8510

1. Department **College of Health Sciences**   Discipline **School of Nursing**

2. Number of credit hours and formula for courses requiring lab or field experience:
   3

3. Hours (L-L-C) : **3-0-3**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4. Grade Type: Normal or Satisfactory/Unsatisfactory   **Normal**

5. Prerequisite or Co-requisite: admission to DNP program

6. Required or elective in what program**: required in Doctor of Nursing Practice program**.

7. Provide rationale for this course: The course focuses on the proficiency to design and use information systems/technology to support and improve patient care and healthcare systems, and to provide leadership within healthcare systems and/or academic settings.

8. How often is the course to be offered? Once / year

9. Who will teach this course? Primarily School of Nursing faculty with some interdisciplinary collaboration with CoHS faculty.
   Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the proposed program? This is one of the courses that is supportive of project development and implementation .

12. How will an existing program of study change as a result of this course?
    There is no existing program of study.

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    This course does not duplicate any other courses on this campus.

14. How will the demand be met for additional library and technology resources, if any?
    In the orientation session, the students will be provided with training regarding the use of technology by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to address the issues regarding technological and library support and resources. No additional personnel will be required.

15. Will any additional library or other resources be required by the student?
    Ability for synchronous and asynchronous communication via Internet . Minimum requirements posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16. Attach course syllabus and proposed catalogue description to this form.
    Format for Abbreviated Course Syllabus to accompany Proposal for New Course

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
School of Nursing
Fall 2012

Course Prefix and Number	NRSG 8510
Prerequisites	Admission to the DNP program
Course Title	Informatics for Doctoral Nursing Practice

Lecture Hours 3   **Lab Hours:** 0   **Contact Hours:** 45   **Credit Hours:** 3

Faculty

Required Text(s)

Thede, L.Q. & Sewell, J.P. (3rd ed.). *Informatics and nursing: Competencies and applications.* Philadelphia: Lippincott Williams & Wilkins Publishers. ISBN: 978-0781795975

MacDonald, M. (2010). *Access 2010: The missing manual.* Pogue Press. http://oreilly.com/catalog/0636920002031/ Print ISBN: 978-1-4493-8237-7, Ebook ISBN: 978-1-4493-8239

Access 2010
- 60-day trial download available at http://us1.trymicrosoftoffice.com/product.aspx?sku=3203819&culture=en-US or
- Microsoft Ultimate Steal - http://www.microsoft.com/student/office/en-us/default.aspx?CR_CC=200000082&WT.srch=1&CR_SCC=200000082&WT.srch=1

Recommended Text(s)

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

Catalog Description:

The course focuses on the proficiency to design and use information systems/technology to support and improve patient care and healthcare systems, and to provide leadership within healthcare systems and/or academic settings. Skills development includes data extraction and analysis to evaluate and improve programs and outcomes of care. Learners will apply knowledge and principles for selecting and evaluating information systems and patient care technology within the related ethical, regulatory, legal, and public policy environment.

Program Objectives:

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

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

Course Objectives

Upon completion of this course, the student will:

Program Objective	Course Objective
1, 2	1. Examine the theoretical underpinnings of nursing informatics for doctoral nursing practice.
1, 5, 6, 8, 9, 10	2. 2. Design relational databases that evaluate and monitor outcomes of care, care systems, and quality improvement, including consumer use of health care information systems
1, 6, 8, 9, 10	3. Apply knowledge of the essential components for the systems development life-cycle.
1, 2, 3, 4, 9, 10	4. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
1, 3, 6, 7, 9	5. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
1, 3, 5, 6, 9, 10	6. Select healthcare information resources for consumers based upon an analysis for accuracy, timeliness, appropriateness, value, and ease of use.
1, 3, 4, 5, 7, 9	7. Discuss the impact of public policy for the adoption and use of the electronic health record (EHR).

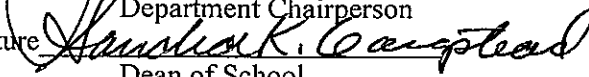|	
Topic Outline	- Theoretical underpinning of nursing informatics for doctoral nursing practice - Design of relational databases that evaluate and monitor outcomes of care, care systems, and quality - Consumer informatics - Design and types of clinical information management systems - Standardized terminologies in health care - Ethical and legal issues associated with data security and confidentiality - Mobile computing for the deployment and use of health information - Quality management, patient Safety, and informatics - Consumer empowerment through the use of health information - Public policy issues associated with the adoption and use of the electronic health record.
Teaching/Learning Methods	Selected readings; group discussion; self-reflection; database design projects; student presentations; written scholarly analysis; and critical thinking/deductive reasoning exercises.
Evaluation Methods	Group discussion, database design, scholarly written analyses
Grading Scale	A = 91-100 B = 83-90 C = 75-82 D = 66-74 F = $\leq$ 65

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

Date ___10/27-10___

Date ___10/27/10___

Signature _____
Department Chairperson

Signature _____
Dean of School

Georgia College & State University
Form for Proposal of New Graduate Courses

8520

1. Department **College of Health Sciences**   Discipline **School of Nursing**

2. Number of credit hours and formula for courses requiring lab or field experience:
    3

3. Hours (L-L-C) : **3-0-3**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4. Grade Type: Normal or Satisfactory/Unsatisfactory   **Normal**

5. Prerequisite or Co-requisite: admission to DNP program

6. Required or elective in what program: **required in Doctor of Nursing Practice program**.

7. Provide rationale for this course: This course covers basic economic theory, market drivers and restraints, health care finance and reimbursement, cost/benefit analysis and health care entrepreneurism.

8. How often is the course to be offered? Once / year

9. Who will teach this course? Primarily School of Nursing faculty with some interdisciplinary collaboration with CoHS faculty.
    Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the proposed program? This is one of the courses that is supportive of project development and implementation .

12. How will an existing program of study change as a result of this course?
    There is no existing program of study.

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    This course does not duplicate any other courses on this campus.

14. How will the demand be met for additional library and technology resources, if any?
    In the orientation session, the students will be provided with training regarding the use of technology by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to address the issues regarding technological and library support and resources. No additional personnel will be required.

15. Will any additional library or other resources be required by the student?
    Ability for synchronous and asynchronous communication via Internet . Minimum requirements posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16. Attach course syllabus and proposed catalogue description to this form.
    Format for Abbreviated Course Syllabus to accompany Proposal for New Course

Course Prefix and Number	NRSG 8520
Prerequisites	Admission to the DNP program
Course Title	Healthcare Economics and Finance

Lecture Hours	3	**Lab Hours:**	0	**Contact Hours:**	45	**Credit Hours:**	3

Faculty	Graduate Faculty
Required Text(s)	Penner, S. (2004). Healthcare Finance and Management. Philadelphia: Lippincott Williams & Wilkins. ISBN: 9780781740197
Recommended Text	American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2.
Catalog Description:	This course covers basic economic theory, market drivers and restraints, health care finance and reimbursement, cost/benefit analysis and health care entrepreneurism. Theory and application are integrated throughout the course with a particular focus on the clinical role of the DNP within the contemporary health care environment.

Program Objectives:

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

Course Objectives

Upon completion of this course, the student will:

Program Objectives	Course Objectives
2, 3	1. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve delivered quality of care.
2, 3	2. Develop and/or monitor budgets for practice initiatives.
2, 3	3. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
2, 3	4. Evaluate future trends in healthcare and incorporate into business planning for healthcare delivery.

Topic Outline

- Introduction to healthcare economics and managed care
- Fundamental principles of healthcare economics
- Budgets, budget monitoring, and budget preparation
- Cost allocation and cost-finding
- Financial analysis tools
- Cost-benefit analysis
- Cost-effectiveness analysis
- Future trends and keeping updated

Teaching/Learning Methods

Synchronous and asynchronous web-based interaction with faculty and class cohort using management software, assigned textbook readings, assigned projects, critical writing, examinations.

Evaluation Methods

Evaluation Method	%	Relationship to Course Learning Objectives
Unit Exams (2)	50%	Course Objectives 1-4
Field Project	20%	Course Objectives 1-4
Service Expansion Project	20%	Course Objectives 1-4
Critique of Classmate's Service Expansion Project	10%	Course Objectives 1-4

ASSIGNMENT GUIDELINES:

Field Project:

The purpose of the field project is to evaluate a current ongoing healthcare outcome improvement initiative from a healthcare finance and management prospective. The student should identify a financial officer within a local healthcare agency to explore the agency's current project. The student will critique various aspects of the project, including the overall purpose, budgeting and financial planning, cost-benefit analysis, identification of resources, and incorporation of evidence and scholarly inquiry. Length: 6-10 typed pages; APA style.

Service Expansion Project:

The purpose of the service expansion project is to propose a potential patient care service expansion plan within the student's area of clinical interest which has potential to transform healthcare outcomes of the proposed patient population. Included in the proposal should be a justification for the service expansion based on evidence and scholarly inquiry, identification of current resources and potential outside funding for the service, discussion of regulatory considerations (local, state and federal), and preparation of a budget. Length: 6-10 typed pages and oral presentation of 20 minutes; APA style.

Critique of Classmate's Service Expansion Project:

Each student will review and critique a classmate's Service Expansion Project paper and discuss the critique with that classmate. The intent of this assignment is to develop objective, comprehensive critique skills which facilitate peer collaboration. Length: 1-2 page outline.

Grading Scale   A = 91-100
                        B = 83-90
                        C = 75-82
                        D = 66-74
                        F = ≤ 65
Prior to mid-semester, you will receive feedback on your academic performance in this course.

Date_____19/27-10_____   Signature_____
                                              Department Chairperson
Date_____12/27/10_____   Signature_____
                                              Dean of School

8530

1. Department **College of Health Sciences**   Discipline **School of Nursing**

2. Number of credit hours and formula for courses requiring lab or field experience:
    3

3. Hours (L-L-C) : **3-0-3**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4. Grade Type: Normal or Satisfactory/Unsatisfactory   **Normal**

5. Prerequisite or Co-requisite: NRSG 8520 – Health Care Finance and Economics

6. Required or elective in what program**: required in Doctor of Nursing Practice program.**

7. Provide rationale for this course: This course is designed to explore the role of the doctorally-prepared nurse in effecting change in the regulatory, legislative, and public policy arenas at the local, state, national, and global levels.

8. How often is the course to be offered? Once / year

9. Who will teach this course? Primarily School of Nursing faculty with some interdisciplinary collaboration with CoHS faculty.
    Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the proposed program? This is one of the courses that is supportive of project development and implementation .

12. How will an existing program of study change as a result of this course?
    There is no existing program of study.

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    This course does not duplicate any other courses on this campus.

14. How will the demand be met for additional library and technology resources, if any?
    In the orientation session, the students will be provided with training regarding the use of technology by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to address the issues regarding technological and library support and resources. No additional personnel will be required.

15. Will any additional library or other resources be required by the student?
    Ability for synchronous and asynchronous communication via Internet . Minimum requirements posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16. Attach course syllabus and proposed catalogue description to this form.
    Format for Abbreviated Course Syllabus to accompany Proposal for New Course

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
School of Nursing
Spring 2013

Course Prefix and Number	NRSG 8530
Prerequisites	NRSG 8520 Healthcare Finance and Economics for the Doctorate of Nursing Practice
Course Title	Health Care Policy, Ethics, and Politics

Lecture Hours	3	**Lab Hours:**	0	**Contact Hours:**	45	**Credit Hours:**	3

Faculty	Graduate Faculty

Faculty Office Hours

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

Harrington, C., & Estes, C. L. (2008). *Health policy: Crisis and reform in the U.S. health care delivery system.* (5th ed.). Sudbury, MA: Jones and Bartlett Publishers.

Mason, D. J., Leavitt, J. K., & Chaffee, M. W. (2012). *Policy & politics in nursing and health care.* (6th ed.). St. Louis, MO: Saunders.

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

Program Objectives:

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

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

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

Program Objectives	Course Objectives
1,2,5,7,8	1. Demonstrate leadership in using evidence to influence healthcare policy.
1,3,5,7,8	2. Employ effective communication strategies for interacting with public officials.
3,4	3. Model ethical behaviors during interprofessional collaboration.
6,9	4. Incorporate quantitative decision-making models into writing policy statements.
3,7,8	5. Demonstrate a working knowledge of the legislative process at the local, state, and national level.
3	6. Analyze global influences on local, state, and, and national healthcare policy.

Topic Outline
A. Historical perspective.
B. Overview of the policy process.
C. Policy approaches to health disparities.
D. Research as a political and policy tool.
E. The politics of the Doctorate of Nursing Practice.
F. Policy issues at the intersection of technology and care.
G. Current local, state, national, and global healthcare and policy issues.

Teaching/Learning Methods
Synchronous and asynchronous discussion of content; required and recommended readings assignments; interactions with politicians, lobbyists, and other legislative stakeholders; student presentations; critical writing.

Evaluation Methods
A white paper, position paper, or issue paper.
Contribution to discussions.

Formal presentation to a community of interest or policy group.

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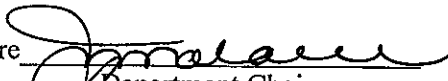   B = 83-90
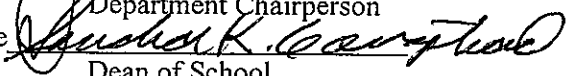   C = 75-82
                       D = 66-74
                       F = ≤ 65

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

Date _____10/27-10_____   Signature _____
                                            Department Chairperson
Date _____10/27/10_____   Signature _____
                                            Dean of School

9 300

1. Department **College of Health Sciences**   Discipline **School of Nursing**

2. Number of credit hours and formula for courses requiring lab or field experience:
    4;   clinical calculation formula is 4:1

3. Hours (L-L-C): **3-4-4**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4. Grade Type: Normal or Satisfactory/Unsatisfactory   **Normal**

5. Prerequisite or Co-requisite: _NRSG 8300 Evidence Based Practice I

6. Required or elective in what program**: required in Doctor of Nursing Practice program**.

7. Provide rationale for this course: This course focuses on the evaluation and health outcomes of clinical research within diverse populations and practice settings.

8. How often is the course to be offered? Once / year

9. Who will teach this course? Primarily School of Nursing faculty with some interdisciplinary collaboration with CoHS faculty.
    Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the proposed program? This is the second of two courses that focuses on evidence based practice.

12. How will an existing program of study change as a result of this course?
    There is no existing program of study.

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    This course does not duplicate any other courses on this campus.

14. How will the demand be met for additional library and technology resources, if any?
    In the orientation session, the students will be provided with training regarding the use of technology by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to address the issues regarding technological and library support and resources. No additional personnel will be required.

15. Will any additional library or other resources be required by the student?
    Ability for synchronous and asynchronous communication via Internet . Minimum requirements posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16. Attach course syllabus and proposed catalogue description to this form.
    Format for Abbreviated Course Syllabus to accompany Proposal for New Course

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
School of Nursing
Spring 2013

Course Prefix and Number	NRSG 9300
Prerequisites	NRSG 8300 Evidence Based Practice I
Course Title	Evidence Based Practice II: Evaluation and Outcomes

Lecture Hours   3   **Lab Hours:**   4(60)   **Contact Hours:**   120   **Credit Hours:**   4

Faculty	Graduate Faculty
Required Text(s)	**Terry, A. (2012). *Clinical Research for the Doctorate of Nursing Practice.*** Jones & Bartlett; ISBN-13: 9780763791223 **Patient Quality & Safety Handbook**
Recommended Text(s)	American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2.
Catalog Description:	This course focuses on the evaluation and health outcomes of clinical research within diverse populations and practice settings. The clinical research process will be applied to researchable nursing problems. Practice inquiry, health outcomes management, healthcare systems, dissemination, and leadership are emphasized.

Program Objectives:

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

	healthcare.
	10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Objectives

Upon completion of this course, the student will:

Program Objective	Course Objective
1, 4, 5, 6, 10	1. Develop health outcome initiatives in response to clinical research priorities. Promote disease prevention and improve health outcomes using an evidence based model framework.
1, 4, 5, 6, 10	2. Model ethical principles in leading Evidence Based Practice planning and design.
1, 4, 5, 6, 10	3. Incorporate evidence based practice resources into influencing change in nursing practice and health care delivery systems.
1, 4, 5, 6, 10	4. Incorporate nursing research measurement strategies applicable to diverse populations and healthcare systems.
1, 4, 5, 6, 10	5. Incorporate cultural congruency into planning and designing of quality improvement initiatives.

Topic Outline

I. Designing a clinically based quantitative capstone research project
II. Designing a clinically based qualitative capstone research design
III. Designing a clinically mixed methods capstone research design
IV. Sampling
V. Data collection
VI. Issues related to survey data collection
VII. Data analysis
VII. Writing for publication

Teaching/Learning Methods

Discussions; student presentations; required and recommended reading assignments; guest lecturers; Audio/video/PowerPoint presentations; critical thinking exercises; and self evaluation.
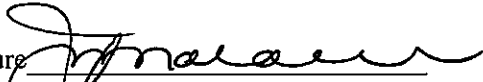
Evaluation Methods

Proposal Clinical Research – 40%
 Discussions – 20%
Critique of methods – 25%
Data Analysis Project -15%

Grading Scale

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

Date ___10/27-10___

Date ___10/27/10___

Signature _____
Department Chairperson

Signature _____
Dean of School

8540

1. Department **College of Health Sciences**   Discipline **School of Nursing**

2. Number of credit hours and formula for courses requiring lab or field experience:
   2

3. Hours (L-L-C) : **2-0-2**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4. Grade Type: Normal or Satisfactory/Unsatisfactory   **Normal**

5. Prerequisite or Co-requisite: admission to DNP program

6. Required or elective in what program: **required in Doctor of Nursing Practice program.**

7. Provide rationale for this course: This course focuses on the doctor of nursing practice role in addressing the needs of vulnerable populations from the perspective of health.

8. How often is the course to be offered? Once / year

9. Who will teach this course? Primarily School of Nursing faculty with some interdisciplinary collaboration with CoHS faculty.
   Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the proposed program? This is one of the courses that is supportive of project development and implementation .

12. How will an existing program of study change as a result of this course?
    There is no existing program of study.

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    This course does not duplicate any other courses on this campus.

14. How will the demand be met for additional library and technology resources, if any?
    In the orientation session, the students will be provided with training regarding the use of technology by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to address the issues regarding technological and library support and resources. No additional personnel will be required.

15. Will any additional library or other resources be required by the student?
    Ability for synchronous and asynchronous communication via Internet . Minimum requirements posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16. Attach course syllabus and proposed catalogue description to this form.
    Format for Abbreviated Course Syllabus to accompany Proposal for New Course

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
School of Nursing
Spring 2013

Course Prefix and Number	NRSG 8540
Prerequisites	Admission into the DNP Program
Course Title	Addressing Health Needs of Vulnerable Populations

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

Faculty   Graduate Faculty

Required Text(s)

De Chesnay, M., & Anderson B., (2008). Caring for the Vulnerable: Perspectives in Nrusing Theory, Practice, and Research. 2nd ed. Jones & Bartlett. ISBN-13: 9780763751098

Smedley, B., Stith, A., & Nelson, R. (2003). Unequal treatment: Confronting Racial and Ethnic Disparities in Health Care. Washington, D. C.: National Academies Press.

*Recommended Readings:
Selected readings from:
Fitzpatrick, J., Nyamathi, A., & Koniak-Griffin, D.. (Eds.) (2007). Annual Review of Nursing Research: Vulnerable Populations, Vol. 25, New York: Springer Publishing.

Fitzpatrick, J., Villaruel, Al., & Porter, C. (Eds.) (2004). Annual Review of Nursing Research: Eliminating Health Disparities among Racial and Ethnic Minorities in the United States, Vol. 22, New York: Springer Publishing.

.Aday, L. A. (2001). 2nd Edition. At risk in America. San Francisco, CA: Wiley, John & Sons. ISBN: 0-7879-4986-8.

USDHHS. (2001). Healthy people 2010. Bethesda, MD: Author. The electronic version is available on the Internet. (HP 2010 listed for assignments).

Recommended Text(s)

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

Catalog Description: This course focuses on the doctor of nursing practice role in addressing the needs of vulnerable populations from the perspective of health.

Selected issues in evaluating evidence based practice with vulnerable populations will be discussed. Strategies to foster health promotion, health protection and health restoration will be explored. Students will select a vulnerable population and conduct a critical analysis of the science in a specific topic area.

Program Objectives:

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

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

Topic Outline

Program Objectives	Course Objectives
3,4,5,6	Compare and contrast the various definitions of vulnerability
3,4,5,6	Analyze factors that contribute to vulnerability in a specific population group.
3,4,5,6	Analyze relationships between vulnerability and health disparities.
3,4,5,6	Critique current theoretical, methodological and ethical adequacy of research with select vulnerable groups.
3,4,5,6	Critique current theoretical, methodological and ethical adequacy of research with select vulnerable groups.
3,4,5,6	Propose strategies to promote the utilization of evidence

	based practice to improve the health status of vulnerable groups.
3,4,5,6	Analyze health policy, ethical issues, leadership role, advocacy role, and collaborative strategies as related to vulnerable population management.

1) Concepts of Vulnerability
2) Rural health and the underserved
3) Mental illness as a vulnerability
4) Addressing ethnic minority vulnerabilities and impact on health
5) Vulnerabilities of age and health
6) Incarcerated populations and health vulnerabilities
7) Low socioeconomic status as a vulnerability and health determinant

Teaching/Learning Methods

Student will learn through synchronous and asynchronous online weekly lecture, peer presentations, group discussions, and assigned reading including select current research articles. Learning will be augmented via synchronous learning environment. Weekly evidence based research article.

Evaluation Methods

Identification of vulnerable population relevant to students' practice environment. Development of a vulnerable population formal paper and class presentation addressing specific issues such as: health policy, evidence based practice researcher in addressing health disparities, leadership and advocacy role of the advanced practice nurse, ethical issues, and collaborative strategies to address vulnerabilities and disparities.

Weekly critiques	20%
Draft of VP paper	0%
VP formal paper	60%
Class presentation	20%

Grading Scale

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

Date ___10/27-10___   Signature_____
Department Chairperson

Date ___10/27/10___   Signature_____
Dean of School

9310

1.   Department **College of Health Sciences**   Discipline **School of Nursing**

2.   Number of credit hours and formula for courses requiring lab or field experience:
      5 ; formula for clinical calculation is 4 :1

3.   Hours (L-L-C) : **1-16-5**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4.   Grade Type: Normal or Satisfactory/Unsatisfactory   **Satisfactory/ Unsatisfactory**

5.   Prerequisite or Co-requisite: completion of DNP core classes. Proposal for Capstone Project
      defended. Approval to enroll in NRSG 9310 received from supervisory committee.

6.   Required or elective in what program**: required in Doctor of Nursing Practice program**.

7.   Provide rationale for this course: The Capstone Project I Course reflects the culmination of
      practice inquiry knowledge and competencies.

8.   How often is the course to be offered? Once / year

9.   Who will teach this course? Primarily School of Nursing faculty with some interdisciplinary
      collaboration with CoHS faculty.
      Will additional faculty members be needed? No

10.   Are there alternative faculty available to teach this course to ensure stability of the course over
      time? Yes

11.   How does this course contribute to the proposed program? This is one of the courses related to the
      major clinical project—incorporates implementation of the project.

12.   How will an existing program of study change as a result of this course?
      There is no existing program of study.

13.   Does the proposed course duplicate other courses on this campus? If yes, explain:
      This course does not duplicate any other courses on this campus.

14.   How will the demand be met for additional library and technology resources, if any?
      In the orientation session, the students will be provided with training regarding the use of technology
      by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to
      address the issues regarding technological and library support and resources. No additional
      personnel will be required.

15.   Will any additional library or other resources be required by the student?
      Ability for synchronous and asynchronous communication via Internet . Minimum requirements
      posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16.   Attach course syllabus and proposed catalogue description to this form.
      Format for Abbreviated Course Syllabus to accompany Proposal for New Course

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
School of Nursing
Summer 2013

Course Pre fix and Number	NRSG 9310
Prerequisites	Completion of DNP core courses. Proposal for Capstone Project defended and approval to enroll in NRSG 9310 received from supervisory committee. IRB approval/or pending approval as indicated by nature of project.
Course Title	Capstone Project I

Lecture Hours 1	**Lab Hours:** 16	**Contact Hours:**	255	**Credit Hours:**	5

Faculty	Graduate Faculty
Required Text(s)	All previously required.
Recommended Text(s)	All previously recommended.
Catalog Description:	The Capstone Project I Course reflects the culmination of practice inquiry knowledge and competencies. The Capstone Project entails student engagement in partnership building with clinicians, consumers, faculty and/ or students to examine a clinical question/ issue that involves translating evidence to everyday practice in the "real world" and ultimately informs and influences nursing care and enhances health outcomes, as well as, raises clinical questions for future research. The project will be completed during a 30 week period which is encompassed by Capstone Project I and II courses. Capstone Project focuses on the implement and data collection phase of the project. When desirable and feasible, capstone projects should be carried out in a clinical environment in order to provide opportunities for collaborative efforts to explore a highly salient clinical issue and evaluate aspects of everyday clinical practice.

Program Objectives:

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

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

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

Program Objective	Course Objective
2, 5, 7	1. Incorporate the role characteristics of the DNP advanced practice nurse as a catalyst for change into his/her own practice.
1, 5, 7	2. Appreciate and successfully engage in collaborative partnership building with clinicians, consumers, faculty, and/ or fellow students.
1, 2	3. Demonstrate a scientific curiosity and critique stance towards specialized practice.
1, 2, 3, 4, 5, 6, 7, 8	4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and implementing a scholarly project that entails addressing a question about some element of translating evidence to practice that improves patient outcomes.
5	5. Value and adhere to ethical and human subject guidelines.
2, 8, 10	6. Implement data collection.

Topic Outline
1. Project management.
2. Handling problems and conflict.
3. Effective Presentations during team meetings.
4. Ongoing evaluation of the project.

Teaching/Learning Methods   Face to face and online collaboration with supervisory committee, community expert, and peers. Synchronous and asynchronous discussion.

Evaluation Methods   Student will satisfactorily implement DNP Capstone Project and submit the initial draft of the final paper.
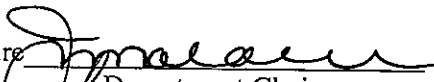
Development of Capstone Project Timeline
1. Weekly blog
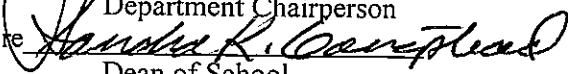2. Draft of Final
3. Peer Presentation of DNP Project

Grading Scale   S/U

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

Date ___10/27-10___   Signature _____
                                        Department Chairperson
Date ___12/27/10___   Signature _____
                                        Dean of School

9100

1. Department **College of Health Sciences**   Discipline **School of Nursing**

2. Number of credit hours and formula for courses requiring lab or field experience:
   2

3. Hours (L-L-C) : **2-0-2**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4. Grade Type: Normal or Satisfactory/Unsatisfactory   **Normal**

5. Prerequisite or Co-requisite: admission to DNP program

6. Required or elective in what program**: required in Doctor of Nursing Practice program**.

7. Provide rationale for this course: This course is designed to explore the leadership role and the collaborations necessary for the advanced practice nurse to affect change within healthcare organizations.

8. How often is the course to be offered? Once / year

9. Who will teach this course? Primarily School of Nursing faculty with some interdisciplinary collaboration with CoHS faculty.
   Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the proposed program? This course will prepare the DNP student to assume the role of leader prepared to affect change in healthcare organizations which will improve healthcare outcomes.

12. How will an existing program of study change as a result of this course?
    There is no existing program of study.

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    This course does not duplicate any other courses on this campus.

14. How will the demand be met for additional library and technology resources, if any?
    In the orientation session, the students will be provided with training regarding the use of technology by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to address the issues regarding technological and library support and resources. No additional personnel will be required.

15. Will any additional library or other resources be required by the student?
    Ability for synchronous and asynchronous communication via Internet . Minimum requirements posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16. Attach course syllabus and proposed catalogue description to this form.
    Format for Abbreviated Course Syllabus to accompany Proposal for New Course

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
School of Nursing
Fall 2013

Course Prefix and Number	NRSG 9100
Prerequisites	Completion of DNP core courses.
Course Title	Role Transitions

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

Faculty	Graduate Faculty
Faculty Office Hours	

Required Text(s)

Porter-O'Grady, T.& Malloch, K. (2011). Quantum leadership: Advancing Innovation, Transforming Health Care (3rd ed.) Sudbury, Massachusetts: Jones and Bartlett Publishers.

ISBN-13: 9780763784690

Recommended Readings

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ISBN: 978-1-4338-0559-2

Catalog Description:

This course is designed to explore the leadership role and the collaborations necessary for the advanced practice nurse to affect change within healthcare organizations. This course will investigate topics in transformational leadership that emphasizes how nursing innovations can contribute to the modernization of healthcare delivery systems to ensure patient safety. Transformational leadership practice will be examined as it relates to nursing practice, healthcare organizations, and national healthcare policy.

Program Objectives:

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

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

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

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

Topic Outline

A. A new vessel for leadership.
B. Thriving in complexity.
C. Evidentiary leadership.
D. Creating context: innovation as a way of life.
E. Innovation leadership.
F. The leader as peacemaker.
G. Crisis management.
H. Living leadership.
I. Healing brokenness.
J. Emotional competence.
K. Toxic Organizations.
L. Transformational coaching.
M. The leader's courage to be willing.
N. The new spirit of leadership.

Teaching/Learning Methods	Synchronous and asynchronous online lecture; open discussion; student presentations; required and recommended reading assignments; guest lecturers; Audio/video/PowerPoint presentations; critical thinking exercises; Journal article summaries and self evaluation.
Evaluation Methods	Student Participation - This is essential to your success in this course. Participation is expected on all weekly discussions, all policy discussion, class activities, and external activities. Worth 10 points.

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

- o Each student is required to respond to the question and to the posts from the other classmates. During these discussions you will analyze your current job description and identify how you will incorporate the DNP role into you future practice.
- o A grading rubric will be used to evaluate postings and responses. All responses should add something to the discussion and be reflective and conversational but not confrontational. Worth 10 points.

Leadership Interview – You will be asked to conduct an interview with a DNP in your particular area of interest. You should be prepared to talk with this person for at least an hour. It may be a phone conversation or a face-to-face interview. From this interview, you will write a 7 to 10 page paper that explains a specific problem and how this person is working to solve that problem. You will also prepare a 20-minute presentation to share with your classmates. Worth 40 points.

Transformational Leadership Project - Design, develop, and implement an innovative initiative that helps a local, state, or national health related organization. From this interaction with the organization and the implementation of the initiative, prepare a presentation for the class that discusses every aspect of the initiative including any problems that arose and how they were resolved. You should decide on the project based on your particular area of interest and go through the steps to completion. For example, if your area of interest is cardiovascular health related issues; you could work with your local chapter of the American Heart Association to help them with a problem or event. During the presentation of the project, any outside agency or community member that would like to attend may do so. Worth 40 points.
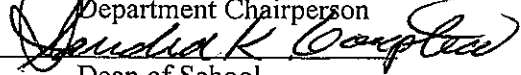
Grading Scale	A = 91-100 B = 83-90 C = 75-82 D = 66-74 F = ≤ 65

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

Date __10/27-10__   Signature _____
                                        Department Chairperson

Date __10/27/10__   Signature _____
                                        Dean of School

9320

1. Department **College of Health Sciences**   Discipline **School of Nursing**

2. Number of credit hours and formula for courses requiring lab or field experience:
   5 ; formula for clinical calculation is 4 :1

3. Hours (L-L-C) : **1-16-5**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4. Grade Type: Normal or Satisfactory/Unsatisfactory   **Satisfactory/ Unsatisfactory**

5. Prerequisite or Co-requisite: Completion of DNP core courses. Satisfactory completion of Capstone Project I course (NRSG 9310)

6. Required or elective in what program**: required in Doctor of Nursing Practice program**.

7. Provide rationale for this course: The Capstone Project entails student engagement in partnership building with clinicians, consumers, faculty and/ or students to examine a clinical question/ issue that involves translating evidence into practice and ultimately informs and influences nursing care and enhances health outcomes.

8. How often is the course to be offered? Once / year

9. Who will teach this course? Primarily School of Nursing faculty with some interdisciplinary collaboration with CoHS faculty.
   Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the proposed program? This is the final course related to the major clinical project.—incorporates evaluation of the project and dissemination..

12. How will an existing program of study change as a result of this course?
    There is no existing program of study.

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    This course does not duplicate any other courses on this campus.

14. How will the demand be met for additional library and technology resources, if any?
    In the orientation session, the students will be provided with training regarding the use of technology by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to address the issues regarding technological and library support and resources. No additional personnel will be required.

15. Will any additional library or other resources be required by the student?
    Ability for synchronous and asynchronous communication via Internet . Minimum requirements posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16. Attach course syllabus and proposed catalogue description to this form.
    Format for Abbreviated Course Syllabus to accompany Proposal for New Course

Course Pre fix and Number	NRSG 9320
Prerequisites	Completion of DNP core courses. Satisfactory completion of Capstone Project I course.
Course Title	Capstone Project II

Lecture Hours 1	**Lab Hours:** 16	**Contact Hours:** 255	**Credit Hours:** 5
Faculty	Graduate Faculty		
Required Text(s)	All previously required.		
Recommended Text(s)	All previously recommended.		

Catalog Description: The Capstone Project II Course reflects the culmination of practice inquiry knowledge and competencies. The Capstone Project entails student engagement in partnership building with clinicians, consumers, faculty and/ or students to examine a clinical question/ issue that involves translating evidence to everyday practice in the "real world" and ultimately informs and influences nursing care and enhances health outcomes, as well as, raises clinical questions for future research. This course will focus on the analysis and evaluation of the Capstone Project. At the end of the course the student will have completed the project and have successfully defended the results.

Program Objectives:

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

healthcare.

10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	

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

Program Objective	Course Objective
2, 5, 7	1. Incorporate the role characteristics of the DNP advanced practice nurse as a catalyst for change into his/her own practice.
1, 5, 7	2. Appreciate and successfully engage in collaborative partnership building with clinicians, consumers, faculty, and/ or fellow students.
1, 2	3. Demonstrate a scientific curiosity and critique stance towards specialized practice.
1, 2, 3, 4, 5, 6, 7, 8	4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and implementing a scholarly project that entails addressing a question about some element of translating evidence to practice that improves patient outcomes.
5	5. Value and adhere to ethical and human subject guidelines.
2, 8, 10	6. Analyze results and its implications for future clinical research and practice at agency and at the local, regional and/or national level.
2, 8, 10	7. Disseminate results to appropriate audiences within the agency and whenever possible outside the agency at the local, regional, and national level.

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

Teaching/Learning Methods   Face to face and online collaboration with supervisory committee, community expert, and peers. Synchronous and asynchronous online discussion.

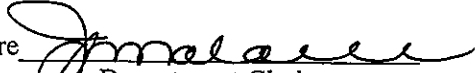**Evaluation Methods**   Student will satisfactorily complete DNP Capstone Project and submission of final written paper.

1. Weekly blog
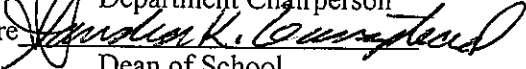2. Final Paper
3. Peer Presentation of DNP Capstone Project

Grading Scale   S/U

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

Date 10/27-10

Date 10/27/10

Signature _____
Department Chairperson

Signature _____
Dean of School

Role Transitions	NRSG 9100	admission to the DNP program	2-0-2
Capstone Project II Evaluation & Dissemination	NRSG 9320	satisfactory completion of Capstone I project	1-16-5
	7 credits		
Total Credit Hours from program	37 credits		

clinical time ratio: 4 contact hours = 1 credit

       b. Append course descriptions for all courses (existing and new courses).
All of the course descriptions are appended.

       c. When describing required or elective courses, list all course prerequisites.
Course prerequisites are listed in Table 1 above.

       d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.
(a)   The faculty in the School of Nursing approved all of the courses in the DNP curriculum on October 22, 2010.
(b)   The members of the College of Health Sciences curriculum committee approved all of the courses in the DNP curriculum on October 25, 2010.
(c)   The Georgia College Curriculum and Assessment Policy Committee approved all of the courses on [??].

       e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.
Components from national accrediting bodies and professional organizations are included in the curriculum overview (Table II, below). Other materials are appended.