing. The essentials of Doctoral Education for Advanced Nursing Practice (2006). Retrieved from: <http://www.aacn.nche.edu/dnp/Essentials.pdf>

OFFICIALLY AUTHORIZED MASTER COURSE FILE CHANGE FORM

Action A - Add M - Modify D - Delete	Discipline Abbr	Course Number	Course Title	Hours (L-L-C)	Repeatable	Grade Type	Prerequisite	Co-Requisite
D	NRSG	8310	Intr. Translational & Clinical Project	1-0-1	<input checked="" type="checkbox"/> <input type="checkbox"/> NR or RP	<input checked="" type="checkbox"/> <input type="checkbox"/> N or S		
M	NRSG	8510	Informatics: Analytic Tools for Clinical Decision Making	2-0-2	<input checked="" type="checkbox"/> <input type="checkbox"/> NR or RP	<input checked="" type="checkbox"/> <input type="checkbox"/> N or S	NRSG 8510	NRSG 8510
M	NRSG	8300	Evidence Based Practice I: Foundations	3-4-4	<input checked="" type="checkbox"/> <input type="checkbox"/> NR or RP	<input checked="" type="checkbox"/> <input type="checkbox"/> N or S	NRSG 8510, 8540	NRSG 8510, 8540
M	NRSG	8410	Epidemiology	2-0-2	<input checked="" type="checkbox"/> <input type="checkbox"/> NR or RP	<input checked="" type="checkbox"/> <input type="checkbox"/> N or S		
A	NRSG	9400	Evidence Based Practice III: Evaluation and Outcomes	3-4-4	<input checked="" type="checkbox"/> <input type="checkbox"/> NR or RP	<input checked="" type="checkbox"/> <input type="checkbox"/> N or S	NRSG 8300, 9300, 8510, 8540, 8530, 8520	NRSG 8410
M	NRSG	8420	Applied Statistics for Healthcare Research	3-0-3	<input checked="" type="checkbox"/> <input type="checkbox"/> NR or RP	<input checked="" type="checkbox"/> <input type="checkbox"/> N or S	NRSG 8300, 9300, 9400, 8510	NRSG 9310
M	NRSG	8530	Health Care Policy, Ethics, and Politics	3-4-4	<input checked="" type="checkbox"/> <input type="checkbox"/> NR or RP	<input checked="" type="checkbox"/> <input type="checkbox"/> N or S		
					<input type="checkbox"/> <input type="checkbox"/> NR or RP	<input type="checkbox"/> <input type="checkbox"/> N or S		

COMMENTS See attached sheet with details regarding changes

LAB FEE INFORMATION None

Effective Semester / Year Fall 2018

Approved By _____ Date _____ (Dean)

Approved By _____ Date _____ (Academic Vice President)

OFFICIALLY AUTHORIZED MASTER COURSE FILE CHANGE FORM

Action A - Add M - Modify D - Delete	Discipline Abbr	Course Number	Course Title	Hours (L-L-C)	Repeatable	Grade Type	Prerequisite	Co-Requisite
M	NRSG	9310	Translational and Clinical Research I: Implementation and Evaluation	1-8-3	<input checked="" type="checkbox"/> <input type="checkbox"/> NR or RP	<input type="checkbox"/> <input checked="" type="checkbox"/> N or S	NRSG 8540, 8510, 8300, 9300, 8530, 8520, 8410, 9400	NRSG 8420
M	NRSG	9320	Translational and Clinical Research II: Dissemination	1-8-3	<input type="checkbox"/> <input checked="" type="checkbox"/> NR or RP	<input type="checkbox"/> <input checked="" type="checkbox"/> N or S	NRSG 8540, 8510, 8300, 9300, 8530, 8520, 8410, 9400, 9310	NRSG 9100
M	NRSG	9100	Role Transitions and Leadership	2-4-3	<input checked="" type="checkbox"/> <input type="checkbox"/> NR or RP	<input checked="" type="checkbox"/> <input type="checkbox"/> N or S	NRSG 8540, 8510, 8300, 9300, 8530, 8520, 8410, 9400, 9310	NRSG 9320
					<input type="checkbox"/> <input type="checkbox"/> NR or RP	<input type="checkbox"/> <input type="checkbox"/> N or S		
					<input type="checkbox"/> <input type="checkbox"/> NR or RP	<input type="checkbox"/> <input type="checkbox"/> N or S		
					<input type="checkbox"/> <input type="checkbox"/> NR or RP	<input type="checkbox"/> <input type="checkbox"/> N or S		
					<input type="checkbox"/> <input type="checkbox"/> NR or RP	<input type="checkbox"/> <input type="checkbox"/> N or S		
					<input type="checkbox"/> <input type="checkbox"/> NR or RP	<input type="checkbox"/> <input type="checkbox"/> N or S		

COMMENTS See attached sheet with details regarding changes

LAB FEE INFORMATION None

Effective Semester / Year Fall 2018

Approved By _____ Date _____
(Dean)

Approved By _____ Date _____
(Academic Vice President)

Georgia College School of Nursing
 Doctor of Nursing Practice
 Full-Time Program of Study—5 Semesters

Name:		Student ID Number:		
Address:				
COURSE NUMBER AND TITLE		CONTACT HRS*	GRADE S	SEMESTER
YEAR ONE				
Semester 1 (Fall)				
NRSG 8540	Addressing Health Needs of Vulnerable Populations	2-0-2		Fall
NRSG 8510	Informatics: Analytic Tools for Clinical Decision Making	2-0-2		Fall
NRSG 8300	Evidence-Based Practice I: Foundations (60 hours clinical)	3-4-4		Fall
Semester 2 (Spring)				
NRSG 9300	Evidence-Based Practice II: Methods and Measures (60 hours clinical)	3-4-4		Spring
NRSG 8530	Health Care Policy, Ethics and Politics (60 hours clinical)	3-4-4		Spring
NRSG 8520	Health Care Finance and Economics for the DNP	3-0-3		Spring
Semester 3 (Summer)				
NRSG 8410	Epidemiology	2-0-2		Summer
NRSG 9400	Evidence-Based Practice III: Evaluation and Outcomes (60 hours clinical)	3-4-4		Summer
YEAR TWO				
Semester 4 (Fall)				
NRSG 9310	Translational and Clinical Research I – Implementation (120 hours clinical)	1- 8 -3		Fall
NRSG 8420	Applied Statistical Methods for Healthcare Research	3-0-3		Fall
Semester 5 (Spring)				
NRSG 9100	Role Transitions and Leadership (60 hours clinical)	2-4-3		Spring
NRSG 9320	Translational and Clinical Research II- Evaluation and Dissemination (120 hours clinical)	1- 8 -3		Spring
	Total Hours	37		
	Total Clinical Hours	540		

*NOTE: (2-4-3) following the course title indicates 2 hours lecture, 4 hours laboratory, and 3 hours credit.

Old Course Title	Old Course Description	Recommended Curriculum Change	Title Change	New Course Description/Comments	New Course Outcomes
<p>NRSRG 8310 1-0-1 Introduction to Translational & Clinical Project</p>	<p>The course provides the graduate student the opportunity to identify and begin to develop a project that will lead toward applying and translating evidence based research into practice. This is the first in a three part series that prepares the DNP student to demonstrate advanced clinical judgment and implement a scholarly project geared to improve practice outcomes in the student's clinical area of expertise.</p>	<p>Discontinue this course and incorporate content into NRSRG 8300</p>	<p>None</p>	<p>None</p>	<p>Identify theories and frameworks that are important to the translation of research into practice. Define translation of research to practice and identify important elements for consideration in a translation project. Discuss specific strategies and interventions to conduct the translation of evidence into practice. Describe the current quality and safety environment and the need for translation of evidence to improve quality of care and increase patient safety. Identify the essential components of a translation plan of interest for a specific patient population. Identify ethical principles relevant to translational research.</p>
<p>NRSRG 8510 3-0-3 Informatics</p>	<p>This course focuses on the proficiency to design and use information systems/technology to support and improve patient care and health care systems, and to provide leadership within health care systems and/or academic settings. Skills development includes data extraction and analysis to evaluate and improve programs and outcomes of care. Learners will apply knowledge and principles for selecting and evaluating information systems and patient care technology for selecting and evaluating information systems and patient care technology within the related ethical,</p>	<p>Reduce number of credit hours from 3-0-3 to 2-0-2 Rationale: Creation of additional NRSRG 9400 Evidence Base Practice III and change to focus of NRSRG 8420 to Applied</p>	<p>NRSRG 8510 2-0-2 Informatics: Analytic Tools for Clinical Decision Making</p>	<p>This course focuses on examining information systems and patient care technologies that support the improvement and transformation of healthcare. Students will develop basic informatics competencies to include the use of databases to extract and analyze information to improve care. Students will apply principles for selecting and evaluating healthcare technologies. Informatics will be examined within the context of the current legal, ethical and regulatory environment.</p>	<p>1. Appraise technology programs that evaluate and monitor outcomes of care, care systems, and quality and safety improvement. 2. Explore the leadership role in advancing technology and communication in a health care system. 3. Demonstrate the conceptual ability and skills essential to an evaluation plan involving data gathering</p>

	Regulatory, legal, and public policy environment.	Statistical Methods for Healthcare Research will reduce the content needed to be covered in this course.		This course emphasizes the vital role of research to support quality practice and informed decision making. Key content of the course relates to foundations of evidence based practice and the skills needed to support and promote such practice. Topics include conducting a needs assessment and feasibility studies, appraising the evidence, principles of quality improvement and patient safety, and an overview of client values, preferences, and culture.	<p>From practice information systems/databases.</p> <p>Discuss the features and functions that are common to most health care information systems including data security and integrity, and legal and ethical considerations.</p> <ol style="list-style-type: none"> 1. Identify and evaluate evidence based practice resources to influence changes related to the student's clinical setting and/or client population. 2. Identify and evaluate evidence based practice resources to influence changes in nursing practice and healthcare delivery systems. 3. Incorporate cultural congruency into planning and designing of quality improvement initiatives. 4. Examine measurement strategies for research related to nursing problems applied to diverse populations. 5. Incorporate ethical principles into DNP project development. 6. Integrate interdisciplinary collaboration into the DNP project. <p>Determine research design strategies to address potential threats to statistical conclusion validity.</p>
NRSG 8300 3-0-3 Evidence Based Practice 1: Foundations (no hours clinical)	Course focuses on the foundational concepts for developing clinical research within diverse practice settings. Practice inquiry, synthesis, analysis, information literacy, ethical considerations, leadership, communication, collaboration, and quality improvement are emphasized.	Addition of 60 clinical hours for this course which increase the credit hour to 4.	NRSG 8300 3-4-4 Research and Evidence Based Practice 1: Foundations (60 hours clinical)	<p>Topics:</p> <ul style="list-style-type: none"> • Develop research topic • Needs assessment and feasibility • Intro to EBP • How to appraise the evidence (qualitative and quantitative) • Explore other DNP projects • How to appraise the evidence (qualitative and qualitative) • Explore other DNP projects • Patient safety and quality improvement • Overview of patient values, preferences, and culture 	

<p>NRRSG 9400 New</p>		<p>This is a new course that will include 60 clinical hours.</p>	<p>NRRSG 9400 Evidence Based Practice III: Evaluation and Outcomes 3-4-4 (60 hours clinical)</p>	<p>This course builds upon concepts from the Evidence Based Practice I and II courses and focuses on evaluation and outcomes. Additional course topics include community action plans, proposal defense, and revision of IRB application.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Instrument selection (reliability/validity for DNP project sample) (qualitative and quantitative) • Data entry into SPSS (variable distribution, creating variables, recoding variables, data cleaning) • Sample size calculation • Proposal defense • IRB submission 	<ol style="list-style-type: none"> 1. Identify appropriate methods for data evaluation and management. 2. Determine research design strategies to address potential threats to statistical conclusion validity. 3. Develop an evidence based practice change initiative. 4. Incorporate cultural congruency into planning and designing quality improvement initiatives. 5. Finalize the formal proposal for DNP Translational and Clinical Project.
<p>NRRSG 8420 3-0-3 Statistics New Course Description & Name No other change</p>	<p>This course emphasizes the application of univariate and multivariate statistical analysis methods to answer research questions and test hypotheses about clinical research data. The course includes addressing threats to statistical conclusion validity such as Type I and Type II error, determining the level of measurement of study variables and how this influences the choice of statistical tests, formulating an analysis plan based on research questions/hypotheses, and conducting and interpreting the output of statistical analyses. Multivariate statistical approaches in both analysis of variance and linear regression frameworks are presented. In addition, the course addresses complex analytic situations including analysis of change, repeated measures, and multiple correlated dependent variables.</p>	<p>The focus of this course changes to an applied approach instead of a theoretical approach. Students will work specifically with their own data and research project.</p>	<p>NRRSG 8420 3-0-3 Applied Statistics for Healthcare Research</p>	<p>This course emphasizes the application of univariate and multivariate statistical analysis methods to answer research questions and test hypotheses about clinical research data. The course includes formulating an analysis plan based on research questions/hypotheses and conducting and interpreting the output of statistical analyses. The course addresses research describing populations and relationships, as well as research measuring effectiveness.</p>	<p>Given a research question and an available dataset, select the appropriate statistical analysis procedure based on the question and the level of measurement.</p> <p>Demonstrate competency in use of statistical analysis software in performing descriptive, univariate, bivariate, and multivariate analysis.</p> <p>Correctly interpret results of various univariate and multivariate statistical procedures as they relate to research questions/hypotheses.</p> <p>Communicate results of statistical analysis through narrative, tables, and graphical presentation of findings.</p> <p>Course topics for all outcomes:</p>

<p>NRSG 8530 3-0-3 Health Care Policy, Ethics and Politics</p>	<p>This course is designed to explore the role of the doctorally-prepared nurse in effecting change in the regulatory, legislative, and public policy arenas at the local, state, national, and global levels. Quantitative and qualitative decision making models are examined in relation to policy decisions. Ethical inquiry addresses access to health care and utilization and allocation of scarce resources.</p>	<p>Addition of 60 clinical hours for this course which increase the credit hour to 4.</p>	<p>NRSG 8530 3-4-4 Health Care Policy, Ethics and Politics</p>	<p>This course is designed to explore the role of the doctorally-prepared nurse in effecting change in the regulatory, legislative, and public policy arenas at the local, state, national, and global levels. Quantitative and qualitative decision making models are examined in relation to policy decisions. Ethical inquiry addresses access to health care and utilization and allocation of scarce resources.</p>	<ul style="list-style-type: none"> • Run variable reliability • Run distribution for all variables • Descriptive statistics • X^2 • Correlations • T-test/paired samples • ANOVA • Intro to advanced stats
<p>(no hours clinical)</p>	<p>This course reflects the culmination of practice inquiry knowledge and competencies. The Capstone Project entails student engagement in partnership building with clinicians, consumers, faculty and/ or students to examine a clinical question/ issue that involves translating evidence to everyday practice</p>	<p>Reduced # Clinical Hours</p>	<p>NRSG 9310 Translational and Clinical Research I: Implementation (1-16-5)</p>	<p>This course reflects the culmination of practice inquiry knowledge and competencies. The implementation of the Translational Clinical Project (TCP) entails student engagement in partnership building with clinicians, stakeholder, and faculty to examine a clinical question/ issue. The TCP</p>	<p>No changes to outcomes</p> <ol style="list-style-type: none"> 1. Demonstrate leadership in using evidence to influence healthcare policy. 2. Employ effective communication strategies for interacting with public officials. 3. Discuss professional and ethical principles used in inter-professional collaboration. 4. Incorporate quantitative and qualitative decision-making models into writing policy statements. 5. Demonstrate a working knowledge of the legislative process at the local, state, and national level. 6. Analyze global influences on local, state, and national healthcare policy.

	<p>in the “real world” and ultimately informs and influences nursing care and enhances health outcomes, as well as, raises clinical questions for future research. The project will be completed during a 30-week period which is encompassed by Translational Research I and II courses. Translational Research I focuses on the implement and data collection phase of the project. When desirable and feasible, capstone projects should be carried out in a clinical environment in order to provide opportunities for collaborative efforts to explore a highly salient clinical issue and evaluate aspects of everyday clinical practice.</p>			<p>involves translating evidence into practice and ultimately informs and influences nursing care and enhances health outcomes. The project will be completed during a 30-week period which is encompassed by Translational Research I and II courses. Translational Research I focuses on the implementation and data collection phase of the project.</p>	
<p>NRSG 9320 Translational and Clinical Research II: Evaluation and Dissemination (1-16-5)</p>	<p>The Translational and Clinical Research II – Evaluation and Dissemination reflects the culmination of practice inquiry knowledge and competencies. The Translational and Clinical Project entails student engagement in partnership building with clinicians, consumers, faculty and/ or students to examine a clinical question/ issue that involves translating evidence to everyday practice in the “real world” and ultimately informs and influences nursing care and enhances health outcomes, as well as, raises clinical questions for future research. This course will focus on the analysis, evaluation and dissemination of the Translational and Clinical Research Project. At the end of the course the student will have completed the project and have successfully defended the results.</p>	<p>Reduced # Clinical Hours</p>	<p>NRSG 9320 Translational and Clinical Research II: Evaluation and Dissemination (1-8-3)</p>	<p>The Translational and Clinical Research II – Evaluation and Dissemination reflects the culmination of practice inquiry knowledge and competencies. The Translational and Clinical Project (TCP) entails student engagement in partnership building with clinicians, stakeholder, and faculty to examine a clinical question/ issue. The TCP involves translating evidence to practice and ultimately informs and influences nursing care and enhances health outcomes. This course will focus on the analysis, evaluation and dissemination of the TCP. At the end of the course the student will have completed the project and have successfully defended the results.</p>	<p>No change to course outcomes</p>
<p>NRSG 9100 Role Transitions and Leadership (2-0-2)</p>	<p>This course is designed to explore the leadership role and the collaborations necessary for the advanced practice nurse to affect change within healthcare organizations. This course will investigate topics in transformational leadership that emphasizes how nursing innovations can contribute to the modernization of healthcare delivery systems to ensure patient safety.</p>	<p>Added Clinical Hours Existing course assignment meet the DNP Essential requirement</p>	<p>NRSG 9100 Role Transitions and Leadership ((2-4-3)</p>	<p>No change to course description.</p>	<p>No change to course outcomes</p>

	<p>Transformational leadership practice will be examined as it relates to nursing practice, healthcare organizations, and national healthcare policy.</p>	<p>for clinical hours.</p>			
<p>NRSG 8410 Epidemiology (3-0-3)</p>	<p>This course is designed to prepare the advanced practice nurse for use of epidemiologic methods to examine patterns of illness or injury for disease prevention and health promotion efforts among target populations.</p>	<p>Reduced # credit hours</p>	<p>NRSG 8410 Epidemiology (2-0-2)</p>	<p>No changes</p>	<p>No changes</p>

Form for Proposal of New Graduate Courses

1. Department College of Health Science Discipline School of Nursing
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:
NRSG 9400 Evidence Based Practice III: Evaluation and Outcomes
3. Hours (L-L-C) 3-4-4
4. Repeatable
 Non-repeatable
5. Grade Type: Normal
 S/U
6. Prerequisite or Co-requisite: NRSG 8300, 9300, 8510, 8540, 8530, 8520, 8410
7. Required or elective in what program? Required Doctor of Nursing Practice
8. Provide rationale for this course: New Course is part of curriculum redesign for DNP program of study.
There are no increase in required # of hours for graduation. Content and hours from other course are shifted to this course for better sequencing of material.
9. How often is the course to be offered? Once per year
10. Who will teach this course? One of the faculty who already teach in DNP program.
Will additional faculty members be needed? No
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?
Yes there are multiple faculty that are available to teach this course
12. How does this course contribute to the existing or proposed program?
Yes this course is part of the revised DNP Curriculum
13. How will an existing program of study change as a result of this course?
Yes
14. Does the proposed course duplicate other courses on this campus? No
 Yes (if yes, please explain)
15. How will the demand be met for additional library and technology resources, if any?
No
16. Will any additional resources be required by the student?
No

17. Attach course syllabus and proposed catalogue description to this form.

Format for Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number
2. Catalog Description
3. Course Function: (Insert here a statement of what degree programs include this course in their requirements--"This course counts towards...")
4. Course Topics: (Insert here a list of course topics that define the course as it would be taught in all sections.)
5. Expected Student Learning Outcomes: (Insert here a list of learning outcomes in terms of student behavior and production, using appropriate action verbs; this list should include a true statement that links course outcomes to program outcomes—"The above specific outcomes for this course address, in part the expected outcomes for....")
6. Grading Criteria: (Insert here a statement about how learning is assessed and a list of criteria to be used in assessment.)
7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study
8. Prerequisites (if any)
9. Advanced Graduate Content

2/14/17

Date

Deborah MacMillan

Department Chairperson Signature

Date

Dean of College Signature

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
Syllabus - Summer Semester
NRSG 9400

Course Prefix and Number NRSG 9400

Pre-requisites NRSG 8510; NRSG 8540; NRSG 8300; NRSG 8530 and NRSG 8520

Co-requisites NRSG 8410

Course Title Evidence Based Practice III: Evaluation and Outcomes

Lecture Hours: 3 **Lab Hours:** 4 **Contact Hours:** 45 **Credit Hours:** 4

Faculty TBA

Required Text(s)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2.

Catalog Description: This course builds upon concepts from the Evidence Based Practice I and II courses and focuses on evaluation and outcomes. Additional course topics include community action plans, proposal defense, and IRB application.

Program Outcomes:

1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
2. Transform healthcare outcomes through evidence and scholarly inquiry.
3. Exhibit leadership to create effective healthcare delivery systems.
4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.

6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.
10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Outcomes:

Upon completion of this course, the student will:

Program Outcomes	Course Outcomes
1,2,3,4,6,8,9 and 10	<ol style="list-style-type: none"> 1. Identify appropriate methods for data evaluation and management. 2. Determine research design strategies to address potential threats to statistical conclusion validity. 3. Develop an evidence based practice change initiative. 4. Incorporate cultural congruency into planning and designing quality improvement initiatives. 5. Finalize the formal proposal for DNP Translational and Clinical Project.

Topic Outline

- Unit 1.
 - Instrument selection (reliability/validity for DNP project sample) (qualitative and quantitative)
 - Data entry into SPSS (variable distribution, creating variables, recoding variables, data cleaning)
 - Sample size calculation
- Unit 2.
 - Proposal defense
 - IRB submission

Teaching/Learning Methods

Online learning modules; synchronous online discussions; weekly student presentations; required and recommended reading assignments; guest lecturers; audio/video/PowerPoint presentations; critical thinking exercises; journal article summaries and self-evaluation.

Evaluation**Methods****Grading Scale**

Community action plan, Chair Evaluation of TCP Activities, formal proposal, IRB successful submission

A = 91-100

B = 83-90

C = 75-82

D = 66-74

F = \leq 65

Prior to mid-semester, you will receive feedback on your academic performance in this course.

Late submission of discussions, preclass preparation assignments, and presentations will not be accepted and will receive a grade of 0. Late submission of other assignments will incur a late penalty of 10 points per day.

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
Syllabus - Fall Semester
NRSG 8510 Informatics

Course Prefix and Number NRSG 8510

Prerequisites Admission to the DNP Program

Course Title Informatics: Analytic Tools for Clinical Decision Making

Lecture Hours: 2 **Lab Hours:** 0 **Contact Hours:** 30 **Credit Hours:** 2

Faculty TBA

Required Text(s) Sewell, J.P. (2016). *Informatics and nursing: Opportunities and challenges*. Philadelphia: Lippincott, Williams, & Wilkins. ISBN: 978-1-4511-9320-6
 American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2.

Catalog Description: This course focuses on examining information systems and patient care technologies that support the improvement and transformation of healthcare. Students will develop basic informatics competencies to include the use of databases to extract and analyze information to improve care. Students will apply principles for selecting and evaluating healthcare technologies. Informatics will be examined within the context of the current legal, ethical and regulatory environment.

Program Outcomes:	1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
	2. Transform healthcare outcomes through evidence and scholarly inquiry.
	3. Exhibit leadership to create effective healthcare delivery systems.
	4. Exemplify ethics as a foundation for practice and risk management.

5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.
10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Outcomes:

Upon completion of this course, the student will:

Program Outcomes	Course Outcomes
1,2,3,4,6,8,9 and 10	<ol style="list-style-type: none"> 1. Identify essential informatics terminology and concepts. 2. Examine information systems and patient care technologies that support the improvement and transformation of healthcare. 3. Utilize databases to retrieve and analyze healthcare information. 4. Incorporate principles of project management to support selection of healthcare information systems and patient care technologies. 5. Evaluate informatics resources available to consumers that support improved health outcomes. 6. Discuss ethical, legal and regulatory issues related to healthcare informatics.

Topic Outline

- DNP Informatics Competencies and Theory
- Computer & Information System Basics
- Data & Databases
- Electronic Healthcare Information Systems, EHRs and Meaningful Use
- Design Considerations for Health Information Systems
- Specialized Electronic Health Information Systems

- Electronic Health Information System Issues
- Informatics Tools for the Nurse Leader
- Informatics Tools for the Consumer of Healthcare
- Informatics & Research
- Legal & Ethical Issues in Healthcare Informatics

Teaching/Learning Methods Online learning modules; synchronous online discussions; weekly student presentations; required and recommended reading assignments; guest lecturers; audio/video/PowerPoint presentations; critical thinking exercises; journal article summaries and self-evaluation.

Evaluation Methods

Evaluation Methods	%
Participation	10%
Online Activities	30%
Data Project	30%
Informatics Teaching Project	30%

Grading Scale

A = 91-100
 B = 83-90
 C = 75-82
 D = 66-74
 F = ≤ 65

Prior to mid-semester, you will receive feedback on your academic performance in this course.

Late submission of discussions, preclass preparation assignments, and presentations will not be accepted and will receive a grade of 0. Late submission of other assignments will incur a late penalty of 10 points per day.

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
Syllabus – Fall Semester
NRSG 8300

Course Prefix and Number NRSG 8300

Pre and/or Corequisites NRSG 8510 Informatics: Analytic Tools for Clinical Decision Making

NRSG 8540 Addressing Health Needs of Vulnerable Population

Course Title Evidence Based Practice I: Foundations

Lecture Hours: 3 **Lab Hours:** 4 **Contact Hours:** 45 **Credit Hours:** 4

Faculty TBA

Required Text(s)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2.

Catalog Description:

This course emphasizes the vital role of research to support quality practice and informed decision making. Key content of the course relates to foundations of evidence based practice and the skills needed to support and promote such practice. Topics include conducting a needs assessment and feasibility studies, appraising the evidence, principles of quality improvement and patient safety, and an overview of client values, preferences, and culture.

Program Outcomes:

- | |
|---|
| 1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing. |
| 2. Transform healthcare outcomes through evidence and scholarly inquiry. |
| 3. Exhibit leadership to create effective healthcare delivery systems. |

4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.
10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Outcomes:

Upon completion of this course, the student will:

Program Outcomes	Course Outcomes
1,2,3,4,6,8,9 and 10	<ol style="list-style-type: none"> 1. Identify and evaluate evidence based practice resources to influence changes related to the student’s clinical setting and/or client population. 2. Identify and evaluate evidence based practice resources to influence changes in nursing practice and healthcare delivery systems. 3. Incorporate cultural congruency into planning and designing of quality improvement initiatives. 4. Examine measurement strategies for research related to nursing problems applied to diverse populations. 5. Incorporate ethical principles into DNP project development. 6. Integrate interdisciplinary collaboration into the DNP project. 7. Determine research design strategies to address potential threats to statistical conclusion validity.

Topic Outline

- Unit 1.
 - Develop research topic
 - Needs assessment and feasibility
 - Intro to EBP
 - How to appraise the evidence (qualitative and quantitative)
 - Explore other DNP projects
- Unit 2.
 - How to appraise the evidence (qualitative and qualitative)

- Explore other DNP projects
- Patient safety and quality improvement
- Unit 3.
 - Overview of patient values, preferences, and culture
- Unit 4.
 - Develop research questions
 - Appraise evidence for DNP project (ROL)
 - Evaluation of clinical guidelines
 - Introduction to instrumentation (reliability and validity)
 - DNP project design (project leadership and committee)
- Unit 5.
 - Ethics and IRB

Teaching/Learning Methods Online learning modules; synchronous online discussions; weekly student presentations; required and recommended reading assignments; guest lecturers; audio/video/PowerPoint presentations; critical thinking exercises; journal article summaries and self-evaluation.

Evaluation Methods Analysis of Practice Guidelines, online assignments, research critique, project presentation and peer review.

Grading Scale
 A = 91-100
 B = 83-90
 C = 75-82
 D = 66-74
 F = ≤ 65

Prior to mid-semester, you will receive feedback on your academic performance in this course.

Late submission of discussions, preclass preparation assignments, and presentations will not be accepted and will receive a grade of 0. Late submission of other assignments will incur a late penalty of 10 points per day.

GEORGIA COLLEGE & STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
SCHOOL OF NURSING
Summer 2014

Course Prefix and Number	NRSNG 8410						
Prerequisites	None						
Course Title	Epidemiology						
Lecture Hours¹	2	Computer Lab Hours:	0	Contact Hours:	30	Credit Hours:	2
Portion Online	100% of this course will be conducted online.						
Faculty	TBA						

Required Text(s) CDC (2012). *Principles of epidemiology in public health practice* (3rd ed.). Atlanta: CDC. Access free online at: http://www.cdc.gov/osels/scientific_edu/SS1978/SS1978.pdf

Locate and either bookmark or download and save this. It will be the principle textbook for the course. **PRINTER ALERT:** If you desire a hard copy, you can purchase online from CDC or print. However, this text is over 500 pages, and unless you have access to a commercial printer, I recommend you take a flash drive to a commercial printing company or office supply store.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2

Schoenback, V.J. & Rosamond, W.D. (2010). *Understanding the Fundamentals of Epidemiology – an Evolving Text*. Access free online at <http://www.epidemiolog.net/evolving/TableOfContents.htm> Locate and bookmark this resource for some of our practice exercises. **YOU DO NOT NEED TO PRINT.**

Required Software: IBM® SPSS® Statistics Standard **GradPack** software, version 20.

Recommended Text(s) Dawson, G.F. (2008). *Easy interpretation of biostatistics*. Philadelphia: Saunders Elsevier. ISBN 978-1-4160-3142-0

Catalog Description: This course is designed to prepare the advanced practice nurse for use of

¹ See *Calculation of Course Credits* in Course Policies

epidemiologic methods to examine patterns of illness or injury for disease prevention and health promotion efforts among target populations.

Program Objectives:

1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
2. Transform healthcare outcomes through evidence and scholarly inquiry.
3. Exhibit leadership to create effective healthcare delivery systems.
4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.
10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Linked Program Outcome	Course Learning Outcomes to be Achieved by Students (SLOs)
1	1. Demonstrate effectiveness in communication of epidemiologic data to stakeholder audiences.
2	2. Appraise burden of disease or injury at community, regional, national and global levels
	3. Integrate common measures of disease frequency into planning population-based nursing interventions
	4. Select appropriate epidemiologic techniques to answer clinical questions/problems of interest
3	5. Use the steps of outbreak investigation to address a rapidly developing clinical problem.
6	6. Interpret measures of accuracy and reliability for psychometric instruments, diagnostic and screening tools.

9	7. Demonstrate competence in use of basic epidemiologic computer software.
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Topic Outline

1. Epidemiologic concepts for advanced nursing practice
2. Summarizing data
3. Measuring risk and evaluating effectiveness
4. Communicating epidemiologic data
5. Surveillance techniques in advanced nursing practice
6. Outbreak investigation techniques
7. Evaluation of screening tools, instruments, and outcomes

Teaching/Learning Methods

Web-based synchronous and asynchronous interaction with instructor and class to include the following:

- Pre-recorded lectures
- Assigned textbook and journal readings
- Data analysis exercises
- Epidemiologic case studies
- Database searching
- Online poster presentation

Evaluation Methods

Grade Item	% of Grade	SLO(s) Measured
Class participation	25%	1-7
Data analysis exercises	15%	7
Outbreak case study	10%	3
Final examination	20%	1-7
Poster presentation	30%	1-7

Grade Explanations

Class participation	Five online discussions will be graded based on a rubric for online discussion.
Data analysis and interpretation exercises	Ungraded assignments. Points will be awarded for completion, regardless of accuracy, as these are designed to help you reinforce learning, not measure achievement. Model answers will be provided the week following the assignment so that students can monitor their own progress.
Outbreak case study	The outbreak case study will present an evolving problem with multiple steps. Students will work in collaborative teams of 3-4 to complete the case study. Work will be graded based on a rubric specific

	to the assignment.
Final Examination	The final examination will be administered in the final week of the semester. Exam will include both objective and essay items. Exams must be taken on the Macon campus or in the presence of a pre-approved exam proctor.
Poster presentation	The poster presentation will occur in the final week of the semester. This capstone assignment will be graded by a rubric specific to the assignment and will serve as the portfolio work for the course.

Grading Scale

A = 91-100

B = 83-90

C = 75-82

D = 66-74

F = < 65

Prior to mid-semester, you will receive feedback on your academic performance in this course

Contributions to the Portfolio

The poster presentation will serve as the portfolio contribution for the course.

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
Syllabus - Spring Semester
NRSG 8530

Course Prefix and Number NRSG 8530

Pre-requisites None

Co-requisites None

Course Title Health Care Policy, Ethics, and Politics

Lecture Hours: 3 **Lab Hours:** 4 **Contact Hours:** 45 **Credit Hours:** 4

Faculty TBA

Required Text(s)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2.

Catalog Description:

This course is designed to explore the role of the doctorally-prepared nurse in effecting change in the regulatory, legislative, and public policy arenas at the local, state, national, and global levels. Quantitative and qualitative decision making models are examined in relation to policy decisions. Ethical inquiry addresses access to health care and utilization and allocation of scarce resources.

Program Outcomes:

1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
2. Transform healthcare outcomes through evidence and scholarly inquiry.
3. Exhibit leadership to create effective healthcare delivery systems.
4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.

6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.
10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Outcomes:

Upon completion of this course, the student will:

Program Outcomes	Course Outcomes
1,2,3,4,6,8,9 and 10	<p>Demonstrate leadership in using evidence to influence healthcare policy.</p> <p>Employ effective communication strategies for interacting with public officials.</p> <p>Discuss professional and ethical principles used in inter-professional collaboration.</p> <p>Incorporate quantitative and qualitative decision-making models into writing policy statements.</p> <p>Demonstrate a working knowledge of the legislative process at the local, state, and national level.</p> <p>Analyze global influences on local, state, and national healthcare policy.</p>

Topic Outline

- Historical perspective
- Overview of policy process
- Policy approaches to health disparities
- Research as a political and policy tool
- Politics of the DNP
- Policy Issues at the Intersection of Technology and Care
- Current local, state, national, and global healthcare policy issues

Teaching/Learning Methods

Online learning modules; synchronous online discussions; weekly student presentations; required and recommended reading assignments;

guest lecturers; audio/video/PowerPoint presentations; critical thinking exercises; journal article summaries and self-evaluation.

**Evaluation
Methods**

Policy paper, discussion leadership, peer evaluation, and edge-runner biography.

Grading Scale

A = 91-100

B = 83-90

C = 75-82

D = 66-74

F = \leq 65

Prior to mid-semester, you will receive feedback on your academic performance in this course.

Late submission of discussions, preclass preparation assignments, and presentations will not be accepted and will receive a grade of 0. Late submission of other assignments will incur a late penalty of 10 points per day.

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences

School of Nursing
 Fall Semester

Course Pre fix and Number	NRSG 9310						
Prerequisites	Completion of NRSG 8540, 8510, 8300, 9300, 8530, 8520, 8410, and 9400. Proposal for Translational Research Project defended and approval to enroll in NRSG 9310 received from supervisory committee. IRB approval/or pending approval as indicated by nature of project.						
Co-requisites	NRSG 8420						
Course Title	Translational and Clinical Research I: Implementation						
Lecture Hours	1	Lab Hours:	8	Contact Hours:	120	Credit Hours:	3
Faculty	TBA						
Required Text(s)	All previously required.						
Recommended Text(s)	All previously recommended.						
Catalog Description:	<p>This course reflects the culmination of practice inquiry knowledge and competencies. The implementation of the Translational Clinical Project (TCP) entails student engagement in partnership building with clinicians, stakeholder, and faculty to examine a clinical question/ issue. The TCP involves translating evidence into practice and ultimately informs and influences nursing care and enhances health outcomes. The project will be completed during a 30-week period which is encompassed by Translational Research I and II courses. Translational Research I focuses on the implementation and data collection phase of the project.</p>						
Program Outcomes:	<table border="1"> <tr> <td>1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.</td> </tr> <tr> <td>2. Transform healthcare outcomes through evidence and scholarly inquiry.</td> </tr> </table>					1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.	2. Transform healthcare outcomes through evidence and scholarly inquiry.
1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.							
2. Transform healthcare outcomes through evidence and scholarly inquiry.							

3. Exhibit leadership to create effective healthcare delivery systems.
4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.
10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Outcomes

Upon completion of this course, the student will:

Program Outcome	Course Outcomes
2, 5, 7	1. Incorporate the role characteristics of the DNP advanced practice nurse as a catalyst for change into his/her own practice.
1, 5, 7	2. Appreciate and successfully engage in collaborative partnership building with clinicians, consumers, faculty, and/ or fellow students.
1, 2	3. Demonstrate a scientific curiosity and critique stance towards specialized practice.
1, 2, 3, 4, 5, 6, 7, 8	4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and implementing a scholarly project that entails addressing a question about some element of translating evidence to practice that improves patient outcomes.
5	5. Value and adhere to ethical and human subject guidelines.

2, 8, 10	6. Implement data collection.
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Topic Outline	<ol style="list-style-type: none"> 1. Project management. 2. Handling problems and conflict. 3. Effective Presentations during team meetings. 4. Ongoing evaluation of the project.
Teaching/Learning Methods	Collaboration with supervisory committee, community expert, and peers.
Evaluation Methods	<p>Student will satisfactorily implement DNP Translational Research Project.</p> <ul style="list-style-type: none"> ➤ Successful completion of GCSU IRB ➤ Weekly documentation of clinical hours ➤ Weekly meetings with course faculty ➤ Refinement of final paper ➤ Beginning data analysis ➤ Confirmation of summer and/or fall dissemination methods
Grading Scale	S/U
	Prior to mid-semester, you will receive feedback on your academic performance in this course

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences

School of Nursing
Spring Semester

Course Pre fix and Number	NRSG 9320						
Prerequisites	Completion of NRSG 8540, 8510, 8300, 9300, 8530, 8520, 8410, 9400, and 9310. Proposal for Translational Research Project defended and approval to enroll in NRSG 9310 received from supervisory committee. IRB approval/or pending approval as indicated by nature of project.						
Co-requisites	NRSG 9100						
Course Title	Translational and Clinical Research II: Evaluation and Dissemination						
Lecture Hours	1	Lab Hours:	8	Contact Hours:	120	Credit Hours:	3
Faculty	TBA						
Required Text(s)	All previously required.						
Recommended Text(s)	All previously recommended.						
Catalog Description:	The Translational and Clinical Research II – Evaluation and Dissemination reflects the culmination of practice inquiry knowledge and competencies. The Translational and Clinical Project (TCP) entails student engagement in partnership building with clinicians, stakeholder, and faculty to examine a clinical question/ issue. The TCP involves translating evidence to practice and ultimately informs and influences nursing care and enhances health outcomes. This course will focus on the analysis, evaluation and dissemination of the TCP. At the end of the course the student will have completed the project and have successfully defended the results. Students who do not complete all requirements of the TCP <u>must repeat</u> this course the following semester.						

Program Outcomes:

1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
2. Transform healthcare outcomes through evidence and scholarly inquiry.
3. Exhibit leadership to create effective healthcare delivery systems.
4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.
10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Outcomes Upon completion of this course, the student will:

Program Outcome	Course Outcome
2, 5, 7	1. Incorporate the role characteristics of the DNP advanced practice nurse as a catalyst for change into his/her own practice.
1, 5, 7	2. Appreciate and successfully engage in collaborative partnership building with clinicians, consumers, faculty, and/ or fellow students.
1, 2	3. Demonstrate a scientific curiosity and critique stance towards specialized practice.
1, 2, 3, 4, 5, 6, 7, 8	4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and implementing a scholarly project that entails addressing a question about some element of translating evidence to practice that improves patient outcomes.
5	5. Value and adhere to ethical and human subject guidelines.

2, 8, 10	6. Analyze results and its implications for future clinical research and practice at agency and at the local, regional and/or national level.
2, 8, 10	7. Disseminate results to appropriate audiences within the agency and whenever possible outside the agency at the local, regional, and national level.

1. Maintaining the momentum of a practice inquiry?
2. Collaboration is the key to changing the practice environment.
3. What are the implications that have arisen from all this work?
4. Telling the world: let me count the ways.
5. Getting published.

Collaboration with supervisory committee, community expert, and peers.

Student will satisfactorily complete DNP Capstone Project and submission of final written paper.

1. Final Paper (Chapters I – V)
2. Defense of Translational and Clinical Project to Committee
3. Dissemination of Project

Grading Scale S/U

Prior to mid-semester, you will receive feedback on your academic performance in this course

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences

School of Nursing
Spring Semester

Course Prefix and Number	NRS 9100						
Prerequisites	Completion of DNP core courses.						
Course Title	Role Transitions and Leadership						
Lecture Hours	2	Lab Hours:	4	Contact Hours:	30	Credit Hours:	3
Faculty	TBA						
Required Text(s)	<p>Marshall. E. (2010). <i>Transformational Leadership in Nursing</i>. New York: Springer Publishing Company.</p> <p>American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author.</p> <p>ISBN: 978-1-4338-0559-2</p>						
Recommended Readings	<p>Porter-O'Grady, T.& Malloch, K. (2011). <i>Quantum leadership: Advancing Innovation, Transforming Health Care</i> (3rd ed.) Sudbury, Massachusetts: Jones and Bartlett Publishers.</p> <p>ISBN-13: 9780763784690</p>						
Catalog Description:	<p>This course is designed to explore the leadership role and the collaborations necessary for the advanced practice nurse to affect change within healthcare organizations. This course will investigate topics in transformational leadership that emphasizes how nursing innovations can contribute to the modernization of healthcare delivery systems to ensure patient safety. Transformational leadership practice will be examined as it relates to nursing practice, healthcare organizations, and national healthcare policy.</p>						
Program Objectives:	<ol style="list-style-type: none"> 1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing. 2. Transform healthcare outcomes through evidence and scholarly inquiry. 						

3. Exhibit leadership to create effective healthcare delivery systems.
4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.
10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Objectives: Upon completion of this course, the student will:

Program Objectives	Course Objectives
2,3, 5	1. Evaluate the management structure and leadership qualities that shape health care delivery systems in organizations.
1, 5, 8	2. Collaborate with interdisciplinary teams to design initiatives in advanced practice nursing that will affect positive patient outcomes.
4, 7,	3. Appraise the role of the advanced practice nurse's values and attitudes in the development of leadership approaches needed to engage the participation of additional team members in solving complex healthcare issues.
6, 9, 10	4. Engage in leadership performance activities by participating in community, state, or national healthcare related activities or organizations.

Topic Outline

- A. A new vessel for leadership.
- B. Thriving in complexity.
- C. Evidentiary leadership.
- D. Creating context: innovation as a way of life.
- E. Innovation leadership.
- F. Characteristics of a transformational leader

- G. Crisis management.
- H. Habits of a Transformational leader
- I. Context for Transformational leadership
- J. Ethical Issues for the leader
- K. Constructing effective teams
- L. Transformational coaching.
- M. Financial and Budgeting as a transformational leader
- N. The new spirit of leadership.

Teaching/Learning Methods

Lecture; open discussion; student presentations; required and recommended reading assignments; guest lecturers; Audio/video/PowerPoint presentations; critical thinking exercises; Journal article summaries and self evaluation.

Evaluation Methods

Student Participation - This is essential to your success in this course. Participation is expected on all weekly discussions, class activities, and external activities. Worth 5 points.

Threaded Discussions (D2L) – Each student is required to participate in discussion activities. These discussions will serve to inform regular communication with the instructor and other class members. Each entry should be detailed and several paragraphs long (approximately 600 words).

- Each student is required to respond to the question and to the posts from the other classmates.
- All responses should add something to the discussion and be reflective and conversational but not confrontational. References should be provided in the discussions to support your position and cited according to APA format.
- The 6 Discussion postings are each worth 5 points (3 for original posting, 2 for response to peers), for a total of 30 points.

Leadership Interview – You will be asked to conduct an interview with a leader in your particular area of interest. The person you chose to interview must be in a leadership position at the state or national level. Approval from faculty must be obtained related to your choice before interview is conducted. You should be prepared to talk with this person for at least an hour. It may be a phone conversation, skype, or a face-to-face interview. From this interview, you will write a 7 to 10 page paper that explains a specific problem and how this person is working to solve that problem. Analyze and discuss this leader's style of leadership . A rubric will be utilized for evaluating the Leadership Interview--This assignment counts for 15 points of your final grade.

Book review--Write a review on a book on leadership. Write a 5-7 page critical review of the book. Discuss and critique its' value to leadership theory and to transformational leadership and practice in nursing and/or healthcare. Your book review should be of publishable quality. See specific guidelines for further instructions .A grading rubric will be utilized for evaluation of the book review. This assignment is worth 15 points of final grade.

DNP Leadership Paper - Write a leadership paper which explores how a DNP prepared leader might address a topic related to healthcare. Select a specific topic related to leadership in nursing. Have your topic approved by the faculty member. Prepare a publishable paper reviewing the literature on the topic and describing its relevance to nursing leadership. See specific guidelines for further instructions .A grading rubric will be utilized for evaluating the DNP leadership paper. This assignment counts for 20 points of final grade.

DNP Portfolio

You have been working on your DNP portfolio throughout the program, with a final grade given for it in this course.

This assignment counts for 15 % of your final grade.

Point Distribution for final grade

Participation-5%

Discussions-30%

Book review-15%%

Leadership Interview-15%%

Leadership paper--20%

Portfolio--15%

Grading Scale

A = 91-100

B = 83-90

C = 75-82

D = 66-74

F = < 65

Prior to mid-semester, you will receive feedback on your academic performance in this course.

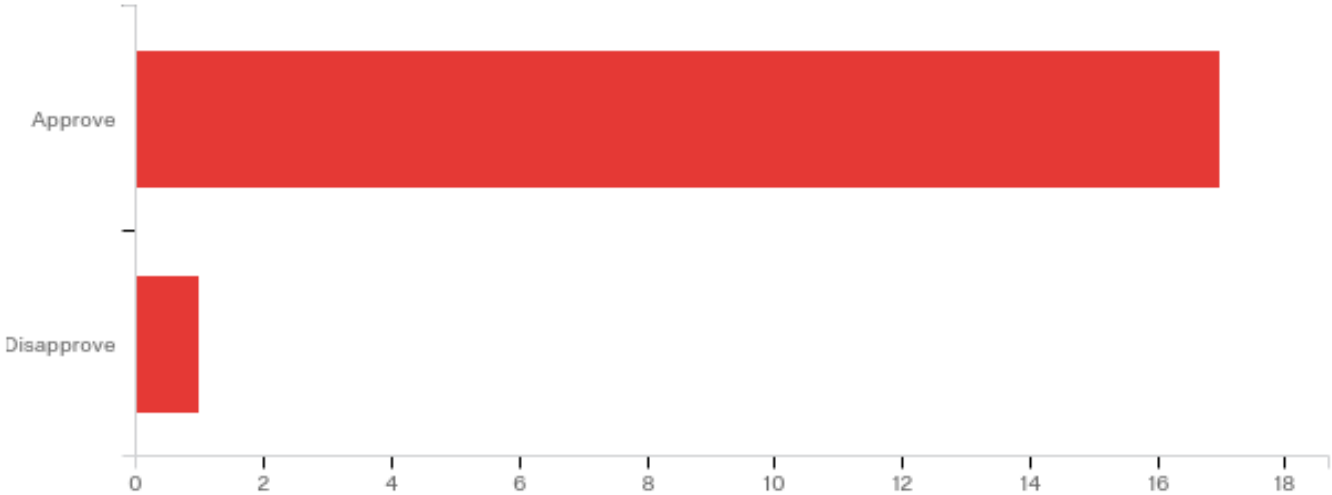
SON NFO Meeting Minutes

Facilitator	Dr. Debby MacMillan	Date	November 18, 2016
Location	HSB 202	Start Time	2:00 pm
Attendees	As per sign in sheets	End Time	3:30pm

Key Points Discussed and Action Items					
No.	Topic	Key Points	Action Item(s)	Owner	Target Date
1	Approval of Agenda	Approved			
2	Approval of October Minutes	Approved			
3	Announcements	<ul style="list-style-type: none"> Daisy Award Updates-Sandra Copeland – two UG students, two graduate students, and two faculty have been selected and will be recognized at the graduation celebration. Georgia BON Updates-Sandra Copeland – will send out information from last GBON meeting via email to faculty. Meetings are open and anyone can attend. Overview of SON Shared Drive-Leslie Moore-if faculty do not have access contact Patricia Hightower in SERVE. MURACE Grant-Debbie Greene – see attached Power Point and handouts about undergraduate research. Currently developing a list of faculty expertise to pair students. December 1st is deadline to apply. See Josie, Debbie Greene or Flor for more info. Scholarly Committee News-Debby MacMillan Jennifer Townes is new scholarly communications librarian. She will be sending out new monthly newsletter. Very helpful and can do workshops. See handout. Reproductive Health and Health Assessment for RN's-Debbie Greene – will be offered for public health nurses across the state. Approximately 150 students to take courses. See handouts. Evaluations-Debby MacMillan – please schedule appointment with Tracy Warm Handoff-Tuesday, December 13th 9am-12pm (all UG faculty required to attend) 	Faculty to schedule appointment with Tracy.	Faculty	
4	Student Reports	See attached reports.			

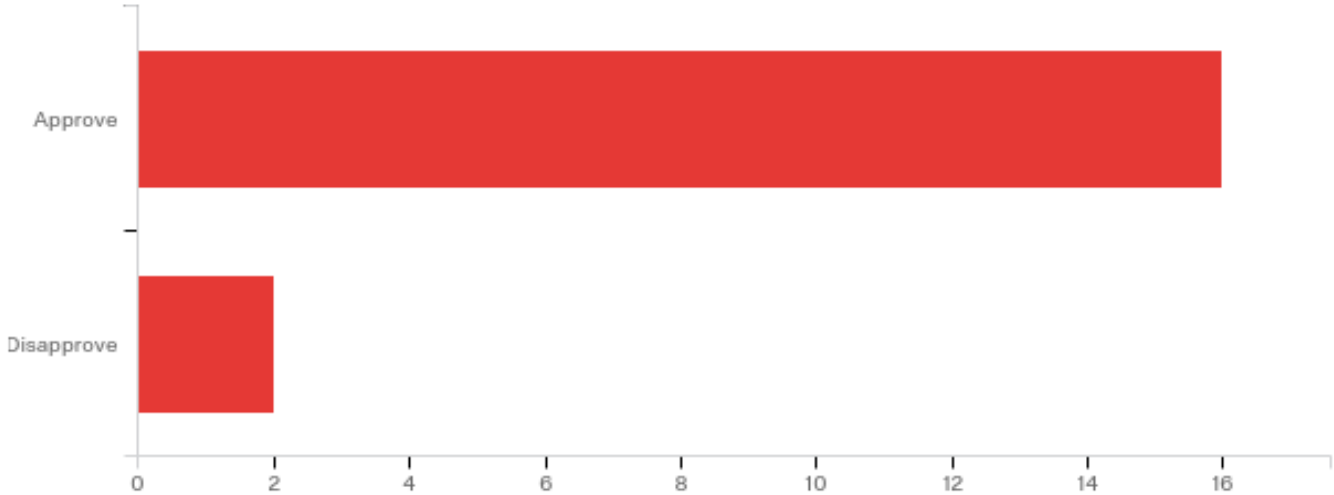
Key Points Discussed and Action Items					
No.	Topic	Key Points	Action Item(s)	Owner	Target Date
5	Standing NFO Committee Reports	<p><u>APR</u> (Sarah Handwerker)-see attached.</p> <p><u>EE</u> (Leslie Moore)-NCLEX pass rate for Jan-Oct 2016 is 95%. RN-BSN and DNP program goals 6-10 were met for the FY16 year (see handouts).</p> <p><u>Bylaws</u> (Carol Sapp)-no report.</p> <p><u>Curriculum</u> (Debbie Grier-See attached power point. Will hold faculty focus group after warm handoff on 11/13.</p> <p><u>Policy</u> (Debbie Greene)-Several policies were sent out via One Drive link for review. Send any changes/recommendations to Debbie Greene by 11/23. Vote will take place via Qualtrics. Deadline is 11/30. See below in new business. Currently creating a Nightingale Faculty site.</p> <p><u>Graduate</u> (Sallie)-see attached handouts. Discussion of DNP curriculum change. Motion for DNP curriculum revisions.</p> <p><u>International Study Abroad</u> (Sallie)-arrived back from Honduras safely. Very successful trip. Tanzania coming up in Spring 2017.</p> <p><u>Clinical Documents</u>-no report.</p>	<p>Voting for policies via Qualtrics.</p> <p>Voting for motion via Qualtrics.</p>	<p>Faculty</p> <p>Faculty</p>	<p>11/30/16</p> <p>11/30/16</p>
6	New Business	<p>MOTIONS-to be voted for via Qualtrics</p> <ul style="list-style-type: none"> • Policy 1001-Campus Lab Policy & Guidelines • Policy 1003-Standard & Transmission-based Precautions • Policy 1101-BSN Student Orientation & Onboarding • Policy 5003-Preparation for Clinical Experience Faculty • Policy 5004-SON Course Coordinator Responsibilities • Policy 5008-Cohort Advisor Responsibilities • Policy 5009-Course Management • Policy 5010-Daisy Award • DNP Curriculum Revisions • NRS 4200: Reproductive Health Course • NRS 3142: Health Assessment for Professional Nursing 	To be voted on...		
7	Next Meeting	January 20, 2017 2:00 in HSB 202			

Q13 - DNP Course Descriptions



#	Answer	%	Count
1	Approve	94.44%	17
2	Disapprove	5.56%	1
	Total	100%	18

Q14 - New 2016 Full time DNP POS



#	Answer	%	Count
1	Approve	88.89%	16
2	Disapprove	11.11%	2
	Total	100%	18