Program Development Plan
Doctor of Nursing Practice (DNP) Program

Ohio University
College of Health Sciences and Professions
School of Nursing

November 1, 2014

Prepared by:
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Deborah Henderson, PhD, RN
New Graduate program Proposal Form
Graduate College
OHIO UNIVERSITY

This is a (check one):

- [X] Program Development Plan
- [ ] Certificate program
- [ ] Full proposal
- [ ] Program name change
- [ ] Doctor of Nursing Practice (DNP)

Proposing unit(s) [department(s) or school(s)]:

College of Health Sciences and Professions (CHSP)
School of Nursing (SON)

Summary of proposed program (100 words or fewer):

This proposal is for a new clinical doctorate in nursing, the Doctor of Nursing Practice (DNP). The program will consist of a minimum of 6 semesters or 36 credits for the post-master’s student. The post-baccalaureate program will be phased in within 2 years. Enrollment will occur once a year with an anticipated initial class size of 15 students. 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 experience. Students will complete a capstone scholarly project focused on transformational change in the practice setting. Resources for the program have been committed by College of Health Sciences and Professions Dean Randall Leite, PhD.
I. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance

A. Designation
This proposal is for a new clinical doctorate in nursing, the Doctor of Nursing Practice (DNP). The DNP has been proposed as the entry point of advanced practice nursing for the past two decades, and programs currently preparing Advanced Practice Registered Nurses (APRNs), such as nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists and nurse administrators have been encouraged to transition from a Master’s point of entry to the DNP point of entry (American Association of Colleges of Nursing (AACN), 2004).

The program will consist of a minimum of 6 semesters for the post-master’s student, and a minimum of 9 semesters for the post-baccalaureate student which will be phased in within 2 years. Program enrollment will be once each academic year with an anticipated first class size of 15 students in the first 2 years with a plan to increase to an enrollment of 25 to 30 students in the third and subsequent years.

Courses will include interprofessional initiatives in a blended, online and intensive face-to-face residency format at the Athens or Dublin campus. The interprofessional initiatives are a distinguishing feature of the curriculum. A second distinguishing feature of the program is the capstone scholarly project related to transformational change in the practice setting, focusing on the underserved community. Scholarly projects help to transform healthcare in a practice setting through the development, implementation and evaluation of new or revised healthcare strategies, policy or leadership initiatives (AACN, 2006).

B. Rationale
As healthcare becomes increasingly complex, education of professional nurses must evolve 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 241 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). The School of Nursing (SON) at Ohio University is poised to transition their APRN programs to the doctoral level to meet these national directives.

The Ohio University School of Nursing (SON) is located in the southeastern part of Ohio, one of the lowest socio-economic areas, where access to health care is an ongoing problem (Department of Health and Human Services, 2004). This area has been designated as a Health Professional Shortage Area (HPSA) and there are limited numbers of primary care providers resulting in significant healthcare challenges (Ohio Board of Nursing (OBN), 2013). The SON has long served this area through the education of nurses at the undergraduate and graduate levels, but not the doctorate level. The DNP Program is a natural and expected evolution in the education of APRNs serving in this region.
In addition, the SON has clinical partnerships with several large healthcare systems and regional health care agencies to support the education and training of the DNP students. Through these clinical partnerships and inter-professional collaborative initiatives, it is anticipated that appropriate educational opportunities can be provided for the DNP students. Interprofessional collaborative initiatives will include such opportunities as partnering for clinical service opportunities, workshops, classes, case study experiences and/or group projects with other professionals in CHSP.

C. Focus
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 potential and scope of practice. This focus will promote quality healthcare practice, leadership, health policy, advocacy and information technology in advanced nursing practice.

The DNP Program outcomes build on the SON Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN) program outcomes. 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).

D. Disciplinary purpose and significance
The DNP is a practice-focused clinical doctorate versus a research doctorate (PhD). The DNP is designed to transition evidence-based practice to the individual or community in order to provide safe and effective quality care. The SON has a history of educating nurses for the past three decades through their programs by “promoting excellence in the profession of nursing through education, scholarship and service while providing quality education experiences, utilization of clinical partnerships and facilitation of regional collaboration that enhances the health of diverse communities” (Ohio University, Graduate Student Nursing Handbook, 2014). The DNP is an expected and natural evolution of the APRN role within the discipline.

II. Description of the proposed curriculum

Course descriptions can be found in Appendix B. Many of the classes use a blended methodology which includes some online activities, and intensive short-term face-to-face residencies. Remaining courses will be offered using a fully online format. This is consistent with the format utilized in other DNP programs both regionally and nationally. There are several unique aspects to this proposed DNP program. It is one of the very few programs that offer planned electives for students which may be completed in other schools or professional divisions. This curriculum is being intentionally planned to include interprofessional initiatives, such as shared classes, workshops, and/or group projects with students from other CHSP health disciplines.

Several classes include integrative immersion experiences with OU community-clinical partnerships. In the final capstone courses, students are responsible for planning, implementing and evaluating a transformational change project in a community-based healthcare setting.

The curriculum for the post-master DNP student consists of a minimum of 36 credits of study with 6 or more credits per semester. Additional credit hours are available through electives and individualized capstone courses related to the scholarly project. A second option is also available for students (see Appendix C: Course of Study for Post-Master’s DNP Students). Students entering the post baccalaureate-to-DNP program will complete a minimum of 80 credits of study with 6 or more credits per semester (see Appendix D: Course of Study for Post-Baccalaureate to DNP (FNP
Credit hours for the proposed OU DNP program are consistent with similar programs in Ohio and nationally.

Students will be required to complete 1000 clinical project hours post-baccalaureate, consistent with the recommendations of the Essentials of Doctoral Education in Advanced Nursing Practice (AACN, 2006). An individual gap analysis will be completed for each student to develop a plan of study to include the required hours.

III. Administrative arrangements for the proposed program: department and school or college involved

The program will be offered by the Ohio University School of Nursing in the College of Health Sciences and Professions (CHSP). Resources for the program, including faculty and financial requirements have been committed by the Dean of CHSP, Randall Leite, PhD. CHSP offers other clinical doctorates, including a Doctor of Physical Therapy (DPT) and a Doctor of Audiology (AuD) and is familiar with the practice components of a clinical doctorate.

The DNP Associate Director is under the supervision of the Director of the SON.

IV. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

Discussion of the proposed program began several years ago when alumni and community members began requesting the program. Dr. Carolyn Williams, University of Kentucky and one of the original authors of the DNP Essentials and Dr. Marcia Stanhope of University of Alabama, Birmingham, graduate curriculum consultant, met with the SON to determine the feasibility of initiating a DNP program and recommended that the program be developed. A needs assessment of community members, alumni and current students is underway.

There are currently 10 other SONs in Ohio offering a DNP (see Appendix E: Ohio DNP Programs), however, none are located in the southeastern Ohio geographic region. Of the 14 SONs in Ohio offering APRN programs, all but 5 programs have transitioned their programs to a DNP, and 3 of the 5 are in the process of transitioning to a DNP.

The southeastern Ohio counties, served by the OU SON have been identified as the poorest in the state, with a rich heritage of Appalachian culture and have been identified as Health Professional Shortage Areas (HPSA) by the U.S. Department of Health and Human Services (Department of Health & Human Services, 2014). There is a great need to increase health care resources in these communities and OU SON has been helping to meet some of these needs with its master’s nurse practitioner, nurse educator, and nurse administrator programs.

V. Prospective enrollment

An intentional phased-in approach is being developed in the SON. Admission to the program will be competitive and occur once a year. Approximately 15 students will be admitted to the post-master’s track of the DNP program for each of the first two years. Based on alumni requests, it is anticipated that the first cohort will be successfully recruited.

Within 2 years, it is anticipated the post-baccalaureate track will be developed and implemented. These students will also be completing the nurse practitioner or nurse administrator programs.
Maximum enrollment will be 25 to 30 DNP students in a given year during the first 3-4 years of the program initiation. Data will help to determine the future capacity for the DNP.

VI. Special efforts to enroll and retain underrepresented groups in the given discipline

OU SON has traditionally served the population of southeast Ohio, a community rich in Appalachian heritage and culture. Recruitment efforts will focus in this area, which includes several federally designated Health Professional Shortage Areas (HPSA). In addition, the CHSP has a longstanding commitment to establishing relationships with historically black colleges and universities, and the SON has developed clinical partnerships with agencies serving many multicultural populations.

Each student will be assigned a faculty advisor to help them navigate the academic and clinical setting through the development of a scholarly project. Additional resources are also available in the SON, CHSP and University. The Office of Multicultural Programs at OU offers many resources to support academic, social and individual needs of culturally diverse students.

VII. Availability and adequacy of the faculty and facilities available for the new degree program

There are currently 13 doctorally prepared faculty in the SON. Four of the faculty are PhD prepared, 5 are prepared at the DNP level, 1 holds a Doctor of Nursing Science (DNS), and 1 holds an EdD. The newly hired DNP Associate Director has both PhD and DNP terminal degrees (see Appendix F: Program Director Curriculum Vitae). Current faculty will be recruited to teach in the DNP program based on their interest and current workload or responsibilities.

There are adequate and available facilities for the new degree program. Classroom space and faculty office spaces are currently available at the Grover Center in Athens. A new health sciences campus is being built in Dublin that will include the Ohio University Heritage College of Osteopathic Medicine and CHSP. Space for DNP classes and faculty is available at the Dublin location as well.

Due to the blended methodology used in some courses, technology support is an important component of the new program. The SON has recently added a dedicated instructional designer and technician to support the faculty in using online or blended methodologies.

VIII. Need for additional facilities and staff and the plans to meet this need

New facilities are currently undergoing construction and are targeted to be completed on the Dublin campus in April 2015. The Dublin campus plans include a functional space of approximately 12,000 square feet, 2-3 classrooms, student study areas, administrative offices and 4 faculty offices for nursing faculty. Adequate space is also currently available in Grover Center on the Athens campus for current nursing programming which could be shared with the DNP program.

Additional clinical facilities are not anticipated to be needed as some students enrolled in the DNP program will be taking the place of students historically enrolled in the current Master’s program. Partnerships with clinical agencies will focus on leadership, development of quality health projects, health policy and informatics.

It is anticipated that 1 additional full-time doctorally prepared faculty (PhD or DNP) will be hired for the DNP program. The new faculty member will be required to have a terminal doctorate. Staffing will be evaluated annually and adjusted as needed.
IX. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs

Institutional commitment has been provided by the Dean of CHSP. Ongoing discussions are currently being held with the Dean and Director of the SON related to capacity issues based on anticipated enrollment. It is anticipated that the program will become fiscally solvent within the first 3 years.

Upon graduation of the first cohort of students, the program will become eligible to seek accreditation from the Commission on Collegiate Nursing Education (CCNE). The SON is currently accredited by the CCNE for the baccalaureate and master’s programs. This is an additional cost associated with the program that will be absorbed by the school and college.

A project budget can be found in Appendix G: Projected Budget.
References

http://www.aacn.nche.edu/DNP/DNPPositionStatement.htm

American Association of Colleges of Nursing (2013). *DNP Program Schools.* Accessed at:
http://www.aacn.nche.edu/dnp/program-schools


American Association of Colleges of Nursing (2014). *2013-2014 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing.* Accessed at:
http://www.aacn.nche.edu/research-data/standard-data-reports


National Organization of Nurse Practitioner Faculties (2012). *Core competencies for nurse practitioners.* Accessed at:
http://www.nonpf.org/default.asp?page=14

http://www.nursing.ohio.gov/workforce.htm
# Appendix A
## Program Outcomes

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<th>BSN Program Outcomes</th>
<th>MSN Program Outcomes</th>
<th>DNP Program Outcomes</th>
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<tr>
<td>Demonstrate clinical reasoning skills using the nursing process that result in the</td>
<td>Demonstrate use of evidence based practice in nursing</td>
<td>Synthesize and apply evidence based practice guidelines in the provision of quality</td>
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<td>application of theory for safe professional nursing practice</td>
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<td>patient centered care and improved health outcomes</td>
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<tr>
<td>Employ effective communication skills when interacting with patients, families,</td>
<td>Analyze theories, concepts and policies from nursing and other disciplines and</td>
<td>Integrate theories and concepts from nursing and other disciplines in the development</td>
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<td>members of the community and members of the interdisciplinary healthcare team</td>
<td>translates to a wide spectrum of clinical practice settings and diverse populations</td>
<td>of evidence based practice guidelines and patient outcomes</td>
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<td>Execute evidence based practice principles within the BSN scope of practice to</td>
<td>Demonstrate leadership and interdisciplinary collaboration in nursing practice</td>
<td>Apply principles of communication, leadership, business and organizational systems</td>
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<td>ensure quality of care to culturally diverse individuals and populations</td>
<td></td>
<td>frameworks to develop and implement new models of health care delivery or quality</td>
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<td></td>
<td>Synthesize quality improvement strategies and experiences to promote positive</td>
<td>health practice initiatives</td>
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<td></td>
<td>nursing practice outcomes</td>
<td>Demonstrate proficiency in the use of information technology, data bases, practice</td>
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<td>information systems and communication networks in the implementation and evaluation</td>
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<td>of quality health care practices</td>
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<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,</td>
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<td>access and quality health care focusing on regulations and delivery</td>
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<td>Collaborate and lead intraprofessional teams to implement and evaluate quality</td>
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<td>health outcomes in diverse populations</td>
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<td>Analyze epidemiological and environmental trends to develop clinical prevention and</td>
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<td>health promotion strategies in diverse populations and communities</td>
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<td>Apply advanced clinical skills of critical thinking, planning, implementing and</td>
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<td>evaluating in providing quality health care through specialty-focused competencies</td>
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Appendix B
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 con-
tinue 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 data bases 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 in-
cluded. 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 relat-
ed to community and population health promotion. A focus is placed on ethical and legal issues in epidemi-
ology as related to advanced practice nursing. Online format. (2 cr).

**NRSE 8940 DNP Scholarly Project Plan and Implementation**
The course focuses on the process of scholarly writing through literature synthesis and development of the
scholarly project proposal. An emphasis is placed on application of knowledge to implement an intervention
strategy to improve individual, community or population health. Includes individualized hours of integrative
immersion experiences outside of class time in clinical project setting. Online format. (4-6 cr).

**NRSE 8941 DNP Scholarly Project Evaluation and Dissemination**
The course focuses on synthesis of 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 re-
viewed presentations. The course includes individualized hours of integrative immersion experiences outside
of class time in clinical project setting. Online format. (4-6 cr).
## Appendix C
### Sample Course of Study for Post-Master’s DNP Students (Option I & II)

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<td>DNP Scholarly Project Plan &amp; Implementation * (4-6 cr)</td>
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<td>Application of Evidence - Based Practice for Advanced Practice Nursing (3 cr)</td>
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*includes integrative immersion experiences outside class time

TOTAL: 36-40 cr.
### Appendix D
Sample Course of Study for Post-Baccalaureate-to-DNP (FNP) Students

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<td>Wright State University/University of Toledo</td>
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Appendix F
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/NCBPNP Pediatric Nurse Practitioner Certification (exp 2/16)
NLN Nurse Educator Certification (exp 12/15)
ANA Nursing Administration Certification (exp 12/96; renewed 2014)
Certificate of Authority – Ohio
Prescriptive Authority Designation – Ohio
Advanced Cardiac Life Support (ACLS)

EDUCATION

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<th>DEGREE</th>
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<td>DNP</td>
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<td>Rush University Chicago, ILL</td>
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<td>Post-Master’s Certificate</td>
<td>1996</td>
<td>The Ohio State University Columbus OH</td>
<td>Pediatric Nurse Practitioner</td>
</tr>
</tbody>
</table>

PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>DATES</th>
<th>EMPLOYER</th>
<th>POSITION</th>
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</thead>
<tbody>
<tr>
<td>2014-Present</td>
<td>Ohio University</td>
<td>Associate Director, DNP</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 Prg</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>
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</tbody>
</table>
2013   Western Governor’s University    Consultant;   Masters Nurse Educator
2013   Ashland University     Consultant, BSN-DNP
2010-Present  Immediate Health Associates    Family Nurse Practitioner
Urgent Care
Ohio Dominican Student Health Center
2008-2010  Minute Clinic Ohio South    Family Nurse Practitioner
Columbus OH 43215
2005-2011  Sunbury Family Practice    Family Nurse Practitioner
Ohio Health/Health works
100 Tippett Court
Sunbury, OH  43084
1999-2006  Smith Clinic, Family Practice    Family Nurse Practitioner
6 Lexington Blvd
Delaware, OH  43015
1993-Present  Central Ohio Diabetes Association    Charge/Camp Nurse
Columbus, OH    Diabetes Camp
1994-2001  Kaplan Instructional Center    NCLEX Review Instructor
Columbus, OH
1998-2001  Delaware City Schools    Substitute School Nurse
Delaware OH
1980-2001  Grady Memorial Hospital    Nurse Manager, Pediatrics
Delaware OH    Nurse Manager, Outpatient
Services
1988   Columbus State College    Nursing Instructor
Columbus, OH
1979-1980  Children’s Hospital    Staff Nurse
Columbus, OH    Emergency Services
1977-1979  Evanston Hospital    Staff/Charge Nurse
Evanston, ILL    Neonatal Intensive Care
1975-1977  Mercy Hospital    Staff Nurse/NICU
Pittsburgh, PA    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 Assoc.
5/10 “Service to the Profession Award”  Kappa Lambda Sigma Theta Tau

PROFESSIONAL ORGANIZATIONS

Ohio Action Coalition  2013-Present
Ohio Board of Nursing  
Advisory Committee on Continuing Education  2011- Present
Sigma Theta Tau, International, Kappa Lambda Chapter  
Member  1990-Present
Research Grant Chair  2003-2004
Nominating Committee  2000-2001
Bylaws Chair  1991-1994
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
<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>6/14</td>
<td>International Nurse Educator</td>
<td>NETNEP International Conference, Amsterdam</td>
</tr>
<tr>
<td>3/14</td>
<td>NAPNAP</td>
<td>National Conference</td>
</tr>
<tr>
<td>1/14</td>
<td>AACN</td>
<td>National DNP Conference</td>
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<tr>
<td>9/13</td>
<td>Leadership Academy for</td>
<td>Peak Performance Immersion</td>
</tr>
<tr>
<td></td>
<td>The Ohio State University</td>
<td></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>
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<tr>
<td>4/12</td>
<td>NONPF</td>
<td>National Conference</td>
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<tr>
<td>4/12</td>
<td>AANP</td>
<td>Region 5 Meeting/Conference</td>
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<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>CSCCC</td>
<td>ACLS (4.)</td>
</tr>
<tr>
<td>4/11</td>
<td>NAPNAP</td>
<td>NAPNAP-Stimulant/ Asthma (6/6)</td>
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<tr>
<td>4/11</td>
<td>AANP</td>
<td>Region 5 Meeting/Conference (4.75)</td>
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<tr>
<td>4/11</td>
<td>NONPF</td>
<td>National Conference (16.5)</td>
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<tr>
<td>2/11</td>
<td>ONA</td>
<td>Ohio Nursing Law- Improving safety (1.5)</td>
</tr>
<tr>
<td>1/11</td>
<td>PNCB</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>
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</table>

(Additional continuing education programs attended available on request)
PUBLICATIONS

2014  “Evaluating Technology Use in Graduate Nursing Education” With Dr. Barbara Schaffner (Submitted 8/2014)

2014  “Beyond Academic Evidence: Innovative Uses of Technology Within e-Portfolios to Achieve Learner Centered Outcomes in a DNP Program” With Dr. Jacqueline Havercamp (Submitted 5/14)

2014  “Comparing the Research and Practice Doctorate in Nursing: The Student Perspective” With Dr. John Chovan (Submitted 7/14)

2014  “Intervention Strategies for Prescription Drug Mis-Use on a College Campus” With Dr. Mary McKelvey and Julie Saker, MS (pre-submission)

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  “Bronchospasms in Primary Care”, In American Journal of Nurse Practitioners, With Dr. Barbara Schaffner, Ruth Chavez, MS (in press)

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 Havercamp, MS, RN, Dr. Patricia Keane, and Dr. Barbara Schaffner. (pending)

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

2012-2014 Continuing Education Modules (Ohio Nurses Association)

2013-2014 Prescribing Schedule II Medications 6 contact hr
2010-2012 Advanced Pharmacology & Therapeutics 48 contact hr
2008-2010 Legal/Ethical/Fiscal Implications of Prescriptive Authority 7 contact hrs
Camp Nursing 8 contact hrs
Preceptor Pearls & Pitfalls 2 contact hrs

9/06  “Changes are coming” Otterbein College For the Faculty Newsletter With Dr. Barbara Schaffner
<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Event Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/14</td>
<td>University of Rottesdam</td>
<td>“Nurse Practitioner Education and Future Trends”</td>
<td>With Barbara Schaffner, PhD, CNP</td>
</tr>
<tr>
<td>6/14</td>
<td>NETNEP International Conference</td>
<td>“Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction”</td>
<td>With Barbara Schaffner, PhD, CNP</td>
</tr>
<tr>
<td>3/14</td>
<td>NAPNAP</td>
<td>“Health Promotion in a Prison Nursery: Improving Health Knowledge of the Incarcerated Mother” (Poster)</td>
<td>With Joy Shoemaker, DNP, CNP; Barb Cornett, PhD</td>
</tr>
<tr>
<td>1/14</td>
<td>ACCN DNP Conference</td>
<td>“Beyond Academic Evidence: Innovative Uses of Technology Within e-Portfolios to Achieve Learner-Centered Outcomes in a DNP Program”</td>
<td>With Jackie Haverkamp, DNP</td>
</tr>
<tr>
<td>11/13</td>
<td>National Child Development</td>
<td>“Health Promotion in a Prison Nursery: Improving Health Knowledge of the Incarcerated Mother” (Poster)</td>
<td>With Joy Shoemaker, DNP, CNP; Barb Cornett, PhD</td>
</tr>
<tr>
<td>10/13</td>
<td>OAAPN State Conference</td>
<td>“Health Promotion in a Prison Nursery: Improving Health Knowledge of the Incarcerated Mother” (Poster)</td>
<td>With Joy Shoemaker, DNP, CNP; Barb Cornett, PhD</td>
</tr>
<tr>
<td>7/13</td>
<td>STTI International Conference</td>
<td>“Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction”</td>
<td>With Barbara Schaffner, PhD, CNP</td>
</tr>
<tr>
<td>6/13</td>
<td>AANP National Conference</td>
<td>“Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction” (Poster)</td>
<td>With Barbara Schaffner, PhD, CNP</td>
</tr>
<tr>
<td>4/13</td>
<td>NONPF National Conference</td>
<td>“Comparing Technology Enhanced Teaching Methods on Graduate Nursing Student Learning and Satisfaction” (Poster)</td>
<td>“The Lived Experience of the Dual Doctoral Student”</td>
</tr>
<tr>
<td>11/12</td>
<td>Lilly Conference on Higher Ed</td>
<td>“Transcultural Nursing: The Navajo Nation” (Poster)</td>
<td>With Joy Shoemaker, MS, CNP, &amp; Ruth Chavez, MS, CNP</td>
</tr>
<tr>
<td>10/12</td>
<td>The Wellness Network</td>
<td>“Caring for the Caregivers – Promoting Health”</td>
<td></td>
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<tr>
<td>4/12</td>
<td>Otterbein Graduate Symposium</td>
<td>“Social Justice through Nursing Practice”</td>
<td></td>
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<tr>
<td>4/12</td>
<td>NONPF</td>
<td>“APN Knowledge related to prescription medication use and abuse in young adults” (Poster)</td>
<td>With Ruth Chavez, MS, CNP</td>
</tr>
<tr>
<td>2/12</td>
<td>Instructional Technology National Conference</td>
<td>“An evolving blogging case study: The impact on learning and satisfaction”</td>
<td>With Barbara Schaffner, PhD, CNP</td>
</tr>
</tbody>
</table>
| 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 Presentation
With Joy Shoemaker, RN, MS, CNP

5/10 NCNP
“APN Knowledge of Prescription Medication Use and
Mis- Use”
Poster Presentation
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”
Poster – 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
Dublin, Ireland
“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, RN, 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
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 McCann

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

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

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

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
Panama (Volunteers in Mission)  2012, 2013, 2014
Belize (Heart n Soul)  2012
Glenallen, Alaska  2008, 2009
Honduras (Volunteers in Mission)  November 2009
Village Mountain Missions (Dominican)  March 2009
Honduras (Total Health)  March 2008
Native American Medical Ministry  August 2009; Feb. 2012

Central Ohio Diabetes Association  1990-Present
                           Youth Board  2010
                           Volunteer of the Year

Asbury United Methodist Church  2010-Present
                           Parish Nurse Program

Delaware City Schools Health Advisory Board  1999-Present

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