Full Proposal

Doctor of Nursing Practice (DNP) Program

Ohio University
College of Health Sciences and Professions
School of Nursing

October 8, 2015

Prepared by:
Marjorie Vogt, PhD, DNP, RN, CNP, CNE, FAANP
Associate Director, Dublin Campus
Clinical Professor

Deborah Henderson, PhD, RN, CNE
Professor and Director, Ohio University School of Nursing
Associate Executive Dean, Nursing Education
Ohio University Regional Higher Education
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Description</td>
<td>4</td>
</tr>
<tr>
<td>Program Mission</td>
<td>5</td>
</tr>
<tr>
<td>I. Academic Quality</td>
<td>5</td>
</tr>
<tr>
<td>A. Competency, Experience and Number of Faculty</td>
<td>5</td>
</tr>
<tr>
<td>B. Adequacy of Students</td>
<td>5</td>
</tr>
<tr>
<td>C. Adequacy of Curriculum</td>
<td>6</td>
</tr>
<tr>
<td>D. Adequacy of Computational Resources</td>
<td>8</td>
</tr>
<tr>
<td>E. Adequacy of Library</td>
<td>8</td>
</tr>
<tr>
<td>F. Adequacy of Laboratories, Equipment and Facilities</td>
<td>8</td>
</tr>
<tr>
<td>G. Entry Level Graduate Programs</td>
<td>9</td>
</tr>
<tr>
<td>H. Professional Graduate Degree Program</td>
<td>16</td>
</tr>
<tr>
<td>II. Need</td>
<td>22</td>
</tr>
<tr>
<td>III. Access and Retention of Underrepresented Groups</td>
<td>25</td>
</tr>
<tr>
<td>IV. Statewide Alternatives</td>
<td>27</td>
</tr>
<tr>
<td>A. Programs Available in Other Institutions</td>
<td>27</td>
</tr>
<tr>
<td>B. Appropriateness of Specific Locale</td>
<td>27</td>
</tr>
<tr>
<td>C. Opportunities for Inter-institutional Collaboration</td>
<td>28</td>
</tr>
<tr>
<td>D. Institutional Priority and Costs</td>
<td></td>
</tr>
<tr>
<td>V. External Support</td>
<td>29</td>
</tr>
<tr>
<td>VI. Responses to Review of the PDP</td>
<td>32</td>
</tr>
</tbody>
</table>

## Appendices

| A. DNP Program Outcomes | 45 |
| B. Program Director CV | 46 |
| C. Summary of Faculty Qualifications | 58 |
| D. Course of Study | 114 |
| E. Course Descriptions | 116 |
| F. Budget | 118 |
| G. Letters of Support | |
| 1. Director, Department of Interdisciplinary Health Studies | |
| 2. Director, Physician Assistant (PA) Program | |
| 3. Past President, Ohio Association of Advanced Practice Nurses | |
| 4. Chief Nursing Officer, Nationwide Children’s Hospital | |
| 5. Senior Vice President and Chief Nursing Executive, Ohio Health | |
This proposal is for a new clinical doctorate in nursing, the Doctor of Nursing Practice (DNP). The program will consist of a minimum of 36 credits for the post-master’s student (approximately 6 semesters), or 80 credits for the post-baccalaureate student (approximately 9 semesters). Enrollment will occur once a year with an initial class size of 15 students. Courses include interprofessional initiatives in blended, online and face-to-face residency experiences. Students will complete an intensive faculty-supervised practice immersion of a minimum of 1000 post-baccalaureate hours and a rigorous scholarly project focused on transformational healthcare change. Resources for the program have been committed by College of Health Sciences and Professions Dean Randall Leite, PhD.
New Graduate Program Full Proposal

Program Description

The Ohio University (OU) Doctor of Nursing Practice (DNP) is a clinical professional doctorate that prepares post-baccalaureate and post-master’s students to assume Advance Practice Registered Nursing (APRN) or leadership roles. The post-baccalaureate students will be prepared in direct care roles such as a nurse practitioner, or indirect care roles, such as a nurse administrator. The post-master’s prepared students will matriculate from the direct care or indirect role to further increase their breadth and depth of knowledge consistent with doctoral preparation. The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions (CHSP). The School of Nursing has a long history of excellent outcomes preparing nurse practitioners, nurse administrators and nurse educators at the master’s level with consistent certification passing rates well above the national norms.

Over the past decade, the DNP has been proposed as the entry point of advanced practice nursing and programs currently preparing APRNs, such as nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists and nurse administrators were encouraged to transition from a Master’s point of entry to the DNP point of entry by 2015 (American Association of Colleges of Nursing (AACN), 2004). It is anticipated that the APRNs will help to alleviate primary care practitioner shortages, especially in underserved areas (Pauley, Naylor & Weiner, 2014). In the past year, the number of students in APRN and DNP programs has grown significantly, and the number of programs preparing DNP students has also grown. However, with the planned transition to an entry for APRNs at a DNP level, there continues to be a need for additional DNP programs (AACN, 2014).

OU School of Nursing has been in the process of developing a DNP program for the past several years in order to meet the national agenda for the DNP entry to advanced practice. The DNP curriculum and program outcomes have been based on the program outcomes of the OU School of Nursing baccalaureate and master’s programs. These outcomes are based on the Essentials of Doctoral Education in Advanced Nursing Practice (AACN, 2006), the Essentials of Master’s Education in Nursing (AACN, 2011), and the Nurse Practitioner Core Competencies (NONPF, 2012). (See Appendix A).

Consistent with similar professional clinical doctorate programs, the OU DNP program will consist of a minimum of 36 credits for the post-master’s student (approximately 6 semesters), or 80 credits for the post-baccalaureate student (approximately 9 semesters). Program enrollment will be once each academic year with an anticipated initial cohort of fifteen students in the first year.

The curriculum will include courses and activities in blended, online and intensive face-to-face residency formats. Interprofessional courses include elective courses chosen from other schools, such as The Department of Interdisciplinary Health Studies, select shared courses or faculty with other disciplines such as in the Physician Assistant program, and other activities such as the Interprofessional Education Symposium and the Interprofessional Research Day. These interprofessional initiatives are a distinguishing feature of the curriculum.
A second distinguishing feature of the program is the rigorous scholarly project and practice experience related to transformational change in the practice setting, focusing on the underserved community. Scholarly projects are designed to help transform healthcare in a practice setting through the development, implementation and evaluation of new or revised healthcare strategies, policy or leadership initiatives (AACN, 2006). The rigorous scholarly project is the outcome of an intensive practice immersion resulting in an extensive written report and dissemination, consistent with the outcomes of similar professional doctorate programs (Council of Graduate Schools (CGS), 2007). Scholarly projects and practice immersion experiences will focus on direct or indirect care, primarily in rural underserved areas including Appalachia, through the strategic placement of students in these areas. The emphasis on underserved communities in Appalachia is consistent with the mission of CHSP.

Mission of the School of Nursing

The Ohio University School of Nursing promotes excellence in the profession of nursing through education, scholarship, and service. The School provides quality educational experiences, utilizes clinical partnerships and facilitates regional collaboration that enhances the health of diverse communities.

I. Academic Quality

A. Competence, Experience and Number of Faculty

The OU School of Nursing hired a full-time program director in September, 2014 to assist with the development and coordination of the DNP Program. The DNP program director, Marjorie Vogt, PhD, DNP, CNP, CNE, FAANP, has over 25 years of experience as a nurse educator, administrator and nurse practitioner. She has previously served as DNP program director at another institution of higher learning, and has consulted with institutions to develop DNP programs. Dr. Vogt has served as a member of the accreditation teams for the Commission on Collegiate Nursing Education (CCNE) for the American Association of Colleges of Nursing (AACN) on multiple accreditation visits reviewing DNP programs. Dr. Vogt is well known and respected in the nursing community, and currently serves on the board of the state association of nurse practitioners. She has also presented at numerous state, national and international conferences, is well published and is a successful grant writer. The program director CV can be found in Appendix B.

Two new full-time faculty positions have been approved by the Dean of CHSP primarily for teaching and advising in the DNP program. There are currently ten full-time faculty members in the master’s programs in the School of Nursing, who may assist in teaching select courses or advising students in the DNP Program. Four faculty members are PhD prepared, four hold the DNP or are in the process of achieving the DNP, one holds an EdD, and the program director holds both a PhD and DNP degree. All of these faculty members are experienced nurse educators and have participated in the development of the DNP program. Faculty supervising student Scholarly Projects will be eligible to apply for graduate faculty status. A summary of faculty qualifications and curriculum vitae can be found in Appendix C.
Ohio University has recently adopted the Clinical Faculty classification for faculty. According to the Ohio University Faculty Handbook, clinical faculty are those who hold clinical licenses/credentials and who may practice as clinicians in their disciplines. This is a non-tenure track faculty line, but after three years of continuous satisfactory service, the Clinical Faculty member may be granted a three-year contract and subsequently five-year contracts. Clinical faculty are also eligible for promotion from Assistant Clinical Professor to Associate Clinical Professor and eventually full Clinical Professor. This provides added stability and a career ladder that will be valuable for retention of faculty. Faculty members teaching in the DNP Program will include both tenure-track and clinical faculty. The DNP program director is a Clinical Professor.

B. Adequacy of Students

Given the caliber of students in the current master’s program in the School of Nursing, it is anticipated that the DNP program will attract a similar caliber of students. The average nursing graduate student GPA currently enrolled in the master’s programs is 3.6. Data from a survey of OU currently enrolled nursing graduate students indicate there is significant interest in a DNP program. Data from a survey of practicing APNs in southeastern Ohio confirm the interest in a DNP program (see Section II, Need). Prospective students have indicated interest in blended learning methodologies including face-to-face and online learning activities.

The admission criteria will be based on the national criteria, current master’s criteria, with differences associated with point of entry into the DNP program (Mancuso & Udlis, 2012). A minimum GPA of 3.2, unencumbered RN license, personal statement of purpose including scholarly project ideas, three letters of reference and an interview will be required of students in both the post-baccalaureate entry and the post-master’s entry. For students in the post-master’s entry point, documentation of standing in the APRN role, and clinical hours completed in the master’s program will be required. For students in the post-baccalaureate entry point, two years of clinical practice is required prior to admission.

Recruitment will target students who are alumni of OU School of Nursing, veterans, community professionals from the Appalachian region or other diverse populations. Ohio University has been designated a “Military Friendly School” by Victory Media. OU’s Office of Military and Veterans Resources serves veterans who are students as a resource for support systems and educational benefits.

Consistent with the mission of the program and the CHSP, the program will also specifically target the recruitment of students from Appalachia through on-campus recruitment, community outreach and onsite information sessions. The southeastern part of Ohio, one of the lowest socio-economic areas in Ohio, has been designated as a Health Professional Shortage Area (HPSA) and there are limited numbers of primary care providers resulting in significant issues related to healthcare access (Ohio Board of Nursing, 2013). Due to the historical geographic immobility of nurses, it is anticipated that many of the nurses who go to school in this underserved area will remain in the area to work thereby increasing the access to healthcare (Kovner, Corcoran & Brewer, 2011). The School of Nursing has long served this area through the education of nurses at the undergraduate and master’s levels, but not the doctorate level. The DNP Program is
a natural and expected evolution in the education of nurses serving in this region and is an ex-
pected transition based on the national certification standards.

OU also has a long commitment to diversity and international education with 98 nations repre-
sented in the student body, collaboration for curriculum preparation for international programs in
over 35 countries, more than 100 international collaborative agreements, and 70 study abroad
programs. Although these are not exclusively nursing students, it is anticipated that recruitment
may also be targeted to this population. The OU Office of Diversity has been established for the
purpose of promoting diversity in all dimensions of University life including the recruitment and
retention of disproportionately represented students.

C. Adequacy of Curriculum

The DNP Program will focus on transformational healthcare practices and innovations through
increased education and training to promote professional nurses to practice at their fullest poten-
tial and scope of practice. The DNP is a practice-focused clinical doctorate versus a research
doberate (PhD). The focus will promote quality healthcare practice, leadership, health policy,
avocacy and information technology in advanced nursing practice. This focus is consistent
with the national standards established by AACN in the Essentials of Doctoral Education in Ad-
vanced Nursing Practice (AACN, 2006). “Research and practice-focused doctoral programs in
nursing share rigorous and demanding expectations, a scholarly approach to the discipline and a
commitment to the advancement of the profession. Practice-focused programs understandably
place greater emphasis on practice, and less emphasis on theory, meta-theory, research method-
ology and statistics than is apparent in research-focused programs. Practice-focused doctoral
programs generally include integrative practice experiences and an intense practice immersion
experience… and generally carries out a practice application-oriented ‘final DNP project’ which
is an integral part of the integrative practice experience” (AACN, 2006). This is consistent with
the definition of the Council of Graduate Schools (CGS) Task Force Report on the Professional
Doctorate, where the professional doctorate is less research-focused in orientation and more clin-
cial, engaged or applied research than the PhD (CGS, 2007). The CGS Task Force further dif-
ferentiates between a PhD and professional doctorate through the number of credit hours, length
of time for completion and culminating project versus dissertation (CGS Task Force, 2007).

At OU, the DNP Program outcomes build on the School of Nursing baccalaureate and master’s
program outcomes. The DNP outcomes are also based on the Essentials of Doctoral Education
in Advanced Nursing Practice, the Essentials of Master’s Education in Nursing, and the Nurse
Practitioner Core Competencies. Program outcomes can be found in Appendix A.

Curriculum and program development were initiated several years ago with the assistance of Dr.
Carolyn Williams, University of Kentucky and one of the original authors of the Essentials of
Doctoral Education in Advanced Nursing Practice (AACN, 2006) and Dr. Marcia Stanhope of
the University of Alabama, Birmingham. The DNP Program is similar in scope to national and
peer institutions in terms of credit hours, length of time for completion and culminating projects
(see Section II.vi).
Sample programs of study for the post-baccalaureate and the post-master’s entry are located in Appendix D. The curriculum for the post-master student consists of a minimum of 36 credits of study with three-to-six credits per semester. Students entering the post-baccalaureate program will complete a minimum of 80 credits of study with three-to-six credits per semester. Students may opt to take less than six credits per semester, lengthening their program beyond the expected period of time. Students will also be encouraged to complete additional credit hours through electives courses related to the scholarly project. Electives may be taken through other schools in OU or the CHSP, such as the Department of Interdisciplinary Health Studies, the Department of Social and Public Health, the School of Rehabilitation and Communication Sciences, and the School of Applied Health Sciences and Wellness. Course descriptions of the core curriculum are located in Appendix E.

Students will demonstrate competency in meeting the program outcomes through successful completion of required course work, an intensive immersive practice experience and a rigorous scholarly project. Students will maintain a portfolio of their academic work to demonstrate their competency in the achievement of objectives and program learning outcomes. Typically, the student’s portfolio will be a depository to demonstrate achievements such as clinical case narratives or logs, assignments such as papers demonstrating knowledge acquisition, documentation of professional presentations and/or publications, a self-reflective piece indicating growth through the learning process, and plans for future continued professional learning (Smolowitz & Honig, 2008).

The evaluation of the curriculum will occur on an annual basis through the School of Nursing’s graduate program Curriculum Committee. Evaluation of the curriculum will include the student course evaluations collected at the end of each course, the faculty course evaluations, the clinical evaluations when indicated, and the program exit surveys completed by the students. National certification examination scores, when applicable, will also be obtained. Employers of DNP graduated students will be surveyed to determine clinical competence and fulfillment of employer expectations. The DNP Program will seek accreditation through the Commission on Collegiate Nursing Education (CCNE) of the AACN at the end of the first year of operation to further assure the program is meeting national quality standards. The timing of the accreditation visit is consistent with the national standards and helps to demonstrate program quality. The OU School of Nursing is currently accredited through the Commission on Collegiate Nursing Education (CCNE) for the baccalaureate and master’s programs.

D. Adequacy of Computational Resources

The DNP Program will be supported by the CHSP and the OU Information Technology departments. The Information Technology (IT) Department has numerous resources for students including support of the learning management system, Blackboard, email services, web conferencing and other collaborative tools, and lecture capture capabilities. The IT Department also sponsors workshops and events for students to familiarize themselves with these resources, and provides a support desk for questions or concerns. In addition, the School of Nursing has a designated instructional designer and instructional technician available for technology concerns. These designated IT support personnel also offer workshops related to technology and informatics to the students and faculty.
Computers are available with appropriate software for all faculty and staff and refreshed regularly in accordance with CHSP policy. Computers with appropriate software and audiovisual equipment are available in classrooms and laboratories; however, many of the DNP courses will be offered using a blended, or online methodology. Computers with appropriate clinical software for practice are available in student computer labs for student use when they are on campus.

E. Adequacy of Library

The Ohio University Library currently supports a comprehensive online array of science and health-related disciplines. The collections of the Ohio University Libraries include more than 3 million print and electronic volumes. Approximately 90% of the Libraries’ current serial titles are electronic; most of the Libraries’ 300 nursing and health sciences journals are electronic and available both on- and off-campus, as are hundreds of thousands of electronic books and the major health sciences research databases, including CINAHL Plus with Full Text, PubMed, Access Medicine, the Cochrane Library, and Clinical Key.

The acquisitions budget for nursing materials was $42,525 in fiscal year 2014, with over $500,000 in additional resources allocated to related library budgets for the College of Health Sciences and Professions and the Heritage College of Osteopathic Medicine. Health sciences librarian Hana Schmillen provides in-depth research consultations and specialized library instruction to students and faculty of the School of Nursing both in-person and at a distance. She creates and maintains research tools such as online nursing guides (http://libguides.library.ohiou.edu/sb.php?subject_id=4283), and is responsible for selecting nursing materials and monitoring the acquisitions funds allocated to the program.

As a member of OhioLINK, a statewide academic library consortium with combined holdings of more than 48 million books and other library materials, students and faculty are eligible to borrow print materials from any of the other 88 member libraries through patron-initiated circulation. Holdings of other excellent nursing collections in the state are thus readily available to OU students and faculty. Traditional interlibrary loans are also provided to faculty, students and staff when an item is not available locally or through OhioLINK. No fees are charged for this service. Digital copies of print journal articles or book chapters housed within Alden can be requested by students or faculty using the document delivery service, and are delivered via email.

F. Adequacy of Laboratories/Equipment/Facilities

Classroom and laboratory space is available to the students in the Grover Center on the Athens campus, and shared with other students in CHSP. Classrooms are equipped with wireless technology, and the ability to promote inter-campus video-conferencing. Computer labs are available in the College and in the University. Skills laboratory space is available on the Athens campus in the School of Nursing and plans for renovation of the labs are ongoing. This skills laboratory includes state-of-the-art simulation manikins and equipment for teaching clinical procedures. Currently, the School of Nursing shares a second laboratory which includes simulated
examination rooms with the Heritage College of Osteopathic Medicine. The skills laboratory coordinator in the simulated examination room setting is available to help coordinate standardized patient encounters. Plans are underway to renovate the spaces in Grover Center with an estimated completion date of Spring 2017.

In addition, classroom and skills laboratory space is available in the new Integrated Education Center on the OU campus in Dublin. This space is shared with the Physician Assistant (PA) students and includes four large classrooms, two small conference rooms, and two skills laboratories used for teaching clinical procedures. The skills laboratories include simulation manikins, and eight fully equipped medical office rooms for simulated patient encounters. The Dublin facility has similar features as the Athens campus including a student lounge, a learning resource room with a student computer lab and a 150 seat auditorium to bring multiple cohorts of students together. The building allows wireless connections, and many of the classrooms or conference rooms are equipped with technology to promote inter-campus video-conferencing. Facilities have been planned to accommodate a program that will include interprofessional experiences such as collaborative classrooms to promote group work.

The proposed DNP program is an Athens-based program; however, both the Athens and Dublin campuses will be used for learning residencies when the students are required to come to campus for face-to-face activities. Examples of face-to-face activities may include interprofessional events such as the Interprofessional Education Symposium, Interprofessional Research Symposium, workshops, case study competitions, guest speakers who are experts in their field, and community outreach activities. It is anticipated that students will have short-term (two or three days) learning residencies that may occur on either of the campuses at least once or twice a semester. The availability of both campuses will help to promote the interprofessional activities associated with other Schools as well as activities specific to the geographic area. For example, DNP students enrolled in the health policy course may be participating in legislative activities at the state capital of Columbus, and return to the Dublin campus for de-briefing and additional class work during their residency. DNP students enrolled in the population health course may be participating in a community health outreach activity in the Appalachian area of southeast Ohio, and return to the Athens campus for debriefing and additional class work during their residency. The availability of both campuses in two geographical locations will help to promote interprofessional experiences with different groups of students, help provide different course or practice experiences, and allow the DNP students to participate in a broader range of experiences.

G. Entry Level Graduate Degree Experiences

i. Is the program distinctly different, both conceptually and qualitatively from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?

Students must successfully complete the baccalaureate degree in nursing prior to admission. Students may be admitted to the post-baccalaureate-to-DNP program, or the post-master’s-to-DNP program. At this time, there are no plans to admit students from an associate degree program in nursing to the graduate program.
The DNP Program builds on the program outcomes in the baccalaureate and master’s programs. It is distinctly different from the undergraduate and master’s levels because of the required level of critical thinking, focus on leadership and organizational systems, advocacy, health policy, and evidence-based practice. Although these concepts are introduced at the undergraduate level and expanded during the master’s level, they are applied through experiential experiences at the doctoral level. For example, at the undergraduate level, students learn about the legislative process; at the master’s level, students may attend a legislative hearing; and, at the doctoral level, students may be involved in writing position papers to influence legislation. The School of Nursing graduate Curriculum Committee is mapping out common themes in the curriculum to help structure course activities that build on the foundation provided in previous courses.

ii. Does the program emphasize the theoretical basis of the discipline as expressed in the methods and inquiry and ways of knowing in the discipline?

The curriculum is designed to provide core theoretical foundations for the profession and to emphasize methods of inquiry that utilize evidence-based practice. Consistent with the School of Nursing, the theoretical basis for the curriculum is the biopsychosocial model reflected in the teaching of a holistic approach to healthcare. Evidence based on sound clinical research is integrated into the curriculum to enhance the depth and breadth of the theoretical basis of the DNP program. The program is based on the Essentials of Doctoral Education in Advanced Nursing Practice (AACN, 2006). Criteria in Essential I in the document focuses on the scientific underpinnings for practice related to historical and theoretical foundations. Scholarly activities are based on the concept of “scholarship of application” which includes transforming practice through the understanding and integration of research into evidence based practice and dissemination (Boyer, 1990).

The summative evaluation of the students will be evidenced by the rigorous practice experience culminating in the DNP scholarly project, which is a transformational change project based on the DNP curriculum including the theoretical framework. Documentation of the student’s achievements will be available through the DNP doctoral student portfolio. Formative evaluations will be integrated throughout the DNP curriculum including written assessments demonstrating critical thinking and knowledge acquisition, examinations and group projects. Formative evaluations will be targeted to meeting course or program objectives and outcomes.

Students in the post-baccalaureate DNP program will be expected to meet the outcomes of both the MSN and DNP programs. Students in the post-baccalaureate DNP program will complete a standardized nationally-normed examination, a national certification examination, and clinical skills examinations in addition to the rigorous practice experience and scholarly project.

iii. Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?
The emphasis in the DNP curriculum is high level critical thinking, decision making, problem analysis and strategic planning for practice issues and project development. The DNP curriculum incorporates concepts of quality and safety in the provision of health care and development of transformational practice change projects. Students’ critical thinking and decision making skills will gradually evolve throughout the DNP curriculum using appropriate learning theories and taxonomies with targeted assignments to meet course learning objectives.

Students in the post-baccalaureate DNP program will participate in direct clinical care experiences while mentored and supervised by clinical APRN or physician practitioners. Students in the post-master’s DNP program will participate in direct or indirect practice experiences mentored by clinical practitioners, leaders in health policy or administration, and experienced educators. These practice experiences for students will include practice in underserved areas in primary care or organizations.

The program will offer interprofessional learning/practice experiences in collaboration with students in other health disciplines with an emphasis on team problem-solving and group dynamics, e.g., simulated patient encounters, group clinical projects or research and didactic content related to collaboration and teams. Currently, OU offers several opportunities to participate in interprofessional activities such as research days, and case management competitions. For the past two years, the CHSP has offered a research day available by streaming video, featuring guest experts on healthcare research projects. Graduate students participated in a poster session demonstrating the mastery of various research concepts. Several groups of students from the Schools in CHSP worked together on projects and presented posters on the interprofessional aspect of research. Additional interprofessional learning/practice experiences include community outreach initiatives for underserved areas, such as health screenings. These types of planned activities are consistent with the national standards outlined for DNP programs.

iv. Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?

The curriculum of the DNP program has been designed to ensure that students have a clear understanding of the issues and concerns facing the APRN. The curriculum is based on required national standards that encompass advanced clinical practice, leadership, health policy and advocacy, population health and healthcare informatics. The Essentials of Doctoral Education in Advanced Nursing Practice focus on eight key areas which are integrated throughout the curriculum. These key areas include:

- Scientific underpinnings for practice
- Organizational and systems leadership for quality improvement and systems thinking
- Clinical scholarship and analytical methods for evidence-based practice
- Information systems/technology and patient care technology for the improvement of healthcare
- Health care policy for advocacy in health care
• Interprofessional collaboration for improving patient and population health outcomes
• Clinical prevention and population for improving the nation’s health, and,
• Advanced nursing practice

For those students enrolling in the post-baccalaureate entry point, the core and clinical courses also integrate the required Essentials of Master’s Education in Nursing and the Nurse Practitioner Core Competencies. The Essentials of Master’s Education in Nursing include the following nine core competencies:

• Background for practice from sciences and humanities
• Organizational and systems leadership
• Quality improvement and safety
• Translating and integrating scholarship into practice
• Informatics and healthcare technologies
• Health policy and advocacy
• Interprofessional collaboration for improving patient and population health outcomes
• Clinical prevention and population health for improving health
• Master’s level nursing practice

The curriculum for the DNP program promotes a broad foundation based on the sciences and humanities incorporating appropriate theory and conceptual models; promoting active participation in issues and concerns related to advanced practice nursing through the health policy courses; stimulating the use of evidence-based practice to develop, implement, and evaluate clinical change projects through collaboration with interprofessional teams and healthcare systems; and demonstrating leadership in the role of the advanced practice nurse to promote quality and safety in patient and population health.

The School of Nursing graduate Curriculum Committee is in the process of mapping the Essentials of Doctoral Education in Advanced Nursing, the Essentials of Master’s Education in Nursing and the Nurse Practitioner Core Competencies with the program outcomes, the course learning objectives, outcomes and assignments.

v. Is there an adequate description of the required culminating experience such as an end project (which would not necessarily be a research experience)?

The DNP student will complete a faculty-supervised intensive practice experience and a rigorous scholarly project as a culminating experience that provides the students with the process of identifying a clinical problem, developing a solution or strategic plan, implementing and evaluating the plan. A culminating DNP scholarly project is consistent with other peer institutions, the national standards providing guidance on DNP education and has been discussed in the CGS Task Force Report on the Professional Doctorate (AACN, 2015; AACN, 2006; CGS, 2007; Smolowitz & Honig, 2008). According to the CGS Task Force Report (2007), the “professional doctorates often have a practicum as
their final stage rather than a dissertation (which) should culminate in an extensive written report that demonstrates a command of the relevant scholarly literature and links it to the specific clinical or practice experience” (CGS, 2007). The rigorous scholarly project will result in a scholarly paper appropriate for dissemination. Students’ achievements of learning objectives and outcomes will be documented through the use of a student comprehensive doctoral portfolio.

The rigorous DNP scholarly project will be developed by the student under the guidance of a faculty advisor and project committee. The DNP scholarly project focuses on a health care issue that is applicable to a population or setting of interest and includes the following components built into assessments throughout the curriculum:

- Problem identification or issue of concern
- Significance of problem
- Extensive literature review with critical appraisal of current state of evidence based practice
- Identification of appropriate theoretical framework to guide the project
- Development of strategic plan or problem solution that includes when appropriate, identification of population impacted, internal and external stakeholders to help facilitate the project implementation; identification of actual intervention; project outcomes and planning the evaluation of outcomes
- Implementation of project in select setting or with targeted population
- Evaluation of project outcomes, including articulation of barriers and future modifications
- Recommendations for future directions

The DNP students will be expected to disseminate their findings in an open forum at the University, similar to an oral defense, to faculty and peers. Additional dissemination will be required through a poster or podium presentation at a professional venue and/or through submission for publication to a peer-reviewed journal. Evidence of the scholarly project and outcome can also be found in the student’s portfolio. The faculty-supervised practice experience, rigorous DNP scholarly project and portfolio will be completed in the final two semesters of the program.

vi. Does the proposed program identify faculty resources appropriate for the research component of the program?

The Dean of CHSP and the Director of the School of Nursing have committed to supporting the DNP program through the acquisition and/or re-assignment of qualified faculty. The program director has both a PhD and DNP, and other faculty teaching in the program in the School of Nursing are doctorally prepared in either the research-focused (PhD) or clinical professional focus (DNP).

OU has an Office of Research Compliance available to serve as a resource for faculty and students. The Institutional Review Board for protection of human subjects is located here. Students will have the opportunity to complete research training courses
such as The Collaborative Institutional Training Initiative (CITI), the Public Health Service (PHS) course related to conflicts of interest, the course entitled Responsible Conduct of Research and others. These courses have been designed for graduate students and faculty and can be completed independently using an online format. Most of the faculty have already completed or are in the process of completing these courses.

The OU Graduate College has additional resources available for faculty and students including tutoring for statistics, quantitative and qualitative methods, and individualized tutoring for thesis/dissertation writing skills. The Graduate Writing and Research Center (GWRC) is available for students working on major writing projects through workshops or individual appointments. Various workshops and events are planned through the Graduate College on such topics as writing literature reviews and finishing a dissertation. The Director of Grant Development and Projects in the Graduate College is available to help students to seek and obtain as-needed funding for implementation of the scholarly project.

The School of Nursing is in the process of collaborating with the other healthcare disciplines and organizations to identify additional resources that may be utilized for the intensive practice experiences and/or DNP scholarly project development, implementation and evaluation.

vii. Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?

The curriculum was developed by the graduate nursing faculty and based on the national standards previously described. The consultants, Dr. Williams and Dr. Stanhope helped to guide the development of the program based on their experiences with other programs and the national standards. The program director was also able to provide additional expertise in curriculum development through previous program experience, and accreditation training on the national standards.

Students will be expected to meet the learning objectives developed for each course in the syllabus, and the program objectives in order to demonstrate competence (See Appendix A: Program Outcomes). Learning objectives in courses build on the national standards and are planned to meet the program objectives. Students will be evaluated through course examinations, assignments and course related projects for the didactic component of the courses. Blended and online courses will be built using the “Quality Matters” rubric to ensure consistency between and within courses. Although the majority of the courses are online, students may be expected to attend the face-to-face two or three day residency once or twice a semester planned for select courses, such as in the Health Policy and Advocacy course. All students will be required to successfully complete the faculty-supervised practice experience and the rigorous DNP scholarly project as documented by the doctoral portfolio previously described.
In courses that include a supervised practice experience, students will also be evaluated by the preceptor or mentor using a standardized evaluation. If appropriate, such as students in the post-baccalaureate program concurrently seeking a nurse practitioner role will also be required to successfully complete a national standardized examination prior to graduation. Post-baccalaureate-to-DNP students will be required to complete the 1000 supervised practice experience hours as recommended by the national standards. The post-master’s-to-DNP students will also be required to complete the 1000 supervised post-baccalaureate practice experience hours; however, some of their supervised practice hours in their master’s program, may be counted as post-baccalaureate practice hours with appropriate verification (AACN, 2015).

Both formative and summative evaluations will be used to help determine competence of the students and achievement of the DNP Essentials (AACN, 2015). Students will be asked to complete an exit interview and end-of-program evaluation survey to determine any gaps in knowledge they may have identified that may result in curriculum modifications. Employers of graduates will also be surveyed to help identify any areas for improvement in the curriculum.

viii. What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?

The development of the DNP program has been intentionally built on the undergraduate curriculum, the master’s curriculum and the national standards. The proposed DNP program and curriculum adheres to the national standards identified by AACN (AACN, 2006). Each course is in the process of curriculum mapping by the School of Nursing graduate Curriculum Committee to assure consistency and congruency with both the national standards and program outcomes.

Core courses for the DNP Program include:

- Leadership in Systems and Organizations for Advanced Nursing Practice
- Interprofessional Theories for Advanced Nursing Practice
- Health Policy and Advocacy for Advanced Nursing Practice
- Principles of Business and Resource Management for Advanced Nursing Practice
- Analyzing Evidence-based Practice for Advanced Nursing Practice
- Promoting Quality Healthcare through Advanced Nursing Practice
- Application of Evidence-based Practice for Advanced Nursing Practice
- Informatics for Advanced Nursing Practice
- Epidemiology and Population Health for Advanced Nursing Practice
- DNP Scholarly Project Plan and Implementation
- DNP Scholarly Project Evaluation and Dissemination

Although the courses include the words of “Advanced Nursing Practice,” content will include interprofessional concepts or experiences. For example, in the course entitled “Interprofessional Theories,” content includes meta-theory, concepts in healthcare and
mid-range theories. In the course entitled “Leadership in Systems and Organizations,” content includes theories related to systems and organizations, teamwork and collaboration and legal or ethical issues related to leadership, which encompasses more than just advanced nursing practice. In addition, students enrolled through the post-baccalaureate-to-DNP with an emphasis on the Family Nurse Practitioner option, will be required to complete the following core courses:

- For FNP (post baccalaureate-to-DNP) students
- Theories in Family Care
- Research and Evaluation
- Evidence-based Practice
- Pathophysiology
- Health Appraisal for NPs
- Advanced Pharmacology
- Care of Women
- Care of Adults
- Care of Children
- FNP in Practice

Students will be encouraged to take additional electives within the School of Nursing, the CHSP or the University to increase their breadth and depth of knowledge. Elective course will be approved by the faculty advisor or program director prior to enrollment. Examples of electives offered include, but are not limited to:

- Curriculum Development in Nursing,
- Teaching Strategies
- Academic Nursing
- Teaching Experience
- Nursing Administration Theoretical Base
- Health Care Finance
- Health Care Reimbursement
- Statistics
- Patient Centered Medical Home
- LGBT Issues for Practice

National accreditation will be sought at the end of the first year of the program, as recommended by the Commission on Collegiate Nursing Education (CCNE) through AACN. Current programs in the School of Nursing have successfully achieved this accreditation standard for the baccalaureate and master’s programs.

H. Professional Graduate Degree Program

i. What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation and personal statements of purpose, are rele-
want to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so please elaborate.

The graduate nursing faculty has recommended the following admission criteria for the post-master’s entry student:

- Official transcript of degree(s)
- GPA of 3.2 on 4.0 scale on graduate coursework
- Unencumbered registered nurse license
- Advanced practice nursing role with national certification
- Documentation of clinical hours achieved in the master’s program in all prior nursing degrees
- Master’s level research methods course and statistics
- Letters of recommendation (2)
- Interview

The graduate nursing faculty taskforce has recommended the following admission criteria for the post-baccalaureate entry student:

- Official transcript of degree(s)
- GPA of 3.2 on 4.0 scale on baccalaureate coursework
- Unencumbered registered nurse license
- Undergraduate research methods and statistics courses
- Two years clinical experience
- Letters of recommendation (2)
- Interview

If a student entering through the post-master’s option does not have the preferred certification or clinical hours, a gap analysis will be conducted by the program director to determine qualifications for admission. The gap analysis is a record review that may result in recommendations to the individual student for additional pre-requisite coursework, such as a statistics course. The gap analysis may also include obtaining documentation of previous faculty-supervised clinical experiences at the Master’s level. Students entering the post-baccalaureate-to-DNP program will be expected to complete at least 600 faculty-supervised clinical hours as required by the national certification standards in addition to 400 faculty-supervised practice and project hours. Students entering the post-master’s-to-DNP program will provide documentation of previous faculty-supervised clinical hours that have occurred at the master’s level. All students will be expected to have a minimum of 1000 hours post-baccalaureate program that include faculty-supervised clinical hours, hours associated with implementation of the DNP scholarly project and hours associated with the intensive practice experience.

ii. Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel.
The DNP intensive practice experience is based on the DNP scholarly project development, implementation and evaluation for all students. It is anticipated that students will spend approximately 400 hours on the intensive practice experience and the rigorous scholarly project. The DNP student will work with a faculty advisor to determine an individualized practice experience that may occur in a variety of settings. These practice experiences may include, but are not limited to, an immersion into a specialty practice, engagement in critical health policy and advocacy initiatives and community outreach-service learning activities with underserved populations, consistent with AACN guidelines (AACN, 2015).

The student may work with an identified preceptor or mentor for project development, implementation and evaluation. The preceptor/mentor will meet established criteria, and be approved by the faculty advisor and program director prior to the initiation of the experience. The preceptor may be a doctoral-prepared APRN, physician or expert in the project area. The preceptor/mentor may serve as an expert consultant on the project, help champion the project to completion in the given setting and serve as a member of the student’s scholarly project committee. Students will maintain a DNP practice experience log and individualized learning objectives during this period. The log will be monitored by the faculty on a regular basis throughout the program.

Students in the post-baccalaureate entry will have additional clinical hours related to the APRN role. Students in the post-baccalaureate nurse-practitioner to DNP program, for example, will be required to complete at least 600 hours in the clinical setting with a preceptor to become competent in the nurse practitioner role and be eligible to sit for the national certification examination. These students will be placed with a qualified preceptor, who meets the master’s requirements for preceptor, by the master’s program director in collaboration with the DNP program director. Qualified preceptors, such as certified nurse practitioners or physicians serve as role models for the students, helping to guide them through specific supervised clinical experiences based on the knowledge obtained during the didactic portion of the program.

An assigned School of Nursing faculty member serves as the bridge between the clinical preceptor and the student and evaluates student performance based on formative mid-semester and summative end of semester feedback from the preceptor. Clinical sites and preceptors will be evaluated by the faculty through established program criteria on clinical site visits. In addition, at the end of the clinical rotation, the student will evaluate the preceptor and the clinical site. Students will document their clinical experiences using the Typhon software system and faculty will routinely monitor their experiences. The School of Nursing has over 700 agreements in place to provide these clinical experiences for the post-baccalaureate-to-DNP students.

iii. Are the faculty qualifications associated with the professional degree program appropriate for such faculty? Provide the specific qualifications for such faculty.

Faculty teaching in the DNP program will have a terminal degree, such as a PhD or DNP and will be eligible for graduate faculty status in the School of Nursing. Ideally, faculty will
also have teaching experience and/or experience working with doctoral level students. Faculty serving as advisors will have experience in scholarly project development, implementation and evaluation.

Faculty teaching in the post-baccalaureate clinical courses will have national certification in the specialty area being taught, such as the family nurse practitioner. The expectation is that faculty will have advanced knowledge and expertise in the clinical specialty. Students in the post-baccalaureate track may be supervised by a clinical adjunct faculty with a minimum of a master’s degree during their clinical courses. However, the full-time lead faculty for the course will have a terminal degree.

There are currently four faculty prepared at the PhD level, four faculty prepared at the DNP level, one faculty prepared at the EdD and one faculty prepared with both a PhD and DNP. All faculty have taught and advised students at the master’s and/or doctoral level.

It is anticipated that faculty will hold academic rank comparable to other faculty in that rank as defined by the University’s Faculty Handbook and the CHSP. Continued appointment and advancement in rank will be based on performance in teaching, scholarship and service. Faculty qualifications and curriculum vitae can be found in the Summary Table in Appendix C.

iv. How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?

Standards of accreditation have been established by the American Association of Colleges of Nursing (AACN) and operationalized by the CCNE. It is anticipated that the request for accreditation will occur at the end of the first year of the program, with a site visit by the accreditation team at that time. Site visits typically occur at the end of the first year of the program, when a new program has been initiated. If the first site visit and report is acceptable, accreditation will be granted for a five year period for the DNP program, effective the date of the site visit. The School of Nursing is already accredited through AACN for the baccalaureate and master’s degree programs.

The national standards for doctoral and master’s education have been previously discussed (Section G.iv, vii). The DNP Program curriculum is built on those standards and will meet the requirements for accreditation.

The completion of the DNP program is not yet required in the state of Ohio for professional accreditation in the field. Students entering the post-baccalaureate-to-DNP program will complete at least 600 supervised clinical hours and coursework that will prepare students to achieve the credentials to become a nurse practitioner (i.e., pass the FNP national certification examination). Once these requirements have been met, the nurse practitioner is eligible to practice as an APN in the state of Ohio. Students in the post-baccalaureate program in an
indirect care role, such as nurse administrator, are not required to complete the national certification examination in order to practice in Ohio; however, students will be encouraged to take the national certification examination in their designated areas to verify their knowledge and experience.

After the DNP Program has received approval, a letter of substantive change will be sent to AACN. The DNP Program will seek accreditation through the CCNE at the end of the first year of operation to further assure the program is meeting national standards. The timing of the accreditation visit is consistent with the national standards and helps to demonstrate the program’s quality. The OU School of Nursing is currently accredited through CCNE for the baccalaureate and master’s programs.

v. How are theory and practice integrated within the curriculum?

The DNP program is based on the Essentials of Doctoral Education in Advanced Nursing Practice, which include specific criteria related to theory and practice. Consistent with the School of Nursing, the theoretical basis for the curriculum is the biopsychosocial model reflected in the teaching of a holistic approach to healthcare. Evidence based on sound clinical research is integrated into the curriculum to enhance the depth and breadth of the theoretical basis of the DNP program.

In the DNP program, one of the first courses is related to interprofessional theories for advanced practice nursing. Discussion of relevant theory may occur in other courses, such as leadership theory in the leadership course. A theoretical framework is required as part of the scholarly project to help guide project design and implementation.

DNP practice experiences are defined as those experiences that will increase the depth and breadth of the knowledge and skills of the APRN and may occur in a variety of settings in order to culminate in a transformational healthcare scholarly project. The DNP practice experiences are designed to provide “systematic opportunities for feedback and reflection, opportunities for meaningful student engagement within practice environment, opportunities for further application, synthesis and expansion of learning, and opportunities for integrating and synthesizing all of the DNP Essentials” (AACN, 2015, p. 8). It is anticipated that students will complete approximately 400 hours in the intensive practice experiences and implementation of the DNP scholarly project.

In the post-baccalaureate entry DNP program, students will also be required to complete the DNP core courses and relevant clinical courses such as health appraisal, pathophysiology and advanced pharmacology as required by the national standards. Clinical practice for these students will include at least 600 hours of faculty-supervised clinical experience in the healthcare setting to match their specialty. An additional 400 hours will be required to complete their DNP scholarly project.

Other brief or episodic practice experience opportunities may be available for the DNP students to help broaden the depth and breadth of their knowledge and skills, in accordance with AACN standards (AACN, 2015). For example, in the Health Policy and Advocacy
courses, students may participate in legislative or health policy workshops, committee hearings or meetings with legislators. Students may participate in assignments related to interprofessional case study competitions or community outreach initiatives. The School of Nursing has interprofessional international collaborative efforts providing health care in the primary care setting or health education in countries such as Botswana. DNP students may also work with students in the CSHP or HCOM on research activities.

The Essentials of Doctoral Education in Advanced Nursing Practice recommend a total of 1000 practice hours post-baccalaureate should be completed in the DNP program. Practice immersion experiences may include not only direct focus on patient care, but indirect care practices in non-traditional practice settings to meet the expanded skill sets defined in the DNP Essentials (AACN, 2015). At this time, the state of Ohio does not address requirements for the DNP, so the national standards are the basis for the OU DNP program.

vi. What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?

The AACN does not publish a credit hour norm for DNP programs. The recent AACN Task Force “reaffirms the guidelines, as stated in the DNP Essentials, for length of program. A post-baccalaureate full-time program of study should be 3 years including summers or four years on a traditional academic calendar. For a post-master’s program of study, a minimum of 12 months of full-time study is need to acquire doctoral-level outcomes and completion of the DNP Project” (AANC, 2015, p. 6.)

Based on review of DNP programs in the literature, in peer aspirant institutions, and through the recommendations of the consultants, the majority of post-master’s DNP programs are 16-24 months with additional time needed for part-time study (Udlis & Mancuso, 2012). The majority of post-baccalaureate DNP programs are 24-38 months with additional time needed for part-time study (Udlis & Mancuso, 2012). The OU post-master’s DNP program is 24 months or six semesters; the OU post-baccalaureate-to-DNP program is 36 months.

The AACN does not recommend specific credit hours for programs. Nationally, the number of credits required to complete a post-baccalaureate-to-DNP program ranged from 52 to 130 credits, and for a post master’s-to-DNP program, ranged from 24-75 credits (Udlis & Mancuso, 2012). In Ohio, the mean credit hours for the existing post-master’s DNP program is 38, ranging from 33-56 semester credit hours. There are two additional programs slated to open next year, but their credit hours are not yet available. The OU post master’s program is a minimum of 36 hours with the expectations that students will complete additional one or two elective courses as needed for DNP project development and implementation. Post-baccalaureate programs are longer in length and targeted as direct care programs, such as for nurse practitioners, or indirect care programs, such as for nurse administrators.

Although the credit hours in the professional clinical doctorate are less than the credit hours in the research-focused doctorate, this is not unusual. According to the CGS Task Force
(2007), the “professional doctoral degrees usually place more emphasis on didactic and clinical study. The length of study measured in credit hours may vary widely, and in some cases may be less than the ninety-six hours that commonly characterize PhD degrees, because of a reduced emphasis on independent research” (p.27). The CGS Task Force recommends that each institution develop a process for review of professional doctorate programs that includes evidence of excellence such as:

- The proposed program is likely to meet the minimum thresholds of the accrediting association
- The standing of the sponsoring unit within the discipline
- The characteristics of the best professional doctoral programs within the discipline
- Graduates of the program will be prepared for leadership in the area of professional practice
- How the professional doctorate relates to research programs including the Ph.D. within the sponsoring unit and college
- The qualifications of the faculty who will participate in the program
- The program can attract students qualified for the proposed level of study
- The program and institution will carefully evaluate student progress, student outcomes and other markers of program success
- The program will contribute to the overall mission, goals and excellence of the department, college and institution
- The sponsoring unit will have the intellectual and material resources needed to sustain the program at a high level of excellence

The OU DNP program will have neither the lowest nor the highest number of credit hours in Ohio. It has been developed to reflect the rigor of a doctoral program, meet the national nursing accreditation standards, and provide a quality educational experience with an emphasis on interprofessional collaboration while providing care to an underserved population.

The following table depicts the number of credit hours required by Ohio DNP programs as indicated on their web sites. Several schools are in the process of modifying their curriculum and the semester hours may change as a result of those modifications.

<table>
<thead>
<tr>
<th>Ohio DNP Programs</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post-Master’s</td>
</tr>
<tr>
<td>Ashland University</td>
<td>34-36</td>
</tr>
<tr>
<td>Case Western University</td>
<td>39</td>
</tr>
<tr>
<td>Kent State University</td>
<td>37</td>
</tr>
<tr>
<td>Mount St. Joseph University</td>
<td>36-39</td>
</tr>
<tr>
<td>The Ohio State University</td>
<td>56</td>
</tr>
<tr>
<td>Otterbein University</td>
<td>35</td>
</tr>
<tr>
<td>University of Akron</td>
<td>37</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>42</td>
</tr>
<tr>
<td>Ursuline University</td>
<td>38</td>
</tr>
<tr>
<td>Walsh University</td>
<td>38-45</td>
</tr>
<tr>
<td>Wright State/University of Toledo</td>
<td>36</td>
</tr>
</tbody>
</table>
Additional post-master’s DNP programs and credit hours in surrounding areas or online include:

<table>
<thead>
<tr>
<th>Online or nearby DNP Programs</th>
<th>Semester Hours (post master’s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capella University</td>
<td>52 (quarter hours)</td>
</tr>
<tr>
<td>Carlow University</td>
<td>30</td>
</tr>
<tr>
<td>Chatham University</td>
<td>27</td>
</tr>
<tr>
<td>Drexal University</td>
<td>46 (quarter hours)</td>
</tr>
<tr>
<td>Dusquesne University</td>
<td>33</td>
</tr>
<tr>
<td>Kaplan University</td>
<td>50 (quarter hours)</td>
</tr>
<tr>
<td>Maryville University</td>
<td>33</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>41</td>
</tr>
<tr>
<td>West Virginia University</td>
<td>40-45</td>
</tr>
</tbody>
</table>

vii. Describe the required culminating academic experience and how it will contribute to the enhancement of the student’s professional preparation.

The required culminating academic experience is the intensive practice experience and the development, implementation, evaluation and dissemination of the DNP scholarly project. Components of the DNP scholarly project are integrated throughout the DNP curriculum building on the knowledge acquisition and skills learned in each course. It is anticipated that students will spend approximately 400 hours on the rigorous scholarly project. The DNP student will work with a faculty advisor and Project Team (AACN, 2015) to determine an individualized intensive practice experience that may occur in a variety of settings leading to the development, implementation and evaluation of the project. The scholarly project will help to demonstrate the student’s expertise and breadth of knowledge related to this specialized area. Documentation of the intensive practice experience and the DNP scholarly project will be found in the student’s individual comprehensive portfolio.

Dissemination of the project and its findings is an important component of the project. Students will be expected to discuss the project in an open forum presentation to their peers and faculty of the School of Nursing, CHSP and/or University. Students will also be required to disseminate the project through a poster or oral presentation at a professional venue such as a conference or workshop. In addition, students will be encouraged to submit the scholarly project in the form of a journal article suitable for publication in a peer-reviewed journal.

Students who enter the post-baccalaureate DNP program and prepared in the role of an APN, will be required to successfully complete the standardized exit examination, and the national certification examination as part of the culminating academic experience. The national certification examination is required as part of the student’s professional preparation to practice as an APN in the state of Ohio.

II. Need
   a. Student interest and demand, potential enrollment, ability to maintain the critical mass of students.
As healthcare becomes increasingly complex, education of professional nurses has evolved to meet those challenges. The DNP was proposed by AACN as the entry level for APRNs beginning in 2015 (AACN, 2004). In addition to the AACN, the National Organization of Nurse Practitioner Faculties (NONPF) has also indicated their support for the transition to the DNP in both position papers and identified core competencies needed for advanced practice nursing (NONPF, 2012).

During the past decade, many schools of nursing have transitioned their master’s level advanced practice programs to the DNP, and other schools are in the process of making the transition. In response to this call for nurse education reform, approximately 250 schools have transitioned their master’s APRN programs to DNP programs with an additional 100 schools in the process of planning the transition (AACN, 2013). From 2012 to 2013, the number of students enrolled in DNP programs increased from 11,575 to 14,688. During that same period, the number of DNP graduates increased from 1,858 to 2,443. DNP enrollments are significantly higher than enrollment in other nursing doctoral programs (AACN, 2014).

The School of Nursing at Ohio University is poised to transition their APRN programs to the doctoral level to meet these national directives. It is anticipated that fifteen students will be enrolled in the first DNP cohort with a mix of both post-baccalaureate-to-DNP students and post-master’s-to-DNP students.

Interest in the OU DNP program is strong, as noted by the numbers of requests for information related to the program. A survey of 134 current master’s students at OU revealed 62% were considering a DNP doctoral degree, 2% were considering a PhD doctoral degree and 5% were considering an “other” doctoral degree. Many of these respondents (65%) indicated they were considering a doctorate degree in the next 1-6 years.

A survey of 91 APRN community members living in the southeastern Ohio region was conducted. Many of these respondents (63%) indicated they are considering a DNP doctorate degree and several respondents (2%) are considering a Ph.D. doctorate degree. Of this group, 68% indicated they plan to start their doctorate studies within the next 1-6 years.

Participants in both surveys indicated interest in the OU program and, in blended or online programs. The primary barriers to pursing DNP education in both groups were cost and time.

Support in the community for the OU-DNP program has also been strong through current affiliations with various healthcare organizations. Letters of support can be found in the Appendices.

b. Institutional need, plan for overall development of graduate programs at the proposing institution

The CHSP was academically restructured in 2010 in order to refocus the core mission on health and wellbeing. The restructuring has positioned the College as a national model for health professions education, scholarship and service across a wide array of disciplines. During the restructuring process, the University administration specifically charged the College with the goal to enhance the existing programs and to target expansion of program that would complement the existing programs in the CHSP.
Several academic departments include graduate programs that have outstanding outcomes with regard to success on professional licensure examinations. These programs include: Doctor of Audiology, Master of Art in Speech-Language Pathology, Doctor of Physical Therapy, Master of Science in Athletic Training, Master of Health Administration, Master of Social Work and Master of Public Health. The CHSP also houses the Department of Interdisciplinary Health Studies, the Department of Social and Public Health, the School of Rehabilitation and Communication Science and the School of Applied Health Sciences and Wellness.

Within the CHSP, there are additional courses and/or focused certificate programs that may interest the DNP students, e.g., in global health, clinical informatics, health leadership, and diabetes. It is anticipated that the students in the newly developed Physician’s Assistant Practice Program may collaborate with the post-baccalaureate-to-DNP students in standardized patient encounter experiences, skill acquisition laboratory experiences, and others.

The School of Nursing currently offers a robust master’s program with the following tracks: family nurse practitioner, acute care nurse practitioner, nursing education, and nursing administration. The DNP is a natural evolution of current programs offered in the School of Nursing and is anticipated to become the entry to practice for APRNs in the near future.

c. **Societal demand, intellectual development, advancement of the discipline, employment opportunities.**

The demand for highly educated professional APRNs has never been higher. Within the next decade, experts predict a national shortage of more than 90,000 physicians, including 45,000 primary care doctors (Pauley, Naylor, & Weiner, 2014). During the same period, the number of American older than 65, the population segment most reliant on health care services is projected to increase by 36%. Federal health care reform is expected to provide health care coverage for some 32 million uninsured American, including more than 1.3 million in Ohio by 2014 (Pauley, Naylor & Weiner, 2014). APRNs are prepared and educated to fill the role of primary health care providers for this population.

In the past several decades, there has been a call from national nursing leaders to increase the level of education and preparation of nursing professionals in order to meet the increasingly complex healthcare needs of the aging population. This call for action was most recently confirmed by the report of the Institute of Medicine (IOM) *The Future of Nursing: Leading Change, Advancing Health* (IOM, 2010). This report indicated that nursing needed to be full partners in the teams developing and re-designing healthcare delivery through improved data collection and information infrastructure.

The report also recommended that nurses are needed to practice at the full extent of their education and training, especially APRNs who may be limited by their state scope of practice. Additional recommendations include increasing the level of baccalaureate prepared nurses to 80% by the year 2020, in order to meet societal demand, and doubling the number of doctorally prepared nurses. Even though student enrollment increased by 6.6% in master’s programs and by 3.2% and 26.2% in research-focused and practice-focused doctoral programs, respectively, in the 2014-2015 academic year, more than 15,288 applications to master’s and doctoral programs were turned away. The top
reasons reported by nursing schools for not accepting all qualified students include insufficient clinical teaching sites, a lack of qualified faculty, limited classroom space, insufficient preceptors, and budget cuts (AACN, 2014). OU is poised to help promote the recommendations of the IOM through the evolution of the professional nurse to the doctorate level.

d. **Scope: local, regional and national needs; international need**

The Health Resources and Services Administrations (HRSA) Bureau of Health Professions has recognized the role that additional healthcare providers will play in improving access to care and reducing health expenditures by providing multiple sources of funds for primary care providers. HRSA has estimated that about 60 million American people are living in areas designated as primary health professional shortage areas (HPSA’s). Ohio ranks among the worst states nationally with its designated 120 HPSAs (US Bureau of Labor Statistics, 2014). Southeastern Ohio also ranks among the worst (38th nationally) in the number of nurse practitioners with 35 NPs per 100,000 people while the US average is 58 NPs per 100,000 (US Bureau of Labor Statistics, 2014). Often, nurses tend to be educated, live and work within the same geographical location (Kovner, Corcoran & Brewer, 2011), so by targeting a student population in southeastern Ohio, there should ultimately be an increased number of APRNs working in this area which will result in increased access to healthcare for this underserved population.

Nationally, there is inconsistency in scope of practice laws related to APRN practice. It is estimated that in some states, restrictions to scope of practice limit the nurse practitioner’s ability to help provide primary care (Yee, Boukus, Cross & Samuel, 2013) which will impact the primary care provider shortage leading to possible decreased access to care and increased wait times. The concern over national health care provider shortages has led to increased funding available for educational scholarships and stipends to increase the numbers of APRNs (Department of Health & Human Services, 2011).

Internationally, less is known about the numbers of APRNs and DNPs practicing worldwide. Only six countries internationally have submitted information to the International Council of Nurse Practitioners related to the role of the APRN; however, additional countries are currently using APRNs (ICN, 2014). Many international institutions of higher learning have Schools of Nursing, yet there is limited information available on the numbers of clinical nursing doctorate programs available.

### III. Access and Retention of Underrepresented Groups

a. **Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.**

The Office of the President at OU and the CHSP have committed established relationships with historically black colleges and universities. This includes the eight historically black colleges and universities that comprise OU’s Interlink Alliance Partnership. These institutions include Wilberforce and Central State Universities in Ohio as well as six other institutions in Virginia, the Carolinas and Georgia.
The undergraduate and graduate nursing programs at OU have excellent support for multicultural students, and recruitment will be targeted to these students. The University offers several opportunities for underrepresented graduate students to acquaint themselves with OU including the Multicultural Visitation program. The Office of Multicultural Programs offers support systems to address academic, social and individual needs of minority students. Retention of all students will be monitored by the School of Nursing and program director through routine assessments, evaluations and requests for assistance. Students will be assigned a faculty advisor to help address any academic or other issues. Students may be referred for personal counseling, academic skills or tutoring as needed.

b. Provide as background a general assessment of:

i. Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline

The demographics of underrepresented groups at Ohio University are noted in Table 1 and are comparable to national statistics on graduate nurse students in Table 2. Data are not available on the ethnicity of DNP students specifically but ethnicity of research-focused nursing doctoral students was available. The total minority enrollment for master’s nursing students for 2014 has been reported at 31.9% and the total minority enrollment for doctoral nursing students is reported at 29.7%. These numbers show a 1-2% increase since 2013.

The demographics of the total student population at Ohio University reveal that only 4.5% of students (Table 1) are identified as black and 81% are white. The demographics of all graduate students including medical students shows that 69% are white, 6% are black, and 2% or less are Asian, Hispanic, or more than one race/ethnicity.

Table 1: Student Enrollment by Race and Rank- Fall 2010 (Athens Campus Only)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fresh</th>
<th>Soph</th>
<th>Junior</th>
<th>Senior</th>
<th>Special</th>
<th>Master D</th>
<th>Medical</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>197</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>3</td>
<td>133</td>
<td>41</td>
<td>47</td>
<td>958</td>
</tr>
<tr>
<td>Asian</td>
<td>30</td>
<td>21</td>
<td>27</td>
<td>35</td>
<td>4</td>
<td>33</td>
<td>7</td>
<td>45</td>
<td>212</td>
</tr>
<tr>
<td>Caucasian</td>
<td>4,151</td>
<td>3,232</td>
<td>3,040</td>
<td>4,102</td>
<td>70</td>
<td>1,931</td>
<td>473</td>
<td>345</td>
<td>17,404</td>
</tr>
<tr>
<td>Hispanic</td>
<td>123</td>
<td>83</td>
<td>95</td>
<td>106</td>
<td>1</td>
<td>56</td>
<td>18</td>
<td>22</td>
<td>504</td>
</tr>
<tr>
<td>International</td>
<td>215</td>
<td>167</td>
<td>166</td>
<td>187</td>
<td>7</td>
<td>427</td>
<td>322</td>
<td>0</td>
<td>1,491</td>
</tr>
<tr>
<td>Native American</td>
<td>6</td>
<td>9</td>
<td>17</td>
<td>9</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>61</td>
</tr>
</tbody>
</table>

Table 2: National Statistics of Graduate Nursing Students by Race/Ethnicity (AACN, 2014)
Table 3: Graduate Degrees Received by Race/Ethnicity in Nursing

<table>
<thead>
<tr>
<th></th>
<th>Master’s</th>
<th>Doctoral (Research-Focus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am.</td>
<td>14.7%</td>
<td>15.6%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>68.1%</td>
<td>70.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6.5%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Other</td>
<td>10.7%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

Nationally approximately 93% of nurse practitioners are female, which is compared to 80% female graduate nursing students at OU.

**ii. Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.**

The demographics for graduate degrees received from OU-CHSP is similar to data reported for nursing graduate degrees nationally.

Table 3: Graduate Degrees Received by Race/Ethnicity in Nursing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African Am.</td>
<td>3.5%</td>
<td>5%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>83.4%</td>
<td>86%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
<td>6%</td>
</tr>
</tbody>
</table>

V. Statewide Alternatives

a. **Programs available in other institutions**

Currently there are eleven DNP programs in Ohio with several more in the process of being developed. These programs include the following institutions:

- Ashland University
- Case Western University
- Kent State University
- Mount St. Joseph University
- The Ohio State University
- Otterbein University
- University of Akron
- University of Cincinnati
- Ursuline University
- Walsh University
- Wright State/University of Toledo

However, since many of the DNP programs are online or blended programs, additional options are available to students. Due to the national standards of the DNP as the preferred entry to practice for
APRNs, it is anticipated that all programs currently offering a master’s degree program for advanced practice roles, will be transitioned to the DNP. OU is positioning itself for this anticipated change in national standards.

Although several of these programs are offered using online or blended methods, there are no institutions in Ohio currently focused primarily on underserved populations in southern and southeastern Ohio. The OU-DNP program will help to fill that need by recruiting students from these areas who will most likely return to their geographic home to provide primary healthcare and services (Kovner, Corcoran & Brewer, 2011).

b. Appropriateness of specific locale for the program

The DNP Program will have its academic home in Athens the School of Nursing within the College of Health Sciences and Professions (CHSP). Although the program is primarily blended or online, there will be short-term (two or three day) immersion residencies once or twice a semester held at either the Athens CHSP or the new Dublin Integrated Education Center. The Athens campus currently houses a number of health-related Schools and Departments, including the School of Nursing, Department of Interdisciplinary Health Studies, School of Rehabilitation and Communication Services, School of Applied Health Sciences and Wellness, and the Department of Social and Public Health. The Dublin campus currently includes the Heritage College of Osteopathic Medicine (HCOM), and CHSP’s Master’s Degree in Physician Assistant Practice Program, with plans to add additional health education programs in the future.

It is anticipated that DNP students will participate in interprofessional educational activities on both the Athens and the Dublin campuses. The Athens and Dublin campuses will be primarily used for learning residencies when the students are required to come to campus for face-to-face activities. Examples of face-to-face activities may include interprofessional events such as the Interprofessional Education Symposium, the Interprofessional Research Symposium, workshops, case study competitions, presentations by guest speakers who are experts in their field, and community outreach activities. It is anticipated that students will have short-term (two or three days) learning residencies that may occur on either of the campuses at least once or twice a semester. The availability of both campuses will help to promote the interprofessional activities associated with other Schools as well as activities specific to the geographic area. For example, DNP students enrolled in the health policy course may be participating in legislative activities at the state capital of Columbus, and return to the Dublin campus for de-briefing and additional class work during their residency. DNP students enrolled in the population health course may be participating in a community health outreach activity in the Appalachian area of southeast Ohio, and return to the Athens campus for debriefing and additional class work during their residency. The availability of both campuses in two geographical locations will help to promote interprofessional experiences with different groups of students, help provide different course or practice experiences, and allow the DNP students to participate in a broader range of experiences. Discussions are underway to identify clinical, experiential and academic partnerships to maximize the resources located on and close by each of the two campuses.

c. Opportunities for inter-institutional collaboration

The Director of the School of Nursing has discussed the strategic plan of the DNP program development with other Deans and Directors of nursing schools in Ohio and surrounding areas. Discussions
have centered on the need for additional programs, clinical site or practicum coordination, and collaborative community service projects. Several of the universities have chapters of Sigma Theta Tau, International, the nursing honorary society, and have jointly sponsored annual research days to promote student research activities. The Ohio Nurses Association has also been in discussion with the DNP program director about collaboration with other universities for a DNP-student focused research day. Discussions are underway with the state advanced practice nurse professional organization to develop collaborative continuing education, workshops or conferences for advanced practice students and alumni from all universities on a regular basis.

d. Institutional priority and costs

i. Support and commitment of the proposing institution’s central administration

The Executive Vice President and Provost Dr. Pam Benoit, the Dean of the CHSP Dr. Randy Leite, and the Director of the School of Nursing Dr. Deborah Henderson have all committed to fully supporting the DNP Program. Designated facilities for faculty and students, classrooms, and learning centers for the School of Nursing exist at both the Athens and Dublin campuses. Simulation laboratories at the Athens campus and the Dublin campus are state-of-the-art and will be shared with other healthcare students in the CHSP.

Letters of support can be found in Appendix G.

ii. Adequacy of available resources committed for the initiation of the program

Available resources have been committed for the initiation of the program by the Dean of CHSP and the Director of the School of Nursing. A proposed budget is located in Appendix F.

VI. External Support

The support from the OU DNP program has been positive from both internal and external stakeholders. Internally, the School of Nursing, CHSP, the Executive Vice-President and Provost and the President have all voiced their support for the program. Current students have expressed interest in the program.

Alumni of the School of Nursing and APRNs in the community have also expressed interest in the program. Strong commitments have been obtained from the leadership team at Ohio Health and Nationwide Children’s Hospital to help support clinical, leadership and population health education. The nursing community of the whole has also been supportive. Letters of support are located in Appendix G.
References


Response to Reviews of the Program Development Plan (PDP)

There were eleven institutions who responded to the PDP. Their feedback has been very useful in preparing the proposal and the concerns raised are addressed below.

Comments from University of Akron

1. **Potential conflicts with any existing program at the University of Akron and/or unnecessary duplication of programs in the state of region**

   The proposed DNP program will be offered at campuses located in Athens or Dublin. As stated in the proposal, the counties served by the Athens campus are located in southeastern Ohio which has been identified as a Health Professionals Shortage Area with a limited number of primary care providers. This supports the need for a DNP program that will prepare advanced practice nurses who can serve the area. The Dublin campus is close in proximity to the Ohio State University and could be seen as duplication, although Ohio State requires a significantly greater number of credits beyond the Master’s program. Due to the recommendation by the American Association of Colleges of Nursing to transition to a DNP as the entry level for advanced practice nurses, there is a need for OU’s program in order to increase numbers of DNP prepared nurses. This program would serve an area that the University does not draw from. None of our students are from southeastern Ohio.

   **Response**

   The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions (CHSP). Students will participate in learning activities at both the Athens and Dublin campuses. The Athens campus has limited space that is shared with the undergraduate nursing students and other health care student professionals, but will help to provide access to the community of underserved patients in select clinical settings. The Ohio University-Dublin campus currently includes the Heritage College of Osteopathic Medicine (HCOM) and the Ohio University Master’s Degree in Physician Assistant Practice Program, with plans to add additional health education programs in the future. The potential for collaboration and interprofessional educational opportunities with other healthcare students and the availability of state-of-the-art facilities will help to promote a unique team-based learning approach for the DNP students. Learning activities at the Dublin campus will also provide easy access to experiences in leadership and healthcare policy associated with the capital city of Ohio, and learning activities offered at the Athens campus will focus on population health in an underserved area. It is anticipated that DNP students will participate in interprofessional educational activities on both the Athens and the Dublin campuses.

2. **Opportunities for collaboration with The University of Akron**

   There do not appear to be opportunities for collaboration due to the distance between the two universities and the areas they serve. Both programs offer intensive classroom time, which makes recruiting students from each other’s areas unlike.

   **Response**
We would welcome opportunities to collaborate with our esteemed colleagues at other institutions of higher education and hope to explore these possibilities in the future.

3. Concerns with substantive elements of the proposed degree program

One concern is with the proposed plan of study. Although the credit hours total 36-40, there are a lot of courses to take within the two year time frame. For example, during the third semester of the first year, students may take Health Policy, Informatics and Epidemiology. Each course is 2 credits in order to fit all courses in the semester, but intensive work is involved to learn and apply the concepts of each of these three courses. My concern is that it will be difficult for students to gain a good grasp of the content with this many courses in a semester. Most DNP students are also working full time jobs.

Also, the required electives are not clearly defined. Just being required to take electives in another discipline does not make a program inter-professional. I do not see the “shared classes, workshops and/or group projects with students from other CHSP health disciplines” identified, although this information may be in the full proposal. In theory, the inter-professional aspects of the program sound wonderful, but I am wondering about the logistics of implementing this.

With regard to the proposed BSN to DNP, the proposal states “students will be required to complete 1000 clinical project hours post-baccalaureate.” The 1000 hours post-baccalaureate cannot all be related to the clinical project. Students will need approximately 500 hours to be in direct patient care in order to develop the advanced clinical skills and knowledge currently obtained in nurse practitioner programs to enable them to obtain their advanced practice certification/certificate of authority. The next 500 hours may be related to the clinical project, but need to encompass more than just working on the project, although they may include related activities such as building teams, building policy, enhancing knowledge, etc.

Response

In order to maintain the rigor and scholarly activity of a doctoral program, there is of necessity, a large number of courses. Students will have the options of several courses of study, and several courses are designed to be taken in no designated sequence, which will also allow some flexibility for students. Student evaluations will be closely monitored, and curriculum will be revised as needed.

Discussion are ongoing within the CHSP related to the interprofessional activities. Currently, the CHSP offer a interprofessional research day, and interprofessional case management competitions. The School of Nursing currently shares faculty and are in the process of sharing some courses with the Physician Assistant Program. We are also exploring possibilities of shared courses or faculty with other Schools or Departments. We are looking to develop interprofessional leadership simulations, and health policy related workshops that will impact all healthcare providers.

In the present master’s programs, nurse practitioner students are required to complete 600 supervised clinical hours in order to eligible for national certification examinations. A total of 1000 hours have
been recommended by AACN for the DNP preparation, so the additional 350–400 hours will be focused on learning activities for each course and/or development, implementation, evaluation and dissemination of the DNP scholarly project.

4. Suggestions that might help Ohio University strengthen the proposal or refine its focus.

More detail is needed on the “interprofessional initiatives.” Evidence of the agreement from the other disciplines to collaborate in the shared classes, workshops, etc. needs to be provided. It is also not clear what is meant by “short term intensive residency” for a majority of the courses, but this is just a point of clarification.

Also, the proposal includes some items to be updated. The DNP program list in Appendix E is not complete since The University of Akron is not included in the list. Also, the list should be clarified to state if the credit hours are post-MSN or post-BSN.

Overall, I see the need for OU to have a DNP program and wish them luck in getting started.

Response

Discussion are ongoing about the “interprofessional activities.” See response #3.

Short term intensive “residency” is the term used by the School of Nursing to indicate that face-to-face experiences are required. This usually will involve students coming to campus for two to three days to promote cohort building and networking, encourage interprofessional activities, allowing for guest speakers and student assessments. It is anticipated that students will come to campus once or twice a semester for these activities.

Proposal was updated to reflect credit hour and university updates.

Comments from University of Cincinnati

1. The length of the program is appropriate: 2 years for post-MSN and 3 years for the post-BSN.
2. Curriculum is based on the appropriate AACN standards, with courses meeting those objectives.
3. On Page 8, a budget was promised, however, it was not included in the proposal.
4. The plan calls for offering the post-BSN to DNP within the next 2 years, however the proposal doesn’t outline what specialties will be offered outside of the FNP.
5. Note that the CCNE accreditation does not require a graduating class. OU will need to notify CCNE of substantive changes.
6. The proposal claims there are not enough programs to serve their geographic area. However, several of the DNP programs in the state are either online or hybrid.

My colleagues and I wish you well as you further develop your program.

Response

The budget is included in the full proposal.
Currently, the School of Nursing offers at the master’s level the family nurse practitioner track, the adult acute care practitioner track, the nurse administrator and the nurse educator. Discussions are underway related to the integration of several of these tracks in the post-BSN-to-DNP program, as seen in the example of post BSN-to-DNP (FNP) Track in Appendix D.

Although several of the DNP programs in the state are either online or hybrid, OU will focus on the southeastern part of the state, its traditional catchment area. In addition, based on the movement at the national level to require the DNP as the entry level for advanced practice, OU is proactively pursuing this change in order to maintain its robust program for APRNs.

Comments from University of Dayton

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state.

Dr. Vogt presents the practice of nationwide and state wide transitioning from a Master’s to a clinical doctorate for nurse practitioners in an informative and succinct manner. No questions were raised from this section.

2. Opportunities for collaboration with the RACGS member’s own institution

There is no indication or suggestion for collaboration with the University of Dayton, since no nursing program is offered here. The PDP mentions several collaborative initiatives, but there is no indication this would be with UD.

3. Concerns with substantive elements of the proposed degree program

I researched other DNP curricula and found OU’s curriculum is very similar in structure to other programs.

4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus.

No suggestions to give at this point. The PDP seems very thorough and complete. Although I am not familiar with the way NPs are educated, the proposal fills all the requirements list of the RACGS website.

Comments from Wright State University

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state.

There are no other DNP programs located in the southeastern portion of Ohio. However, the Dublin location is close to Ohio State and Otterbein. There are 10 DNP programs in Ohio, 1 in West Virginia and 7 programs in Kentucky. There are plenty of options surrounding the Athens region (we have had several students in our program from this area.
Response

The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions (CHSP). The Athens campus has limited space that is shared with the undergraduate nursing students and other health care student professionals. The Ohio University-Dublin campus currently includes the Heritage College of Osteopathic Medicine (HCOM) and the Ohio University Master’s Degree in Physician Assistant Practice Program, with plans to add additional health education programs in the future. The potential for collaboration and interprofessional educational opportunities with other healthcare students and the availability of state-of-the-art facilities will help to promote a unique team-based learning approach for the DNP students. Learning activities at the Dublin campus will also provide easy access to experiences in leadership and healthcare policy associated with the capital city of Ohio and learning activities on the Athens campus will provide access to underserved populations. It is anticipated that DNP students will participate in interprofessional educational activities on both the Athens and the Dublin campuses.

Although there are several DNP programs in the state nearby, OU will focus on the southeastern part of the state, its traditional catchment area. In addition, based on the movement at the national level to require the DNP as the entry level for advanced practice, OU is proactively pursuing this change in order to maintain its robust program for APRNs.

2. Opportunities for collaboration with the RACGs member’s own institution
   Not clear, but we’re not concerned about the added competition either.

3. Concerns with substantive elements of the proposed degree program

   Will post-masters and BSN-to-DNP students be in the same courses once the BSN-to-DNP option is phased in? Will the post master’s option remain once the BSN-to-DNP option is phased in? We ask because the proposed courses are the same core courses in both the post master’s and BSN-to-DNP options. What is the length and frequency for the face-to-face residency? Will the BSN-to-DNP option also use the varied delivery options?

Response

There will be some core courses that both the post-master’s and BSN-to-DNP students will share. At this point, unless Ohio legislation for APRN practice changes, there will remain a post-master’s option. When the Ohio legislation changes to make the recommended DNP as entry level to practice as an APRN, the post-master’s program will begin to discuss a phasing out process if appropriate.

It is anticipated that students will come to campus once or twice a semester for two or three days at a time. This is consistent with some of the master’s courses currently being offered at OU. There will also be planned synchronous web-conferencing class meetings, which is also consistent with the delivery methods currently offered.

4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus:
Will the post masters DNP option be only for those with APRN distinction? Is it OU’s intent, because we can’t see where they state this, to start with a post masters DNP and then phase out their masters program and then only have the BSN-to-DNP program option for their nurse practitioner programs? We would like to know more about the plans for the interprofessional aspect of the program. Is this for both the BSN-to-DNP and post masters option? What are the electives they are proposing and are these only for the DNP students or will other health professions students be able to take these courses?

Response

Consistent with the AACN Essentials document, the OU program will offer both a direct care and indirect care focus. The direct care will be targeted for those nursing professionals with APRN certification. The indirect care focus will be primarily directed toward the nursing administrator.

It is anticipated that as the DNP becomes the entry level requirement for APRNs in Ohio, the post-master’s APRN programs will be phased out. No timeline has yet been established for this transition.

The interprofessional aspect of the program is for both the BSN-to-DNP and the post master’s DNP although the experiences may be different. For example, the program director of the PA program is in discussion with the program director of the FNP program about collaborating on such shared activities as standardized patient examinations, skills and procedure knowledge acquisition and sharing of some core courses such as Advanced Pharmacology.

Although the core courses will remain the same, the student in either the direct care or indirect focus area may use their electives to increase their breadth and depth of knowledge in their selected areas. A list of some of the electives that may be considered are found in Section I.G.viii. These electives will include students from other health professions.

Comments from Cleveland State University

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state

According to the application, the proposal seeks to meet an unmet need for a DNP program in the region served by OU. Currently, there are no programs available in the area, the nearest of which is in Columbus. As this region is an underserved health service area, graduates of the OU DNP program could fulfill this unmet healthcare need as primary care providers. Would suggest greater description as to how this DNP program will differ from others in the state, particularly the greater Columbus area. Would suggest an emphasis on primary or family health care to meet the needs of the region.

2. Opportunities for collaboration with the RACGs member’s own institution

The proposal mentions collaboration with other academic units at OU; suggest specifying where the collaboration would occur so as not to duplicate courses already offered by other academic units. It
is worthy to note that there will be an interdisciplinary focus in the program. Perhaps expand upon this idea with a more detailed description of how this would be accomplished.

Response

Discussion related to the interprofessional activities are ongoing between academic units within the CHSP and within the University. The DNP program plans to offer interprofessional learning/practice experiences in collaboration with students in other health or related disciplines with an emphasis on team problem-solving, leadership, theory and group dynamics. Interprofessional learning/practice experiences will include such activities as simulated patient encounters, group clinical projects or research and didactic content related to leadership, collaboration and teams. Students may focus their electives into expanding their depth and breadth of knowledge through coursework in other academic units. Collaborations in community outreach or service learning activities are also being discussed.

Currently, OU offers several opportunities to participate in such interprofessional activities as research days, and case management competitions. The School of Nursing FNP program and the PA program currently share a faculty member who teaches the Advanced Pharmacology classes, and are considering ways to integrate a combination of these two specialties. The DNP program plans to build on these foundations and expand the opportunities for students.

3. Concerns with substantive elements of the proposed degree program

Course descriptions and course of study appear appropriate and reasonable

4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus.

- Suggest more of a focus on primary care in developing the rationale of the program
- More market research that supports the unmet need for health care services
- Number of graduates in the past who have remained in the area to practice nursing as this DNP program will propose to meet a health care provider shortage need in the area
- Describe why an additional FTE would be required to serve the program given that there are 13 doctoral prepared faculty at the School of Nursing
- Describe why it will take three years for the program to be financially viable

Response

The focus of the FNP master’s program currently is on primary care in this underserved area, and this focus is not anticipated to change with the addition of the DNP.

Additional market research related to the unmet need for healthcare services is found in Section II.

Although little is known about specific numbers of APNs who have remained in the area to practice nursing, it has been well documented that southeastern Ohio is a Health Professional Shortage area.

The additional FTE will be designated to teach primarily in the doctoral program.
Comments from The Ohio State University

1. Does the proposal conflict with anything that we presently offer (or plan to offer) at OSU – and, if so, does such a conflict raise cause for concern?

   The Dublin satellite component of their program is in direct conflict with our program. This is a cause of concern for two reasons. One, our pool of perspective students would be affected as there are already two programs in the area in addition to ours (Otterbein and Mt. Carmel Universities). In addition, on page 4, the author mentions that the program is targeted to recruit persons “where access to health is an ongoing problem for the southeastern part of Ohio”. What would be the purpose in recruiting students from the Dublin area if the need is in southeast Ohio? Could the author explain this rationale?

Response

The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions (CHSP). The majority of the course work will be offered online or using blended methodology. Students will be required to attend a two or three day residency once or twice a semester for select courses, in order to network, participate in interprofessional opportunities, and other experiential learning activities. The Athens campus has limited space that is shared with the undergraduate nursing students and other health care student professionals, however there are rich clinical and leadership opportunities available in this area. The OU-Dublin campus currently includes the Heritage College of Osteopathic Medicine (HCOM) and the Ohio University Master’s Degree in Physician Assistant Practice Program, with plans to add additional health education programs in the future. The potential for collaboration and interprofessional educational opportunities with other healthcare students and the availability of state-of-the-art facilities will help to promote a unique team-based learning approach for the DNP students on both campuses. Learning activities at the Dublin campus will also provide easy access to experiences in leadership and healthcare policy associated within the capital city of Ohio and learning activities at the Athens campus will provide experiences in a traditionally underserved area of Appalachia.

Although there are several DNP programs in the state nearby, the OU School of Nursing recruitment will focus on the southeastern part of the state, its traditional catchment area. In addition, based on the movement at the national level to require the DNP as the entry level for advanced practice, OU is proactively pursuing this change in order to maintain its robust program for APRNs.

It is anticipated that DNP students will participate in educational activities on both the Athens and the Dublin campuses.

2. Do you have any substantive concerns about the proposal that should be communicated to Ohio University about their program as presented in the proposal? How serious in your view, are these concerns?
In the summary section of the proposed programs, it is stated, “The course of study will be individualized for the student with several options available. Courses will include interprofessional initiatives in a blended, online and intensive face-to-face residency experiences. Students will complete a capstone scholarly project focused on transformational change in the practice setting.”

There is a lack of description of how this will be accomplished. For example, on page 5 in the first paragraph, how will the “interprofessional collaborative initiatives” be accomplished, what “other schools or professionals divisions” areas of academic education are being targeted where students will be involved to complete their DNP education? If also seems that the proposal is aiming to convert their Masters program to a BSN-to-DNP format. Is there a plan or timeline in order to accomplish this?

What guidelines will be used in order to evaluate the DNP faculty? How will efforts be coordinated at both sites for faculty and students? What does “blended format with short-term intensive residence” mean? This is noted throughout the program proposal and in several of the courses. How was the decision made to determine which courses blending and which did not?

Response

Discussion related to the interprofessional activities are ongoing between academic units within the CHSP and within the University. The DNP program plans to offer interprofessional learning/practice experiences in collaboration with students in other health or related disciplines with an emphasis on team problem-solving, leadership, theory and group dynamics. Interprofessional learning/practice experiences will include such activities as simulated patient encounters, group clinical projects or research and didactic content related to leadership, collaboration and teams. Students may focus their electives into expanding their depth and breadth of knowledge through coursework in other academic units. Collaborations in community outreach or service learning activities are also being discussed.

Currently, OU offers several opportunities to participate in such interprofessional activities as research days, and case management competitions. The School of Nursing FNP program and the PA program currently share a faculty member who teaches the Advanced Pharmacology classes, and are considering ways to integrate a combination of these two specialties. The DNP program plans to build on these foundations and expand the opportunities for students.

It is anticipated that as the DNP becomes the entry level requirement for APRNs in Ohio, the post-master’s APRN programs will eventually be phased out. No timeline has yet been established for this transition.

DNP faculty will be required to meet the same evaluation criteria as all OU faculty. These evaluation criteria are outlined in the OU Faculty Handbook.

Blended format refers to classes that may include face-to-face contact, synchronous and asynchronous learning and/or online learning. A “residency” is the term adopted by the OU School of Nursing to identify a face-to-face activity on the campus, usually lasting two or three days. The School of Nursing graduate Curriculum Committee are identifying learning activities within individualized
courses that may be appropriate for face-to-face learning. For example, in the Health Policy course, it is anticipated that students will participate in health policy meetings in the capital city, visit with legislators, and have the opportunity to attend workshops related to health policy as part of their learning experiences.

3. **Do you have any suggestions for strengthening the proposal or sharpening its focus?**

We have several suggestions that would strengthen the proposal and sharpen its focus and these include:

- Please see all the above comments for the three primary question areas
- The addition of a grounding philosophy for the program would be helpful. The only issue cited is that AACN proposed the development of the DNP program as an entry into practice. This speaks to the rationale for the program development but does not say specifically what drives the development of a DNP program
- It would strengthen the program to explain how the interprofessional courses will address gaps within the DNP Program curriculum; and
- Moreover, it would be helpful to include course titles, descriptions and objectives for the interprofessional courses within the DNP program of study so the relevant content can be coordinated into the curriculum programs of study.

**Response**

The DNP program is driven not only by the national standards and guidelines but the need for parity of primary healthcare providers in terms of education and preparation, the request of APNs for additional global and specialized education related to leadership, health policy and population health, and the increasingly complex healthcare needed in a variety of delivery systems and organizations. The interprofessional courses will help to provide a more global perspective of healthcare in addition to the narrow focus of nursing while encouraging collaboration and teamwork.

Discussions related to the interprofessional courses are ongoing.

**Comments from MU**

1. **Thank you for the opportunity to review this proposal. Ohio University reported being in a designated health Professional Shortage area composed of many of Ohio’s poorest counties. The graduates would provide positive impact on the health of the population so I believe the need exists for the program. The intent to utilize some face-to-face instruction limits the opportunity for Ohio University to work with other Ohio institutions so I do not see this as a road block for this proposal.**

I do have some comments and suggestions to make about the proposed program. The proposal stated there will be an emphasis on interprofessional initiatives but I don’t see this language carried throughout the course descriptions. The language in the course descriptions is limited to the advanced practice nurse. I would expect to see something about preparing for, implementing, evaluating the interprofessional activities throughout the curriculum. Ohio University offers physical ther-
apy and audiology but there are more health disciplines than this throughout their community partners. Course descriptions could indicate the “short-term intensive residencies” will be interdisciplinary to verify this connection.

What are the hours involved in a short-term intensive residency? This is not stated anywhere. What are the anticipated electives for the beginning of the program? Certainly some will be developed as the program grows and matures but there should be a title and course description for at least two at the beginning.

For the post-baccalaureate-to-DNP program, the first two years are nearly full time credit hours which will certainly limit the opportunity for these students to work. Students may prefer part-time course work which will create a longer time to graduation. I’m concerned that new BSN graduates, who should engage in practice experiences to fully understand the roles, may start but not continue in the program.

With the stated capstone emphasis on a program to serve a vulnerable, underserved population, I would suggest that grant writing and implementation be included in course content somewhere. Programs for vulnerable populations are usually in the public health realm and need funding to get started and continue.

Response

The language in the course descriptions is limited due to the OU catalog requirements. It is anticipated that the short-term intensive residencies may include interprofessional experiences, such as clinical case study competitions, group work in leadership simulations and community outreach initiatives. The short-term intensive residencies will be two or three days once or twice a semester. These experiences are in the process of being developed as part of the course development.

Students in both the post-baccalaureate and the post-master’s track have the opportunity to enroll full or part time in the program. Although there can be benefits to using a cohort model in terms of networking, group dynamics and support, it is not always realistic to expect all students to be able to progress at the same rate.

Grant writing is included in the final courses as part of the implementation piece for the scholarly project.

Comments from the University of Toledo

1. Market need. There is a definite need for advanced practitioners in southeast Ohio. One feature that is emphasized in the OU proposal is the interprofessional nature of the proposed program and the ability of students to collaborate with students in other healthcare professions at the university. It would be helpful if the FP outlined these aspects more fully (which courses in the proposed curriculum? Which programs in other colleges? This approach is in accord with the current AACN guidelines.

Response
The interprofessional collaborative activities are in the process of being operationalized as the courses are being developed. Currently, students in the CHSP collaborate in several interprofessional activities such as clinical case study competitions, interprofessional research days, and interprofessional community initiatives such as health screenings in underserved areas in southeastern Ohio. These activities will continue, but will be expanded. Discussions of possible interprofessional activities have included such events as collaboration on patient simulations when in the clinical courses such as Primary Care of the Adult; simulations of leadership teams such as in the Leadership in Systems and Organizations, group projects related to health policy and advocacy, and group training related to database use and informatics.

2. **Opportunities for Collaboration.** No obvious possibilities for collaboration with the University of Toledo since we have two pathways to the DNP available (the post-MSN is jointly offered with Wright State University through the UT-WSU DNP Consortium). The proposal indicates establishing a Dublin campus – perhaps they envision collaboration with The Ohio State University? If not, then it is likely that offering a new OU DNP in Dublin would be a direct conflict with The OSU.

**Response**

We would welcome opportunities to collaborate with our esteemed colleagues at other institutions of higher education and hope to explore these possibilities in the future.

The DNP Program will have its academic home in the School of Nursing within the College of Health Sciences and Professions (CHSP). Classroom and laboratory space is available to the students on the Athens campus, and shared with other students in CHSP. Additional classroom and skills laboratory space is available on the new OU Dublin campus. This space is shared with the PA students and other CHSP students in the future. Both campuses have interactive video-conferencing technology available as needed.

The Athens and Dublin campuses would be primarily used for learning residencies when the students are required to come to campus for face-to-face activities.

3. **Concerns.** Given the stated lack of practitioners in southeast Ohio, a major concern would be the availability of clinical education opportunities for students, particularly the BSN-to-DNP students. The clinical placement sites would need to be clearly identified and agreements in place for any new DNP program, as well as the outlining the supervisors for those placements. Further, there is no clearly identified focus area – what practice specialty would the graduates be prepared for? There may be a need for DNP education opportunities in southeast Ohio, but opening a campus in Dublin with The Ohio State University in such close proximity is questionable.

**Response**

Currently, the School of Nursing at OU offers the following master’s programs: family nurse practitioner, acute care adult nurse practitioner, nurse administrator and nurse edu-
cator. OU has well established clinical education opportunities with preceptors for these clinical placements. The School of Nursing has over 500 clinical agreements in place for the NP and nurse educator tracks. Negotiations are ongoing related to additional educational opportunities in such areas as leadership and health policy.

4. **Recommendation.** In the development of the Full Proposal, the interprofessional nature of the plan of study should be emphasized and additional information about the specific practice specialty focus area(s) should be included. The faculty expertise should support the proposed specific focus area(s) and those focus areas should be correlated to the particular healthcare needs of southeast Ohio.

**Comments from Kent State University**

1. As point out by the PDP authors, the Doctor of Nursing Practice (DNP) degree is widely considered to be the terminal degree for advanced nursing practice. A significant majority of nursing programs offering a master’s degree in nursing either have instituted, or are planning to institute, the DNP in accord with the national nursing education agenda. This reality arguably provides sufficient rationale for program need, since OU already has a master’s program and establishing a DNP meets the national agenda.

   The proposal states that alumni and community members have requested the program. However, there are no data on numbers of requests or formal surveys regarding intent to enroll. The authors mention that a needs assessment is underway but not completed. More robust and complete data would strengthen the statement of need. Another need for the program identified in the proposal is that the university is in a unique geographic and sociodemographic position (underserved, Appalachian). The proposal authors fail to acknowledge that existing DNP programs within the state and the US could potentially provide DNP education to students in this area.

   A review of the provided course descriptions revealed that the curriculum aligns well with the eight AACN DNP Essentials. Faculty characteristics and institutional resources appear to be sufficient. The authors state that their program will be distinguished by student projects that reflect transformational change focusing on their underserved community. This focus has potential for making a positive impact on the health of their community. However, the focus on underserved populations is evident in only one of the course descriptions and thus evidence of its emphasis could be strengthened if this will truly be a focus of this degree.

   The PDP identifies two other distinctions of their proposed program. First, it states that the curriculum contains interprofessional initiatives. Interprofessional collaboration is one of the CAN Essentials for DNP Education, so this can’t be considered to be a unique attribute of OU’s proposed program. Further, the curriculum plan does not support the claim of interprofessional work. All courses are nursing courses and almost all include “for advanced practice nurses” in the title; there is no evidence of “shared classes, workshops and/or group projects with students from other CHSP health disciplines” as stated on p. 5 of the proposal. Secondly, the proposal identifies “planned electives” as contributing to the interprofessional nature of the program, yet none of the electives are identified. If the electives are meant to promote interprofessional initiatives, it would be helpful
to illustrate this with a list of examples of such electives and/or a statement on the curriculum plan such as “all electives must be taken outside of nursing”.

Some statements in the proposal could be clarified. A statement on p. 6 refers to “…an individual gap analysis will be completed for each student”; however, the preceding sentence indicates that the post-BSN students will complete 1000 hours, so it is unclear what exactly needs to be analyzed. Page 7 of the proposal refers to “… currently 13 doctorally prepared faculty in the School of Nursing”, but the subsequent description only includes 12. Finally, page 8 refers to a budget in Appendix G, which was not included.

Because Kent State University offers both a post-BSN and post-MSN DNP program, we do not recognize any immediate opportunities for collaboration with this proposed program.

Response

Data related to the needs assessment can be located in the Full Proposal under Section II. Although there are existing DNP programs within the state and US which could potentially provide DNP education to the students in this area, the DNP is a natural evolution of the currently offered master’s program and aligns with the national nursing agenda for education.

Course descriptions are limited in scope and do not fully discuss the content and assessments associated with each course. Discussion of interprofessional collaborative activities are ongoing, and have been addressed earlier in this proposal. A list of possible electives, within the School of Nursing and/or the University are included here in the full proposal, but are not inclusive of all possible electives.

The individual gap analysis will be primarily for the post-master’s students who are uncertain of the number of previous supervised clinical hours they have completed. A gap analysis includes a transcript review, obtaining the previous clinical hours completed in their master’s program and developing a plan of action to obtain any additional course work or clinical work required.

The qualifications and numbers of doctoral prepared faculty are listed in Appendix C.

Comments from Young State University

1. YSU does not offer a DNP program, so we will not provide a review of this program. We are supportive and wish you well with your PDP.

Comments from Bowling Green State University

1. BGSU does not have a program with this expertise to be able to comment. Therefore we will not be sending OU comments. We wish you well with the continued development of the program proposal.
<table>
<thead>
<tr>
<th>BSN Program Outcomes</th>
<th>MSN Program Outcomes</th>
<th>DNP Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate clinical reasoning skills using the nursing process that result in the application of theory for safe professional nursing practice</td>
<td>Demonstrate use of evidence based practice in nursing</td>
<td>Synthesize and apply evidence based practice guidelines in the provision of quality patient centered care and improved health outcomes</td>
</tr>
<tr>
<td>Employ effective communication skills when interacting with patients, families, members of the community and members of the interdisciplinary healthcare team</td>
<td>Analyze theories, concepts and policies from nursing and other disciplines and translates to a wide spectrum of clinical practice settings and diverse populations</td>
<td>Integrate theories and concepts from nursing and other disciplines in the development of evidence based practice guidelines and patient outcomes</td>
</tr>
<tr>
<td>Execute evidence based practice principles within the BSN scope of practice to ensure quality of care to culturally diverse individuals and populations</td>
<td>Demonstrate leadership and interdisciplinary collaboration in nursing practice</td>
<td>Apply principles of communication, leadership, business and organizational systems frameworks to develop and implement new models of health care delivery or quality health practice initiatives</td>
</tr>
<tr>
<td></td>
<td>Synthesize quality improvement strategies and experiences to promote positive nursing practice outcomes</td>
<td>Demonstrate proficiency in the use of information technology, data bases, practice information systems and communication networks in the implementation and evaluation of quality health care practices</td>
</tr>
<tr>
<td></td>
<td>Develops confidence, knowledge and skills in the use of technology in nursing practice</td>
<td>Advocate in a leadership role for health policies and proposal related to equity, access and quality health care focusing on regulations and delivery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborate and lead intraprofessional teams to implement and evaluate quality health outcomes in diverse populations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze epidemiological and environmental trends to develop clinical prevention and health promotion strategies in diverse populations and communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply advanced clinical skills of critical thinking, planning, implementing and evaluating in providing quality health care through specialty-focused competencies</td>
</tr>
</tbody>
</table>
Appendix B
Curriculum Vitae - Program Director

Marjorie A. Vogt, PhD, DNP, CFNP, CPNP, CNE, FAANP
348 N. Liberty St.
Delaware OH 43015
(740) 363-5223
vogtm@ohio.edu

LICENSE/CERTIFICATION
Ohio RN License
ANCC Family Nurse Practitioner Certification (exp 6/19)
ANCC/NCPBNP Pediatric Nurse Practitioner Certification (exp 2/16)
NLN Nurse Educator Certification (exp 12/15)
ANA Nursing Administration Certification (exp 12/96; renewed 2016)
Certificate of Authority – Ohio
Prescriptive Authority Designation – Ohio
Advanced Cardiac Life Support (ACLS)

EDUCATION
DEGREE   DATE   INSTITUTION             MAJOR
DNP      2009   Rush University Chicago, ILL Nursing
PhD      2000   The Ohio State University Columbus, OH Nursing
MS       1990   The Ohio State University Columbus OH Maternal/Child Nursing Nursing Administration
BSN      1977   Carlow College Pittsburgh, PA Nursing
Post-Master’s 1999 Otterbein College Westerville, OH Family Nurse Practitioner
Post-Master’s 1996 The Ohio State University Columbus OH Pediatric Nurse Practitioner

PROFESSIONAL EXPERIENCE
DATES  EMPLOYER  POSITION
<table>
<thead>
<tr>
<th>Year Range</th>
<th>Institution</th>
<th>Position/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-Present</td>
<td>Ohio University</td>
<td>Associate Director, Clinical Professor</td>
</tr>
<tr>
<td>2012-2014</td>
<td>Otterbein University</td>
<td>Director DNP Program</td>
</tr>
<tr>
<td>2012-Present</td>
<td>Otterbein University/Ohio Health</td>
<td>FNP- Health Center</td>
</tr>
<tr>
<td>2010-2012</td>
<td>Department of Nursing</td>
<td>Director DNP/FNP Prog</td>
</tr>
<tr>
<td>2009-2012</td>
<td>Department of Nursing</td>
<td>Director NP Programs</td>
</tr>
<tr>
<td>2007-Present</td>
<td>One South Grove St.</td>
<td>Professor</td>
</tr>
<tr>
<td>2001-2007</td>
<td>Westerville, OH 43081</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>1993-2001</td>
<td>Westerville, OH 43081</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>1990-1993</td>
<td>Westerville, OH 43081</td>
<td>Instructor</td>
</tr>
<tr>
<td>2013</td>
<td>Western Governor’s University</td>
<td>Consultant; Masters Nurse Educator</td>
</tr>
<tr>
<td>2013</td>
<td>Ashland University</td>
<td>Consultant, BSN-DNP</td>
</tr>
<tr>
<td>2010-Present</td>
<td>Immediate Health Associates</td>
<td>Family Nurse Practitioner</td>
</tr>
<tr>
<td></td>
<td>Urgent Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ohio Dominican Student Health Center</td>
<td></td>
</tr>
<tr>
<td>2008-2010</td>
<td>Minute Clinic Ohio South</td>
<td>Family Nurse Practitioner</td>
</tr>
<tr>
<td></td>
<td>Columbus OH 43215</td>
<td></td>
</tr>
<tr>
<td>2005-2011</td>
<td>Sunbury Family Practice</td>
<td>Family Nurse Practitioner</td>
</tr>
<tr>
<td></td>
<td>Ohio Health/Health works</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100 Tippett Court</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sunbury, OH 43084</td>
<td></td>
</tr>
<tr>
<td>1999-2006</td>
<td>Smith Clinic, Family Practice</td>
<td>Family Nurse Practitioner</td>
</tr>
<tr>
<td></td>
<td>6 Lexington Blvd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delaware, OH 43015</td>
<td></td>
</tr>
<tr>
<td>1993-2014</td>
<td>Central Ohio Diabetes Association</td>
<td>Charge/Camp Nurse</td>
</tr>
<tr>
<td></td>
<td>Columbus, OH</td>
<td>Diabetes Camp</td>
</tr>
<tr>
<td>1994-2001</td>
<td>Kaplan Instructional Center</td>
<td>NCLEX Review Instructor</td>
</tr>
<tr>
<td></td>
<td>Columbus, OH</td>
<td></td>
</tr>
<tr>
<td>1998-2001</td>
<td>Delaware City Schools</td>
<td>Substitute School Nurse</td>
</tr>
<tr>
<td></td>
<td>Delaware OH</td>
<td></td>
</tr>
</tbody>
</table>
1980-2001  Grady Memorial Hospital  
Delaware, OH  
Nurse Manager, Pediatrics  
Nurse Manager, Outpatient Services  
Nurse Supervisor  
Patient Education Coordinator  
Staff Nurse (contingent)  
Emergency Services  
Hospice/Home Healthcare

1988  Columbus State College  
Columbus, OH  
Nursing Instructor

1979-1980  Children’s Hospital  
Columbus, OH  
Staff Nurse  
Emergency Services

1977-1979  Evanston Hospital  
Evanston, ILL  
Staff/Charge Nurse  
Neonatal Intensive Care

1975-1977  Mercy Hospital  
Pittsburgh, PA  
Staff Nurse/NICU  
Nursing Assistant, Spinal Unit

HONORS, AWARDS, CERTIFICATIONS
6/13  Fellow – American Academy of Nurse Practitioners  
AANP
12/12  NLN Ambassador, Otterbein University  
NLN
8/12  Fellow- Leadership in Academic Nursing Programs  
ANCC
12/10  Certified Nurse Educator  
NLN
8/10  Volunteer of the Year  
Central Ohio Diabetes Association
5/10  “Service to the Profession Award”  
Kappa Lambda  
Sigma Theta Tau, Int’l.

PROFESSIONAL ORGANIZATIONS
Ohio Action Coalition  
2013-Present

Ohio Board of Nursing
Advisory Committee on Continuing Education  
2010-2014

Sigma Theta Tau, International, Kappa Lambda Chapter
American College of Nurse Practitioners
Member                      2000-Present
American Association of Nurse Practitioners
Member                      2000-Present
    AANP Foundation Scholar   2008
    CE Pilot Reviewer         2007-Present
National Organization of Nurse Practitioner Faculties
Member                      2004-Present
National Association of Pediatric Nurse Practitioners and Associates (NAPNAP)
Member                      1996-Present
Ohio Association of Advanced Practice Nurse
Member                      2000-Present
    Columbus Co-Education Chair 2005-2009
    Board Member               2005-2009
Ohio Chapter of NAPNAP
Member                      1996-Present

PROFESSIONAL DEVELOPMENT CONTINUING EDUCATION
7/15  Sigma Theta Tau, Int’l      International Research Conference
6/15  AANP                 National Conference
4/15  NONPF                National Conference
3/15  NAPNAP               National Conference
1/15  AACN                 National DNP Conference
6/14  International Nurse Educator NETNEP
       International Conference, Amsterdam
3/14  NAPNAP               National Conference
<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>AACN</td>
<td>National DNP Conference</td>
</tr>
<tr>
<td>9/13</td>
<td>Leadership Academy for Peak Performance Immersion</td>
<td>The Ohio State University</td>
</tr>
<tr>
<td>6/13</td>
<td>AANP</td>
<td>National Conference</td>
</tr>
<tr>
<td>4/13</td>
<td>NONPF</td>
<td>National Conference</td>
</tr>
<tr>
<td>4/13</td>
<td>AACN</td>
<td>National Summit on Doctoral Education</td>
</tr>
<tr>
<td>1/13</td>
<td>AACN</td>
<td>National Conference on Doctoral Education</td>
</tr>
<tr>
<td>11/12</td>
<td>Lilly Higher Education</td>
<td>National Conference on Higher Education</td>
</tr>
<tr>
<td>4/12</td>
<td>NONPF</td>
<td>National Conference</td>
</tr>
<tr>
<td>4/12</td>
<td>AANP</td>
<td>Region 5 Meeting/Conference</td>
</tr>
<tr>
<td>6/12</td>
<td>LANP</td>
<td>AACN</td>
</tr>
<tr>
<td>10/11</td>
<td>STTI</td>
<td>National Conference</td>
</tr>
<tr>
<td>6/11</td>
<td>AANP</td>
<td>National Conference (23/0.9125)</td>
</tr>
<tr>
<td>5/11</td>
<td>CSCC</td>
<td>ACLS (4.)</td>
</tr>
<tr>
<td>4/11</td>
<td>NAPNAP</td>
<td>NAPNAP-Stimulant/ Asthma (6/6)</td>
</tr>
<tr>
<td>4/11</td>
<td>AANP</td>
<td>Region 5 Meeting/Conference (4.75)</td>
</tr>
<tr>
<td>4/11</td>
<td>NONPF</td>
<td>National Conference (16.5)</td>
</tr>
<tr>
<td>2/11</td>
<td>ONA</td>
<td>Ohio Nursing Law- Improving safety (1.5)</td>
</tr>
<tr>
<td>1/11</td>
<td>PNGB</td>
<td>Ped Cardiovascular Risk, Nutrition (7.5/1.5)</td>
</tr>
<tr>
<td>12/10</td>
<td>AANP</td>
<td>Pericarditis, cardiomyopathies (1.5)</td>
</tr>
<tr>
<td>12/10</td>
<td>AANP</td>
<td>Acute Kidney injury (1.5/.25)</td>
</tr>
<tr>
<td>12/10</td>
<td>AANP</td>
<td>Writing for Publication (1.20)</td>
</tr>
</tbody>
</table>
(Additional continuing education programs attended available on request)

PUBLICATIONS

2015  “Evaluating Technology Use in Graduate Nursing Education”  With Dr. Barbara Schaffner
(Revisions submitted 7/15)


2014  “Comparing the Research and Practice Doctorate in Nursing: The Student Perspective”
With Dr. John Chovan (Submitted and in revisions, 8/15)

2013  “It Takes a Village to Help a Graduate Nursing Student: Collaboration between Nursing Faculty and Instructional Design” in Building Online Communities in Higher Education Institutions: Creating Collaborative Experiences, IGI Global Publishing. With German Vargas, MA (accepted)

2012  “Using Audience Response Systems for Classroom Post-Test Reviews”, In Quick Hits for Teaching with Technology, Bloomington, ID: Indiana University Press. With Dr. Barbara Schaffner

2011  “The impact of learning and satisfaction of graduate nursing students using an interactive evolving case study via blogging”. With Jacqueline Haverkamp, MS, RN, Dr. Patricia Keane, and Dr. Barbara Schaffner. (submitted, not accepted)

2011  “Baccalaureate nursing student experiences at a camp for children with diabetes: The impact of a service-learning model”, Pediatric Nursing, 37(2) With Dr. Barbara Schaffner, Ruth Chavez, RN, MS

2009  “The impact of podcasting on the learning and satisfaction of undergraduate nursing students”, Nurse Education in Practice, 10 (10), With Dr. Barbara Schaffner, Alicia Ribar, RN, MS; Ruth Chavez, RN, MS
<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2014</td>
<td>Continuing Education Modules (Ohio Nurses Association)</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>Prescribing Schedule II Medications</td>
<td>6 contact hr</td>
</tr>
<tr>
<td>2010-2012</td>
<td>Advanced Pharmacology &amp; Therapeutics</td>
<td>48 contact hr</td>
</tr>
<tr>
<td>2008-2010</td>
<td>Legal/Ethical/Fiscal Implications of Prescriptive Authority</td>
<td>7 contact hrs</td>
</tr>
<tr>
<td></td>
<td>Camp Nursing</td>
<td>8 contact hrs</td>
</tr>
<tr>
<td></td>
<td>Preceptor Pearls &amp; Pitfalls</td>
<td>2 contact hrs</td>
</tr>
</tbody>
</table>

9/06 “Changes are coming”
Otterbein College For the Faculty Newsletter
With Dr. Barbara Schaffner

**PRESENTATIONS**

7/15 STTI International Research

“Prescribing knowledge and practice patterns of APNs in Ohio” (Poster)
With Barbara Schaffner, PhD, CNP

6/15 AANP

“Oral Health Education, Knowledge and Practice of APNs” (Poster)
With Ruth Chavez, DNP, CNP

4/15 NONPF

“Oral Health Education, Knowledge and Practice of APNs” (Poster)
With Ruth Chavez, DNP, CNP

6/14 University of Rotterdam

“Nurse Practitioner Education and Future Trends”

6/14 NETNEP International Conference

“Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction”
With Barbara Schaffner, PhD, CNP

3/14 NAPNAP

“Health Promotion in a Prison Nursery: Improving Health Knowledge of the Incarcerated Mother” (Poster)
With Joy Shoemaker, DNP, CNP; Barb Cornett, PhD

1/14 ACCN DNP Conference

“Beyond Academic Evidence: Innovative Uses of Technology Within e-Portfolios to Achieve Learner-Centered Outcomes in a DNP Program”
With Jackie Haverkamp, DNP
11/13  National Child Development
“Health Promotion in a Prison Nursery: Improving Health Knowledge of the Incarcerated Mother” (Poster)
With Joy Shoemaker, DNP, CNP; Barb Cornett, PhD

10/13  OAAPN State Conference
“Health Promotion in a Prison Nursery: Improving Health Knowledge of the Incarcerated Mother” (Poster)
With Joy Shoemaker, DNP, CNP; Barb Cornett, PhD

7/13  STTI International Conference
“Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction”
With Barbara Schaffner, PhD, CNP

6/13  AANP National Conference
“Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction” (Poster)
With Barbara Schaffner, PhD, CNP

4/13  NONPF National Conference
“Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction” (Poster)
With Barbara Schaffner, PhD, CNP

“The Lived Experience of the Dual Doctoral Student”

11/12  Lilly Conference on Higher Ed
“Transcultural Nursing: The Navajo Nation” (Poster)
With Joy Shoemaker, MS, CNP, & Ruth Chavez, MS, CNP

10/12  The Wellness Network
“Caring for the Caregivers – Promoting Health”

4/12  Otterbein Graduate Symposium
“Social Justice through Nursing Practice”

4/12  NONPF
“APN Knowledge related to prescription medication use and abuse in young adults” (Poster)
With Ruth Chavez, MS, CNP

2/12  Instructional Technology National Conference
“An evolving blogging case study: The impact on learning and satisfaction”  
With Barbara Schaffner, PhD, CNP

10/11   STTI  
“The Long Term Impact of a short term service learning medical mission on nursing students” (Poster)  
With Barbara Schaffner, PhD, CNP

10/11   MNRS  
“The Long Term Impact of a short term service learning medical mission on nursing students” (Poster)  
With Barb Schaffner, PhD, CNP & Danielle Fabian, BSN  
Student

6/11    ACNP  
“Bronchospasms in the Primary Care Setting”  
With Barbara Schaffner, PhD, CNP & Ruth Chavez, MS,

4/11    NONPF  
“The Impact of an Interactive Evolving Case Study Using Blogging on Learning & Satisfaction of Graduate Nursing Students” (Poster)  
With Jackie Haverkamp, RN, MS, CNP

2/11    Lilly Conference East  
“Transcultural Nursing: The Navajo Nation” (poster)  
With Joy Shoemaker, RN, MS, CNP

5/10   NCNP  
“APN Knowledge of Prescription Medication Use and Mis- Use” (poster)  
With Ruth Chavez, RN, MS, CNP

10/09   Otterbein College Faculty/Staff  
“Breast Cancer Prevention”

9/09    Otterbein College Student Life  
“Is it cold or the flu?”

11/08   Lilly Conference  
“Impact of Blogging on Learning and Student Satisfaction in Advanced Pharmacology”  
With Dr. Barbara Schaffner, Dr. Pat Keane, and Jackie Haverkamp, MS

11/08   Community Outreach Education/ Ohio Health  
Presentation on Diabetes  
Presentation on Hypertension
6/08  International Nurse Educators Annual Conference
   “Podcasting: Effect of an Interactive Teaching Methodology on Learning &
   Satisfaction of Nursing Students”
   Poster with Dr. Barbara Schaffner

5/08  Ohio Learning Network
   “Podcasting: Effect of an Interactive Teaching Methodology on Learning &
   Satisfaction of Nursing Students” (poster)
   With Dr. Barbara Schaffner, Ruth Chavez, RN, MS, Alicia Ribar, MS, CNP

3/08  Ohio Digital Commons
   “Podcasting: Effect of an Interactive Teaching Methodology on Learning &
   Satisfaction of Nursing Students”
   Poster – with Dr. Barbara Schaffner, Alicia Ribar, MS & Ruth Chavez, MS

GRANTS
2015  NEGP Nurse Education Grant Program, Ohio Board of Nursing
   With Dr. Char Miller, $200,000

2015  HRSA AENT (PI)
   With Dr. Deborah Henderson & Dr. Mary Bowen

2014  HRSA-14-072 Nurse Faculty Loan Program (PI)
   With Drs. Jackie Haverkamp & Joy Shoemaker
   $121,176.00

2012  Cardinal Health Foundation (PI)
   “Prescription Drug Mis-use and Abuse”
   With Dr. Mary McKelvey and Julie Sake, MS, Office of Student Affairs
   $10,000

2011  Ohio Board of Nursing Nurse Education Grant Program (PI)
   “Nursing, Academic & Community Partnerships”
   With Dr. Barbara Schaffner and Jacqueline Haverkamp, MS, CNP
   $199,685

2011  Ohio Board of Nursing Nurse Education Grant Program
   “Linking Education and Practice Partnerships Program”
   With Barbara Schaffner, PhD, CNP and Jacqueline Haverkamp, MS, CNP
$199,671

2010  US Department of Health & Human Services: Health Resources & Services Administration
   “Nurse Faculty Loan Program”
   With Dr. Barbara Schaffner

2010  Center for Community Engagement Otterbein College
   “Nursing Community-Academic Partnerships for Students (N-CAPS)
   With Dr. Mary McKelvey, Sue Butz, RN, MS, Ruth Chavez, RN, MS

2010  Center for Community Engagement Otterbein College
   “Promoting Health in the Elementary School”
   With Ruth Chavez, RN, MS

2009  Ohio Board of Nursing Nurse Education Grant Program
   “Fostering Leadership, Advocacy and Mentoring in Education”
   With Drs. Barbara Schaffner, Barbara Cornett, Sharon Carlson, Joan MCan

2008  American Academy of Nurse Practitioners Foundation Grant
   “Helping Educate Adolescents Through Lifestyle Training & Health Screenings”
   With Dr. Barbara Schaffner

2008  Ohio Learning Network, Central Ohio Regional Center
   “Technology to Educate & Assess Child Health Using Simulation”
   With Dr. Barbara Schaffner, Ruth Chavez, MS & Alicia Ribar, MS

2008  Ohio Board of Nursing, Nurse Education Grant Program
   “Project Shine: Supporting & Helping Innovative Nursing Education”
   With Drs. Barbara Schaffner, Barbara Cornett, Sharon Carlson

2007  Ohio Commission on Minority Health Grant “Promoting Optimal Health: Reduce Hypertension Risk” – Consultant With Dr. Denise Hatter-Fisher

2006  SmartKids
   “Use of SmartBoard Technology to Promote Student Interaction in a Distance Learning Classroom” With Dr. Barbara Schaffner

DISSERTATION/THESIS/CAPSTONE EXPERIENCE
2015  Jeff Bevan  “The Contemporary Use of Nurse Practitioners in U.S. Emergency Departments”
2015 Katherine Hayes “Advanced Practice Nurses Knowledge and Use of Fall Prevention Guidelines”

2014 Opuko Aduse “Cultural Competence education: Impacting the knowledge of healthcare providers on hypertension in Ghana immigrant”

2014 Kathy Hendricks “Impact of an APN e-Coach on patients with METS”

2013 Kirk Hummer “Fellowship in Urgent Care for FNP Graduates”

2013 Joy Shoemaker “Health Education and Promotion for Incarcerated Mothers”


2003 Raymond Mick “Outpatient management of heart failure in a rural county hospital”

2001 Angela Rutan “Hypertension: Empowering nurses to prevent & improve control”

COMMUNITY SERVICE ORGANIZATIONS

CCNE Accreditation Team Member 2010-Present

AANP CE Center Pilot Project 2010-Present
AANP Conference Abstract Reviewer 2013-Present

Volunteer FNP
Grace Free Clinic, Delaware, OH 2010-Present
Vineyard Free Clinic, Sunbury OH 2012-Present

Medical Missions
Belize (Heart n Soul) 2012
Glenallen, Alaska 2008, 2009
Honduras (Volunteers in Mission) 2009
Village Mountain Missions (Dominican) 2009
Honduras (Total Health) 2008
Red Bird Mission (Kentucky) 2005, 2007
Native American Medical Ministry 2009, 2012
Central Ohio Diabetes Association 1990-Present
  Youth Board
  Volunteer of the Year 2010

Asbury United Methodist Church 2010-Present
  Parish Nurse Program

Delaware City Schools Health Advisory Board 1999-2014

Somali Women’s Health Advisory Board 2003-2005
  Community Health Clinic (CORCHEC)

American Cancer Society
  Board Member (Delaware Co) 1989-1992
  Nurse of Hope 1990-1992
  I Can Cope Facilitator 1989-1998

Reviewer
## Appendix C
### Faculty Educational Preparation and Qualifications

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rank</th>
<th>Graduate Degree</th>
<th>Intuition Granting Degree</th>
<th>Certification</th>
<th>Clinical Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alonzo, Amanda</td>
<td>Lecturer</td>
<td>MSN, PhD</td>
<td>Regis University, University of Kansas</td>
<td></td>
<td>Nursing Education</td>
</tr>
<tr>
<td>Baker, Cathy</td>
<td>Assistant Professor</td>
<td>MSN, PhD</td>
<td>The Ohio State University, The Ohio State University, Case Western University</td>
<td>CNS- Psych/ Mental Health</td>
<td>Adult Health Mental Health</td>
</tr>
<tr>
<td>Bryant, Rebecca</td>
<td>Assistant Professor</td>
<td>MS, DNP</td>
<td>Wright State University, Wright State University</td>
<td>FNP</td>
<td>Family Practice Geriatrics</td>
</tr>
<tr>
<td>Henderson, Deborah</td>
<td>Professor, Director, SON</td>
<td>MS, PhD</td>
<td>Ohio State University, Ohio University</td>
<td>CNE</td>
<td>Curriculum/Education Trauma/Neuro</td>
</tr>
<tr>
<td>Knowlton, Leslie</td>
<td>Lecturer</td>
<td>MS, DNP</td>
<td>The Ohio State University</td>
<td>FNP</td>
<td>Family Practice</td>
</tr>
<tr>
<td>Miller, Charlene</td>
<td>Associate Professor</td>
<td>MS, DNP</td>
<td>Otterbein University, Wright State University</td>
<td>ANP, CNE</td>
<td>Family Health Gerontology</td>
</tr>
<tr>
<td>Miller-Wenning, Kimberlee</td>
<td>Lecturer</td>
<td>MS, DNP</td>
<td>University of Cincinnati, Robert Morris University</td>
<td>PMHNP, FNP, ANP, CNE</td>
<td>Psych mental health Family</td>
</tr>
<tr>
<td>Rose-Gripping Kathleen</td>
<td>Professor</td>
<td>MSN, PhD</td>
<td>University of California, SF Stanford University</td>
<td></td>
<td>Psych mental health</td>
</tr>
<tr>
<td>Vogt, Marjorie</td>
<td>Clinical Professor</td>
<td>MSN, PhD, DNP</td>
<td>The Ohio State University, The Ohio State University, Rush University</td>
<td>FNP, PNP, CNE</td>
<td>Family/peds Administration</td>
</tr>
<tr>
<td>Yearwood, Margaret</td>
<td>Assistant Professor</td>
<td>MSN, Ed.D</td>
<td>West Virginia University, Nova Southeastern University</td>
<td>CNE, PMHNP</td>
<td>Nursing Education Psych mental health</td>
</tr>
</tbody>
</table>

SON = School of Nursing
Curriculum Vitae
Amanda Leigh Alonzo
2950 180th Rd· Chanute, KS · 620/875-6881 · alonzo@ohio.edu

EDUCATION

2009 UNIVERSITY OF KANSAS
Kansas City, KS
PhD, Nursing
   Minor in nursing education
   GPA: 3.7
   Dissertation title: “Motivational Factors in Registered Nurses Completing a Baccalaureate Completion Program”

2005 REGIS UNIVERSITY
Denver, CO
MS, Nursing: Education, graduated with honors
   GPA: 3.89
   (degree was completed on-line, providing a rich experience in on-line learning and teaching)

2002 BAYLOR UNIVERSITY
Waco, TX
BSN, cum laude
   GPA: 3.7

TEACHING EXPERIENCE

02/2013- Ohio University
   Present   Athens, OH
   Faculty teaching predominantly in the MSN program

11/2009- Instructional Connections
01/2013   Dallas, Texas
   Lead Teaching assistant coordinating teaching assistants in RN-BSN online programs facilitating student interaction and grading

08/2010 - Oklahoma Wesleyan University, School of Nursing
07/2012   Bartlesville, Oklahoma
   Faculty instructor for undergraduate nursing students and RN-BSN nursing students

01/2009- Pittsburg State University, School of Nursing
05/2009  Pittsburg, Kansas
Clinical instructor for senior undergraduate nursing students

01/2009- Neosho County Community College, Mary Grimes School of Nursing
Present  Chanute, Kansas
Theory and/or clinical instructor of ADN nursing students in final semester

08/2008- Pittsburg State University, School of Nursing
12/2008  Pittsburg, Kansas
Preceptorship focusing on the experience of teaching undergraduate and graduate nursing both in-person and online

08/2006- Neosho County Community College, Mary Grimes School of Nursing
05/2008  Chanute, Kansas
Development and implementation of a hybrid RN-level associate degree nursing program, including clinical teaching experience

WORK EXPERIENCE

09/2007- PRN STAFF NURSE
Present
Neosho Memorial Regional Medical Center, PRN
Chanute, Kansas, Emergency Room and Intensive Care Unit
Provide emergency services and care of critically ill patient

03/2005- TRAVEL NURSE, MedStaff Inc.
08/2006
Baptist Integris Medical Center
Oklahoma City, OK, ICU/CCU
13-week assignment (06/06-08/06)
Care of the critically ill cardiac and surgical patient

Holy Cross Hospital
Taos, New Mexico, ICU/PCU
20-week assignment (02/06 – 06/06)
Care of the ICU/PCU patient population including pediatrics

Memorial-Sloan Kettering
New York, New York, ICU
13-week assignment (10/17/05 – 01/06)
Care of the critically ill cancer patient
Hillcrest Medical Center
Tulsa, OK, Medical-Surgical ICU
13-week assignment (07/05/05 – 10/08/05)

Care of the critically ill medical and surgical patient with incorporation of all body systems

Inova Fairfax Hospital
Falls Church, VA, NeuroScience ICU
13-week assignment (03/07/05 – 06/04/05)

Care of the critically ill patient including post-operative craniotomy, aneurysm repair, seizures, and cerebral vascular accidents

0/2004- HEART AND VASCULAR RECOVERY STAFF NURSE
03/2005  Baylor Heart and Vascular Hospital
Dallas, TX
Care of the post-operative vascular patients including vein stripping, AV loop repair, carotid endarterectomy, abdominal aortic aneurysm repair, cardiac catheterization recovery, and PTCA recovery

09/2002- ICU STAFF NURSE
05/2004  Bayfront Medical Center, Level II trauma center
St. Petersburg, FL
Care of the critically ill medical, surgical, and trauma patient

LEADERSHIP/ORGANIZATIONAL PARTICIPATION
2002 Sigma Theta Tau, Baylor University

CLINICAL LEADERSHIP
Nursing Faculty Council Member (2010-present); Chair of the online nursing committee at Neosho County Community College (2008); Member of the online learning committee at Neosho County Community College (2007-2008); Member of the technology committee at Neosho County Community College (2007-2008); Member of professional development committee (Bayfront Medical Center): took part in implementation and monitoring of “alarm floating”; participated in monitoring and evaluating information on skin breakdown and assisted in the compilation of the information for presentation to physicians for changes in skin care protocol

AWARDS/HONORS

_Grief Experience of Registered Nurses_ Poster Presentation. 2nd place award at Midwest Nursing Research Society, March 2009
Regis University: graduated with honors
Bayfront Medical Center: five-star spirit award
Baylor University: graduated *cum laude*

**PUBLICATIONS/PRESENTATIONS**

*Grief Experience of Registered Nurses.* Presented March 2009 at Midwest Nursing Research Society


Cathy Baker PhD, RN, CNS
Office: W133C Grover Center
216-571-9003 (cell) 740-566-6019 (office)
bakerc2@ohio.edu

ACADEMIC

POSTDOCTORAL FELLOW
2/10-8/11
Case Western Reserve University School of Nursing
NIH/NCI R25T CA090355: Prevention Research
Julia Hannum Rose, PhD: Principle Investigator

POSTDOCTORAL FELLOW
9/08-1/10
Case Western Reserve University School of Nursing
NIH/NINR T32: Multiple Morbidities in Vulnerable Populations
Shirley M. Moore, PhD, RN, FAAN: Principle Investigator

DOCTOR OF PHILOSOPHY IN NURSING
8/08
The Ohio State University

MASTER OF SCIENCE IN NURSING
6/01
The Ohio State University

BACHELOR OF SCIENCE IN NURSING, Cum Laude
6/93
The Ohio State University

SCHOLARLY/CREATIVE ACTIVITIES:

Refereed Publications


Refereed Presentations
Society for Research in Nicotine and Tobacco, Philadelphia, PA.


meeting of the Midwest Nursing Research Society, Minneapolis, Minnesota.


Refereed Research Grants

Application of an Evidence-Based Model of Smoking Cessation in Appalachian Pregnant Women: A Pilot of the “SAVE A MOM” Program; Appalachian Rural Health Institute, University-Community Partnerships for Health Scholars Program; $3,000 11/1/13-3/31/15

“Cultural Immersion and Smoking Cessation in African Americans”
Midwest Nursing Research Society Seed Grant $10,000 4/1/10-7/31/11.

“Smoking Behavior Among Immigrants from the Former Soviet Union”
Ohio State University Alumni Grant for Graduate Research and Scholarship $1,780 12/1/06-3/31/08
“Focus Groups to Assess Smoking Behavior Among Immigrants from the Former Soviet Union”
Sigma Theta Tau International, Epsilon Chapter $1,500 5/1/07-5/1/08

Professional Experience

ASSISTANT PROFESSOR
Ohio University School of Nursing

9/1/11-Present

NURSING CLINICAL INSTRUCTOR
SP 09
Case Western Reserve University School of Nursing

CLINICAL INSTRUCTOR/TEACHING ASSISTANT
9/02 to 6/08
The Ohio State University College of Nursing

NURSING CLINICAL INSTRUCTOR
AU 01, SP 02
The Ohio State University College of Nursing

NURSING ACADEMIC ADVISER
9/97 to 6/01
The Ohio State University College of Nursing

CAMP NURSE
Summer 2000-2008
Camp Asbury, Hiram, OH

SU 1995
Big Brothers/Big Sisters of Franklin Co. Camp, Hocking Hills, OH
SU 1993
Camp Towanda, Honesdale, PA

PSYCHIATRIC NURSE, CRISIS INTERVENTION SERVICES
NetCare Access, Columbus

9/96 to 9/97

HEALTH EDUCATOR
Winter 1997
Madison County OSU Extension

HOME HEALTH NURSE
11/95 to 4/96
A-1 Nursing, Columbus, OH
STAFF NURSE, HEME/ONC UNIT
12/93 to 7/95
James Cancer Hospital, OSU Medical Center

STAFF NURSE, REHAB/SUBACUTE UNIT
10/93 to 12/93
Columbus Rehab and Subacute Institute, Columbus, OH

Certifications
12/01 to present
Psychiatric/ Mental Health Clinical Nurse Specialist

Professional Associations
Member: Society for Research in Nicotine and Tobacco
Member: Midwest Nursing Research Society
Member: Council on Advancement of Nursing Science

Committees and Service
Chair- School of Nursing BSN Curriculum Committee
2014-2015
College of Health Sciences and Professions
2014-2015 Interprofessional Research Committee
School of Nursing Enrollment and Retention
2014-2015
Chair- School of Nursing BSN Curriculum Committee
2013-2014
School of Nursing Remediation Committee
2013-2014
School of Nursing DNP Task Force
2013-2014
University Faculty Senate- Alternate
2013-2014
College of Health Sciences and Professions
2013-2014 Interprofessional Research Committee
College of Health Sciences and Professions/Faculty Senate
2013-2014 Professional Ethics Committee
Chair- School of Nursing BSN Evaluation Committee
2012-2013
College of Health Sciences and Professions
2012-2013
Faculty Advisory Committee
College of Health Sciences and Professions
2012-2013
PEP Review Committee
College of Health Sciences and Professions-Faculty Senate
2012-2013
Professional Ethics Committee
School of Nursing BSN Curriculum Committee
2011-2012
College of Health Sciences and Professions
2011-2012
Faculty Advisory Committee
Education

2010 – 2013    Wright State University    Dayton, Ohio
- Doctor of Nursing Practice
- **Focus:** Self-care of Heart Failure and Nursing Education

1998-2000    Wright State University    Dayton, Ohio
- Master of Science
- **Focus:** Patient Satisfaction with Advanced Practice Nurses

1993-1998    University of Cincinnati    Cincinnati, Ohio
- Bachelor Science in Nursing
- Graduated summa cum laude

1981-1984    Miami University-Middletown    Middletown, Ohio
- Associate Degree in Nursing

Practice Experience

August 2007 – present    NP Home Visits, LLC/Owner
**Nurse Practitioner: Surrounding SW Ohio Rural Counties Homebound Elder population**
- Owner and provider of care to a homebound geriatric population practice. Management includes: credentialing, coding, reimbursement, and billing.

January 2009 – 2014    Medical House Calls    Cincinnati, Ohio
**Nurse Practitioner/Medical House Calls**
Management of chronic care needs of an outpatient homebound geriatric population. Disease management of hypertension, diabetes, pulmonary, dementia and other chronic diseases.

July 2005 – June 2009 & July 2009 - August 2010 **IncarcerCare, Inc**
&Self-contracted Nurse Practitioner services – State Correctional Department
- Management of all chronic care clinics including cardiac/hypertension, diabetes, liver, infectious diseases, seizures, and pulmonary of approximately 650 inmates.
- Assist the Chief Medical Officer with the acute care clinics including sick call, suturing, removing lesions, wound care and other urgent care needs of 1500 male inmates

December 2005 – January 2008 **Sterling Health Care**
**Nurse Practitioner/Grandview Hospital Fast Track Department**
- Provide health care to all ages in the fast track at an inner city Emergency Department.

2001-July 2005 **Tommy R. Tigar, MD, Inc.** Clarksville, Ohio
**Family Nurse Practitioner/Internal Medicine Practice**
- Management of acute and chronic illnesses across a lifespan of ages in a private office setting and extended care facility

**Teaching Experience**
August 2012 – present **Ohio University**
**Assistant Professor – College of Health Sciences and Professions/School of Nursing**

January 2002 – June 2012 **Wright State University**
**Adjunct Clinical Instructor – College of Nursing & Health**

**Jewish Hospital Internal Medicine Residency Program preceptor**
2008-present
Research Interests

- Preceptor for physician residents as partial completion of the geriatric/community health educational component

**Advanced practice nurse preceptor:** Ohio University (1 student) Otterbein (1 FNP student), Ohio State University (1 ANP student), Indiana Wesleyan University (4 students), and University of Cincinnati (5 students) 2002-present

**Predictors of Hospital Admissions and Self-Care Behaviors Following a Self-care of Heart Failure Program.** *Aims:* Compare the heart failure hospital admission rates and self-care of heart failure (SCHF) behaviors before and after a self-care of heart failure program intervention. A secondary aim is to identify variables that predict increased self-care behaviors and decreased hospital heart admissions (pending IRB approval). Nurse practitioner implementation in three Midwest heart failure clinics.

**Self-care of Heart Failure: Impact on Hospital Admissions and Behaviors.** Completed research December 2014 with a Midwest health system using a nurse practitioner in a cardiology practice setting.

**Practical Guide for Start-up and Management of a Home-based Care Practice for Nurse Practitioners.**

**Self-care of Heart Failure in a House Call Program.** Doctoral of Nursing Practice Clinical Project.

**Research Topic interests:** Self-care of heart failure, geriatric population, home-based primary care by advanced practice nurses.


Presentations


Self-care of Heart Failure in a House Call Program Ohio Association of Advanced Practice Nurses Statewide Annual Conference – poster, Columbus, Ohio (2012) – peer-reviewed.

Publications


Grants/Funding

2013
American Association of Nurse Practitioners, Eli Lilly Cardiovascular Grant $2500

2011
Gerontological Foundation Clinical Project Grant - $2500

Professional Honors

2011
Ohio Association of Advanced Practice Nurses Scholarship - $2000

2007
Jackie Golden Service Award by OAAPN

1998 - 2000
Wright State University Graduate Fellowship

Professional Organizations

Ohio Association of Advanced Practice Nurses
- Website Coordinator 2000-2009
- Newsletter Coordinator 2004-2009
- Exhibitor and Scholarship Coordinator 2005-2011
- Communications Chair 2007-2009

American Academy of Home Care Medicine
Gerontological Advanced Practice Nurses Association
Sigma Theta Tau – Lambda Iota
American Association of Nurse Practitioners
Certifications/Licenses

Registered Nurse, State of Ohio
Certified Nurse Practitioner-Family ANCC
Geriatric Nurse Certification - ANCC
Certificate of Authority - State of Ohio
Certificate to Prescribe - State of Ohio with Federal DEA#
Cardiopulmonary Resuscitation - AHA
Deborah Henderson PhD, RN, CNE
Professor and Director
Ohio University School of Nursing
E365 Grover Center, Athens, OH 45701
740-593-4494
hendersd@ohio.edu

ACADEMIC PREPARATION

<table>
<thead>
<tr>
<th>Date</th>
<th>Degree</th>
<th>Institution</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1997</td>
<td>PhD</td>
<td>Ohio University</td>
<td>Education Curriculum and Instruction in Higher Education</td>
</tr>
<tr>
<td>June 1987</td>
<td>MS</td>
<td>Ohio State University</td>
<td>Nursing, Clinical Specialty in Trauma and Neuro</td>
</tr>
<tr>
<td>June 1984</td>
<td>BSN</td>
<td>Ohio University</td>
<td>Nursing, Summa Cum Laude</td>
</tr>
<tr>
<td>August 1974</td>
<td>AD</td>
<td>Central Ohio Technical College</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

CERTIFICATION

<table>
<thead>
<tr>
<th>Date</th>
<th>Certification</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2011</td>
<td>CNE Certified Nurse Educator</td>
<td>National League for Nursing</td>
</tr>
</tbody>
</table>

PROFESSIONAL EMPLOYMENT EXPERIENCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2012 to present</td>
<td>Professor and School Director, Associate Executive Dean for Regional Higher Education</td>
<td>Ohio University School of Nursing</td>
</tr>
<tr>
<td>December 2011 to December 2012</td>
<td>Interim School Director</td>
<td>Ohio University School of Nursing</td>
</tr>
<tr>
<td>June 2010 to present</td>
<td>Professor and Associate Director RN-BSN and BSN Tracks, Bachelor of Science in Nursing Program, School of Nursing, Athens Campus</td>
<td>Ohio University School of Nursing</td>
</tr>
<tr>
<td>October 2009 to June 2010</td>
<td>Professor and Associate Director, Traditional BSN Track, Bachelor of Science in Nursing Program, School of Nursing, Athens Campus</td>
<td>Ohio University School of Nursing</td>
</tr>
</tbody>
</table>
September 1987 to October 2009  
Group I Faculty Member, Ohio University, Zanesville Campus

September 2005  
Professor

September 1997  
Associate Professor

September 1992  
Tenured

September 1991  
Assistant Professor

September 1987  
Instructor

October 2006 to present  
House Supervisor, Fairfield Medical Center, Lancaster, OH

May 1985 to August, 1987  
Manager of Nursing Staff Development, Good Samaritan Medical Center, Zanesville, OH

April 1981 to May 1985  
Nursing Supervisor and Critical Care Staff Nurse

May 1975 to April 1981  
Staff Nurse Surgery/Ostomy Nurse

August 1974 to May 1975  
Staff Nurse, Surgical Unit

INSTRUCTION AND ADVISEMENT

I have taught numerous courses in the Associate Degree Nursing Program, Bachelor of Science in Nursing Program and the Master of Science in Nursing Program at Ohio University.

Supervision of MSN Nursing Student Capstone Activities


Barbara St.Clair (December 2005-March 2007): Infusing Emotional Intelligence in a Prelicensure Nursing Program (paper).

Mashawna Hamilton (June 2008): Supporting Student Success (paper).
Joan Evans (December 2012): The Role of Family in ICU Arrests (manuscript prepared for publication).

Preceptor for Graduate Nursing Student

Barbara St.Clair (March-June, 2006). Provided guidance to Barbara for the 80 hours she spent working with Associate Degree nursing students in the classroom on the development and delivery of a lecture and working with nursing students during hospital clinical.

CLINICAL EXPERIENCES

I have been actively engaged in my own clinical practice in a hospital setting throughout most of my employment at Ohio University. I worked as a Nursing Supervisor (Nursing Coordinator) at Genesis Healthcare Systems from September, 1987-March, 2000. I was responsible for staffing the department of nursing, working with staff nurses on clinical decisions, responding to all codes and emergencies and acting as the representative of administration.

I have been an employee of Fairfield Medical Center, Lancaster, Ohio since October 2006 and work as House Nursing Supervisor. This allows me to have direct clinical nursing experience on a contingent basis on the weekend and during university breaks. I am up to date on all national patient safety initiatives and have had the opportunity to further expand my leadership skills in a hospital setting. I represent the department of nursing and the hospital at large, assist nurses with clinical decision making, make staffing decisions, determine patient placement in the hospital, coordinate hospital activities including accepting patients from other facilities, participate in responses to emergencies and codes, and confer with the administrator on call as necessary.

SCHOLARLY ACCOMPLISHMENTS

My scholarship has been focused on the scholarship of teaching, curriculum and instruction, technology in nursing education, simulation teaching/learning and service learning.

Current and ongoing scholarly projects include:

Henderson, D. February 2011. Selected member of International Association of Clinical and Simulation Learning (INACSL) Research Project on the Jeffries/National League for Nursing Simulation Framework. Patty Ravert, and Meg Meccariello PIs. This research project began May 2011 and is based on the State of the Summit and the discovery of the NIH Consensus format. Nineteen nursing scholars known as simulation experts across the US will be working on the project, including a nursing theorist, a nursing theorist in simulation and Pam Jeffries. The project was presented at the June 2011 INACSL meeting. The team is completing a concept analysis on each of the 5 major constructs of the simulation framework, and a State of the Science literature review about each of the
Henderson, D. September 2010-May 2011. Perceptions of nursing attire. Principal Investigator. PI and advisor to the nursing research council at Fairfield Medical Center (FMC). This was the first study undertaken by the nursing department at FMC. I assisted the group with study design, IRB approval, data collection, data analysis, and preparation for dissemination. Year one data collection occurred in May 2010. Year two data collection occurred in May 2011.

Henderson, D. July 2009-July 2011. Implementation of nursing student tracking software in the School of Nursing using Typhon. Principal Investigator. Coordinating efforts across three programs (AD, BSN and MSN) in the school at four sites: OU Athens, OU Chillicothe, OU Southern and OU Zanesville. This project allows for measurement of student outcomes, improvement in SON planning and tracking of student experiences and impact on satisfaction in learning.


Henderson, D. and McAfooes, J. November 2009. Second Life (SL) virtual reality research conducted in the RNtoBSN online program, NRSE 330 Family Nursing. SL was used to create a virtual family of avatars whose family roles were played by the investigators (Henderson and McAfooes) as the family avatars during virtual “home visits” made to the family in SL. Students conducted a family environmental scan and interacted with the avatars of the five family members during the home visit. Following the virtual “home visit”, students were debriefed by the investigators, whose own avatars were also present ‘in world’.

**Teaching and Learning Innovations**

Henderson, D. and McAfooes, J. (November 2008). National League 2009 Nursing HITS (Health and Information Technology Scholars) Program. Selected as a team from a pool of over 300 applications to join the scholars program. This national scholars program is intended to advance the knowledge and skills of nursing faculty members in Health Information and Technology. The scholars program was supported by a HRSA Grant and has included the following opportunities and responsibilities:

- Participated with 50 other selected scholars in six online learning courses January-March 2009 on topics of health information technology, simulation in nursing education, telehealth and telemedicine and informatics in healthcare.

- Attended a four day HITS conference March 4-7, 2009. In attendance were the 50 other scholars and nationally recognized nursing education leaders.
o Defined our project on incorporation of a virtual environment, Second Life, to create a “Proof of Concept” course activity for implementation of online virtual simulation in nursing courses at OU. The project was implemented fall quarter September-November 2009 in NRSE 330, Family Nursing.

Henderson, D. (January 2007). Selected by National League for Nursing (NLN)/Laerdal project as one of the nine nursing education simulation experts from a qualified applicant pool of 169 nurse educators to author a faculty development course on simulation for NLN. Pamela Jeffries, Project Director. My role was to:

o Participate in the three year project as an author and as a team member for the development of the Simulation Innovation Resource Center (SIRC) website courses.

o Attend and participate in the three day immersion seminar in June 2007 with the other eight simulation experts selected, Laerdal Corporation CEO, NLN Senior Director of Development Dr. Mary Anne Rizzolo.

o Author the course on Teaching and Learning Strategies for Simulation Learning. I then worked with the media company to format the content for an online course which was published to the newly created Simulation Innovation Resource Center (SIRC) website. I authored interactive learning activities to go along with the course and worked with the media team to format activities within the course. This work was completed between September 2007 and July 2008.

o Attend and participate in the second annual Simulation Experts Meeting in San Jose, California June 9-11, 2008.


Research and Grant Funding
* Henderson, D. October 2012. Funded. PI. Health Resources and Services Administration (HRSA) Nurse Education Practice, Quality and Retention. Baccalaureate of Science in Nursing: Accelerated Direct Entry Second Degree Education (BASE) with Cultural Competency. $426,467.00 award of the original $750,000 award to Ohio University.


* Henderson, D. March 2011. Unfunded. PI. Public Automated External Defibrillators (AEDs) in Rural Southeastern Ohio. $300,000.00 Grant Proposal Submitted to HRSA. All HRSA funding in this line was removed for year 2011-12. Collaboration between School of Nursing, College of Medicine, Appalachian Rural Health Institute of OU, and County Health Departments and EMS providers. Goal: provide public AEDs, AED training and CPR education in three Appalachian, medically underserved counties in southeastern Ohio: Athens, Meigs and Vinton Counties.

* Henderson, D. July 2009-July 2011. Funded. Undergraduate and Graduate Nursing Curricular Integration of Electronic Health Record and Clinical Tracking Software. 1804 Grant, Ohio University, Athens, OH, July 2009 ($22,500). Internal funding. $10,500 awarded from the 1804 Graduate Committee and $12,000 awarded from the 1804 Undergraduate Committee. Co investigators: Johnson M., Assistant Professor OU Southern, Hamilton M., Instructor OU Southern, Leadingham C., Assistant Professor OU Chillicothe and Nyirati C., Assistant Professor OU Athens.


* Sealover, P., Henderson, D., and Jones, S. Date unknown. Clicker and Simulation Learning. Alice Tom Fund, OUZ Dean’s Office. Internal funding, which led to publication.

* Henderson, D. December 2005-August 2006. Met with potential benefactor for Ohio University Zanesville to explore interest in and finalize donation of a SimMan Human Patient Simulator to Ohio University Zanesville. $55,000. This was the first high fidelity simulator acquired for the School of Nursing. External funding.

* Henderson, D. September 24, 2004. OUZ Faculty Research Funds. Internal funding in support of gaming teaching strategy development.


**Publications: Peer Reviewed**


**Publications: Peer Reviewed Book Chapter**


**Publications: Non-Peer Reviewed**

PRESENTATIONS AND POSTERS (Peer Reviewed)


* Henderson, D. (May 21, 2009). Evaluating student preparedness for class and determination of class content based on the use of clickers (poster). College of Health and Human Resources Research and Creative Activity Poster Exposition, Ohio University, Athens, OH.


* Henderson, D. & Sharrer, V. (April 21, 2006.) Delegation, PDAs and legal issues in nursing education (co-keynote presentation). Annual Ohio Council of Associate Degree Nursing Education Administrators, Columbus, Ohio.


* Sharrer, V. & Henderson, D. (April 23, 2004). Nursing education in the palm of your hand (poster). Ohio Council of Associate Degree Nursing Educators Conference, Columbus, Ohio.

* Henderson, D. & Sharrer, V. Co-presenters. (June 13, 2004). Nursing education in the palm of your hand (presentation). Drexel University Nursing Education Institute, Philadelphia, PA.

* Henderson, D. & Sharrer, V. (April 25, 2003). Portable content delivery for the mobile nursing student (poster). Ohio Council of Associate Degree Nursing Educators Conference, Columbus, Ohio.

* Henderson, D. & Sharrer, V. Co-presenters. (March 6, 2003).

Portable content delivery for the mobile nursing student (presentation). Second Annual Spotlight on Learning, Ohio University, Athens, Ohio.


* Henderson, D. & Sharrer, V. (April 20, 2001). Are We Sure Students Are Ready For NCLEX? A Strategy to Increase Student Confidence and Competence (poster). Ohio Council of Associate Degree Nursing Educators Conference, Columbus, Ohio.


* Henderson, D., Sharrer, V. and others. (April 27, 2000). Gaming: Is that your final nursing answer? (poster). Ohio Council of Associate Degree Nursing Educators Association (OCADNEA ) conference, Columbus, Ohio


* Sharrer, V & Henderson, D. (October 20, 2000). The change exercise (poster). Ohio Nurses’ Association and Ohio Board of Nursing Joint Fall Conference, Columbus, Ohio.

* Henderson, D. & Sharrer, V. (October 20, 2000). Is That Your Final Nursing Answer? (poster). Ohio Nurses’ Association and Ohio Board of Nursing Joint Fall Conference, Columbus, Ohio.


* Sharrer, V. & Henderson, D. (April 23, 1999). The change exercise: one path leading to curricular re-design (poster). Ohio Council for Associate Degree Nursing Educators, Columbus, Ohio.

**EDITORIAL BOARD:** *Clinical Simulation in Nursing.*


**REVIEWER:** Journal
Clinical Simulation in Nursing. March 2008-present.

**REVIEWER: External P&T Committee.**

Henderson, D. September 2011. Patricia Ravert Tenure and Promotion to Professor, Brigham Young University, Utah.

Henderson, D. August 2011. Judith LeFlore Tenure and Promotion to Professor, University of Texas at Arlington, Texas.

Henderson, D. (July-August, 2009). Stacy Rose Tenure and Promotion to Associate Professor, Kent State University, Ashtabula Campus.

**WORKSHOPS, CONFERENCES AND TRAINING ATTENDED**


* INACSL Conference. June 2012.

* AACN Spring Deans and Directors Meeting, Washington, D.C. April 2012.


* LANP Fellow. Leadership in Academic Nursing Programs, American Association of Collegiate Nursing. Selected from a pool to attend this development conference with 60 other mid-level nursing leaders across the United States. Indianapolis, Indiana, August 2011 and mentoring program continues 2011-2012.

* AACN School Directors Annual Meeting, Washington, D.C. October 29-November
Lesly S. Knowlton, CRNP  
101 Shady Lane  
Marietta, OH 45750  
H: (740) 374-6627  
C: (740) 629-8528  
Email: leslyknowlton@hotmail.com

SUMMARY: Current Ohio University School of Nursing faculty  
Ten years of experience as a Family CRNP.

EDUCATION:  
Doctor of Nursing Practice, June 2014  
The Ohio State University, Columbus, Ohio

Masters of Science, Nursing, June 2005  
The Ohio State University, Columbus, Ohio

Bachelor of Arts, Psychology, June 2001  
Ohio University, Athens, Ohio

Bachelor of Science, Biological Sciences, June 2000  
Ohio University, Athens, Ohio

EXPERIENCE:  
Marietta Health Care Physicians  
Family Nurse Practitioner, Marietta Ohio, 2008-present  
Family Practice, Dr. Clark

Marietta Health Care Systems  
Family Nurse Practitioner, Marietta Ohio, 2005-2008  
Urgent Care

Ohio License and CTP current.

ACTIVITIES: Member OAAPN since 2004.  
Preceptor for The Ohio State University, Mount Carmel School of Nursing, and Wheeling Jesuit School of Nursing, Ohio University  
Member Psi Chi and Sigma Theta Tau honor societies.
Charman L. Miller, DNP, ANP-BC, CNE
Curriculum Vita

RN License No.: RN-252074, NP07285
ADDRESS: 3106 Four Mile Road
Jackson, OH 45640
PHONE: Home (740)286-3499, Cell (740) 418-8098
e-mail: millerc3@ohio.edu

Educational Preparation:

<table>
<thead>
<tr>
<th>Date</th>
<th>Institution/Degree/Field of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2015</td>
<td>Wright State University DNP</td>
</tr>
<tr>
<td>June 2001</td>
<td>Otterbein College Master of Science in Nursing</td>
</tr>
<tr>
<td>June 1996</td>
<td>University of Rio Grande Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>May 1994</td>
<td>University of Rio Grande Associate Degree in Nursing</td>
</tr>
</tbody>
</table>

Certifications:
Certified Nurse Educator, National League for Nursing, July 2009
Forensic Nursing Certificate, Kaplan University, December 2008
Board Certified Adult Nurse Practitioner (ANCC), (original 2002), renewed November 2012
Post-Master’s Certificate in Higher Education in Nursing, Otterbein College, June 2008
Cardiopulmonary Resuscitation-Healthcare Provider, renewed May 2013

**Academic Experience:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2013- present</td>
<td>Associate Director, Interim</td>
</tr>
<tr>
<td></td>
<td>Ohio University MSN Program</td>
</tr>
<tr>
<td></td>
<td>Athens, OH</td>
</tr>
<tr>
<td>December 2012-May 2013</td>
<td>Associate Director –Nursing</td>
</tr>
<tr>
<td></td>
<td>Ohio University-Chillicothe</td>
</tr>
<tr>
<td></td>
<td>Chillicothe, OH</td>
</tr>
<tr>
<td>November 2012-</td>
<td>Associate Director –Nursing (Interim)</td>
</tr>
<tr>
<td>December 2012</td>
<td>Ohio University-Chillicothe</td>
</tr>
<tr>
<td></td>
<td>Chillicothe, OH</td>
</tr>
<tr>
<td>May 2010-present</td>
<td>Associate Professor of Nursing</td>
</tr>
<tr>
<td></td>
<td>Ohio University-Chillicothe</td>
</tr>
<tr>
<td></td>
<td>Chillicothe, OH</td>
</tr>
<tr>
<td>March 2004- May 2010</td>
<td>Assistant Professor of Nursing</td>
</tr>
<tr>
<td></td>
<td>Ohio University –Chillicothe</td>
</tr>
<tr>
<td></td>
<td>Chillicothe, OH</td>
</tr>
<tr>
<td>January 2004-March 2004</td>
<td>Adjunct Clinical Faculty</td>
</tr>
<tr>
<td></td>
<td>Ohio University-Chillicothe</td>
</tr>
<tr>
<td></td>
<td>Chillicothe, OH</td>
</tr>
</tbody>
</table>

**Professional Clinical Experience:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2004-Present</td>
<td>Nurse Practitioner- Part time</td>
</tr>
<tr>
<td></td>
<td>Heartland Care Partners</td>
</tr>
<tr>
<td></td>
<td>Toledo, OH</td>
</tr>
</tbody>
</table>
August 2003-August 2004  Nurse Practitioner-Full Time
Physicians’ Services of Ohio
Toledo, OH

March 2003 – August 2003  Nurse Practitioner- Full time
Health Essentials, Inc.
Louisville, KY

June 1998- March 2003  R.N. Casemanager-Full time
Southern Ohio Medical Center
Portsmouth, OH

June 1997- June 1998  R.N. Casemanager
Holzer Homecare
Gallipolis, OH

1996- June 1997  Emergency Room R.N.
Oak Hill Community Medical Center
Oak Hill, OH

May 1994- 1996  Medical –Surgical/Intensive Care Unit Staff  Nurse
Oak Hill Community Medical Center
Oak Hill, OH

Scholarship:
Publications(peer-reviewed)

Journal of Interdisciplinary Studies in Education.


**Grants:**

- **Principal Investigator- “Enhancing LPN to RN Transitions through Comprehensive Remediation and Mentoring”-** a research project funded by the Ohio University-Chillicothe Faculty Summer Research Grant- June, 2006. Amount- $2,100.00.

- **Project Assistant- “Spit it, Quit It. Dip is Disgusting!”-** project assistant under direction of Dr. Kathleen Tennant for a spit tobacco prevention program aimed at school –age children funded by an Ohio Tobacco Use Prevention and Control Foundation continuation grant- July, 2006. Amount- $50,000.00

**Abstracts/Presentations:**


Miller, C., & Leadingham, C. (2013). Using SBAR as a framework for promoting communication, critical thinking and patient safety in pharmacotherapy, Presented at the Ohio League for Nursing Education Summit, April 5, 2013, Columbus, OH. (refereed)


Miller, C., Vance, R. & Leadingham, C. (2010) Wireless headset technology enhances communication and workflow efficiency, Presented at Ohio League for Nursing Education Summit, Columbus, OH. (refereed)

Miller, C. (2008). Mental Health Issues in the Older Adult. A full day seminar presented at Scioto-Paint Valley Mental Health Center, Chillicothe, OH.


Parker, V., Souers, C., Miller, C., Vance, R., McManus, C., & Buchman, S. (2008). Use of Personal Digital Assistants (PDA’s) with First Year Associate Degree Nursing Students. Presented at Ohio Council of Associate Degree Nursing Educators Conference (OOADN/OCADNEA), Columbus, OH. ( refereed)


Miller, C, Leadingham, C, & Kaple, C. (2007). LPN to RN Transitions: Strides Made and Lessons Learned. Presented at Ohio Council of Associate Degree Nursing Educators Conference (OOADN/ACADNEA), Columbus, OH. ( refereed)
Miller, C., Poole, B. (2006). *Enhancing Nursing education Through an Anatomical Exhibit*. Presented at Ohio Council of Associate Degree Nursing Educators Conference (OOADN/ACADNEA), Columbus, OH. (refereed)

Miller, C, Poole, B (2006). *The Sandwich Generation*. Presented to Ohio University-Chillicothe and community through Campus Wellness Committee, Chillicothe, OH.

Miller, C., Poole, B. (2006). *Enhancing Nursing Education through an Anatomical Exhibit*. Presented at Ohio League for Nursing Education Summit, Columbus, OH. (refereed)


**Current Research Interests:**

- Clinical Practice
  - Polypharmacy in older adults
  - Infectious Disease in older adults- DNP Project in progress
  - Geriatric syndromes
- Palliative Medicine and Interventions
  - NP’s as attending provider for Hospice patients
  - Addressing advanced directives with chronically ill patients
- Technology and Nursing Education
Simulation for skill acquisition
Inter-professional simulation

Awards/Honors:

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Award/Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Lee Cibrowski Faculty Mentoring and Advising Award- nominee</td>
</tr>
<tr>
<td>2009</td>
<td>Selected to attend Geriatric Nursing Education Consortium (GNEC ) Institute</td>
</tr>
<tr>
<td>2007</td>
<td>NLN Ambassador for Ohio University</td>
</tr>
<tr>
<td>1996</td>
<td>University of Rio Grande – Selected for the 1996 Leadership in Nursing Award.</td>
</tr>
</tbody>
</table>

Service:

Professional Affiliations

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-present</td>
<td>American Medical Director’s Association (AMDA)</td>
</tr>
<tr>
<td>2007-present</td>
<td>National Conference of Gerontological Nurse Practitioners</td>
</tr>
<tr>
<td>2004-present</td>
<td>National League for Nursing –Ambassador 2007-08, member Ohio Nurses Association(ONA)- member</td>
</tr>
<tr>
<td></td>
<td>American Nurses Association (ANA)-member</td>
</tr>
<tr>
<td></td>
<td>Ohio Association of Advanced Practice Nurses (OAAPN) –member</td>
</tr>
<tr>
<td>1997-present</td>
<td>Sigma Theta Tau International Honor Society of Nursing - member</td>
</tr>
</tbody>
</table>

Community Activities (selected):

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2009</td>
<td>Coordinator for Healthy Ohioans Fitness Walk at OU-C</td>
</tr>
<tr>
<td>2006-2008</td>
<td>Community Committee member for Adena Regional Medical Center-Ohio University-Chillicothe Partnership</td>
</tr>
</tbody>
</table>
2004-present  Community Awareness/public health screenings- volunteer in affiliation with HCR-ManorCare/Heartland Care Partners
2004-2008  Ohio University-Chillicothe representative on “Partners for a Healthier Ross County”
2003-present  Panel member for “Health Q&A” a public health forum offered at Heartland of Jackson bi-annually

School of Nursing/Campus/University activities/Service:

Campus: OU-Athens
2014-15  Graduate Coordinator Council
         CHSP Curriculum Committee
         CHSP Ethics Committee
2013-2014  Graduate Coordinator Council

OU-C
2012-2013  Campus Curriculum Committee
         Faculty Council Committee
         Promotion and Tenure Committee for
         Degree Granting Division
         Faculty Development Committee
         Dean’s Search Committee
         Faculty Search Committee-CHAIR
2011-2012  Scholarship Committee
2010-2011  Recruitment Task Force-CHAIR

2008-2011  Campus Scholarship Committee
2009  ADN Faculty Search Committee-CHAIR

2007-2008  Campus Research Committee
         Librarian Search Committee
2006-2007  Campus Wellness Committee
Campus Research Committee

2005-2006 Campus Wellness Committee

2004-2005 Campus Safety Committee
Recruitment and Retention Committee

School of Nursing (SON):

2014-2015 SON Curriculum Committee-Chair
MSN Curriculum Committee-Chair

2013-2014 SON Curriculum Committee-Chair
MSN Curriculum Committee-Chair
SON Search Committees:
  Group I Faculty
  Group II Faculty
  Instructional Designer
  MSN Clinical Coordinator

2012-2013 SON Promotion and Tenure Committee
BSN Curriculum Committee
Hesi Ad Hoc Committee

2011-2012 SON Policy/By Laws Committee
P&T Committee

2010-2011 SON Policy/By Laws Committee-CHAIR
Annual Review Committee

2009-2010 SON Policy/By Laws Committee-CHAIR
Annual Review Committee

2008-2009 SON Policy/By Laws Committee-CHAIR

2007-2008 SON Policy/By Laws Committee-CHAIR

2006-2007 OUC Nursing Faculty Secretary
SON Policy/By Laws Committee-CHAIR
OUC Faculty Search Committee-CHAIR
ADN Student Class Advisor
2005-2006  SON Policy/By-Laws Committee
OUC Faculty Search Committee-CHAIR

2004-2005  SON By-Laws Committee
OUC Faculty Search Committee

CLM 3/18/15
Kimberlee A. Miller-Wenning, DNP, CNP, ANP, FNP, PMHNP
959 Chaparral Road
West Union, Ohio
Home: (937) 544-5724
Cell: (513) 304-5724
Email: kmiller2578@scpwildblue.com

EDUCATION

May 2010  Doctorate of Nursing Practice
Robert Morris University, School of Nursing
6001 University Blvd. Moon Township, Pennsylvania 15108

June 2005  Post Masters Certificate in Nursing Education
Rutgers, The State University of New Jersey
249 University Ave. Newark, New Jersey 07102

August 2004  Post Masters Certificate Family Psychiatric Mental Health Nurse Practitioner
University of Cincinnati,
2600 Clifton Avenue, Cincinnati, Ohio 45221

December 1995  Post Masters Certificate Family Nurse Practitioner
Frances Payne Bolton School of Nursing
Case Western Reserve University
10900 Euclid Ave. Cleveland, Ohio 44106

June 1994  Master Science of Nursing in Adult Medical-Surgical Nursing
University of Cincinnati,
2600 Clifton Avenue, Cincinnati, Ohio 45221

June 1990  Adult Nurse Practitioner Certificate
Cleveland Metropolitan General Hospital (MetroHealth)
1809 Valentine Avenue, Cleveland, Ohio 44109

August 1987  Bachelor of Science Degree of Nursing
The College of Mount Saint Joseph On-the-Ohio
5701 Delhi Road, Mount Saint Joseph, Ohio 45051

May 1983  Diploma in Nursing
Deaconess Hospital School of Nursing
415 Straight Street, Cincinnati, Ohio 45219
June 1980

**Associate Degree in Applied Arts and Sciences (A.A.S.)**
Southern State Community College, 100 Hobart Drive, Hillsboro, Ohio 45133 Graduated Magna Cum Laude.

**LICENSURE AND CERTIFICATION**

- Registered Nurse and Nurse Practitioner in the State of Ohio
- American Nurses Credentialing Center Adult Nurse Practitioner Certification
- American Nurses Credentialing Center Family Nurse Practitioner
- American Nurses Credentialing Center Family Psychiatric Nurse Practitioner

**APPOINTMENTS AND POSITIONS**

**Academic**

August 2013  **Assistant Professor of Nursing**
To Ohio University
Present School of Nursing
Grover Center E 365, Athens, Ohio 45701
Teach various courses in the MSN Program using both distance and on campus formats. Serve on MSN Curriculum Committee and DNP Task Force. Research foci is global health and nursing education

May 2012  **Adjunct Nursing Faculty**
to Ohio University
August 2013  
School of Nursing
Grover Center E 365, Athens, Ohio 45701
Developed and teach Advanced Pharmacology course for MSN students in both distance and on campus formats. Also have been faculty for other core courses in the MSN program including research and evidenced-based practice.

January 2009  **Clinical Instructor**
to Southern State Community College
August 2013  
100 Hobart Drive, Hillsboro, Ohio 45133
Clinical Instructor for Practical and Associate Degree Nursing Students

January 1996  **Instructor at University of Cincinnati College of Nursing**
to 2600 Vine Street, Cincinnati, Ohio 45221
August 2013  
Family Nurse Practitioner Program and Psychiatric Nurse Practitioner Program. Responsible for both didactic and clinical content both classroom and distance (online) learning formats. Developed Courses in Family Theories, Psychopharmacology for Advanced Nursing Practice, and Clinical Pharmacology for the Family Nurse Practitioner.
Courses taught include, Advanced Physiology, Advanced Pathophysiology, Management of Acute and Chronic Illnesses, Family Theories, Clinical Pharmacology for the FNP, Advanced Physical Assessment and Advanced Psychiatric Nursing Courses. Faculty for Masters Capstone Projects. Accountable for clinical placement of graduate level Students. Part time position

January 1991
Sophomore Clinical Instructor
to Maysville Community College
May 1993
1755 US Route 68, Maysville, Kentucky 41056
Clinical instruction and lecture. Concentrated areas include psychiatric and medical-surgical nursing.

Freshman Clinical Instructor
Clinical instruction and lecture. Concentrated areas include maternal child health, pediatrics, surgical nursing, and fundamental skills

Non-Academic

February 2009
Family Nurse Practitioner
to Adams County Regional Medical Center/ Seaman Family Medicine
August 2013
100 Hospital Drive
Seaman, Ohio 45679
Part-time in After Hours Care Clinic and Manchester School Based Health Center. Full-time Family Practice at Seaman Family Medicine

January 2005
Family and Psychiatric Nurse Practitioner
to Regional Family Health Care
March 2012
111 Vandament Way, Mt. Orab, Ohio 45154
Assess, plan, and implement care in collaboration with clinic physicians for clients of all ages. Assist collaborating physician with hospital rounds and nursing home rounds.

December 2001
Family Nurse Practitioner
to Mercy Medical Associates
December 2004
7109 Bachman Road, Sardinia, Ohio 45171
Assess, plan, and implement care in collaboration with clinic physicians for clients of all ages. Assist collaborating physician with hospital rounds and nursing home rounds. Affiliated with Mercy Hospital Clermont.

August 1995
Nurse Practitioner and Clinic Manager
to Lyric Health Care Center
December 2001  
28 East Second Street, Manchester, Ohio 45144
Assess, plan, and implement care in collaboration with clinic physicians for clients of all ages including prenatal families. Affiliated with Adams County Hospital.

March 1995  
**Emergency Room Nurse Practitioner**
to Adams County Hospital
February 2002  
210 North Wilson Drive, West Union, Ohio 45693
Work in collaboration with Emergency Physicians to assess, plan, and evaluate non-emergent Emergency Department clients.

March 1992  
**Adult Nurse Practitioner**
to Women’s Health Clinic City of Portsmouth Health Department
August 1995  
605 Washington Street, Portsmouth, Ohio 45662
Well Women’s Gynecological Care

March 1992  
**Director of Nursing**
Portsmouth City Health Department
605 Washington Street, Portsmouth, Ohio 45662
Supervise staff of twelve nursing professional in addition to Nurse Practitioner duties.

July 1990  
**Adult Nurse Practitioner**
to Collaborative Practice with Donna Simpson-Rand, M.D.
October 1993  
415 Home Street, Georgetown, Ohio 45121

May 1983  
**Registered Staff Nurse, Transport Nurse, Charge Nurse, and Relief Supervisor**
to May 1988  
Adams County Hospital
210 North Wilson Drive, West Union, Ohio 45693
Duties included all Nursing Units with heavy emphasis in the Emergency Department.

May 1988  
**Emergency Department and Special Care Unit Relief Supervisor**
to January 1995  
Brown County General Hospital
425 Home Street, Georgetown, Ohio 45121
Provided relief house supervising skills to all shifts as needed in a general medical setting.

January 1987  
**Clinic Staff Nurse and Client Educator**
to July 1980  
Adams and Brown Counties Child and Family Health Clinic
9137 State Route 136, West Union, Ohio 45693
Provided family planning instruction and assessment, including well child
assessment with guidance to families.

MEMBERSHIP IN PROFESIONAL AND SCIENTIFIC SOCIETIES

- The Honor Society of Nursing, Sigma Theta Tau International Upsilon Pi Chapter
- American Academy of Nurse Practitioners
- The Transcultural Nursing Society
- Kentucky Coalition of Nurse Practitioners and Nurse Midwives
- Ohio Association of Advance Practice Nurses
- Nurse Practitioners in Women’s Health (NPWH)
- American Association in Nursing History
- National Organization for Nurse Practitioner Faculties

HONORS AND AWARDS
Teaching Excellence in Nursing Award from the University of Cincinnati College of Nursing

RESEARCH

Thesis
“The Journal Reading Habits of Rural Practice Registered Nurses”

Doctoral Completion Project
“Health Beliefs of Nicaraguan Women”

SERVICE
Traveled with nursing students from Robert Morris University to Nicaragua in November 2007 and June 2008. Conducted qualitative research for Doctoral Completion Project. Worked closely with faculty from University de Politectica de Nicaragua (UPOLI). While in country provided primary care to families and individuals of all ages in an urban barrio and rural health outposts.

Member of a delegation from Ohio University that went to Botswana in January 2014. Worked with faculty of the Institute of Heath from the Ministry of Health on conversion of a diploma program in nursing to a BNS (BSN) program

COMMUNITY SERVICE

- Former board member of Shawnee Mental Health
- Zane’s Trace District Club Scout Day Camp Nurse and First Aid Instructor
- Humane Society of Adams County Ohio Board of Directors, founding member and shelter volunteer
Myra Kathleen Rose-Grippa
Professor
Ohio University School of Nursing
Grover Center E365
Athens, OH 45701
grippa@ohio.edu

ACADEMIC PREPARATION

Stanford University, Stanford, California
PhD, 1987  Administration and Policy Analysis in Higher Education
Minor areas: Bioethics and evaluation research

University of California, San Francisco Medical Center, San Francisco, California
MSN, 1970  Community Mental Health and Psychiatric Nursing
Focus: Adolescence

University of Kansas, Lawrence, Kansas
BSN, 1967  Major in nursing

PROFESSIONAL EMPLOYMENT

OHIO UNIVERSITY, School of Nursing, Athens, Ohio University
  Interim Associate Director, OU, Chillicothe campus, September 2014 to present
  Early Retirement, July 2013 to present
  Professor, January 1988 to present
  Associate Director, MSN Program, September 2004 to 2013
  Coordinator, School Nurse Program, 2000 to 2013
  Interim Director and Assistant Vice President for Nursing, July 2006 to January 2009
  Director, January 1988 to June 2000
  Associate professor (part time), 1986 – 1988

SAN JOSE STATE UNIVERSITY, San Jose, California
  Associate Dean for Curriculum, Office of Undergraduate Studies, 1984 – 1986
  Professor, 1984 – 1987
    Interim Chairperson, Department of Nursing, 1982 – 1983
  Associate Professor, 1980 – 1983
    Co-director, Federal Capitation Grant, 1979 – 1981
    Coordinator of the MSN Program, 1978 – 1981
    Co-director, Federal grant to develop gerontological nurse practitioner option at master’s level, 1979 – 1981
Assistant Professor, 1970 – 1979

Professional Nursing Experience
Miscellaneous per diem practice activities to maintain currency in the discipline 1970 – 2000
Staff nurse and charge nurse, San Jose Hospital (inpatient psychiatric unit) 1969
Staff nurse, physician group practice, 1968 – 1969
Staff nurse and charge nurse, University of Kansas Medical Center (intensive care and inpatient psychiatric units).

SCHOLARLY AND CREATIVE ACCOMPLISHMENTS

Grant awarded: May 21, 2008, Department of Health and Human Services Health Resources and Service Administration, Advanced Nurse Education Grant. Three years to create an Acute Care Nurse Practitioner option in the MSN Program. Total amount of the award for the period July 1, 2008 – June 30, 2011, $787,831.


Consultant to the project, “Interdisciplinary Mental Health Care in Southeast Ohio,” Funded through the Department of Health and Human Services, Health Resources and Services Administration, Quentin N. Burdick Rural Health Interdisciplinary Program, 2000 to present.


Critique of “Effect of brief training on mental health knowledge and attitudes of nurses


A series of 16 independent study instructional modules were published and distributed nationally through the SJSU Faculty Publications Association (1973 – 1983).

**Presentations**

2003 to present: Provide workshops for RNs and LPNs in Ohio that meet the Ohio Board of Nursing’s requirement for continuing education focused on the rules and regulations derived from the Ohio Nurse Practice Act.

June 3, 2004 and June 23, 2003, “Nursing Standards and Delegation.” Workshop for The Consortium for Health Education in Appalachia Ohio, Area Health Education Center. Three-hour continuing education program that meets the Ohio Board of Nursing requirement for legal content for relicensure.

April 23, 2004. “Nursing as a Science.” For Women in Science program at Ohio University for all area middle school and high school women students.

December 1999. “Evaluation for Educators” at Mt. Carmel Health Center, Columbus, Ohio for all staff development personnel.


June 1996. Graduation speaker at the Community Hospital School of Nursing in Springfield, Ohio.

Fall 1995. Keynote speaker at four Fall Conferences for Public Health Nurses (one in each of the four regions of Ohio). Sponsored by the Ohio Department of Health. “Preparation for change in community/public health nursing.”


May 1990. Keynote speaker at VA Medical Center in Chillicothe, Ohio for National Nurses Day.

March 1989. “Healthy, wellthy [sic], and wise” at the Ohio University Professional Development for Women symposium.


April 1983. Mistress of ceremonies at Sigma Theta Tau research conference in San Francisco.

July 1981. “Change, Loss, and Grief in the Elderly.” 1981 Summer Gerontology Institute, San Jose State University, San Jose, California.


October 1980. Presenter and group facilitator at Scleroderma-Lupus Conference sponsored by the Bay Area Lupus Foundation.

May 1976. Commencement speaker for Department of Nursing ceremonies by invitation of the graduating seniors.

Workshops and conferences attended

Attend no fewer than two conferences per year. Attend numerous workshops sponsored by professional nurses organizations and the College of Health and Human Services.

Other activities

1999 to present Member of the project entitled, “Interdisciplinary Mental Health Care in Southeast Ohio.” Funded through the Department of Health and Human Services, Health Resources and Services administration, Quentin N. Burdick Rural Health Interdisciplinary Program. Collaborated in designed and teaching an interdisciplinary course with individuals from four other disciples. Completed first three-year grant phase and are beginning the three-year renewal grant.

1993 - 1994 Received funding from the Ohio Department of Health, Early Intervention Area to design and implement a certificate program in early intervention for public health nurses in southeastern Ohio.

1983 South Bay Area Health Education Consortium contract to develop supportive services for minority or educationally disadvantaged students in nursing.

1978 – 1981 Gerontological Nurse Specialist Grant. Department of Health and Human Services, Division of Nursing. Three year project ($350,000) to design and develop a gerontological nurse specialist curriculum for the existing master’s program at San Jose State University. Program continues to this day.

SERVICE: PROFESSIONAL, COMMUNITY, and UNIVERSITY

1998 to present Serve as visitor and/or team leader for the Commission on Collegiate Nursing Education (CCNE) program accreditation site visits. Average of one site visit per year.

Hold School Nurse License/Certificate in Ohio

Member: American Nurses Association
Ohio Nurses Association
Sigma Theta Tau, International Honor Organization for Nurses
Institute of Society, Ethics, and Life Sciences
American Association of Higher Education

University service

University: 2008-2009 Completed proposal for a traditional baccalaureate nursing program and saw it approved by the Ohio Board of Nursing --- implementation began in September 2009

2008 to present Coordinating the School of Nursing’s curriculum conversion from a quarter system to a semester system.

2001 to 2007 Chair, Programs Committee, University Curriculum Council.

2003 to 2005 Chair, Ethics Advisory Subcommittee of
General Education Council

2003 to 2005  Member, Evaluation of General Education Committee

1998  Chair, Search Committee, Dean of College of Health and Human Services

1993 to present  Served on an average of two doctoral dissertation committees per year. Primarily as the dean’s representative in the College of Education and the Department of Psychology

**College:**

2006 to present  Member, Executive Committee

2002 & 2003  Promotion and Tenure Committee, CHHS

2001  School of Physical Therapy Promotion and Tenure committee

Summer 2001  Celebrate Grover Center committee that planned the events surrounding the opening of Grover Center

2000 – 2004  Member of the task force to reorganize School of Nursing to include the associate degree, RN to BSN, and MSN programs in one administrative structure

1998 – 2003  Health Policy Committee

1988 – 2000  Executive Committee

Have carried a comparable committee load since 1988

**School:**

Have served on all committees within the School during the past seven years: Promotion & Tenure; Scholarship; Program Evaluation; Faculty, Curriculum

Updated 9/2014
Margaret L. Selena Yearwood
14412 N. 9th Street
Phoenix, Arizona  85022
602-920-8363
yearwood@ohio.edu

YEAR  INSTITUTION                          STUDY CONCENTRATION                          DEGREE
2003   Nova Southeastern University       Higher Education/Healthcare Education             Ed.D.
       Ft. Lauderdale, Florida
1993   West Virginia University          Nursing/Psychiatric-Mental Health                   MSN
       Morgantown, West Virginia
1990   West Virginia University          Nursing                                                    BSN
       Morgantown, West Virginia
1983   Hocking College                   Nursing                                                    AAS
       Nelsonville, Ohio

LICENSURE AND CERTIFICATION
Ohio RN License:  RN187613
Arizona RN License:  RN128006
ANCC (American Nurses Credentialing Center) #0172564-37
Board Certification Psychiatric and Mental Health Nurse;
Certified Nurse Educator

ACADEMIC APPOINTMENTS
YEAR  INSTITUTION                          POSITION
2012-   Ohio University                   Assistant Professor of Nursing
         Athens, Ohio (remote)
2009-10  Ohio University                   Assistant Professor of Nursing
         Athens, Ohio
2008    Chamberlain College of            Professor of Nursing
         Nursing
2005-    Arizona State University        Faculty Associate
2007    Phoenix/Glendale campuses        College of Nursing and Healthcare Innovation
2005          Arizona State University                 Site Coordinator (initial start-up phase) 
Mayo Clinic campus site                                            College of Nursing 
Phoenix, AZ

2002         University of Colorado                                      Adjunct nursing faculty 
Colorado Springs, CO                                            Beth-El School of Nursing

1998-2002    Hawaii Pacific University                                 Assistant Professor 
1998-2002    College of Nursing                                      Honolulu, Hawaii 

1997-1998    Kapi‘olani Community College/University of Hawai‘i School of Nursing  
1997-1998    Assistant Professor                                      Honolulu, Hawaii 

1993-1997    Washington State Community College/              Assistant Professor 
1993-1997    School of Nursing                                      Marietta, Ohio 

1993-2002    West Virginia University-Parkersburg School of Nursing  
1993-2002    Substitute nursing faculty                                Parkersburg, West Virginia 

PROFESSIONAL EXPERIENCE (clinical) 
1985-1993    St. Joseph’s Hospital                                   Clinical Staff/Charge Nurse; Assistant Clinical 
1993         Parkersburg, West Virginia                               Director (week-ends) Behavioral Health 
1983-1985    St. Joseph’s Hospital                                   Clinical Staff/Charge Nurse 
1985         Parkersburg, West Virginia                                 Telemetry Unit 

HONORS AND AWARDS

2006 Nominated for The Last Lecture Series, Arizona State University 
1998 Speaker for the graduating class, Kapi‘olani Community College 
1992 Nursing Scholarship Award, West Virginia Nurses Association, District #3 
1992 Nurse Traineeship Award, Kellogg Foundation 
1991 Louise Mason Scholarship Award, Parkersburg Community Foundation 
1988 Louise Mason Scholarship Award, Parkersburg Community Foundation
PROFESSIONAL ACTIVITIES

PUBLICATIONS


PRESENTATIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Type</th>
<th>Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Master’s QSEN Competencies</td>
<td>PowerPoint</td>
<td>MSN faculty/OU</td>
</tr>
<tr>
<td>2010</td>
<td>Meeting the Demand for Baccalaureate Prepared Nurses: Using Traditional Academia in an On-Line Format using a Service Provider Vendor.</td>
<td>Poster</td>
<td>Ohio League for Nursing</td>
</tr>
<tr>
<td>2007</td>
<td>Overview of Psychiatric/Mental Health Concepts</td>
<td>Presentation Seminar</td>
<td>International Institute of the Americas</td>
</tr>
<tr>
<td>2006</td>
<td>Overview of Psychiatric/Mental Health Concepts</td>
<td>Presentation Seminar</td>
<td>International Institute of the Americas</td>
</tr>
<tr>
<td>2002</td>
<td>Pre-registration Orientation for Nursing Students</td>
<td>Presentation Seminar</td>
<td>Academic Advisors, Hawaii Pacific University</td>
</tr>
<tr>
<td>2001</td>
<td>Effective Orientation for Adjunct Nursing Faculty</td>
<td>Workshop</td>
<td>Adjunct Nursing Faculty, Hawaii Pacific U.</td>
</tr>
<tr>
<td>2001</td>
<td>Understanding Medical Terminology</td>
<td>1 day workshop</td>
<td>Members of the Honolulu Legal Community</td>
</tr>
<tr>
<td>1999</td>
<td>Developing Effectiveness in Nursing Process</td>
<td>Presentation</td>
<td>Members of the Nursing Faculty</td>
</tr>
<tr>
<td>Year</td>
<td>Topic</td>
<td>Type</td>
<td>Location</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1998</td>
<td>Implementing Service Learning</td>
<td>Poster</td>
<td>Hawaii Nurses Association</td>
</tr>
<tr>
<td>1998</td>
<td>Effective Student Mentoring</td>
<td>Presentation</td>
<td>Tripler Army Hospital</td>
</tr>
<tr>
<td>1995</td>
<td>Health Promotion: Teen Trauma</td>
<td>Seminar</td>
<td>Wood County, West Virginia School Nurses</td>
</tr>
<tr>
<td>1993</td>
<td>Post Traumatic Stress Disorder: Coping</td>
<td>Presentation</td>
<td>St. Joseph’s Hospital</td>
</tr>
<tr>
<td>1992</td>
<td>Health Care Reform and Nursing</td>
<td>Presentation</td>
<td>Parkersburg Community Foundation</td>
</tr>
<tr>
<td>1990</td>
<td>Recognizing Child Abuse</td>
<td>Presentation</td>
<td>Worthington Elementary School</td>
</tr>
<tr>
<td>1988</td>
<td>Screening Mental Illness in the ER</td>
<td>Presentation</td>
<td>St. Joseph’s Hospital</td>
</tr>
<tr>
<td>1986</td>
<td>Nursing Skills Refresher</td>
<td>Workshop</td>
<td>St. Joseph’s Hospital Behavioral Health Unit</td>
</tr>
<tr>
<td>1984</td>
<td>Effectiveness of Crash Cart Organization</td>
<td>Presentation</td>
<td>St. Joseph’s Hospital</td>
</tr>
</tbody>
</table>

**RESEARCH AND STUDIES**

2012 Developed three of the Nurse Educator track courses for the new online MSN program: NRSE 6610 Curriculum Development in Nursing; NRSE 6630 Academic Nursing; NRSE 6928 Teaching Experience.

2009  Health Care Policy: Teaching online graduate students using an action-oriented framework in an eight week session.

2008  Education, Wellness, and Social Support as Indicators of Illness Management in Individuals Suffering From Mood Disorders (study as part of contributor work Saunders Elsevier).


2002  Attrition Rates in the Nursing Fundamentals Course: Effective Pre-registration Orientation Working With Academic Advising. Doctoral Practicum Study (research methodology). Kaneohe, HI.

2001  Physician Assisted Suicide and Bioethics (research for a doctoral course seminar/presentation, Health Care Education). Tucson, AZ

2000  Alternative and Complementary Health Practices (research for a doctoral course seminar/presentation, Health Care Education). Ft. Lauderdale, FL.

2000  Effective Adjunct Nursing Faculty Orientation. Doctoral Practicum Study: Best Practices (evaluation methodology). Kaneohe, HI.

1999  Critical Thinking Approaches in Teaching Nursing Process. Doctoral Practicum Study (development methodology). Kaneohe, HI.

1997  Implementing Service Learning Across the Curriculum. Pilot Study. Honolulu, HI.


1992  Graduate Field Research Participant (GENESIS Project): Health Needs Assessment in Rural West Virginia. Hardy County, WV.

1992  Adolescent Trauma Survivors and Coping Strategies (clinical research for thesis). Parkersburg, WV.

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**
1990-1997 American Nurses Association/West Virginia Nurses Association (Board of Directors Member).
1990- Sigma Theta Tau International Honor Society of Nurses.
2009- National League for Nursing.

CONSULTATIONS

2011 Collaborated in the development of a suicide awareness seminar for a lay audience.


2006- Consultant to the International Institute of the Americas, Ethel Bauer School of Nursing.
2007 Phoenix, AZ.

2003 Reviewer for three textbooks (Advanced Practice Nursing, F.A. Davis).

2004

1993- Consultant to the Abraxas adolescent psychiatric facility. Parkersburg, WV

ACADEMIC COMMITTEES

2014/15 Annual Review Committee, member, School of Nursing, Ohio University
2014/15 MSN Evaluation Committee, Chair; Curriculum Committee member, Ohio University
2013/14 MSN Curriculum Committee, member, School of Nursing, Ohio University
2013/14 MSN Evaluation Committee Chair, School of Nursing, Ohio University
2012/13 MSN Curriculum Committee, School of Nursing, Ohio University.
2012/13 BSN Curriculum Committee, School of Nursing, Ohio University.
2009- Program Evaluation Committee, School of Nursing, Ohio University.
2009- Program Selection Committee (Ad hoc), School of Nursing, Ohio University.
2009- Faculty Advisory Committee, College of Health and Human Services, Ohio University.
2009- Teaching and Learning Committee, College of Health and Human Services, Ohio U
2008- Graduate Curriculum Committee, Chamberlain College of Nursing.
2008- Academic Standards Committee, Chamberlain College of Nursing.
2005- Psychiatric/Mental Health faculty member committee, Arizona State University College of
2007 Nursing and Healthcare Innovation.
2004 Grand Canyon University College of Nursing committee member: Student Affairs, Graduate
Council, and the University IRB Committee.
1999- Hawaii Pacific University College of Nursing committee member: Student Affairs,
2002 Curriculum Committee, and a Steering Committee for Service Learning.
1997- Kapi‘olani Community College/University of Hawaii: committee member: Evaluation Com-
mittee,
1998 Committee on Service Learning (ad hoc for new program evaluation).
1993- Washington State Community College: Member of all new nursing program committees,

CLINICAL COMMITTEES

2005- Banner Thunderbird Medical Center: Faculty Education Committee: Faculty Advisor
2007 Glendale, AZ.
2002 Pike’s Peak Behavioral Outreach Center: Clinical Faculty Advisor
Colorado Springs, CO.
1998- Castle Medical Center: Education Committee Member
2002 Kailua, HI.
1997- Tripler Army Hospital: Education Committee: Ad hoc member
1998 Honolulu, HI.
1993- Marietta Memorial Hospital: Education Committee Member
1997 Marietta, O.
1983- St. Joseph’s Hospital: Quality Assurance Committee Member; Policy and Procedure
Committee.
1993 Member; CPR Committee; Professional Development Committee Chair.
Parkersburg, WV.

CONTINUING EDUCATION

Recent seminars/workshops

NLN Education Summit, Phoenix, AZ (2014)
AACN/QSEN Master’s QSEN Competencies, Naples, FL (2014)

AACN Master’s Education Conference, Phoenix, AZ (2014)

NLN Leadership conference, Phoenix, AZ (2013)

Psychopharmacology, Phoenix, AZ (2012)

AACN Master’s Essentials conference, San Antonio, TX (2012)

Neurophysiology in psychiatric care, Scottsdale, AZ (2012)

Evidence Based Practices for Redesigning Your Nursing Curriculum (April 2010). Cincinnati State/ANA.

Improving Diabetes Outcomes in the Appalachian Region (May, 2010). The Consortium for Health Education in Appalachia Ohio/Ohio University.

Ohio League for Nursing, Nursing Education Summit 2010: Pathways to Excellence: Enhancing Effectiveness in Nursing Education.

Ohio-Hocking mini-conference: Enhancing Teaching and Learning with Technology (10/09).

Faculty Advising workshops (two part series). The Center for Teaching and Learning, Alden Library (fall quarter, 2009).

Teaching Portfolios (three part series). The Center for Teaching and Learning, Alden Library (fall quarter, 2009).

**Academic Credit Courses**


2000  Introductory Overview of Forensic Health Science: Undergraduate Course (3 cr.). Hawaii Pacific University, Honolulu, Hawaii.


*2001  Seminar (six days, including certification exam) Legal Nurse Consulting. Chicago, IL.*
COMMUNITY SERVICE

2009  Multicultural Recruitment: Ohio University/state high school students.

2008- (on-going) Survivors of Suicide (SOS) walk for support: Tempe, AZ.

2007- Organizer: Community Block Watch (North Phoenix area).

2004- (on-going) Survivors of Suicide (SOS) adjunctive group facilitator (Paradise Valley, AZ).

2002  Volunteer for Pike’s Peak Homeless Shelter (Colorado Springs, CO).

1997- Aloha Medical Mission Volunteer (urban homeless and immigrant populations).
2002  Honolulu, HI.

           Palolo Pride Health Screening (Waikiki).

           World AIDS Day volunteer organizer (Honolulu, HI).

           Volunteer with the Hansen’s Disease patients, Kalaupapa, Island of Molokai, Hawaii.

           Student Service Learning Volunteer: Populations served included urban and rural homeless, prostitutes, persons living with HIV/AIDS, and work with the suicide crisis hotline.

           Volunteer work with the Honolulu Police Department (Oahu) and the Hilo Police Department (Big Island of Hawaii) Special Victims Unit Sexual Assault Nurse Examiners (SANE).

           Liaison organizer for Beach Patrol: TB medication adherence program, Islands of Kauai and Oahu.

1980-  Annual Science Fair judge: Wood County, WV.
1997

           Volunteer for Brownie and Girl Scout activities. Parkersburg, WV.

           Volunteer school (K-9) health and psychosocial presentations (nutrition, stress management, pet therapy). Parkersburg, WV.

           Volunteer for annual community Disaster Management Simulation, Parkersburg, WV.

           Volunteer speaker (various topics) Layman United Methodist Church, Layman, Ohio.
Appendix D
Sample Course of Study for Post-Master’s DNP Students (Option I)

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yr 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in Systems &amp; Organizations for Advanced Practice Nursing* (3 cr)</td>
<td>Analyzing Evidence-Based Practice for Advanced Practice Nursing (3 cr)</td>
<td>Health Policy &amp; Advocacy for Advanced Practice Nursing* (2 cr)</td>
</tr>
<tr>
<td>Interprofessional Theories for Advanced Practice Nursing (3 cr)</td>
<td>Promoting Quality Healthcare through Advanced Practice Nursing* (3 cr)</td>
<td>Informatics for Advanced Practice Nursing (2 cr)</td>
</tr>
<tr>
<td><strong>Yr 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Business &amp; Resource Management for Advanced Practice Nursing (3 cr)</td>
<td>DNP Scholarly Project I* (3 cr)</td>
<td>Epidemiology &amp; Population Health for Advanced Practice Nursing (2 cr)</td>
</tr>
<tr>
<td>Application of Evidence-Based Practice for Advanced Practice Nursing (3 cr)</td>
<td>Elective (3 cr)</td>
<td>DNP Scholarly Project II* (3 cr)</td>
</tr>
</tbody>
</table>

Sample Course of Study for Post-Master’s DNP Students (Option II)

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yr 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in Systems &amp; Organizations for Advanced Practice Nursing* (3 cr)</td>
<td>Promoting Quality Healthcare through Advanced Practice Nursing* (3 cr)</td>
<td>Health Policy &amp; Advocacy for Advanced Practice Nursing* (2 cr)</td>
</tr>
<tr>
<td>Interprofessional Theories for Advanced Practice Nursing (3 cr)</td>
<td>Analyzing Evidence-Based Practice for Advanced Practice Nursing (3 cr)</td>
<td>Epidemiology &amp; Population Health for Advanced Practice Nursing (2 cr)</td>
</tr>
<tr>
<td><strong>Yr 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Business &amp; Resource Management for Advanced Practice Nursing (3 cr)</td>
<td>DNP Scholarly Project I* (3 cr)</td>
<td>Informatics for Advanced Practice Nursing (2 cr)</td>
</tr>
<tr>
<td>Elective (3 cr)</td>
<td></td>
<td>Elective (3 cr)</td>
</tr>
<tr>
<td><strong>Yr 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of Evidence-Based Practice for Advanced Practice Nursing (3 cr)</td>
<td>DNP Scholarly Project I* (3 cr)</td>
<td>DNP Scholarly Project II* (3 cr)</td>
</tr>
</tbody>
</table>

*includes integrative immersion experiences outside class time

TOTAL: 36 credit hours
### Sample Course of Study for Post-Baccalaureate-to-DNP (FNP) Students
*(Option I – see previous table for Option II)*

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yr 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership in Systems &amp; Organizations for Advanced Practice Nursing*</td>
<td>Analyzing Evidence-Based Practice for Advanced Practice Nursing (3 cr)</td>
<td>Health Policy &amp; Advocacy for Advanced Practice Nursing* (2 cr)</td>
</tr>
<tr>
<td>(3 cr)</td>
<td>Promoting Quality Healthcare through Advanced Practice Nursing* (3 cr)</td>
<td>Health Appraisal for NPs (3 cr)</td>
</tr>
<tr>
<td>Interprofessional Theories for Advanced Practice Nursing (3 cr)</td>
<td>Advanced Pharmacology (3 cr)</td>
<td>Elective (3 cr)</td>
</tr>
<tr>
<td>Advanced Pathophysiology (3 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Yr 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of Evidence-Based Practice for Advanced Practice Nursing (3 cr)</td>
<td>Primary Care of Adults (8 cr)</td>
<td>FNP in Practice (7 cr)</td>
</tr>
<tr>
<td>Epidemiology &amp; Population Health for Advanced Practice Nursing (2 cr)</td>
<td>Elective (3 cr)</td>
<td>Capstone Seminar (2 cr)</td>
</tr>
<tr>
<td>Advanced Maternal &amp; Child Care (6 cr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Yr 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Business &amp; Resource Management for Advanced Practice Nursing (3 cr)</td>
<td>DNP Scholarly Project I (3 cr)</td>
<td>DNP Scholarly Project II* (3 cr)</td>
</tr>
<tr>
<td>Informatics for Advanced Practice Nursing (2 cr)</td>
<td>Elective (3 cr)</td>
<td>Elective (3 cr)</td>
</tr>
<tr>
<td>Elective (3 cr)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** 80 credit hours
Appendix E
Course Descriptions

NRSE 7801 Leadership in Systems and Organizations for Advanced Nursing Practice
This course focuses on transformational leadership, leadership theories and a systems perspective including complexity theory. This course includes an analysis of micro and macro systems performance and outcomes in planning a change process with a designated team. The course also focuses on appraisal of various healthcare delivery models. Legal and ethical concerns related to leadership are examined. The course includes integrative immersion experiences outside class time in leadership and/or organizational observations. Blended format with short-term intensive residence. (3 cr).

NRSE 7802 Interprofessional Theories for Advanced Nursing Practice
The course focuses on science and theory as a foundation for integrative advanced clinical practice. It includes an analysis of theories of nursing and healthcare including grand theories and conceptual frameworks. An emphasis is placed on the application of mid-range theory to scholarly projects. Blended format with short-term intensive residence. (3 cr).

NRSE 7803 Health Policy and Advocacy for Advanced Nursing Practice
This course focuses on integration and understanding of healthcare policy and advocacy. An analysis of process for influencing a health policy agenda is examined. There will be a synthesis of professionalism and leadership characteristics necessary to build interprofessional coalitions used for influencing healthcare policies particularly related to underserved populations. The course includes integrative immersion experiences outside class time related to health policy, lobbying or legislative activities. Blended format with short-term intensive residence. (2 cr).

NRSE 7804 Principles of Business and Resource Management for Advanced Nursing Practice
The course focuses on the principles of business, strategic planning, entrepreneurship and financial implications in advanced nursing practice. An analysis of the impact of performance outcome measures, budgeting and economics on healthcare and access to care will be undertaken. The impact of current national and state legislation and regulations on advanced nursing practice will be examined. Online format. (3 cr).

NRSE 7805 Analyzing Evidence-Based Practice for Advanced Nursing Practice
This course focuses on critical appraisal of research and analysis of literature to inform evidence-based practice. The course examines use of standardized tools found in the literature to develop a clinical relevant question. The course will include discussion on how to synthesize evidence-based practice literature in the development of a capstone scholarly project. Blended format with short-term intensive residence. (3 cr).

NRSE 7806 Promoting Quality Healthcare through Advanced Nursing Practice
The course focuses on analysis of outcomes and how the analysis informs program design and implementation. An emphasis is placed on creating an understanding of outcomes on patient care quality and safety. The course includes a focus on analysis of quality improvement needs assessment related to a healthcare concern. The importance of integrating quality measures will be discussed. The course includes integrative immersion experiences outside of class time related to quality improvement evaluation and needs assessment in the healthcare setting. Blended format with short-term intensive residence. (3 cr).

NRSE 7807 Application of Evidence-Based Practice for Advanced Nursing Practice
The course focuses on integration of evidence-based practice and quality improvement indicators in a microsystem to develop a strategic plan in order to improve healthcare for individuals, groups or populations. An emphasis is placed on development of data collection and analysis techniques for evaluation of a change project. An analysis of the relationship of evidence-based practice and data will occur. Students will continue project development by adding the data analysis and methods components in this course. Blended format with short-term intensive residence. (3 cr).

NRSE 7808 Informatics for Advanced Nursing Practice
This course focuses on the impact of informatics used by advanced practice nurses to promote quality healthcare. The course includes utilization of databases and electronic health records for planning quality improvement projects by advanced practice nurses. An emphasis includes use of informatics for consumers including telehealth. An analysis of ethical implications of informatics, technology and social media is included. Online format. (2 cr).

NRSE 7809 Epidemiology and Population for Advanced Nursing Practice
This course examines the importance of epidemiology in screening and prevention of disease as related to advanced nursing practice. The course includes an analysis of epidemiology data to develop strategies related to community and population health promotion. A focus is placed on ethical and legal issues in epidemiology as related to advanced practice nursing. Online format. (2 cr).

NRSE 8940 DNP Scholarly Project I
The course focuses on the application of knowledge to implement an intervention strategy to improve individual, community or population health in the clinical project setting. An emphasis is placed on the process of scholarly writing through literature synthesis in order to develop the scholarly project proposal. The course includes residency hours outside class time in the clinical project setting. Online format. (3 cr).

NRSE 8941 DNP Scholarly Project II
The course focuses on the scholarly project implementation and evaluation. There is an emphasis on scholarly writing through manuscript preparation and journal submission related to project dissemination. There is an additional focus on professional dissemination of scholarly work in professional venues such as peer reviewed presentations. The course includes integrative residency hours outside class time in the clinical project setting. Online format. (3 cr).
# Appendix F
## DNP Program Budget

## DNP Program Projection

### Post-Master DNP Program Projection

<table>
<thead>
<tr>
<th></th>
<th>FY17 Year 1</th>
<th>FY18 Year 2</th>
<th>FY19 Year 3</th>
<th>FY20 Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td># students</td>
<td>(10)</td>
<td>(20)</td>
<td>(35)</td>
<td>(40)</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$82,156</td>
<td>$157,991</td>
<td>$399,292</td>
<td>$421,339</td>
</tr>
<tr>
<td>Indirect Expenses</td>
<td>$39,124</td>
<td>$77,458</td>
<td>$151,178</td>
<td>$168,362</td>
</tr>
<tr>
<td>Program Director (split w/post-BSN)</td>
<td>$74,927</td>
<td>$77,175</td>
<td>$79,490</td>
<td>$81,875</td>
</tr>
<tr>
<td>Group I Faculty (1 FTE)</td>
<td>$105,702</td>
<td>$108,873</td>
<td>$112,139</td>
<td>$115,504</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Balance</td>
<td>$(147,598)</td>
<td>$(115,515)</td>
<td>$46,484</td>
<td>$45,599</td>
</tr>
</tbody>
</table>

### Post-BSN DNP Program Projection

<table>
<thead>
<tr>
<th></th>
<th>FY17 Year 1</th>
<th>FY18 Year 2</th>
<th>FY19 Year 3</th>
<th>FY20 Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td># students</td>
<td>(5)</td>
<td>(10)</td>
<td>(25)</td>
<td>(30)</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$91,635</td>
<td>$281,225</td>
<td>$495,090</td>
<td>$598,304</td>
</tr>
<tr>
<td>Indirect Expenses</td>
<td>$25,882</td>
<td>$78,435</td>
<td>$134,161</td>
<td>$161,628</td>
</tr>
<tr>
<td>Program Director (split w/post-Master)</td>
<td>$74,927</td>
<td>$77,175</td>
<td>$79,490</td>
<td>$81,875</td>
</tr>
<tr>
<td>Group I Faculty (1 FTE)</td>
<td>$108,409</td>
<td>$111,661</td>
<td>$115,011</td>
<td>$118,461</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>Balance</td>
<td>$(125,582)</td>
<td>$5,954</td>
<td>$158,429</td>
<td>$228,341</td>
</tr>
</tbody>
</table>

### Total for both programs

|          | $273,180    | $109,561    | $204,913    | $273,940    |

New Students each year

|          | 15           | 20           | 25           | 25           |
Appendix G
Letters of Support
Dear Dr. Henderson:

This letter of support is being written for the proposed Doctor of Nursing Practice (DNP) program. This program has been proposed as a natural evolution of the Advanced Practice Registered Nurse role by many national nursing and healthcare organizations. The DNP focuses on specialized clinical practice, health policy and advocacy, leadership and quality. The OU proposal includes both a post-master’s-to- DNP track and a post-baccalaureate-to-DNP track.

As the proposed DNP Program includes several opportunities for elective courses and shared interprofessional courses, there will be new opportunities for collaboration between the Department of Interdisciplinary Health Studies and School of Nursing. Our Department is excited for the potential to work with the DNP students in all of our existing discipline programs, including Global Health, Clinical Informatics, and Healthcare Leadership. Other interprofessional activities offered through OU include the interprofessional research days, interprofessional education days and other activities. We are very supportive and committed to develop further interprofessional activities between the DNP students and students in other healthcare disciplines.

I am excited that the proposed DNP Program at Ohio University would allow the School of Nursing to continue to meet current educational trends and accreditation standards while providing a high quality program for our students. We look forward to our continued affiliation and exploration of collaborative activities with our colleagues.

Sincerely,

Michael, Kushnick, PhD
Associate Professor
Chair, Department of Interdisciplinary Health Studies
9 September 2015

Deborah Henderson, PhD, CNE, RN  
Director, School of Nursing  
College of Health & Science Professions  
Grover Center E365  
Ohio University  
Athens, OH

Dear Dr. Henderson:

This letter of support is being written for the proposal Doctor of Nursing Practice (DNP) program. This program has been proposed as a natural evolution of the Advanced Practice Registered Nurse role by many national nursing and healthcare organizations. The DNP focuses on specialized clinical practice, health policy and advocacy, leadership and quality. The OU proposal includes both a post-master’s-to-DNP track and a post-baccalaureate-to-DNP track.

One of the innovative aspects of the OU proposal is the interprofessional collaborations in select areas. The current MSN and Physician Assistant (PA) program currently share faculty to teach select courses, such as Advanced Pharmacology. Other interprofessional activities offered through OU include the interprofessional research days, case competitions and other activities. We are very supportive and committed to develop further interprofessional activities between the PA students and the DNP students.

The DNP Program will allow the School of Nursing to continue to meet current educational trends and accreditation standards while providing a high quality program for our students. We look forward to our continued affiliation and collaborative activities with our colleagues.

Sincerely,

[Signature]

James C. Zedaker, MPAS, PA-C, EM-CAQ  
Director, Physician Assistant Program
Deborah Henderson, PhD, RN, CNE  
Director, School of Nursing  
College of Health & Sciences Professions  
Athens University  
Grover Center, E365  
Athens, OH 45701.

Dear Dr. Henderson;

I am writing this letter of support for the proposed Ohio University Doctor of Nursing Practice (DNP) Program. As you know, the DNP is a clinical and professional doctorate that prepares post-baccalaureate and post-master’s students to assume Advance Practice Registered Nursing (APRN) leadership roles. Over the past decade, the DNP has been proposed as the entry point of advanced practice nursing. Nursing programs currently preparing Advanced Practice Registered Nurses (APRNs), such as nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists or nurse administrators have been encouraged to transition from a Master’s point of entry to the DNP point of entry by 2015 according to the American Association of Colleges of Nursing. In the past year, the number of students in APRN and DNP programs has grown significantly and the number of programs preparing DNP students has also grown. However, with the planned transition to an entry for APRNs at a DNP level, there continues to be a need for additional DNP programs.

Ohio University’s proposal to offer a DNP degree is consistent with trends occurring at the national level. The proposed program includes an interprofessional focus, encouraging APRNs and administrators to collaborate with other members of the healthcare team to help transform healthcare in such areas as health advocacy and policy, leadership and informatics. As an APRN entrepreneur and nurse practitioner, I am very aware of the healthcare access concerns in the primary care setting, especially in southeast Ohio. The expansion of the School of Nursing program through the DNP can only help to increase healthcare access to these underserved communities in southeast Ohio.

I support the proposed DNP program at Ohio University. It pro-actively helps to meet the healthcare needs of the future through the expansion of the APRN role, as promoted by our national professional organizations. I look forward to collaborating with faculty and students in the future in our professional organizations and through practice opportunities.

Sincerely,

Diann Nelson-Houser, MS, FNP-BC  
Immediate Past President  
Ohio Association of Advanced Practice Nurses  
CEO/Owner, Affordable Care Health Clinic  
104 N Stygler Rd, Gahanna, OH 43230  
(614) 475-2273
September 13, 2015

Deborah Henderson, PhD, RN, CNE
Director, School of Nursing
College of Health & Sciences Professions
Ohio University
Grover Center, E365
Athens, OH 45701

Dr. Henderson

I am writing to express my support for The Ohio University Doctor of Nursing Practice (DNP) program. As the Director of Professional Development at Nationwide Children's Hospital I welcome the development of a DNP program from The Ohio University. Nationwide Children's Hospital has a strong academic partnership with The Ohio University, including having a substantial number of our nurses graduate from the OU RN-BSN program.

As a nationally ranked, three times designated Magnet® pediatric tertiary care hospital, Nationwide Children's Hospital values highly educated nurses and offers flexible scheduling, electronic library support and tuition reimbursement as benefits for our employees. Having surpassed more than 65 percent of our nursing workforce being baccalaureate prepared, we are interested in high quality graduate programs, including DNP programs, in which our nurses can further develop skills needed in the current and future healthcare environment. The recent growth in our clinical programs has opened even more opportunities for employment of doctorally prepared APRNs, nurse educators and nurse leaders.

Please let me know if we need to discuss additional information about Nationwide Children's Hospital, opportunities for precepted graduate student placements or future employment opportunities for your graduates.

Sincerely,

Cheryl Boyd, PhD, RN, NE-BC, WHNP-BC, CNS
Director of Professional Development
Magnet Program Director
Nationwide Children's Hospital
To Whom It May Concern,

This letter is in support of a Doctor of Nursing Practice program at Ohio University. OhioHealth has a long standing partnership with Ohio University as it relates to medical education as well as nursing education. This includes an RN to BSN program and graduate medical education partnerships.

The Institute of Medicine Report, The Future of Nursing: Leading Change, Advancing Health outlines the critical nature of nurses advancing their education as part of the improvement of clinical outcomes and patient access in the nation. High quality and affordable programs at the doctorate level are necessary to support the education and training of our nurses to reach their highest potential. As healthcare becomes increasingly complex, leadership roles in nursing are more and more recognizing the benefits of the nurse who is prepared at the doctorate level.

Ohio University is an established and well recognized educational institution with a broad reach in the state of Ohio. The main campus is located right next to one of our OhioHealth Caresites, O’Bleness Hospital, and has a satellite campus that is in partnership with OhioHealth located in Dublin, Ohio. The quality of education offered, and the quality of graduates is consistently among the best in Ohio.

I highly recommend the development of a DNP Program of study, and am excited about the possibilities that this program would offer to further the nursing profession as a whole.

Sincerely,

Donna Hanly
BSN, MBA, RN, NEA BC
Senior Vice President and Chief Nursing Executive
OhioHealth
5450 Frantz Road Suite 100 Dublin, Oh 43016
Phone: 614-788-3017
Donna.Hanly@ohiohealth.com