July 25, 2013

W. Randy Smith  
Vice Provost  
Office of Academic Affairs  
203 Bricker Hall  
190 North Oval Mall  
Columbus, OH 43210

This letter is to acknowledge that the Office of Distance Education and eLearning and the College of Nursing have entered into an agreement. The following program has agreed to meet the standards for distance education at The Ohio State University.

<table>
<thead>
<tr>
<th>Program name</th>
<th>Doctorate of Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>Nursing</td>
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<tr>
<td>Department</td>
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<tr>
<td>Primary faculty</td>
<td>Mary Margaret Gottesman, PhD, RN, Director</td>
</tr>
<tr>
<td>Primary contact</td>
<td>Cynthia Anderson, PhD, RN, Academic Associate Dean</td>
</tr>
<tr>
<td>Fiscal officer</td>
<td>Linda Walsh</td>
</tr>
<tr>
<td>Additional colleges/contacts</td>
<td>Awais Ali, Joni Tornwall</td>
</tr>
<tr>
<td>Program produced by</td>
<td>College of Nursing</td>
</tr>
</tbody>
</table>

Mike Hofherr  
Associate Vice President  
Office of Distance Education & eLearning

Bernadette M. Melnyk  
Dean  
College of Nursing
Addendum:
1. ODEE checklist
2. Doctor of Nursing Practice DE budget model (if applicable to this DE program)

ODEE Checklist

☐ ODEE and College of Nursing Memorandum of Understanding signed
  • Not yet defined for DE course support.

☐ College of Nursing agrees to:
  • Meet the programs standards set forth by RACGS for alternative delivery models.
    o Pages 15-16 of RACGS Guidelines
  • Provide budget forecasting/market analysis using ODEE funding model
    (attached), if applicable to this existing DE program.
    o Incur the costs for Doctor of Nursing Practice advertising.
    o Incur additional costs associated with DE programming (e.g. student advising, discipline specific program license).
  • Communicate to prospective students their ability to seek federal financial aid.
    o Collaborate with ODEE to maintain updates on State Authorization progress.
  • Communicate with ODEE regarding the plan, design, and development of courses.
    o Place course activities into appropriate delivery mechanisms.
      ▪ Use College of Nursing or ODEE supported tools when possible.
    o Use ODEE standard syllabus language associated with DE related resources.
      ▪ Not currently available, to be created.
      ▪ Language may be edited to enhance the student experience as approved by the program and ODEE.
    o Collaborate with ODEE on developing a course template.
      ▪ Not currently available, to be created.
    o Use OSU identity guidelines.
    o Apply the Quality Matters course design rubric.
      ▪ Each course in the program will be designed using the Quality Matters standards as a guide.
    o Meet essential criteria in Standard 8 (Accessibility) on the Quality Matters rubric to address accessibility.
- Collaborate with the Web Accessibility Center (Ken Petri)
as needed during course development.
  - Review courses every three to five years.
    - The College of Nursing will perform an internal review
      before course launch using the Quality Matters rubric. A
      similar review will occur every 3-5 years. A Quality
      Matters reviewer within the College of Nursing will
      conduct the review.
    - Substantial change in course technology and/or course
      objectives will result in an interim review.
- Provide at least one required student participation activity each week in
  a course.
  - Course designers will implement activities each week of a course
    to verify enrollment. This is beyond a simple login to a course
    space, but constitutes a discussion posting, quiz attempt, artifact
    submission, and so on.
- Require distance education faculty/instructors/students to complete
distance education training provided by either ODEE or internally by the
College of Nursing.
  - College of Nursing will continue to deliver intensive workshops to
    program faculty who teach online. The workshops cover Carmen,
    CarmenConnect, and other tools for online teaching and learning
    as well as best practices around distance education (Quality
    Matters, authentic online learning, instructional design and
    delivery in the online environment); 1:1 consultations; tutorial
    videos/blog articles/technical help web documents and weekly
    email updates and tips.
  - College of Nursing will continue to provide an intensive student
    orientation (which undergoes continuous improvement each
    year) to the students in the program which informs them of the
    university and college resources necessary for distance learning.
    Web resources that provide technical help for students are
    available online and can be accessed any time.
- Collaborate with university support services such as the library, Veterans
  Affairs, and UCAT on an as needed basis.
- Identify student technology support for tools only used by Nursing.
- Develop the distance versions of the courses as described in the
  proposal.
☐ ODEE agrees to:

- Obtain state authorizations for enrolled students.
  - Necessary to ensure program meets federal student financial aid guidelines.
  - Communicate with the colleges the status of approved state authorizations.
  - Not currently available, to be accomplished.

- Provide distance education training for faculty/instructors/students.
  - General Carmen support, help, workshops are currently available.
  - Additional DE-specific resources not currently available, to be created.

- Provide distance education faculty/instructors/students access to a 24/7 Tier 1 help desk for ODEE/OCIO provided tools/services.
  - Not currently available, to be accomplished.

- Provide OSU Online program advertising.
  - Not currently available, to be accomplished.

- Collaborate with the colleges on the plan, design, and development of courses.
  - In progress.
  - Support agreement to be defined.
    - ODEE steering committee will guide resource management.
June 4, 2013

Dr. Celia E. Wills, PhD, RN
Graduate Studies Chairperson
Associate Professor
The Ohio State University College of Nursing

Doctor of Nursing Practice – Executive Track

Celia,

The Graduate School Curriculum Committee (GSCC) met on May 27th to discuss the revised proposal to establish an executive track with the existing Doctor of Nursing Practice degree. The GSCC would like to thank you for your letter of April 8th and the follow-up letter of May 8th in which you provided such a clear and comprehensive response to their previous queries regarding this degree. The thoroughness of your responses was greatly appreciated. Here I summarize:

- It was noted that there is extensive revision of the existing curriculum in this new track, which replaces 24 of 50 credit hours. Your responses have made clear which content is being replaced, modified, or remaining in the curriculum. Thank you for the side-by-side comparison of the two curricula would be helpful.
- Other items, such as the 1 credit hour individual studies course requirement, the immersion courses 8898 I and II (including the preceptors and monitoring of student progress), the administrative structure, and the final project have all been adequately addressed.

However, one outstanding issue remains.

- A concurrent letter from the Fischer College of Business about the offering for an online financial course needs to be included in the proposal.

I won’t be able to advance the proposal until its entire curriculum has been secured. Once the course offering with the College of Business (or alternative) has been finalized, I can advance the proposal to the Graduate Council and to the Council on Academic Affairs. There remains the possibility that this proposal could become an agenda item on the summer CAA meeting scheduled for July 10th. Otherwise, its next meeting will be in Autumn semester. A representative from the College of Nursing will be invited to attend the CAA meeting.
I have contacted the Ohio Board of Regents to give notice regarding the proposed changes in the DNP program to inquire what, if any, steps will be required for its approval. My inquiry was scheduled an agenda item for our May 31st meeting. Unfortunately, that meeting was cancelled. This agenda item has been rescheduled for our next meeting on July 26th.

Please don't hesitate to contact me with questions or clarifications.

Many thanks,

Scott Herness
Associate Dean
The Graduate School
May 13, 2013

Dr. Stephanie Davidson
Vice Chancellor, Academic Affairs
Ohio Board of Regents
25 South Front Street, 7th Floor
Columbus, Ohio 43215

Dear Dr. Davidson,

I am writing to advise you that one of our professional doctorate programs, the Doctor of Nursing Practice, has submitted a proposal to the Graduate School to develop a new specialization, the Doctor of Nursing Practice, Executive Track. This proposal includes both a change in the emphasis of the degree and a significant change in the curriculum content.

While the DNP prepares students for nursing practice with individuals, families, populations and systems, the DNP—executive track prepares students for leadership roles in advanced direct and indirect patient care. As a result, a 24 of the 50 credit hours of the curriculum will be changed to create this specialization. Of these 24 credit hours, 16 hours are entirely new courses and 8 hours are revised courses with modified but not completely replaced content.

Although RACGS approval for this specialization is not literally required by our guidelines, I felt that the change in focus of the degree combined with the near 50% change in curriculum minimally required a notification to RACGS members. I wish to present this as an informational item at our next meeting to notify my colleagues of our plans and request their endorsement.

Thank you for your consideration,

Sincerely,

Scott Herness
Associate Dean
The Graduate School

THE Ohio State UNIVERSITY

Scott Herness, PhD
Associate Dean
Graduate School
250 University Hall, 230 Nort1 Oval Mall Columbus, OH 43210-1366
614-292-9490 Office / 614-292-3656 Fax
herness.1@osu.edu
May 8, 2013

Dr. Scott Hernandez
Associate Dean, Graduate School
250 University Hall
230 North Oval Mall
Columbus, OH 43210-1366

Dear Dr. Hernandez:

This letter is to provide an update to the April 8, 2013 response for the Graduate School Curriculum Committee (GSCC) initial review comments and questions for clarification of the proposal from the College of Nursing to establish a Nurse Executive (NE) track within the existing Doctor of Nursing Practice (DNP) program. This letter includes additional information about a finance course to be included in the DNP Nurse Executive track.

Two versions of the proposal revisions that include updated information for the finance course are attached: (a) one showing the tracked changes; and, (b) a clean copy for which the tracked changes have been accepted.

The text below summarizes the updated information for the Graduate School Curriculum Committee (GSCC) review comment regarding the finance course.

- A concurrent letter from the Fisher College of Business about the offering for an online financial course needs to be included in the proposal. Additionally the specific FCOB course numbers must be listed.

  - Discussion occurred with Nancy Lahmers, JD, Executive Director of Graduate Programs, Fisher College of Business on April 25, 2013, for consultation on a finance course to be included in the DNP Nurse Executive track.

  - A finance course, Finance 7400 (Applied Managerial Economics for Health Sciences), was identified as including appropriate content for the College of Nursing DNP program. The description of Finance 7400 (detailed on College of Business website) is as follows: "This class focuses on applying concepts from microeconomics to business, management and organizational problems and challenges, with an emphasis on the businesses in the life sciences and healthcare sectors. While the content is grounded in the fundamentals of economic theory, it is applied and relevant for business practice and managerial decision making."

  - Because the College of Business does not offer Finance 7400 independently of enrollment in a Graduate Business Minor in Health Sciences, Dr. Lahmers has stated that the College of Business will assist the College of Nursing to identify College of Business faculty who could design and teach a course similar to Finance 7400 that would meet the needs of the DNP Nurse Executive track students.
April 8, 2013

Dr. Scott Herness
Associate Dean, Graduate School
250 University Hall
230 North Oval Mall
Columbus, OH 43210-1366

Dear Dr. Herness:

Thank you for the Graduate School Curriculum Committee (GSCC) initial review comments and questions for clarification of the proposal from the College of Nursing to establish a Nurse Executive (NE) track within the existing Doctor of Nursing Practice (DNP) program. This letter includes responses for the requested clarifications of the draft proposal. The review comments are included in bold italicized font, followed by the response to each comment. Two versions of the revised version of the proposal are attached: (a) one showing the tracked changes; and, (b) a clean copy for which the tracked changes have been accepted.

- It was noted that there is extensive revision of the existing curriculum in this new track. This revision replaces 24 of 50 credit hours. Two important consequences arise: These proposed changes are very close to the 50% change rule for existing program set by the Ohio Board of Regents. The OBR requires re-submission and approval of any program whenever 50% or more of its existing content is changed. The large content change combined with the change in content emphasis minimally requires notifying the OBR about these changes and inquiring how they wish to proceed. The GSCC questions which content was being eliminated with the removal of 24 hours from the degree program. A side-by-side comparison of the two curricula would be helpful.

- The requested side-by-side comparison of the two curricula is provided on pp. 5-6 of this letter, and also is included on pp. 11-12 of the revised proposal. The 24 credits referred to on p. 4, last paragraph of the draft proposal referred to the following new and modified courses for the proposed Nurse Executive track:

  o 16 credit hours - new specialty track courses: As shown in the attached table, the Nurse Executive track would include 6 new courses not in the current DNP program, which are indicated as “New” in the rightmost column of the comparison table: NURSPRACT 8404, 8403, 8600 (nurse executive leadership courses; 9 credits total), NURSPRACT 8783, 8784 (evidence based practice courses; 4 credits total), and a Fisher College of Business course (3 credits). These proposed new courses constitute a total of 16 new credits for the DNP Nurse Executive track within 50 total credit hours; 16/50 = 32% new content for the Nurse Executive track. These proposed courses would constitute significantly less than the 50% criterion of the OBR for review of extensive change of an existing program.

  o 8 credit hours – existing courses (not extensively) modified to focus on application of concepts within Nurse Executive specialty track: Three additional courses for the proposed Nurse Executive track in informatics (NURSPRACT 8610; 2 credits), leadership (NURSPRACT 8402; 3 credits), and evidence-based practice (NURSPRACT 8782; 3 credits) have similar content to analogous courses that are offered in the current DNP program in informatics (NURSPRACT 8520; 2 credits), leadership (NURSPRACT 8401; 3 credits), and evidence-based practice (NURSPRACT 8780; 3 credits). A key difference is that the three proposed Nurse Executive track courses emphasize application of key concepts to nursing leadership
roles, but do not reflect extensive differences in overall conceptual focus from the currently-offered courses. NURSRAPRACT 8610 and 8402 are revised courses that need to be reviewed as they have new titles and objectives compared to the courses that were submitted for the conversion to semesters.

- The proposal text has been adjusted on p. 5 to clarify these distinctions in truly new courses (16 credits) that are proposed, versus several courses modified from the existing DNP program course offerings (8 credits) that reflect changes primarily in the application of concepts to match the Nurse Executive specialty focus.

- Some questions were raised asking if the program is offered completely online, and whether its on-line offerings should be more clearly stated in the proposal.

  - The DNP program has been offered online since approved by the Ohio Board of Regents (6/18/2008). The first students were enrolled in the program in Autumn 2008. All of the required nursing courses are offered online. The exception is some elective courses students select to have in their program of study.

  - The DNP Nurse Executive track will be offered in the same online format.

  - The DNP program is considered a Distance Education Program by the Commission on Collegiate Nursing Education, which is the same accrediting organization that provided an accreditation of the DNP program in 2011.

  - These aspects of the online program have been noted in the revised proposal on pp. 4-5.

- A concurrent letter from the Fisher College of Business about the offering for an online financial course needs to be included in the proposal. Additionally the specific FCOB course numbers must be listed.

  - Discussion with the Fisher College of Business regarding the most appropriate type of finance course offering is in process. The table of courses will be updated with the course number and title when available. A letter of concurrence will be submitted once the course is identified.

- An individual studies course offered for 1 credit hour requirement needs to be explained in more detail.

  - The one credit hour of Individual Studies will be taken with the major advisor for the student to finalize the DNP Final Project proposal. A description of this credit is included in the course descriptions on p. 9 of the revised proposal.

  - This credit will be taken after all of the courses are completed, with the exception of the immersion courses (NURSRAPRACT 8898 I and II) and NURSRAPRACT 8783 and 8784. The student will conduct the Final Project in the NURSRAPRACT 8898 I and II courses.

- More details are requested on the immersion courses and how progress at remote sites is monitored. The committee also requested more details on how students will be evaluated when practicing at external agencies.

  - The emphasis on practice in the DNP program culminates in the clinical immersion experiences in the NURSRAPRACT 8898 I and II courses. Students complete 410 hours of clinical within these two courses that builds upon a foundation of 90 hours of clinical already completed as part of three courses in the first year of DNP study (NURSRAPRACT 8402, 8500, and 8480). The clinical immersion provides the opportunity for students to synthesize and apply knowledge acquired across the program of study by practicing in the student's area at a greater level of competence as well as providing the context in which the DNP Final Project is conducted. The immersion experiences and Final Project represent the
results of scholarly inquiry and contribute to personal growth in nursing leadership, policy, or evidence-based practice. Together with the final project, the immersion provides evidence of an advanced understanding of relevant literature and policy/practice issues, documents the outcomes of the student’s educational experiences, provides a measurable outcome for evaluating the immersion experience, and summarizes the student’s growth in knowledge and expertise.

- The clinical immersion experience will occur within clinical sites that include a variety of medical centers and health care agencies. Preceptor-mentors for the DNP immersion experiences include a variety of potential experts that include--but are not limited to--nurse executives, senior clinicians, experts in informatics, leaders in health policy development, and leaders from other disciplines with expertise relevant to the DNP student’s area of specialization and immersion objectives. It is anticipated that primary preceptors will be Nurse Executives or Chief Executive Officers (CEOs) who are leaders within the site that is selected for the immersion experience.

- Student progress monitoring and evaluation when practicing at external agencies is accomplished via multiple mechanisms: The faculty course head for the immersion experience meets in person or via electronic means with the preceptor at least twice per semester during each of the immersion courses. Written feedback will be provided to the student at the end of each semester’s immersion experience using the Evaluation of Progress in the Immersion form that is completed by the preceptor in collaboration with the faculty course head. The student will complete a written evaluation of the preceptor at the end of the immersion experience. The quality of the immersion experience and the progress of the student will also be monitored via teleconferences with the student, preceptor, and faculty advisor; mid-semester and end-of-semester evaluations by the preceptor; an end-of-the semester student self-evaluation; reflective journaling as documentation of growth of knowledge and skills; quality of an E-portfolio development; and, quality of online discussion participation regarding immersion experience.

- The above information is now included on pp. 5-6 of the revised proposal.

- The committee noted that information on administration and structure of the program was lacking in the proposal.

- Co-directors (Mary Nash, PhD, RN, FAAN, FACHE, Assistant Dean; Tim Porter-O’Grady, PhD, RN, FAAN, Clinical Professor; Kathy Malloch, PhD, RN, FAAN, Clinical Professor) will be appointed for the Nurse Executive track.

- The co-directors will be ex officio members of the DNP subcommittee of the Graduate Studies Committee (GSC). They will have Specialty Program Director (SPD) titles and responsibilities as consistent with the current administration and structure of the existing DNP program.

- The functions of the DNP subcommittee of the Graduate Studies Committee will remain the same, inclusive of the following functions:

1. Advises the GSC about DNP curriculum implementation, including the development of new courses and proposals to alter the curriculum.

2. Monitors programmatic quality indicators and consistency of the curriculum with the American Association of Colleges of Nursing DNP Essentials and the National Organization of Nurse Practitioner Faculties (NONPF) standards.

3. Presents program evaluation data to the GSC annually.

4. Reviews applications, conducts interviews of applicants, and recommends DNP program applicants for admission to the GSC.
5. Implements and evaluates the Professional Doctoral Examination and the formats for the final project.

6. Monitors progression of students in the DNP program.

- Questions arose as to whether NP8783 and 8784 are a final project or a capstone, and how these courses are evaluated.

  - NURSPRACT 8783 and 8784 courses are taken concurrently with the immersion experience. In these courses, the student will be evaluated on progress with the DNP Final Project, and will receive a letter grade for each course. A description of the DNP Final Project is included on p. 6 of the revised proposal.

  - The DNP Final Project committee composition will be the same as for the existing DNP program, in which the DNP student’s academic advisor serves as the chair of the student’s Final Project Committee. In consultation with the advisor, the student also selects and requests the participation of two additional Graduate Faculty Members with M or P status, at least one of whom must be from the Department of Nursing, and each holding an appointment of at least 0.50 FTE.

  - The DNP Final Project is implemented concurrently with the clinical immersion courses (NURSPRACT 8898 I and II). The DNP Final project is designed jointly by the student and the advisor, pre-approved by the DNP Final Project committee, and monitored jointly by the advisor, project committee, and onsite mentors. The quality of the Final Project experience and the progress of the student will be monitored by the DNP Final Project committee. Student progress on the Final Project is assessed by the Final Project committee through monthly progress reports, formative drafts and the final written Final Project document, and an open-forum final project presentation to be given on campus.

Please let me know if you have any questions or need additional information. We would welcome the opportunity to meet with you to discuss the proposal as appropriate, and we request attendance at the Graduate School Curriculum meeting when the revised proposal is discussed.

Thank you for your review of this request.

Sincerely,

[Signature]

Dr. Celia E. Wills, Graduate Studies Committee Chairperson & Associate Professor

Copy:  Dr. Karen Ahijevych  
       Sandra Cody  
       Dr. Mary M. Gottesman  
       Dr. Bernadette Melnyk  
       Dr. Edna Menke  
       Dr. Usha Menon
Comparison of DNP Courses in the Current DNP Program and the Proposed DNP Nurse Executive Track Courses

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<th>DNP Nurse Executive Track (proposed)</th>
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March 10, 2013

Dr. Celia. E. Wills, PhD, RN
Graduate Studies Chairperson
Associate Professor
The Ohio State University College of Nursing

Doctor of Nursing Practice – Executive Track

Celia,

The Graduate School Curriculum Committee (GSCC) met on February 21st to discuss the proposal to establish an executive track with the existing Doctor of Nursing Practice degree. This is the first opportunity I’ve had since that meeting to relay their comments to you and your College. I apologize for the delay.

The goal of the GSCC is not only to ensure that the proposal is consistent with Graduate School rules and practices but also to strengthen the proposal for its subsequent approval steps. Here I’d like to summarize changes and clarifications to the proposal as a result of the GSCC discussion.

- It was noted that there is extensive revision of the existing curriculum in this new track. This revision replaces 24 of 50 credit hours. Two important consequences arise:
  - These proposed changes are very close to the 50% change rule for existing program set by the Ohio Board of Regents. The OBR requires re-submission and approval of any program whenever 50% or more of its existing content is changed. The large content change combined with the change in content emphasis minimally requires notifying the OBR about these changes and inquiring how they wish to proceed.
  - The GSCC questions which content was being eliminated with the removal of 24 hours from the degree program. A side-by-side comparison of the two curricula would be helpful.
- Some questions were raised asking if the program is offered completely online, and whether its online offerings should be more clearly stated in the proposal.
- A concurrent letter from the Fischer College of Business about the offering for an online financial course needs to be included in the proposal. Additionally the specific FCMB course numbers must be listed.
- An individual studies course offered for 1 credit hour requirement needs to be explained in more detail.
More details are requested on the immersion courses and how progress at remote sites is monitored. The committee also requested more details on how students will be evaluated when practicing at external agencies.

The committee noted that information on administration and structure of the program was lacking in the proposal.

Questions arose as to whether NP8783 and 8784 are a final project or a capstone, and how these courses are evaluated.

Please resubmit the revised proposal to me at your convenience. After we receive it, I will schedule it for review at an upcoming Graduate School Curriculum meeting. Subsequently, the proposal will be submitted to the Graduate Council, and to the Committee on Academic Affairs. A representative from the College of Nursing will be invited to attend the CAA meeting.

I will contact the Ohio Board of Regents regarding the proposed changes in the DNP program and inquire what, if any, steps will be required. Given the change in focus of the degree and the near 50% content change, it is my guess some level of notification will be required.

Additionally, I will be in contact with Michael Hofherr, Assistant VP for Distance Education & eLearning, to ensure the proposal is consistent with evolving new University practices for distance learning.

Throughout all, I will be working with you, helping to shepherd this proposal through its path among these committees.

Please don’t hesitate to contact me with questions or clarifications.

Many thanks,

Scott Herness
Associate Dean
The Graduate School

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
Advancing graduate education for over 100 years
January 5, 2013

Dr. Scott Herness
Associate Dean, Graduate School
250 University Hall
230 North Oval Mall
Columbus, OH 43210-1366

Dear Dr. Herness:

Attached is a proposal to implement a DNP Nurse Executive Track within the existing Doctor of Nursing Practice (DNP) Program in the College of Nursing, for which we are requesting Graduate School review. The proposal was approved by the College of Nursing Graduate Studies Committee and the Faculty in November 2012.

The Doctor of Nursing Practice (DNP) program prepares graduates for the highest level of nursing practice with individuals, families, populations, and systems. The American Association of Colleges of Nursing (AACN) endorses DNP programs as preparation for doctoral level advanced nursing practice. Since 2008, the College of Nursing has offered a Post-Masters DNP program, which received accreditation from the Commission on Collegiate Nursing Education (CCNE) in spring 2011.

Our overall program is similar to other DNP programs in preparing graduates to provide leadership in advanced direct and indirect patient care. However, our existing program has an important gap because it does not address a rapidly-emerging regional and national need for DNP-prepared nurse executives. We believe the attached proposal is timely in context of current trends and will fill a key health and health care delivery system need. We would appreciate the proposal being approved in a timely manner as we want to be able to implement the specialty track autumn semester 2013. The eight new courses in the DNP Nurse Executive Track will be submitted in the online system pending feedback from Graduate School review.

Please let me know if you have any questions or need additional information. We would welcome the opportunity to meet with you to discuss the proposal as appropriate.

Thank you for your review of this request.

Sincerely,

Celia E. Wills, Graduate Studies Committee Chairperson & Associate Professor

Copy: Dr. Karen Ahijevych; Sandra Cody; Dr. Edna Menke; Dr. Bernadette Melnyk; Dr. Usha Menon
Revised Proposal for a DNP Nurse Executive Track in the Doctor of Nursing Practice Program

Prepared for Review and Approval by
The Ohio State University
Graduate School

Submitted April 8, 2013

Updated May 8, 2013
Proposal for a DNP Nurse Executive Track in the Doctor of Nursing Practice

Program

The Doctor of Nursing Practice (DNP) program prepares graduates for the highest level of nursing practice with individuals, families, populations and systems. In 2004, the American Association of Colleges of Nursing (AACN) endorsed DNP programs as preparation for doctoral level advanced nursing practice. Hallmarks of DNP programs include graduates who are competent in advanced nursing practice, informatics, prevention and population health, organizational and systems leadership for quality improvement, health policy, inter-professional collegial relationships, clinical scholarship, and scientific foundations of nursing practice. Since 2008, the College of Nursing at Ohio State has offered a Post-Masters DNP program online and received accreditation from the Commission on Collegiate Nursing Education (CCNE) in spring 2011. The overall DNP program prepares graduates to provide leadership and excellence in advanced direct and indirect patient care. The program is similar to other DNP programs in the United States. However, our existing program has an important gap because it does not address a rapidly-emerging regional and national need for preparation of DNP-prepared nurse executives. The proposal for the track was approved by the College of Nursing Graduate Studies Committee on November 1, 2012 and the College of Nursing Faculty on November 14, 2012.

The need for a DNP nurse executive has been well validated and supported by the broad shift in the demands of the executive role. In the Institute of Medicine report (2010), *The Future of Nursing: Leading Change, Advancing Health*, some of the recommendations pertain to the education of nurses to be able to transform health care systems and a new vision for the educational preparation of the nurse executive. Transformational leadership is necessary so that nurses work as full partners in a context of mutual respect and collaboration with other health care professionals (Institute of Medicine of National Academies, p. 223). At the present time there are few DNP programs that prepare graduates as nurse executives. Most of the programs that prepare nurse executives are not in university settings or institutions similar to Ohio State. A few of the universities that have or are planning to offer a nurse executive track in their DNP program include Arizona State University, University of California San Francisco, and the University of Iowa. The Ohio State University College of Nursing wants to be the first DNP program in Ohio to offer a nurse executive track. This proposal provides the rationale for adding a nurse executive track to the existing DNP Program. This is the revised proposal and cover letter to Dr. Herness in response to initial review comments and questions that were forwarded in March 2013 from the OSU Graduate School Curriculum Committee (GSCC).
Rationale for the Nurse Executive Track

Health system transformation is unfolding at an accelerating rate. The very design of service systems and structures now requires systems and complexity competence at a new, higher level. Not only are the elements of practice changing, the very drivers of health system performance are evolving. The driving forces require the nurse executive of the future to be prepared in a fundamentally different way. The nurse executive must exemplify competences in design, translation and application of cutting-edge technology to strategic, operational and practice processes that include “just-in-time” approaches to data management and application as quickly as the evidence indicates. Point-of-service models based on evidence-based decision support require the executive to apply technology to systems design, decision-making and evaluation of impact. There is a need for the educational preparation of executives who have the requisite doctoral level understanding of nursing, contemporary health care systems, and who can translate clinical systems activities into financial models and systems. These models track, correlate and evaluate value-based work processes and evaluation mechanisms that can be reflected in financial algorithms through which payment will be configured.

The nurse executive at the corporate executive level in this emergent health care delivery system must recognize the importance of becoming the driver of strategic decisions which best exemplify the goodness of fit between environmental changes and operational design. Health systems must now respond to shifting approaches to population and community based clinical service in a predominantly interprofessional delivery approach. Integration, coordination and facilitation of the continuum of service models will rely substantially on nursing to manage the necessary systems. This will be led by nurse executives prepared at the doctoral level.

The growing numbers of DNP leaders in the clinical practice environment will increase the need for a comparable level of DNP preparation in the executive nurse leader who will provide organizational and systems direction. Increasingly, DNP practice leaders will be less amenable to accepting leadership from nurse executives who do not demonstrate a leadership capacity which can best direct them strategically, scholastically and operationally from a conceptual frame of reference that functions from a similar level of educational preparation. Comparability in professional role relationship demands an expansion of the preparation of nurse executive leadership capacity at the DNP level.

The College of Nursing Doctor of Nursing Practice program is in an excellent position to offer an innovative nurse executive track that addresses the described needs. Within the past year the College’s organizational structure was changed, a new strategic plan was approved, and recruitment of several faculty members enhanced the existing resources to implement the nurse executive track. The proposed
nurse executive track evolved from input from faculty, a team that developed the initial draft of the track, the DNP subcommittee, Graduate Studies Committee, and approval by the faculty. The interest in the nurse executive track is evidenced by the high volume of inquiries from potential students in Ohio and in other parts of the United States. The online delivery of the program is attractive to students who will be continuing to work while pursuing their degree. The proposed specialty track will be named *Innovation and Leadership Development for the DNP Nurse Executive*.

**Innovation and Leadership Development for the Nurse Executive Track Description**

The nurse executive track being proposed is innovative in terms of preparing for nurse executive positions that would be distinct from other DNP programs. Incorporated into the DNP Nurse Executive curriculum would be concepts of “peak performance” and “differentiating” in the specialty courses and the immersion experiences. “Peak performance” implies in times of healthcare chaos and uncertainty, a focus on effectiveness and the achievement of excellence as the optimal value and outcome in healthcare organizations that requires unique knowledge and competence. The Peak Performance model focuses on excellence at the highest level for individuals and teams in health care organizations. “Differentiating” refers to leading in healthcare at the executive level in a digital age that requires knowledge steeped in the interrelationships between and among the multiple complex systems in healthcare. Understanding and performing in these systems, especially in Accountable Care Organizations implemented as part of recent health care reform legislation, will be learned and practiced in this nurse executive track.

The expected program outcomes for graduates of the nurse executive track would be the same as those for other graduates of the DNP program. The difference is that nurse executive students would be prepared to assume nurse executive positions in a variety of settings through the specialization track courses and the focus of their immersion experiences in the final year of the program. The seven expected outcomes for each graduate of the existing DNP program are: 1) Practice at the highest level of nursing, integrating and applying knowledge from the sciences with the fields of organizational management, ethics, health policy, and information technology; 2) Demonstrate leadership skills in organizational and health systems management to improve the safety and quality of health care; 3) Apply analytical skills and translational science methodologies to practice-focused scholarship; 4) Provide leadership in interprofessional collaborative teams to improve health outcomes for individuals, populations, and the crafting of policy; 5) Demonstrate high levels of skill in health promotion and disease prevention strategies for individuals, populations, and systems; 6) Develop skill in the analysis and shaping of health policy; and 7) Demonstrate skill in the application of ethical decision-making frameworks to resolve ethical dilemmas in health care.

**DNP Nurse Executive Track Curriculum Overview**
DNP NURSE EXECUTIVE TRACK

The nurse executive track would require a minimum of 50 semester credit hours of post-masters course work the same as the existing DNP program. The track would be part of the current online DNP program in terms of program outcomes and requirements. The DNP program has been offered online since approved by the Ohio Board of Regents (6/18/2008) and all of the required nursing courses are offered online. The DNP program is considered a Distance Education Program by the Commission on Collegiate Nursing Education, which is the same accrediting organization that provided an accreditation of the DNP program in 2011.

Students in the Nurse Executive track would take eight of the courses required of all students in the DNP program (26 credit hours). The other 24 credit hours would be comprised of 16 credit hours of new specialization courses developed specifically for the students pursuing the nurse executive track and at least one course developed with the assistance of the Fisher College of Business that focuses on financial management, and 8 credit hours of existing DNP courses with some modifications to focus on application of concepts within the Nurse Executive specialty track. (See pages 6 - 12 for a table of the proposed Nurse Executive curriculum, comparison table for the existing and proposed DNP program courses, course descriptions, and Appendix for course content outlines). Like the existing DNP program, it would require a minimum of four semesters of full-time study and one summer session to complete the course work, the DNP Professional Examination, and DNP Final Project. Students would be able to pursue the track on a part-time basis, except for the minimum of two full-time semesters required by the Graduate School. (See pages 9 -10 for sample programs of study for a full-time student and a part-time student.) We are requesting consideration of transcript designation of the Nurse Executive specialization.

Clinical Immersion Experience

The emphasis on practice in the DNP program culminates in the clinical immersion experiences in the NURSPrACT 8898 I and II courses. Students complete 410 hours of clinical within these two courses that builds upon a foundation of 90 hours of clinical already completed as part of three courses in the first year of DNP study (NURSPrACT 8402, 8500, and 8480). The clinical immersion provides the opportunity for students to synthesize and apply knowledge acquired across the program of study by practicing in the student’s area at a greater level of competence as well as providing the context in which the DNP Final Project is conducted. The immersion experiences and Final Project (see next section) represent the results of scholarly inquiry and contribute to personal growth in nursing leadership, policy, or evidence-based practice. Together with the final project, the immersion provides evidence of an advanced understanding of relevant literature and policy/practice issues, documents the outcomes of the student’s educational experiences, provides a measurable outcome for evaluating the immersion experience, and summarizes the student’s growth in knowledge and expertise.
DNP NURSE EXECUTIVE TRACK

The clinical immersion experience will occur within clinical sites that include a variety of medical centers and health care agencies. Preceptor-mentors for the DNP immersion experiences include a variety of potential experts that include—but are not limited to—nurse executives, senior clinicians, experts in informatics, leaders in health policy development, and leaders from other disciplines with expertise relevant to the DNP student’s area of specialization and immersion objectives. It is anticipated that primary preceptors will be Nurse Executives or Chief Executive Officers (CEOs) who are leaders within the site that is selected for the immersion experience.

Student progress monitoring and evaluation when practicing at external agencies is accomplished via multiple mechanisms: The faculty course head for the immersion experience meets in person or via electronic means with the preceptor at least twice per semester during each of the immersion courses. Written feedback will be provided to the student at the end of each semester’s immersion experience using the Evaluation of Progress in the Immersion form that is completed by the preceptor in collaboration with the faculty course head. The student will complete a written evaluation of the preceptor at the end of the immersion experience. The quality of the immersion experience and the progress of the student will also be monitored via teleconferences with the student, preceptor, and faculty advisor; mid-semester and end-of-semester evaluations by the preceptor; an end-of-the semester student self-evaluation by the student; reflective journaling as documentation of growth of knowledge and skills; quality of an E-portfolio development; and, quality of online discussion participation regarding immersion experience.

DNP Final Project

The DNP Final Project is implemented concurrently with the clinical immersion courses (NURSPrACT 8898 I and II). NURSPrACT 8783 and 8784 courses are taken concurrently with the immersion experience. In these courses, the student will be evaluated on progress with the DNP Final Project, and will receive a letter grade for each course. The DNP Final project is designed jointly by the student and the advisor, pre-approved by the DNP Final Project committee, and monitored jointly by the advisor, project committee, and onsite mentors. The quality of the Final Project experience and the progress of the student will be monitored by the DNP Final Project committee. Student progress on the Final Project is assessed by the Final Project committee through monthly progress reports, formative drafts and the final written Final Project document, and an open-forum final project presentation to be given on campus. The DNP Final Project committee composition will be the same as for the existing DNP program, in which the DNP student’s academic advisor serves as the chair of the student’s Final Project Committee. In consultation with the advisor, the student also selects and requests the participation of two additional Graduate Faculty Members with M or P status, at least one of whom must be from the Department of Nursing, and each holding an appointment of at least 0.50 FTE.

DNP Nurse Executive Track Administration and Structure
Nurse Executive track co-directors (Mary Nash, PhD, RN, FAAN, FACHE, Assistant Dean; Tim Porter-O'Grady, PhD, RN, FAAN, Clinical Professor; Kathy Malloch, PhD, RN, FAAN, Clinical Professor) will be appointed for the Nurse Executive track. The co-directors will be *ex officio* members of the DNP subcommittee of the Graduate Studies Committee (GSC). They will have Specialty Program Director (SPD) titles and responsibilities as consistent with the current administration and structure of the existing DNP program. The functions of the DNP subcommittee of the Graduate Studies Committee will remain the same, inclusive of the following functions: (1) advises the GSC about DNP curriculum implementation, including the development of new courses and proposals to alter the curriculum; (2) monitors programmatic quality indicators and consistency of the curriculum with the American Association of Colleges of Nursing DNP Essentials and the National Organization of Nurse Practitioner Faculties (NONPF) standards; (3) presents program evaluation data to the GSC annually; (4) reviews applications, conducts interviews of applicants, and recommends DNP program applicants for admission to the GSC; (5) implements and evaluates the Professional Doctoral Examination and the formats for the final project; and, (6) monitors progression of students in the DNP program.
DNP NURSE EXECUTIVE TRACK

Proposed Curriculum for the Nurse Executive Post-Master's Track in the DNP Program  
(New specialization option within the Doctor of Nursing Practice degree)  
**Semester Credit and Start Date:** 50 credits autumn 2013

<table>
<thead>
<tr>
<th>Course Alphanumeric Codes</th>
<th>Course Titles</th>
<th>Semester Credit</th>
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</thead>
</table>
| **Specialization Courses in the Nurse Executive Track**  
(24 semester credit hours) |                                                                             |                 |
| NURSPrACT 8402            | Innovation and Leadership Development for the DNP Nurse                       | 3               |
| NURSPrACT 8403            | Innovation and Complexity Foundations for the DNP Nurse                       | 3               |
| NURSPrACT 8404            | Nurse Executive Leadership at the Corporate Level                              | 3               |
| NURSPrACT 8600            | The Culture of Systems: Creating a Context for Organization Peak Performance  | 3               |
| NURSPrACT 8610            | Informatics for Leadership in Health and Health Care                          | 2               |
| NURSPrACT 8782            | Foundations of Evidence-based Practice                                        | 3               |
| NURSPrACT 8783            | Implementing, Facilitating, and Sustaining EBP                                | 2               |
| NURSPrACT 8784            | Disseminating Evidence to Advance Best Practices, Policy, and Outcomes        | 2               |
| Finance Course            | Finance course developed with assistance of the Fisher College of Business    | 3               |
| **Sub-total Semester Credit Hours** |                                                                      | **24**          |

| Courses in Existing DNP (26 semester credit hours) |                                                                             |                 |
| NURSPrACT 8480              | Quality Improvement in Doctoral Nursing Practice                             | 3               |
| NURSPrACT 8490              | Health Promotion in the Age of Personalized Health                           | 2               |
| NURSPrACT 8500              | Health Policy for Doctoral Nursing Practice                                  | 3               |
| NURSPrACT 8510              | Ethics in Healthcare Practice, Research, and Policy                          | 2               |
| NURSPrACT 8781              | Methods and Measurement in Clinical Nursing Science                          | 3               |
| NURSPrACT 8193              | Individual Studies                                                          | 1               |
| NURSPrACT 8898              | DNP Clinical Immersion I                                                     | 6               |
| NURSPrACT 8898              | DNP Clinical Immersion II                                                    | 6               |
| **Sub-total Semester Credit Hours** |                                                                      | **26**          |

| **Total Semester Credit Hours** | 50 |

8
DNP Nurse Executive Track

Specialization Course Descriptions

NURSPRAC 8402 Innovation and Leadership Development for the DNP Nurse (3 credits)
Examination of leadership development to maximize innovation and positive organizational impact with an exploration of one's own leadership development. Prereq: Admission to the DNP program or permission of instructor.

NURSPRAC 8403 Innovation and Complexity Foundation for the DNP Nurse (3 credits)
Examination of the demands for innovations in thinking and solutions to pressing problems in nursing and health care with an emphasis on analysis of contemporary innovation theories and complexity science. Prereq: NURSPRAC 8402 or co-prerequisite.

NURSPRAC 8404 Nurse Executive Leadership at the Corporate Level (3 credits)
Analysis of the nurse executive position at the corporate level from a complexity leadership perspective with an emphasis on leadership theory and applications in complex healthcare systems. Prereq: NURSPRAC 8403

NURSPRAC 8600 The Culture of Systems: Creating a Context for Organizational Peak Performance (3 credits)
Analysis of cultural theories in health care and the impact of culture on organizational structure, relationships, evaluation, and outcomes. Prereq: NURSPRAC 8402

NURSPRAC 8610 Informatics for Leadership in Health and Health Care (2 credits)
Analysis of theories and design as applied to health informatics, evaluation of electronic health information resources and patient care technology, and application in DNP practice. Prereq: Admission to the DNP program or permission of instructor.

NURSPRAC 8782 Foundations of Evidence-Based Practice (3 credits)
Examination of the development and impact of evidence-based practice on health outcomes and the roles of the DNP nurse in integrating evidence into practice and leading organizational change. Prereq: Admission to the DNP program or permission of instructor.

NURSPRAC 8783 Implementing, Facilitating, and Sustaining EBP (2 credits)
Application of EBP principles and the change process to implement, facilitate, evaluate, and sustain evidence-based practice changes to improve health care. Prereq: NURSPRAC 8781 and 8782

NURSPRAC 8784 Disseminating Evidence to Advance Best Practice, Policy, and Outcomes (2 credits)
Internal synthesis of the role and responsibilities of the DNP in EBP through dissemination of evidence. Prereq: NURSPRAC 8783

Finance course developed with assistance of the Fisher College of Business (3 credits)
Existing DNP Core Course Descriptions as part of the DNP Nurse Executive Track

NURSPRACT 8480 Quality Improvement in Doctoral of Nursing Practice (3 credits)
Advanced concepts in collaboration, design, leadership, implementation and evaluation of quality improvement. Prereq: Admission to the DNP program or permission of instructor.

NURSPRACT 8490 Health Promotion in the Age of Personalized Health Care (2 credits)
Critical analysis of social determinants of health contributing to health disparities, their synthesis with theories of health behavior, and development of strategies to improve health outcomes. Prereq: Admission to the DNP program, or permission of instructor. Not open to students with credit for NURSPRACT 913.

NURSPRACT 8500 Health Policy for Doctoral Nursing Practice (3 credits)
Analysis of policy and advocating for change that impacts health at institutional, local, state and federal levels. Prereq: Admission to the DNP program, or permission of instructor. Not open to students with credit for NURSPRACT 940.03.

NURSPRACT 8781 Methods and Measurement in Clinical Nursing Science (3 credits)
Theory and survey of research methods and measurement issues related to clinical nursing science.

NURSPRACT 8898 DNP Clinical Immersion I (6 credits)
Integration and synthesis of knowledge and practice experiences designed to achieve essential and specialty components of the DNP role. Prereq: Successful completion of DNP Professional Examination. Repeatable to a maximum of 21 cr hrs.

NURSPRACT 8898 DNP Clinical Immersion II (6 credits)
Integration and synthesis of knowledge and practice experiences designed to achieve essential and specialty components of the DNP role. Prereq: Successful completion of DNP Professional Examination. Repeatable to a maximum of 21 cr hrs.

NURSPRACT 8193 Individual Studies (1 credit)
Individually guided study with the major advisor to finalize the DNP Final Project proposal. Prereq: Successful completion of all required courses except for NURSPRACT 8898 I and II, and NURSPRACT 8783 and 8784.
## Comparison of DNP Courses in the Current DNP Program and the Proposed DNP Nurse Executive Track Courses

<table>
<thead>
<tr>
<th>DNP Courses (current)</th>
<th>Cr</th>
<th>DNP Nurse Executive Track (proposed)</th>
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<td>NUR 8510 Ethics in Healthcare Practice, Research, and Policy</td>
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<td>NUR 8520 Advanced Nursing Informatics</td>
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<td>NURSPRACT 8610 Informatics for Leadership in Health and Health Care</td>
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<td>NURSPRACT 8400 Leadership throughout organizations and systems</td>
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<td>NURSPRACT 8402 Innovation and Leadership Development for the DNP Nurse</td>
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<td>NURSPRACT 8401 Strategic Macroystem Management for the DNP</td>
<td>3</td>
<td>NURSPRACT 8403 Innovation and Complexity Foundations for the DNP Nurse</td>
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<tr>
<td>NURSPRACT 8404 Nurse Executive Leadership at the Corporate Level</td>
<td>3</td>
<td>NURSPRACT 8600 The Culture of Systems: Creating a Context for Organization Peak Performance</td>
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<td>NURSPRACT 8480 Quality Improvement in Doctoral Nursing Practice</td>
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<td>NURSPRACT 8780 Clinical Effectiveness &amp; Translation in Clinical</td>
<td>3</td>
<td>NURSPRACT 8782 Foundations of Evidence-based Practice</td>
<td>3</td>
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</table>

- **Same course**
- **Similar**
- **New**
- **Future plan to change for all students**
# DNP Nurse Executive Track

<table>
<thead>
<tr>
<th>Science</th>
<th>for all students</th>
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<tbody>
<tr>
<td>NURSPRACT 8783 Implementing, Facilitating, and Sustaining EBP</td>
<td>2 New</td>
</tr>
<tr>
<td>NURSPRACT 8784 Disseminating Evidence to Advance Best Practices, Policy, and Outcomes</td>
<td>2 New</td>
</tr>
<tr>
<td>Finance course developed with assistance of the Fisher College of Business</td>
<td>3 New</td>
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<tr>
<td>NP8193 Independent Study or elective course</td>
<td>3 NP8193 Independent study</td>
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<tr>
<td>NP8193 Independent Study or elective course</td>
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<tr>
<td>DNP Courses (current)</td>
<td>Cr DNP Nurse Executive Track (proposed)</td>
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<td>NP8193 Independent study</td>
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<tr>
<td>NURSPRACT 8898 DNP Clinical Immersion I</td>
<td>7 NURSPRACT 8898 DNP Clinical Immersion I</td>
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<tr>
<td>NURSPRACT 8898 DNP Clinical Immersion II</td>
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<td>NURSPRACT 8998 DNP Final Project</td>
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<td>NURSPRACT 8998 DNP Final Project</td>
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<td>Total hours</td>
<td>50 Total hours</td>
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# DNP Nurse Executive Track

## Nurse Executive Post-Master’s Full-Time DNP Plan of Study

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<th>Year 1</th>
<th>Cr</th>
<th>Spring 1</th>
<th>Cr</th>
<th>5 weeks May + Summer 1</th>
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<td>(1 credit hour is clinical)</td>
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<td>Improvement in Doctoral Nursing Practice</td>
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<td>(1 credit hour is clinical)</td>
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<td>NP 8782 Foundations of Evidence-based Practice (EBP)</td>
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<td>NP8490 Health Promotion</td>
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<td>NP8403 Innovation and Complexity Foundations for the DNP Nurse</td>
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<td>NP8610 Informatics for</td>
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<td>Level</td>
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<td>Leadership in Health and</td>
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<td>NP8600 The Culture of</td>
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<td>Fisher College of Business</td>
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<td>Systems: Creating a</td>
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<td>Context for</td>
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<td>Organizational Peak</td>
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<td>Performance</td>
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<td>11</td>
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<td>12</td>
<td>NP 8193 Individual Studies</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
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<tbody>
<tr>
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<tr>
<td>NP 8898 Immersion I (5 credit hours are clinical)</td>
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<td>Spring 2</td>
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<td>NP8783 Implementing, Facilitating, and Sustaining EBP</td>
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<td>8</td>
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<tr>
<td></td>
<td>50 credits &amp; 500 clinical hours</td>
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# Nurse Executive Post-Master’s Part-Time DNP Plan of Study

<table>
<thead>
<tr>
<th>Year 1</th>
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<td>NP 8404 Nurse Executive Leadership at the Corporate Level</td>
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<td>NP 8782 Foundations of Evidence-based Practice (EBP)</td>
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<td>NP 8781 Methods and Measurement in Clinical Nursing Science</td>
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<td>NP 8600 The Culture of Systems: Creating a Context for Organizational Peak Performance</td>
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<td>N8510 Ethics in Healthcare Practice, Research, and Policy</td>
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<td>NP8783 Implementing, Facilitating, and Sustaining EBP</td>
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<td>NP8784 Disseminating Evidence to Advance Best Practices, Policy, and Outcomes</td>
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50 credits & 500 clinical hours
Appendix

Course Outlines for Modified and New Specialization Courses

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**New Specialization Courses**

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<td>26-27</td>
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<td>NURSPRACT 8784</td>
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**Modified Courses**

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<td>NURSPRACT 8610</td>
<td>23</td>
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<tr>
<td>NURSPRACT 8782</td>
<td>24-25</td>
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DNP NURSE EXECUTIVE TRACK

Nursing Practice 8402
Innovation and Leadership Development for the DNP Nurse
3 Credits (2 didactic, 1 clinical)

Course Description: Examination of leadership development to maximize innovation and positive organizational impact with an exploration of own leadership development.

Prerequisite: Admission to the DNP Program or permission of the instructor

Objectives:
1. Articulate the benefits and challenges of oneself as a leader and describe the steps towards achieving individual peak performance.
2. Analyze the role of the leader in innovation.
3. Formulate methods to evaluate levels of self-knowledge and create action steps towards enhancing self-knowledge for leadership development.
4. Compare and contrast the theoretical principles of chaos and complexity and apply the concepts through an examination of their relationship to risk, role clarity, peak performance, and innovation.
5. Generate priorities and an action plan for one’s leadership development in the DNP program.

Course Topics:

Course Overview
- Doctor of Nursing Practice and the ACCN Essentials of Doctoral Education for Advanced Nursing Practice
- Introduction to innovation and leadership
- Developing as a leader
- Cultivating big picture thinking

Leadership and Innovation
- Leadership assessment
- Past leadership theories and outcomes
- Change, innovation, resistance to change
- Energy management for optimal performance

Risk Taking for Growth
- Stress for growth
- Adaptive and enabling leadership
- Engaging in focused thinking

Process Improvement vs. Innovation
- Process improvement
- Innovation research
- Harnessing creative thinking

Effective Leadership Behaviors
- Role modeling
- Emotional intelligence
- Mentoring
- Coaching
DNP NURSE EXECUTIVE TRACK

- Employing realistic thinking
- Meaningful conversations
- Utilizing strategic thinking

Maintaining Optimal Leadership Performance
- Physical activity
- Exploring possibility thinking

Mission, Vision, Values, and Innovation
- Personal
- Unit
- Organizational
- Global
- Learning from reflective thinking

Planning for Personal Leadership Development
- Own development
- Questioning popular thinking
- Benefitting from shared thinking
- An action plan for leadership development

Action for Leadership Development
- Practicing unselfish thinking
- Relying on bottom-line thinking
- Leadership development action plans
Nursing Practice 8403
Innovation and Complexity Foundations for the DNP Nurse
3 Credit Hours

Course Description: Examination of the demands for innovations in thinking and solutions to pressing problems in nursing and health care with an emphasis on analysis of contemporary innovation theories and complexity science.

Prerequisites: NURSPRACT 8402 or co-prerequisite

Objectives:
1. Analyze current challenges in the healthcare system and the multiple situations that require effective change and innovation.
2. Analyze the role of the nurse leader as an advocate for creating meaningful strategic and operational change and innovation in healthcare.
3. Compare and contrast contemporary change and innovation theories used in nursing and healthcare from the perspective of nurse leaders.
4. Evaluate the nature of complexity science as it relates to change and innovation in healthcare systems and structures.
5. Analyze studies using innovation theories in healthcare and their relationship to coordinating, integrating, and facilitating accountability of care systems.
6. Compare and contrast the utility of diverse change and innovation theories for nursing systems of practice.
7. Articulate a conceptual definition of innovation relevant to nursing and healthcare systems based on analysis of cross-disciplinary theories and supporting evidence.

Course Topics:

Healthcare Today: The Demand for Innovation
- Pressing problems in need of new solutions
- Major trends in healthcare processes, measurement, and emphasis on outcomes
- Initiatives, healthcare reform and quality measurement
- Examples of recent significant changes in nursing and health care

Innovation: What Is It?
- Current definitions of innovation
- Defining features of innovation
- Examples of innovation in nursing and healthcare

Foundations for Leading Change and Innovation
- Complexity and collaboration
- Characteristics of meaningful solutions to complex problems
- The role of collaboration in innovation
- Understanding what each person brings to the solution: complementary roles of DNPs, PhDs and individuals with other graduate preparation

Introduction to Change and Innovation theories
• Common elements in change and innovation theories
• Recognizing and illustrating core concepts and relationships

Contemporary Change and Innovation Theories
• Diffusion of innovation theories
• Disruptive innovation theories
• Innovation and cultural theories
• Application in research and practice

Complexity Science
• Introduction: Complexity vs. simplicity
• Converging fields of complexity theory
• Distinguishing concepts, assumptions, principles and dynamics
• Comparisons to nursing theories
• Challenges of research and measurement
• Pragmatic value

Using change and innovation theory to improve and transform nursing and health care
• Integrating and synthesizing change, innovation and complexity science
• Addressing persistent unresolved healthcare problems
• Describing strengths and limitations of health care systems
• Creating strategies to engage the healthcare system/ providers
• Measuring and documenting advantages and disadvantages for patient quality
Nursing Practice 8404
Nurse Executive Leadership at the Corporate Level
3 Credit Hours

Course Description: Analysis of the nurse executive position at the corporate level from a complexity leadership perspective with an emphasis on leadership theory and applications in complex healthcare systems.

Prerequisites: NURSPRACT 8403

Objectives:
1. Analyze leadership theories for foundations, assumptions, mediators, moderators, ethical considerations, and utility in healthcare.
2. Critique theories of leadership within a complexity framework comparing and contrasting the roles of traditional and complexity leaders.
3. Evaluate and integrate peak performance principles into the individual and team performance processes.
4. Analyze complexity leadership role development specific to behaviors, values, ethics, power and authority, accountability, change facilitation and conflict management within complex healthcare systems.
5. Analyze leadership skills in the dynamics of collaboration as it relates to the development and maintenance of innovative teams and health work environments.
6. Conceptualize a team initiative from problem identification through gap analysis, synthesis and application of complexity leadership principles based on an existing healthcare leadership issue.

Course Topics:

Leadership Theories
- Analysis of leadership theories and their utility from the executive perspective in healthcare systems
- Application of leadership theories and their utility from the executive perspective in healthcare systems
- “Facilitators” and “barriers” to effective intra-disciplinary and inter-disciplinary team-based collaboration
- Leadership of change and innovation
- Creation of healthy work environments

Complexity Leadership
- Analysis and application of complex adaptive system principles to leadership roles
- Ethical considerations in application of complexity in leadership roles
- Advocacy and policy concepts in leadership roles
- Establishing a leadership perspective in problem identification and frame for integration of systems concepts and the application of leadership.

Professional Role Analysis
- Integrate knowledge of leadership self-assessment and the goals of the healthcare system
- Adjustment and adaptation of leadership approaches including use of influence, team management and advancing change
DNP NURSE EXECUTIVE TRACK

- Identify and integrate the principles of peak performance into executive leader role analysis
- Analyze the characteristics and behaviors of leadership with inter-professional and intra-professional teams

Integration of Teamwork Leadership into Complexity Leadership
- Synthesize and utilize leadership skills in the dynamics of collaboration
- Development and maintenance of innovative teams and health work environments
- Problem to solution: source of problem, differentiate perceived problem from core problem and differences between the two

Model Creation and Application
- Skill development in leading team initiative
- Problem identification, analysis, synthesis and application of theory
- Preparation of formal recommendation for action to the leadership of a health care organization
Nursing Practice 8600
The Culture of Systems: Creating a Context for Organizational Peak Performance

Course Description: Analysis of cultural theories in health care and the impact of culture on organizational structure, relationships, evaluation, and outcomes.

Prerequisites: NURSPRAC 8402

Course Objectives:
1. Analyze cultural theories across diverse disciplines and identify common characteristics, ethical considerations, similarities, differences and common applications.
2. Analyze contemporary organizational culture theories using elements of traditional concept analysis processes and describe the potential for supporting organizational innovation and change from and evidence-driven perspective.
3. Assess organizational culture instruments for congruency with the evaluation of emerging theories of innovation, emphasizing validity, utility and effectiveness in advancing organizational culture.
4. Articulate an evidence-driven organizational model integrating culture, innovation, change and leadership supportive of advancing health, nursing practice and quality.

Course Topics:

Overview of Organizational Culture
- Meaning of organizational culture
- Impact of culture on organizational structure and relationships
- Impact of organizational structure on evaluation and outcomes
- Utilization of theory and concept analysis
- Organizational cultural analysis for application in healthcare for change and innovation

Cultural Organizational Theories
- Schein’s organizational culture and leadership theories
- Cameron and Quinn organizational and competing values frameworks
- Denison’s model of organization culture
- Analysis and comparison of cultural organizational theories

Organizational Culture Tool Assessment.
- Overview of organizational culture tool assessment instruments
- Analysis of organizational culture tools in terms of development, history of validity and reliability, usage, advantages and limitations
- Analysis of organizational culture tools in terms of specific relations to the role of the nurse executive in advancing culture change and utility of the information produced from the tool as it applies to cultures supporting innovation

Development of an Evidence-driven Theoretical Organizational Culture Model
- Components of an evidence-driven theoretical organizational cultural model
- Evaluation of a specific evidence-driven organizational cultural model
- Application of organizational culture model effectiveness and sustainability
- Evaluation of organizational culture model effectiveness and sustainability
Nursing Practice 8610
Informatics for Leadership in Health and Healthcare
2 Credit Hours

**Course Description:** Analysis of theories and design as applied to health informatics, evaluation electronic health information resources and patient care technology, and application in DNP practice.

**Prerequisite:** Admission to the DNP Program or permission of the instructor

**Objectives:**
1. Analyze theories and principles that are used to inform the design and use of electronic health records and information systems.
2. Evaluate the quality of online healthcare informatics resources using guidelines from the health sciences and information sciences.
3. Determine whether health care information systems meet usability principles for good system design that supports clinical effectiveness and patient safety.
4. Use data to inform health program designs and evaluation.
5. Analyze ethical considerations in the access and use of digital information.

**Course Topics**

- Introduction to nursing informatics and relationship to DNP role
- Nursing informatics competencies
- National trends and healthcare informatics
- Evaluating healthcare resources
- Patients and participatory healthcare
- Participatory healthcare
- Usability
- Telehealth and emerging medical devices
- Ethics involved with data security and privacy in the information age
- Introduction to project management concepts
- Project management frameworks in technology projects
- Business intelligence
- Knowledge and expertise management
DNP NURSE EXECUTIVE TRACK

Nursing Practice 8782
Foundations of Evidence-Based Practice (EBP)
3 Credits

Course Description: Examination of the development and impact of evidence-based practice on health outcomes and the roles of the DNP in integrating evidence into practice and leading organizational change.

Prerequisites: Admission to DNP Program or permission of the instructor

Objectives:
1. Integrate EBP knowledge and skills into planned strategies for improving health care delivery, driving organizational change and improving patient outcomes.
2. Differentiate the key steps in the EBP process.
3. Critique evidence-based theories for their strengths and weaknesses.
4. Analyze the role of EBP in creating a platform for meeting the DNP nursing essentials for nursing inquiry, inter-professional collaboration and quality improvement.

Course Topics:

EBP
- Importance of EBP
- Historical overview
- Initiatives to advance EBP
- DNP role and EBP
- American Association of Colleges of Nursing DNP Essentials related to EBP

EBP Theories and Frameworks
- Components of EBP—external and internal
- Types
- Facilitators and barriers
- Application

Steps in EBP
- Overview of the steps
- Background and significance
- Development of clinical questions for practice
- Critique of clinical questions

Critical Appraisal of Evidence
- Pragmatics of finding relevant literature for a specific clinical question
- Critical appraisal of evidence versus critique
- Exhaustive literature search
- Critical appraisal of quantitative evidence
- Critical appraisal of qualitative evidence
- Synthesis of relevant evidence for a specific clinical question

Development: of an EBP in the Context of own Focus in the DNP program
- Mentoring by academic advisor
- Delineating the focus of doctoral project
DNP NURSE EXECUTIVE TRACK

- Rationale and significance of proposed doctoral project in relation to the DNP Essentials and healthcare priorities
- Preliminary critical appraisal of evidence pertaining to proposed doctoral project
DNP NURSE EXECUTIVE TRACK

Nursing Practice 8783
Implementing, Facilitating, and Sustaining EBP
2 Credit Hours

Course Description: Application of EBP principles and the change process to implement, facilitate, evaluate, and sustain evidence-based-practice changes to improve healthcare.

Prerequisites: NURSPRACT 8781 and 8782

Objectives:
1. Use change theories and innovative change strategies to support the implementation of evidence-based practice change.
2. Utilize EBP in practice change implementation, outcomes measurement and sustainability strategies related to a specific clinical practice problem.
3. Develop strategies to enhance organizational readiness for evidence-based practice.
4. Develop strategies for mentoring others in mentoring and sustaining EBP.
5. Synthesize the role of the DNP as a healthcare leader in creating supportive contexts and cultures for EBP among interdisciplinary groups of colleagues and within complex organizations.

Course Topics:
Implementation and facilitation of evidence-based changes as a DNP
- Mentorship
- Leadership
- Elements for successful organizational change
Models to Guide and Implement EBP
- Statler Model of EBP
- Iowa Model of EBP
- EBP Change Model
- Advancing Research and Clinical Practice through Close Collaboration Model (ARCC Model)
Mentoring EBP
- Mentor role
- Mentor based framework for EBP — ARCC Model
- Examination of key components of a mentoring relationships
- Teaching EBP to others
- Clinical scholar model
Leading EBP
- Utilization of leadership theories
- Impact of leadership styles in the context of EBP
- Translation of evidence into practice
Evaluation of EBP Change
- Evaluation of outcomes
- Evaluation in practice settings
Sustainability of EBP
- EBP mentors
- ARCC EBP mentor role
- Evaluation of outcomes for sustainability
  Progress with own DNP final project
DNP NURSE EXECUTIVE TRACK

Nursing Practice 8784
Disseminating Evidence to Advance Best Practices, Policy, and Outcomes in EBP
2 Credits

Course Description: Internalization of the roles and responsibilities of the DNP in EBP through dissemination of evidence.

Prerequisite: NURSPRACT 8783

Objectives:
1. Synthesize the role of EBP in creating a platform for meeting the DNP essential skills for nursing inquiry, inter-professional collaboration and quality improvement.
2. Apply advanced steps of the EBP process to influence clinical practice and/or healthcare policy.
3. Demonstrate the use of media and innovative strategies for broad dissemination of innovation and evidence produced through EBP change.
4. Generate priorities for healthcare leaders to consider in developing organizational goals, responding to population health changes, and setting research priorities.

Course Topics:

DNP Role and Dissemination of Evidence
- Power of dissemination
- Own responsibilities
- Shared responsibilities
- Ethical issues involved with dissemination
- Being an innovative leader in promoting best practices

Dissemination of EBP
- Oral presentations
- Poster presentations
- Manuscripts
- Other venues for dissemination
- Critique and feedback
- Leveraging the media to disseminate best practice in health care

Manuscripts
- Selecting journal for submission of manuscript
- Elements of scientific writing
- Ethics involved with manuscript writing and submission

Dissemination of EBP Outcomes to Influence Health Policy
- Health policy issue briefs
- Presenting evidence to legislators and stakeholders
- Development of policy guidelines

Development of practice guidelines
- Evidence for the guideline
- Writing the guidelines
- Strategies for implementation

Development of Grants and Proposals

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DNP NURSE EXECUTIVE TRACK

- Collaboration in grant or proposal development
- Collaboration in inquiry and quality improvement to advance best practices

Progress with on DNP Final Project
Healthcare Finance
Business Finance 7800
3 Credit hours

Prerequisites: Admission to an Ohio State University graduate program (doctoral, masters, professional, or graduate non-degree), admission to an Ohio State University administered graduate level distance learning curriculum, or permission of instructor. Not open to students in the Fisher College of Business Masters of Business Administration programs, the Masters of Accounting program, or the Specialized Masters in Finance program.

Course Description: This course covers basic concepts and principles of healthcare finance. It includes discussions of financial reporting, cost-allocation, product pricing, budgeting, time-value of money, capital investment analysis, capital-raising, and cash management with a special emphasis on the health care industry. The course is aimed at current and future managers and executives in leadership roles in the healthcare industry.

Delivery Method:

Distance Learning/Online course. Includes case studies focusing on the health care industry.

Objectives:

1. Learn financial reporting techniques.
2. Learn budgeting processes.
3. Learn choices for long-term financing.
4. Learn capital investment decisions

Course Materials (Tentative):


Course Topics:

THE HEALTH CARE ENVIRONMENT

Week 1: Introduction to Healthcare Finance
- The Role of Finance in Health Services Organizations
- The Structure of the Finance Department
- Health Services Settings
- Regulatory and Legal Issues
- Current Challenges

Week 1: The Financial Environment
- Alternative Forms of Business Organizations
- Alternative forms of Ownership
- Organizational Goals
- Tax Laws
- Third-Party Payers
- Managed Care Plans
- Alternative Reimbursement Methods
- Healthcare Reform

FINANCIAL ACCOUNTING

Week 2: The Income Statement and Statement of Changes in Equity
- Conceptual Framework of Financial Reporting
- Cash Versus Accrual Accounting
- Recording and Compiling Financial Accounting Data
- Income Statement Basics
- Revenues
- Expenses
- Operating Income
- Net Income

Week 2: The Balance Sheet and Statement of Cash Flows
- Assets
- Liabilities
- Net Assets (Equity)
- Fund Accounting
- The Statement of Cash Flows

MANAGERIAL ACCOUNTING

Week 3: Cost Behavior and Profit Analysis
- Cost Classifications: Fixed and Variable
- Cost Behavior
- Profit (CVP) Analysis
- Breakeven Analysis
- Operating Leverage

Week 4: Cost Allocation
- Direct versus Indirect Costs
- Cost Allocation Methods
- Direct Cost Allocation Method
- Step-Down Cost Allocation Method
- Activity-Based Costing

Week 5: Pricing and Service Decisions
- Price Setting Strategies
- Target Costing
- Pricing Individual Services
- Setting Managed Care Plan Premium Rates
- Using Relative Value Units to Set Prices
- Making Service Decisions (Contract Analysis)

Week 6: Planning and Budgeting
- Operational Planning
- Budgeting Overview
- Budget Timing
- Budget Types
- Variance analysis

BASIC FINANCIAL MANAGEMENT CONCEPTS

Week 7: Time Value Analysis
- Time Lines
- Future Value and Present Value
- Opportunity Cost
- Annuities and Perpetuities
- Measuring Return on Investment (ROI)
- Other Compounding Periods
- Amortized Loans

Week 8: Financial Risk and Required Return
- Risk Aversion
- Probability Distribution
- Expected and Realized Rates of Return
- Stand-Alone Risk
- Portfolio Risk and Return
- Risk Measures

LONG TERM FINANCING

Week 9: Long-Term Debt Financing
- Cost of Money
- Long-Term Debt Instruments
- Debt Contracts
- Credit Ratings
- Credit Enhancements
- The Term Structure of Interest Rates
- Debt Valuation

Week 10: Equity Financing and Securities Markets
- Equity Financing
- Types of Common Stock
- Procedures for Selling Common Stock
- The Market for Common Stock
- Investment Banking
- Common Stock Valuation
- Security Market Equilibrium
- Informational Efficiency
- The Risk/Return Trade-Off

Week 10: Capital Structure and the Cost of Capital
- Capital Structure Theory
- Not-for-Profit Business Capital Structure
• Cost of Capital Estimation for Small Businesses

CAPITAL INVESTMENT DECISIONS

Week 11: Capital Budgeting
• Project Classifications
• Cash Flow Estimation
• Breakeven Analysis
• Return on Investment (Profitability) Analysis
• Capital Budgeting for Not-for-Profit Business
• The Post-Audit

Week 12: Project Risk Analysis
• Types of Project Risks
• Sensitivity Analysis
• Scenario Analysis
• Quantitative Risk Assessment
• Incorporating Risk into the Decision Process
• Capital Rationing

Week 13: Current Asset Management and Financing
• Cash Management
• The Cash Budget
• Marketable Securities Management
• Long-Term Securities Management
• Receivables Management
• Supply Chain Management

Week 14: Financial Condition Analysis
• Financial Statement Analysis
• Financial Ratio Analysis
• Economic Value Added
• Benchmarking
• Key Performance Indicators
June 28, 2013

Dr. M. Scott Herness, Associate Dean
Graduate School
The Ohio State University
250D University Hall
230 N. Oval Mall
Columbus, OH 43210

Dear Dr. Herness:

Please accept this letter of concurrence and support regarding the proposed Doctor of Nursing Practice (DNP) Nurse Executive track within the approved College of Nursing DNP program. The proposed track is very timely and appropriate to address the growing need of doctorally prepared nurse executives in health care settings.

Within this track, the Fisher Finance Department has agreed to develop a new course Health Care Finance. Our course outline is included in the proposal. Note that this course will be open to other graduate students in the health care field, and may also be used in our own curriculum, which we believe is a significant plus.

Thank you for this opportunity to comment.

Sincerely,

[Signature]

Ingrid M. Werner

Finance Department Chair

700 Fisher Hall – 2100 Neil Avenue – Columbus, OH 43210-1144
werner@fisher.osu.edu