



**THE OHIO STATE UNIVERSITY**  
COLLEGE OF NURSING

**College of Nursing**

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January 25, 2016

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

Dear Dr. Herness:

This letter and the attached proposal materials are provided to initiate a request for the addition of a new Neonatal Clinical Nurse Specialist (CNS) specialty track within the existing M.S. in Nursing program in the College of Nursing.

There are currently two types of Advanced Practice Registered Nurse (APRN) roles for neonatal nursing care for high-risk infants being care for in the neonatal intensive care units of hospitals in the United States: (1) Neonatal Nurse Practitioner (NNP); and, (2) Neonatal Clinical Nurse Specialist (NCNS). The College of Nursing M.S. in Nursing program currently offers a NNP, but not a NCNS specialty track. Adding a NCNS specialty track will enable the College of Nursing to offer both types of educational preparation for neonatal Advanced Practice Registered Nurse (APRN) roles. This proposal builds upon the strong success of the existing Neonatal Nurse Practitioner specialty track and will enable the College of Nursing to better meet urgent and increasing needs for APRNs to provide care for high-risk infants in neonatal intensive care units.

As described in the attached proposal, the plan of study for the proposed NCNS specialty track is identical to the existing NNP specialty except for the specific practicum courses taken in the final year of the M.S. in Nursing program, supporting the ability of graduates to take the relevant national certification examination for the NNP or NCNS, respectively. All other aspects of program delivery and program evaluation remain the same for the NCNS as for the existing NNP within the M.S. in Nursing program. We are requesting a new transcript designation for the Neonatal Clinical Nurse Specialist specialty track.

Thank you for your review of this proposal. Please let me know if you have any questions or need additional information.

Sincerely,

Celia E. Wills, PhD, RN, Graduate Studies Chairperson & College Secretary; Associate Professor  
394 Newton Hall  
[wills.120@osu.edu](mailto:wills.120@osu.edu)  
614.292.4699

Copy: Dr. Cindy Anderson, Associate Dean for Academic Affairs and Educational Innovation  
Jennifer L. Simmons, Office of Distance Education and eLearning – Digital Scholarship  
Dr. Deborah Steward, Associate Professor & NNP Specialty Track Director



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January 25, 2016

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

Dear Dr. Herness:

This letter is to express the full support of the College of Nursing (CON) for the proposed addition of a new Neonatal Clinical Nurse Specialist (CNS) specialty track within the existing M.S. in Nursing program in the CON. The College of Nursing is a pioneer in providing nationally-ranked graduate nursing education programs, including having one of the largest neonatal nursing specialty track educational programs in the U.S. Expansion of the existing Neonatal Nurse Practitioner specialty track to add a NCNS specialty track will enable the CON to offer both types of educational preparation for neonatal Advanced Practice Registered Nurse (APRN) roles. The expanded neonatal nursing education programming will meet urgent needs in and beyond Ohio to expand and advance the supply and education level of the nursing workforce.

Thank you for your consideration of this proposal.

Warm regards,

Bernadette Mazurek Melnyk, PhD, RN, CPNP/PMHNP, FAANP, FNAP, FAAN  
Associate Vice President for Health Promotion  
University Chief Wellness Officer  
Dean, College of Nursing

Cindy Anderson, PhD, RN, WHNP-BC, ANEF, FAHA, FNAP, FAAN  
Associate Dean for Academic Affairs and Educational Innovation

# MEMORANDUM OF UNDERSTANDING

|   |  |
|---|--|
| <b>College:</b>   | <b>Master of Science in Nursing: Neonatal Clinical Nurse Specialist</b>  |
| <b>Department:</b>  | <b>Nursing</b>   |
| <b>Primary faculty:</b>                                       | <b>Deborah Steward, PhD, RN</b>  |
| <b>Primary contact:</b>                                       | <b>Cindy Anderson, PhD, RN, WHNP-BC, FAAN (anderson.2765), Associate Dean for Academic Affairs and Educational Innovation</b>  |
| <b>Fiscal officer:</b>  | <b>Linda Walsh</b>   |
| <b>Marketing director:</b>                                    | <b>Jill Jess (jess.16), Senior Director of Marketing and Strategic Communications</b>  |
| <b>Enrollment contact for state authorization compliance:</b> | <b>Cindy Anderson, PhD, RN, WHNP-BC, FAAN (anderson.2765), Associate Dean for Academic Affairs and Educational Innovation</b>  |
| <b>Additional colleges/contacts:</b>                          | <b>Celia E. Wills, PhD, RN (wills.120), Graduate Studies Chairperson &amp; College Secretary</b><br><br><b>Awais Ali (ali.61), Director of Information Technology and Business Systems</b> |

| <b>ODEE</b>                    |  |
|--------------------------------|--|
| <b>Instructional designer:</b> |  |
| <b>Other services:</b>         |  |

|  |  |
|--|--|
| <b>Name of program:</b>                                      | <b>Master of Science in Nursing</b>  |
| <b>Approval process (change in delivery or new program):</b> | <b>Addition of Neonatal Clinical Nurse Specialist specialty track to the existing Master of Science in Nursing program</b> |

|  |                                   |   |
|--|-----------------------------------|---|
| <b>Program code:</b>   | <b>College of Nursing (17000)</b> |   |
| <b>Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:</b> | <b>No</b>                         |   |
| <b>Project scope:</b>  | <i>Program objective(s):</i>      | <b>No change to existing objectives:</b> <ol style="list-style-type: none"> <li>1. Assume an advanced practice role in a selected specialty area</li> <li>2. Synthesize theory and research from nursing and related disciplines to provide advanced nursing scholarship, practice, and service with selected population focused individual, families, groups and communities</li> <li>3. Evaluate nursing actions to assure quality care</li> <li>4. Utilize leadership strategies and ethical principles to promote change in health care and health policy within health care institutions and at local, regional, and/or national levels</li> </ol> |



|  |   |  |
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|  |   | <p><b>5. Expand nursing knowledge by identifying nursing research problems that lend themselves to empirical investigations, participate in conducting research, and promote the use of research findings</b></p> <p><b>6. Facilitate the advancement of Nursing as a profession and discipline.</b></p>   |
|  | <p><i>This program will be successful when (top-ranked, make X money, enroll X students):</i></p> | <p><b>No change from existing expected outcomes and measures:</b></p> <ul style="list-style-type: none"> <li>• <b>70% of students, on average, will graduate on time as defined by the student's part-time/full-time status and program of study</b></li> <li>• <b>60% of graduates will remain employed with the same responsibilities</b></li> <li>• <b>40% of graduates will remain employed with different responsibilities</b></li> <li>• <b>90% of graduates with new role competencies will be employed in a role that is commensurate with their new scope of</b></li> </ul> |



|  |   |   |
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|  |   | <p><b>practice</b></p> <ul style="list-style-type: none"> <li>• <b>90% of graduates pass their certification exam on the first attempt</b></li> </ul> <p><b>Graduates with a Neonatal Clinical Nurse Specialist (NCNS) specialization are also specifically prepared to:</b></p> <ul style="list-style-type: none"> <li>• <b>Assume an advanced practice role as a Neonatal Clinical Nurse Specialist (NCNS)</b></li> <li>• <b>Apply theory and research to practice with high-risk infants and their families</b></li> <li>• <b>Design, implement, and evaluate health care strategies for high-risk infants and their families</b></li> </ul> |
|  | <p><i>Asynchronous/synchronous courses:</i></p> | <p><b>All courses to be offered for the new proposed Neonatal Clinical Nurse Specialist (NCNS) specialty track within the M.S. in Nursing program exist and are already developed in both on campus and online synchronous or asynchronous formats. Two new courses will be developed specifically for the new NCNS specialty track, to be offered in both on campus and online synchronous format, which</b></p>   |



|                             |   |   |
|-----------------------------|---|---|
|                             |   | <b>are:</b> <ul style="list-style-type: none"> <li>• <b>Nursing 7318.01 – Neonatal Clinical Nurse Specialist Practicum I (7 credits)</b></li> <li>• <b>Nursing 7318.02 – Neonatal Clinical Nurse Specialist Practicum II (7 credits)</b></li> </ul> |
|                             | <i>Total credit hours:</i>  | <b>45</b>   |
|                             | <i>Timeline for completion (# of years as full time and # of years as part time):</i>   | <b>3 years part time<br/>2 years full time</b>  |
| <b>Project goals:</b>       | <i># of courses to be created:</i>  | <b>2</b>  |
|                             | <i># of courses already in an online format that need ODEE review:</i>  | <b>None – all other courses have been previously reviewed/approved for online delivery</b>  |
|                             | <i>Date to complete # of courses:</i>   | <b>Summer 2016 – Nursing 7318.01<br/><br/>Autumn 2016 – Nursing 7318.02</b>   |
|                             | <i>Date to complete all courses:</i>  | <b>Autumn 2016</b>  |
|                             | <i># of anticipated students:</i>   | <b>5</b>  |
| <b>State authorization:</b> | <b>For this program, does your college plan to do any of the following outside of Ohio? Yes/No</b>                                  |   |
|                             | <i>Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices)</i> | <b>No</b>   |
|                             | <i>Recruit students (either occasionally or consistently)</i>   | <b>Yes</b>  |
|                             | <i>Conduct soliciting, marketing or advertising</i>   | <b>Yes</b>  |
|                             | <i>Employ full time and/or adjunct faculty (1099/W-2)</i>   | <b>Yes</b>  |
|                             | <i>Conduct instructional activities such as clinicals, labs, practicums, internships or</i>   | <b>Yes</b>  |

|  |  |           |
|--|--|-----------|
|  | <i>externships (where students meet face to face)</i>  |           |
|  | <i>Have contracts or agreements to provide services to students, such as proctored exams</i> | <b>No</b> |
|  | <i>Have partnerships with educational institutions</i>                                       | <b>No</b> |





| Program Timeline  |              |              |           |                   |           |                        |                          |  |  |
|---|--------------|--------------|-----------|-------------------|-----------|------------------------|--------------------------|--|--|
| Course Name   | Faculty Lead | OAA Approved | Developed | Students Enrolled | Delivered | Updated and Maintained | Reviewed (every 3 years) | Quality Matters Certified*not required |  |
| Example: Principles of Basic Science                              | J. Smith     |              | AU13      | SP14              | AU14      | SP15                   | AU16                     | AU15                                   |  |
| Neonatal Clinical Nurse Specialist Practicum I (Nursing 7318.01)  |              |              | SU16      | AU16              | AU16      | SP17                   | AU19                     |  |  |
| Neonatal Clinical Nurse Specialist Practicum II (Nursing 7318.02) |              |              | AU16      | SP17              | SP17      | SU17                   | SP20                     |  |  |
|   |              |              |           |                   |           |                        |                          |  |  |
|   |              |              |           |                   |           |                        |                          |  |  |
|   |              |              |           |                   |           |                        |                          |  |  |
|   |              |              |           |                   |           |                        |                          |  |  |
|   |              |              |           |                   |           |                        |                          |  |  |

| <b>Colleges entering into this agreement will:</b>   |
|--|
| Secure approval from: <ul style="list-style-type: none"> <li>• Graduate School</li> <li>• Council on Academic Affairs (CAA)</li> <li>• Faculty Senate</li> <li>• Board of Trustees</li> <li>• Board of Regents <ul style="list-style-type: none"> <li>○ Pages 15-16 of RACGS Guidelines</li> <li>□ <a href="https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/racgs/documents/RACGS_Guidelines_113012.pdf">https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/racgs/documents/RACGS_Guidelines_113012.pdf</a></li> </ul> </li> </ul>  |
| Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models  |
| Submit courses to curriculum.osu.edu (after CAA approval)  |
| Label students in Student Information System with appropriate subplan. Distance students = subplan ONL   |
| Provide budget forecasting/market analysis using ODEE funding model (attached) <ul style="list-style-type: none"> <li>• Incur the costs for XXXX program specific advertising</li> <li>• Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)</li> </ul>  |
| Communicate to prospective students their ability to enroll and seek federal financial aid <ul style="list-style-type: none"> <li>• Collaborate with ODEE to maintain updates on State Authorization progress</li> <li>• Notify ODEE of states that they want to target students in</li> </ul>   |
| Collaborate with ODEE on the technical solutions for effective course delivery: <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> <li>• OSU identity guidelines</li> <li>• Course templates providing students with effective navigation and online course expectations, etc.</li> <li>• Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery</li> <li>• Apply for the Quality Matters course design rubric</li> <li>• Focus on outcome-based learning and incorporate assessment into courses</li> </ul> |
| Work with faculty on the workload assignment   |
| Participate in stakeholder kickoff meeting after CAA approval  |
| Encourage distance education faculty/instructors/students to participate in ODEE distance education training <ul style="list-style-type: none"> <li>• <b>Specify training requirements here</b></li> </ul>   |
| Collaborate with relevant student support services (ODS, UCAT, WAC, Libraries, Veterans Affairs, etc.) <ul style="list-style-type: none"> <li>• Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE</li> </ul>   |
| Collaborate with ODEE to review and update courses every three to five years or when a substantial change in course technology and/or course objectives will   |





|   |
|---|
| <p>result in an interim review to ensure the technologies and formats remain appropriate for the course content to achieve stated objectives</p> <ul style="list-style-type: none"> <li>• Major changes/revisions (25% or more) by an individual instructor between the initial launch of a course and a scheduled review will obtain appropriate curricular approval and review by ODEE to make sure course activities and delivery are still aligned with course objectives</li> </ul>  |
| <p>Provide at least one required student participation activity each week in a course</p> <ul style="list-style-type: none"> <li>• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.</li> </ul>   |
| <p>Identify student technology support for tools only used by XXXX</p>  |
| <p>Complete course production to later than 30 days prior to the start of the semester in which the course is being offered.</p> <ul style="list-style-type: none"> <li>• No major changes will be made after this date</li> </ul>  |
| <p>Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.</p>  |
| <p><b>ODEE entering into this agreement will:</b></p>   |
| <p>Administer state authorization program</p> <ul style="list-style-type: none"> <li>• Necessary to ensure program meets federal student financial aid guidelines</li> <li>• Communicate with the colleges the status of approved state authorizations</li> </ul>   |
| <p>Collaborate with the college on the technical solutions for effective course delivery:</p> <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> <li>• OSU identity guidelines</li> <li>• Course templates providing students with effective navigation and online course expectations, etc.</li> <li>• Placing course content materials into mutually agreed upon formats and technologies for distance delivery</li> <li>• Apply the Quality Matters course design rubric</li> </ul> |
| <p>Focus on outcome-based learning and incorporate assessment into courses</p>  |
| <p>Provide instructional designer production time</p>   |
| <p>Conduct stakeholder kickoff meeting after CAA approval</p>   |
| <p>Provide distance education training for faculty/instructors/students</p> <ul style="list-style-type: none"> <li>• General Carmen support, help, workshops are currently available</li> <li>• Additional DE-specific resources not currently available, to be created</li> </ul>  |
| <p>Collaborate with the college to review and update courses every three to five years or when substantial change in course technology and/or course objectives</p>   |



|  |
|--|
| <p>will result in an interim review to ensure the technologies and formats remain appropriate for the course content to achieve stated objectives.</p> <ul style="list-style-type: none"> <li>Major changes/revisions (25% or more ) by an individual instructor between the initial launch of a course and a scheduled review will be reviewed by ODEE to make sure course activities and delivery are still aligned</li> </ul> |
| <p>Collaborate with course instructors to provide at least one required student participation activity each week in a course</p> <ul style="list-style-type: none"> <li>Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.</li> </ul>                         |
| <p>Provide distance education faculty and students access to:</p> <ul style="list-style-type: none"> <li>An OCIO managed 24/7 Tier 1 help desk for ODEE/OCIO provided tools/services</li> </ul>  |
| <p>Provide OSU Online program advertising</p> <ul style="list-style-type: none"> <li>Produced program specific introductory video</li> <li>Consult with college marketing on strategies for program specific advertising</li> <li>Program included in general OSU online marketing strategy</li> <li>Marketing will only be conducted in states in which the program has been authorized</li> </ul>                              |
| <p>Complete course production to later than 30 days prior to the start of the semester in which the course is being offered.</p> <ul style="list-style-type: none"> <li>No major changes will take place after this date</li> </ul>  |
| <p>Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14 week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified.</p>   |

**\*Products and services used will be held to each service level of agreement.**

|                         |  |                           |
|-------------------------|--|---------------------------|
| <b>MOU created by:</b>  | <b>Celia E. Wills, Graduate Studies Chairperson &amp; College Secretary, College of Nursing</b>                    |                           |
| <b>MOU approved by:</b> | <b>Mike Hofherr, ODEE:</b><br> | <b>Date:</b><br>1.27.2014 |
|                         | <b>Dean, College:</b><br>      | <b>Date:</b>              |

# PROGRAM REVENUE PROJECTION

|              |   |                         |
|--------------|---|-------------------------|
| Approved by: | College Fiscal Officer:<br><i>Jude Wash</i> | Date:<br><i>1/25/16</i> |
|--------------|---|-------------------------|

**Proposal for the Addition of a Neonatal Clinical Nurse Specialist  
(NCNS) Specialty Track in the Master of Science in Nursing Program**

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

**Submitted February 2016**

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## I. Introduction

This proposal requests the addition of a new Neonatal Clinical Nurse Specialist (CNS) specialty track within the existing M.S. in Nursing program in the College of Nursing.

There are currently two types of Advanced Practice Registered Nurse (APRN) roles for neonatal nursing care for high-risk infants being care for in the neonatal intensive care units of hospitals in the United States: (1) Neonatal Nurse Practitioner (NNP); and, (2) Neonatal Clinical Nurse Specialist (NCNS). The College of Nursing M.S. in Nursing program has included a NNP specialty track since 2001, but not a NCNS specialty track. Adding a NCNS specialty track will enable the College of Nursing to offer both types of educational preparation for neonatal Advanced Practice Registered Nurse (APRN) roles. This proposal builds upon the strong success of the existing Neonatal Nurse Practitioner specialty track over the past 15 years, and will enable the College of Nursing to better meet urgent and increasing needs for APRNs to provide care for high-risk infants in neonatal intensive care units.

As described in the attached proposal, the plan of study for the proposed NCNS specialty track is identical to the existing NNP specialty except for the specific practicum courses taken in the final year of the M.S. in Nursing program, supporting the ability of graduates to take the relevant national certification examination for the NCNS. All other aspects of program delivery and program evaluation remain the same for the NCNS as for the existing NNP within the M.S. in Nursing program. We are requesting a new transcript designation for the Neonatal Clinical Nurse Specialist specialty track.

## II. Background and Rationale

Currently, there are two types of advanced practice registered nurse (APRN) roles that prepare Registered Nurses at the master's level to serve the high-risk infant population admitted to the neonatal intensive care unit (NICU): (1) the Neonatal Nurse Practitioner (NNP); and, (2) the Neonatal Clinical Nurse Specialist (NCNS). Both the NNP and NCNS roles require educational preparation at the graduate level as consistent with national requirements for certification as a NNP or NCNS. Across the United States, the development of graduate programs focused on the NNP role only has outpaced development of programs focused on the NCNS role. At present, there are 30 NNP programs in the United States, but only 6 NCNS programs, despite growing demand for both types of APRN preparation to meet current and increasing needs for the APRN workforce in neonatal intensive care nursing.

The urgent need for additional APRNs prepared at the graduate level as NNPs and NCNSs is fueled by the confluence of several factors, including a reduction in working hours of pediatric medical residents, an increase in the number of acutely/critically ill neonates, and an increase in the number of neonatal intensive care unit (NICU) beds. Day to day management of neonates in the NICU is the responsibility either NNPs or pediatric medical residents. However, new guidelines put forth by the Accreditation Council for Graduate Medical Education pertaining to the Program Requirements for Graduate Education in Pediatrics decrease the number of



working hours pediatric residents can spend in the NICU during their medical residency (ACGME, 2013). In response to these changes, 43% of academic pediatric institutions, including Nationwide Children's Hospital in Columbus, anticipate increasing the number of NNPs over the next two years (Freed et al., 2012), and there is also an emerging need for additional NCNSs. At the same time, the number of neonates being admitted to the NICU is also increasing. Much of this increase is attributed to the prematurity rate in the United States. Over 500,000 neonates are born prematurely on an annual basis (March of Dimes, 2014). The number of neonates born with a major structural birth defect is also significant, with many of these neonates requiring surgical intervention to repair the defect (March of Dimes, 2014). In order to address the growing population of high-risk neonates, there has been a parallel increase in the number of NICU beds. This trend has been especially pronounced in NICUs located in non-academic and community institutions. As a point of reference, there are currently nine NICUs located in Columbus.

**NNP and NCNS roles and educational preparation.** NNPs and NCNSs work closely together to meet the essential needs for neonatal intensive care within the NICU and for transitional care and follow-up services in the community. The NNP and NCNS roles are complementary and attract nurses who have well-related but distinct areas of interest and experience within neonatal intensive care nursing. As an integral member of the NICU interdisciplinary team, the NCNS is uniquely educated to integrate care across the continuum from admission to the NICU to discharge into the community with access to necessary resources. This care integration occurs through three spheres of influence: patient, nurse, and system. Across the three spheres, the primary goal of the NCNS is continuous improvement of infant outcomes and nursing care. Responsibilities include but are not limited to:

- Serving as a clinical resource for neonatal nurses, NNPs, and other members of the NICU interdisciplinary team,
- Establishing and evaluating standards of patient care within the NICU,
- Assessing and identifying educational needs of the family, NICU, and community,
- Designing and implementing appropriate educational programs on the basis of identified needs,
- Providing consultation to members of the NICU healthcare team, organization, and community,
- Initiating evidence-based projects, collection and analysis of patient outcome data, and implementing practice changes based on best evidence.

In the U.S., NNPs and NCNSs have the same core programs of study within a MS in Nursing program, but the programs of study differ in regard to the clinical practicum coursework that is usually taken during the last year of the program of study.

A key problem in maintaining and expanding the NCNS and NNP workforce is the anticipated retirement of currently practicing APRNs over the next decade. For example, data from a national survey of practicing NNPs indicate approximately 37% will retire in the next 5 to 10 years, thereby significantly reducing the NNP workforce (Cusson et al., 2008) at the same time that an increase in both NNPs and NCNSs is needed. These trends in neonatal care are

occurring both nationally and in Ohio. Therefore, it is imperative that masters programs with the ability to support neonatal specialty tracks develop strategies to maximize student enrollment to meet the growing demand for both NNPs and CNSs. Unfortunately, the national graduation rate for neonatal APRNs has stagnated over the last five years (Bellini, 2013). This stagnation is primarily due to a significant decrease in the total number of Master's programs that offer the neonatal APRN specialty tracks. Nineteen programs have closed in the last eight years due to budgetary constraints resulting from insufficient numbers of students (Bosque, 2013) leaving a total number of 28 Master's programs in Nursing that are currently preparing NNPs (Ensearch, 2013). Of these 28 programs, four states have more than one program located within the same state (North Carolina, Ohio, Pennsylvania, and Texas) and two of the Master's programs with NNP specialty tracks admit students only every other year.

Based on these trends and data, the Ohio State University College of Nursing added an online NNP specialty track format to the on campus NNP format starting in 2014. This has well-supported the stability and growth of enrollments in the NNP specialty track of the MS in Nursing program at OSU over the past two years, based in substantial part on improving the flexibility of access to high quality graduate education. Other institutions in Cleveland, OH and Pittsburgh, PA are interested in developing partnerships with the OSU College of Nursing to facilitate further stabilizing and expanding neonatal APRN educational programming to meet the national growing demand for neonatal APRNs.

While NNP specialty track enrollments have stabilized and are now in an enrollment growth mode at the OSU College of Nursing, there are only 6 programs in the U.S. that offer NCNS specialty tracks, and OSU does not currently have a NCNS specialty track to support existing requests for neonatal CNS preparation that exist in the Ohio region and beyond. It is imperative that graduate programs with NNP specialty tracks develop a NCNS specialty track to meet the growing demand for NCNSs. The NNP specialty track in the College of Nursing is one of the largest programs in the country and has been in existence since 2001. The lack of growth in developing NCNS programs in the U.S. is primarily a reflection of budgetary concerns and limited enrollments that derive from constrained resources and lack of access to graduate nursing education opportunities in neonatal nursing.

Based on strong faculty interest and support, congruence with the College of Nursing Strategic Plan, and ample resources to offer a NCNS specialty track, the next logical step is the development of a NCNS track to complement the existing NNP track. With nine NICUS located in Central Ohio alone, the potential for growth of a NCNS specialty track in Central Ohio is excellent. In addition, the out-of-state tuition waiver that is available for online programs at OSU, coupled with need for access to NCNS education options in states that do not have NCNS education, results in high confidence that an online NCNS education option can be successfully marketed outside Ohio. In context of on this timely and high priority need, the proposal for the addition of a Neonatal Clinical Nurse Specialist (NCNS) specialty track of the MS in Nursing program was approved by the College of Nursing Graduate Studies Committee in January 2016 and subsequently by the College of Nursing Faculty in February 2016.

The Ohio State University College of Nursing desires to be a preeminent leader in meeting the urgent need for NCNSs in both the State of Ohio and nationally by adding a NCNS specialty track to the Master of Science in Nursing program. Because our NNP specialty track is one of the largest in the United States, the College of Nursing has the necessary infrastructure and community partnerships to successfully implement the NCNS track. We have not experienced the stagnation in enrollment that has occurred with other less-well-resourced programs, and are well-positioned to expand our current neonatal graduate education to include the NCNS specialty track in addition to our existing, highly-successful NNP specialty track.

The proposed specialty track will be implemented within existing resources, with a projected initial enrollment of 5 students, and an average increase of 3 students/year over the next 5-year planning period.

### **III. NCNS Course Descriptions, Sample Plans of Study, and Program Evaluation Plan**

For proposed new NCNS specialty track, the NCNS specialty track will share all required coursework with the existing NNP specialty track, except for separate practicum courses that are tailored for the NCNS role instead of the NNP role. All courses will be offered in both on campus and fully online formats. Two new practicum courses that are specific to the NCNS curriculum – Nursing 7318.01 and Nursing 7318.02 – will be offered for the NCNS specialty track instead of the practicum coursework offered within the NNP specialty track. All other courses for both the NNP and NCNS specialty tracks already exist in both on campus and online formats. The sample part-time and fulltime curriculum plans and course descriptions for the NCNS specialty for Traditional MS in Nursing students who have a BS in Nursing and Registered Nurse licensure at program matriculation are included in **Appendix A**.

Both specialty tracks share the same six program learning objectives for the overall MS in Nursing, as well as three program learning objectives that are specific to the neonatal APRN specialty track focus:

- Assume an advanced practice role as a [Neonatal Clinical Nurse Specialist – NCNS; Neonatal Nurse Practitioner – NNP]
- Apply theory and research to practice with high-risk infants and their families
- Design, implement, and evaluate health care strategies for high-risk infants and their families

The brief format syllabi for the two new NCNS practicums (Nursing 7318.01 and Nursing 7318.02) are included in **Appendix B**.

The existing College of Nursing Evaluation Plan for the MS in Nursing program (included in **Appendix C**) will be used for program evaluation.

## Appendix A: Sample Curriculum Plans and Course Descriptions

### SAMPLE FULL-TIME ONLINE TRADITIONAL MS NEONATAL CLINICAL NURSE SPECIALIST

| <b>Year 1</b>   |   |  |
|---|---|--|
| <b>Autumn Semester</b>  | <b>Spring Semester</b>  | <b>Summer Session or Term</b>                            |
| N7300: Physiology and Pathophysiology of the High-Risk Neonate I (5 cr. hrs.) | N7301: Physiology and Pathophysiology of the High-Risk Neonate II (3 cr. hrs.)  | N7303: Advanced Newborn/Infant Pharmacology (3 cr. hrs.) |
| N7483: Quality Improvement & Informatics (3 cr. hrs.)                         | N7302: Advanced Health Assessment of the Neonate (3 cr. hrs.)                   |  |
| N7500: Nursing in the American Health Care System (2 cr. hrs.)                | N7403: Innovation Leadership in Advanced Nursing (3 cr. hrs.)                   |  |
| N7780: Evidence Based Nursing Scholarship (3 cr. hrs.)                        | N7491: Health Promotion and Disease Prevention Across the Lifespan (3 cr. hrs.) |  |
| <b>Total Credit Hours: 13</b>   | <b>Total Credit Hours: 12</b>   | <b>Total Credit Hours: 3</b>                             |
| <b>Year 2</b>   |   |  |
| <b>Autumn Semester</b>  | <b>Spring Semester</b>  | <b>Summer Session or Term</b>                            |
| N7318.01: Neonatal Clinical Nurse Specialist Practicum I (7 cr. hrs.)         | N7318.02: Neonatal Clinical Nurse Specialist Practicum I (7 cr. hrs.)           |  |
| N7304: Developmental Care of the High-Risk Neonate and Family (2 cr. hrs.)    |   |  |
|   |   |  |
| <b>Total Credit Hours: 9</b>  | <b>Total Credit Hours: 7</b>  | <b>Grand Total Credit Hours: 44</b>                      |

**SAMPLE PART-TIME ONLINE TRADITIONAL MS  
NEONATAL CLINICAL NURSE SPECIALIST**

| <b>Autumn Semester</b>  | <b>Spring Semester</b>  | <b>Summer Session or Term</b>                            |
|---|---|--|
| N7500: Nursing in the American Health Care System (2 cr. hrs.)                | N7403: Innovation Leadership in Advanced Nursing (3 cr. hrs.)                   | N7483: Quality Improvement & Informatics (3 cr. hrs.)    |
| N7780: Evidence Based Nursing Scholarship (3 cr. hrs.)                        | N7491: Health Promotion and Disease Prevention Across the Lifespan (3 cr. hrs.) |  |
| <b>Total Credit Hours: 5</b>  | <b>Total Credit Hours: 6</b>  | <b>Total Credit Hours: 3</b>                             |
|   |   |  |
| <b>Autumn Semester</b>  | <b>Spring Semester</b>  | <b>Summer Session or Term</b>                            |
| N7300: Physiology and Pathophysiology of the High-Risk Neonate I (5 cr. hrs.) | N7301: Physiology and Pathophysiology of the High-Risk Neonate II (3 cr. hrs.)  | N7303: Advanced Newborn/Infant Pharmacology (3 cr. hrs.) |
|   | N7302: Advanced Health Assessment of the Neonate (3 cr. hrs.)                   |  |
| <b>Total Credit Hours: 5</b>  | <b>Total Credit Hours: 6</b>  | <b>Total Credit Hours: 3</b>                             |
|   |   |  |
| <b>Autumn Semester</b>  | <b>Spring Semester</b>  | <b>Summer Session or Term</b>                            |
| N7318.01: Neonatal Clinical Nurse Specialist Practicum I (7 cr. hrs.)         | N7318.02: Neonatal Clinical Nurse Specialist Practicum II (7 cr. hrs.)          |  |
| N7304: Developmental Care of the High-Risk Neonate and Family (2 cr. hrs.)    |   |  |
| <b>Total Credit Hours: 9</b>  | <b>Total Credit Hours: 7</b>  | <b>Grand Total Credit Hours: 44</b>                      |

## Course Descriptions

**Nursing 7403            Innovation Leadership in Advanced Nursing (3 credits; 14 weeks)**

Analysis of organizational leadership and ethical essentials necessary to deliver high quality patient care in diverse settings.

**Nursing 7483            Quality Improvement & Informatics (3 credits; 14 weeks)**

Advanced concepts of collaboration, design, leadership, implementation and evaluation of quality improvement initiatives in health care utilizing information technology strategies.

**Nursing 7491            Health Promotion and Disease Prevention Across the Lifespan  
(3 credits; 7 weeks)**

Analyze strategies to encourage change in individual and population health behaviors that influence risk reduction in multiple settings. Develop educational strategies utilizing advanced critical thinking.

**Nursing 7500            Nursing in the American Health Care System (2 credits; 7 weeks)**

Analysis of the U.S. healthcare delivery system and the policy making process, with an emphasis on the social, political and economic factors affecting the delivery of nursing services.

**Nursing 7780            Evidence Based Nursing Scholarship (3 credits; 14 weeks)**

Introduction to intermediate research methods and statistics applied in evidence-based nursing scholarship. Includes literature search methods, critique of research methods and results, and synthesis of evidence related to clinical nursing problems.

**Neonatal Clinical Nurse Specialist Courses (\* indicates new course to be developed)**

**Nursing 7300            Developmental Physiology and Pathophysiology of the High-Risk  
Neonate I (5 credits; 14 weeks)**

Biological basis for case management of the high-risk neonate incorporating analysis and synthesis of principles of embryology, developmental physiology, and pathophysiology.

**Nursing 7301            Developmental Physiology and Pathophysiology of the High-Risk  
Neonate II (3 credits; 14 weeks)**

Biological basis for case management of the high-risk neonate incorporating analysis and synthesis of principles of embryology, developmental physiology, and pathophysiology.

**Nursing 7302            Advanced Health Assessment of the Neonate (3 credits; 14 weeks)**

Development of advanced health assessment and psychomotor skills to comprehensively assess and manage high-risk neonates.

**Nursing 7303            Advanced Newborn/Infant Pharmacology (3 credits; 12 weeks)**

Pharmacotherapeutic principles applied to the high-risk neonate/infant with an emphasis on pharmacokinetics and pharmacodynamics when applied to neonatal physiology.

**Nursing 7304            Developmental Care of the High-Risk Neonate and Family  
(2 credits; 14 weeks)**

Examination of concepts and research that impact the developmental trajectory of the high-risk neonate and family. Prereq: Enrollment in the Neonatal NP specialty.

**Nursing 7318.01\*       Neonatal Clinical Nurse Specialist Practicum I  
(7 credits; 14 weeks)**

First of two practicums to apply advanced practice nursing theories, research findings, skills and interventions, including pharmacological management in the care of neonates by clinical nurse specialists across a variety of care settings.

**Nursing 7318.02\*       Neonatal Clinical Nurse Specialist Practicum II  
(7 credits; 14 weeks)**

Second of two practicums to apply advanced practice nursing theories, research findings, skills and interventions, including pharmacological management in the care of neonates by clinical nurse specialists across a variety of care settings.

**Appendix B: Brief Format Syllabi for New Courses**



**THE OHIO STATE UNIVERSITY  
GRADUATE SCHOOL  
DEPARTMENT OF NURSING  
Nursing 7318.01  
Neonatal Clinical Nurse Specialist Practicum I  
Semester  
7 Credit Hours  
(6 clinical & 1 didactic)**

**Prerequisites:** Enrollment in the Neonatal CNS specialty; Nursing 7300, 7301, 7302, and 7303.

**Course Description**

First of two practicums to apply advanced practice nursing theories, research findings, skills and interventions, including pharmacological management in the care of neonates by clinical nurse specialists across a variety of care settings.

**Objectives:**

Upon completion of the course, the student will be able to:

1. Differentiate the role of the clinical nurse specialist from the role of the nurse practitioner.
2. Formulate clinical practice policy, procedures, and evidence based guidelines from a systematic review of available evidence and research findings.
3. Participate as a member of an interprofessional health care team to provide coordinated evidence based care.
4. Synthesize interprofessional concepts and clinical data in the development of a management plan addressing prioritized differential diagnoses.
5. Apply educational principles to promote optimal health across the wellness-illness continuum.
6. Identify the processes necessary to manage change and influence clinical practice within and across systems.
7. Analyze ethical, financial, and legal issues related to clinical practice.
8. Evaluate outcomes of practice through quality improvement to promote a culture of safety.

**THE OHIO STATE UNIVERSITY  
GRADUATE SCHOOL  
DEPARTMENT OF NURSING  
Nursing 7318.02  
Neonatal Clinical Nurse Specialist Practicum II  
Semester  
7 Credit Hours  
(6 clinical & 1 didactic)**

**Prerequisites:** Enrollment in the Neonatal CNS specialty; Nursing 7300, 7301, 7302, and 7303.

**Course Description**

Second of two practicums advanced practice nursing theories, research findings, skills and interventions, including pharmacological management in the care of neonates by clinical nurse specialists across a variety of care settings.

**Objectives:**

Upon completion of the course, the student will be able to:

1. Differentiate the role of the clinical nurse specialist from the role of the nurse practitioner.
2. Formulate clinical practice policy, procedures, and evidence based guidelines from a systematic review of available evidence and research findings.
3. Participate as a member of an interprofessional health care team to provide coordinated evidence based care.
4. Synthesize interprofessional concepts and clinical data in the development of a management plan addressing prioritized differential diagnoses.
5. Apply educational principles to promote optimal health across the wellness-illness continuum.
6. Identify the processes necessary to manage change and influence clinical practice within and across systems.
7. Analyze ethical, financial, and legal issues related to clinical practice.
8. Evaluate outcomes of practice through quality improvement to promote a culture of safety.

**Appendix C: College of Nursing Graduate Programs Evaluation Plan**

**OSU College of Nursing**  
**Graduate Program Evaluation Benchmarks**

**Expected Student Outcomes and Measures**

| Quality Indicator Benchmark   | Masters | Post-BSN-DNP | Post-M: DNP |
|---|---------|--------------|-------------|
| 70% of students, on average, will graduate on time as defined by the student's part-time/full-time status and program of study. | ✓       | ✓            | ✓           |
| 60% of graduates will remain employed with same responsibilities  | ✓       | ✓            | ✓           |
| 40% of graduates will remain employed with different responsibilities   | ✓       | ✓            | ✓           |
| 90% of graduates with new role competencies will be employed in a role that is commensurate with their new scope of practice    | ✓       | ✓            |             |
| 90% of graduates pass their certification exam on the first attempt   | ✓       | ✓            |             |

**Procedure, Time-Frame, and Responsibility for Program Evaluation**

| Variable  | Procedure   | Time Frame   | Responsibility  |
|---|---|--|---|
| Program organization and administration                           | Strategic planning  | Formally, every five years with annual review  | Dean, Vice Dean, Associate Deans, Faculty   |
| Qualification of administrative, faculty, instructional personnel | Per university rules/guidelines, self-evaluation, annual review by Dean, Associate/Assistant Dean, center directors, committee of eligible faculty, and staff | Annual reviews   | Dean, Vice Dean, Academic Associate Dean, Academic Assistant Dean, College Human Resource Personnel |
| Program policies  | Efficacy in addressing issues/problems  | As needed, ongoing   | Faculty, Administration, GSC  |
| Curriculum  | Use of end-of-semester evaluations by students, pass rates in courses, student surveys/focus groups, faculty forums, certification exam results               | Each semester with standardized instruments, grades, before graduation, end of the academic year, on-going | Faculty, GSC, DNP Subcommittee, Specialty Track Directors   |
| Program evaluation plan   | Detailed plan for all programs. Reviewed by Associate Dean for Academic Affairs in collaboration with GSC   | At least every three years, and as needed  | GSC and Academic Associate Dean   |
| Contractual relationships   | Letters of agreement and agreements of understanding  | Dependent on length of each agreement; reviewed as needed to ascertain if current                          | Dean's Office, Legal Affairs Office   |
| Faculty responsibilities in teaching a course                     | Teaching responsibilities assigned in conjunction with faculty input. Annual review by Associate Dean, Center Director  | Annual in spring semester  | Academic Associate Dean, Center Directors, GSC, Specialty Track Directors, Faculty                  |

Neonatal Clinical Nurse Specialist (NCNS) Specialty Track 16

|  |  |   |  |
|--|--|---|--|
| Instructional personnel responsibilities in clinical setting | Supervision of clinical faculty provided throughout the semester by specialty track directors and DNP Program Director, input sought from agency, evaluations by faculty and Associate Dean for Academic Affairs | Each semester to annually, course planning meetings | Course Faculty, GSC, Academic Associate Dean, DNP Subcommittee                     |
| Certification examination results                            | Various certifying organizations provide annual results to the College of Nursing  | Yearly review of certification results              | Academic Associate Dean, Specialty Track Directors; MS in Nursing and DNP Director |
| Graduate follow-up   | Statistics on certification results, employment pattern of graduates   | Annual review                                       | Academic Associate Dean, Specialty Track Directors; MS in Nursing Director         |

GSC = Graduate Studies Committee.

**Student-Focused Program Evaluation**

| Components  | Population          | Evaluation Instrument   | Time Frame           | Method                          | Responsibility  |
|---|---------------------|---|----------------------|---------------------------------|---|
| Incoming qualifications                             | Applicants          | CON-developed databases   | Annually             | Review of database statistics   | Academic Associate Dean, GSC, DNP subcommittee, specialty track directors |
| Progression and retention                           | Students in courses | CON-developed databases   | Semester             | Review of database statistics   | GSC, academic advisors, Academic Associate Dean                           |
| Satisfaction, including CON services (IT, TLC, SAO) | Students in courses | CON-developed surveys   | Annually             | Web-based and paper surveys     | Dean's Office,  |
| Diversity climate                                   |                     | CON developed survey with ODI   | Every four years     | Web-based surveys/ focus groups | CON Diversity Committee   |
| Student advisory input                              | Students in courses | Meetings with Advisor.<br>Meetings with Dean.<br>Curriculum committee student representatives | As needed            | Appointments                    | Faculty   |
|   |                     |   | Semester             | Luncheons and conversations     | Dean's office   |
|   |                     |   | Monthly              | Reports and input to committees | GSC, DNP subcommittee   |
| Degree completion                                   | Graduate students   | CON-developed databases   | Annually<br>Semester | Review of database statistics   | Academic Associate Dean, GSC, specialty                                   |

|  |   |   |                      |  |   |
|--|---|---|----------------------|--|---|
|  |   |   |                      |  | track directors   |
| Pass rates   | Students post-completion of APRN requirements | Certification results                             | Annually             | Credentialing agencies reports         | Academic Associate Dean, GSC, specialty track directors |
| Employment status (Employer, location, type of position) | End of program                                | CON-developed surveys                             | Annually             | Web-based surveys                      | Academic Affairs  |
|  | Alumni (1, 5 yr)                              | CON-developed surveys                             | Annually             | Web-based surveys                      | Academic Affairs  |
| Role preparation and performance                         | End of program                                | CON-developed surveys                             | Annually             | Web-based and paper surveys            | Academic Affairs  |
|  | Alumni (1, 5 yr)                              | CON-developed surveys                             | Annually             | Web-based surveys                      | Academic Affairs  |
|  | Employers                                     | CON-developed surveys                             | Annually             | Web-based surveys                      | Academic Affairs  |
| Faculty teaching   | Students in course                            | OSU SEI<br>GSC-developed course evaluation survey | Semester<br>Semester | Electronic Survey<br>Electronic Survey | University Registrar's office, GSC                      |
|  | Faculty                                       | Course materials review/teaching observation      | Annually             | Annual review materials                | Faculty, Academic Associate Dean, Center Directors      |
| Curriculum-level objectives                              | Graduate students                             | CON-developed surveys                             | Annually             | Web-based surveys                      | GSC, Dean's office, Academic Associate Dean             |
|  | Alumni  | CON-developed surveys                             | Annually             |  |   |
| Faculty advising   | Students                                      | CON-developed survey                              | Annually             | Web-based survey                       | Academic Associate Dean, GSC, SAO                       |

GSC = Graduate Studies Committee; SAO = Student Affairs Office; ODI = Office of Diversity and Inclusion

**Congruence of the Mission of The Ohio State University with the Outcomes of the Master's Program and Doctor of Nursing Practice Programs**

| OSU Mission  | CON Mission  | Outcomes of Master's Program  | Outcomes of the DNP Program  |
|--|--|---|--|
| We exist to advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge. | We exist to revolutionize health care and promote the highest levels of wellness in diverse individuals and communities throughout the nation and globe through innovative | <p><b>Education:</b><br/>Assume an advanced practice role in a selected specialty area</p> <p>Utilize leadership strategies and ethical principles to promote change in health care and health policy within health</p> | <p><b>Education:</b><br/>Provide leadership in interprofessional collaborative teams to improve health outcomes for individuals, populations, and systems.</p> <p>Demonstrate high levels of skill in health promotion and disease prevention strategies</p> |

|  |  |   |   |
|--|--|---|---|
|  | <p>and transformational <b>education, research,</b> and evidence-based clinical <b>practice.</b></p> | <p>care institutions and at local, regional, and/or national levels</p> <p><b>Research:</b><br/>Evaluate nursing actions to assure quality care</p> <p>Expand nursing knowledge by identifying nursing research problems that lend themselves to empirical investigations, participate in conducting research, and promote the use of research findings</p> <p><b>Practice:</b><br/>Synthesize theory and research from nursing and related disciplines to provide advanced nursing scholarship, practice, and service with selected population focused individuals, families, groups and communities</p> <p>Facilitate the advancement of Nursing as a profession and discipline</p> | <p>for individuals, populations, and systems.</p> <p><b>Research</b><br/>Apply analytical skills and translational science methodologies to practice-focused scholarship.</p> <p>Develop skill in the analysis and shaping of health policy.</p> <p><b>Practice</b><br/>Practice at the highest level of nursing, integrating and applying knowledge from the sciences with the fields of organizational management, ethics, health policy, and information technology.</p> <p>Demonstrate skill in the application of ethical decision-making frameworks to resolving ethical dilemmas for individuals, populations, and systems.</p> <p>Demonstrate leadership skills in organizational and health systems management to improve the safety and quality of health care.</p> |
|--|--|---|---|

**Congruency Between DNP Program Goals, University Goals, and AACN Essentials**

| Corresponding University Goals  | College of Nursing Goals   | Corresponding AACN DNP Essentials                         |
|---|--|---|
| <p><b>Teaching and Learning:</b> to provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body.</p> | <p>Produce the highest caliber of nurses, leaders and health professionals equipped to effectively promote health, impact policy and transform health care across culturally diverse individuals, groups and communities</p> | <p>Essential I. Scientific Underpinnings for Practice</p> |
| <p><b>Research and Innovation:</b> to create distinctive and</p>  | <p>Transform health care to positively impact and sustain</p>  | <p>Essential III: Clinical Scholarship and Analytical</p> |

|   |   |  |
|---|---|--|
| internationally recognized contributions to the advancement of fundamental knowledge and scholarship and to solutions of the world's most pressing problems.  | wellness through transdisciplinary and innovative education, research and evidence-based clinical practice.   | Methods for Evidence-Based Practice<br><br>Essential V: Health Care Policy for Advocacy in Health Care |
| <b>Outreach and Engagement:</b> to establish mutually beneficial partnerships with the citizens and institutions of Ohio, the nation, and the world so that our communities are actively engaged in the exciting work of The Ohio State University. | Ensure that all students, faculty, and staff engage in healthy lifestyle behaviors and promote the highest levels of wellness in diverse individuals, groups and communities.<br><br>Foster collaborative, entrepreneurial initiatives with local, national, and international partners to improve health care and health outcomes. | Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes     |
| <b>Resource Stewardship:</b> to become the model for an affordable public university recognized for financial sustainability, unsurpassed management of human and physical resources, and operational efficiency and effectiveness.                 | Support faculty, staff and students to achieve their highest career aspirations by sustaining a positive and extraordinary culture of wellness and excellence to the point where everyone wants to come here to teach, conduct research, practice and to learn.   |  |

**Congruency Between Master's Program Outcomes, University Goals, and AACN Master's Essentials**

| <b>Master's Program Outcomes</b>  | <b>Corresponding University Goals</b>   | <b>College of Nursing Goals</b>  | <b>Corresponding AACN Master's Essentials</b>   |
|---|---|--|---|
| Facilitate the advancement of nursing as a profession and discipline<br><br>Utilize leadership strategies and ethical principles to promote change in health care and health policy within health care institutions and at local, regional, | <b>Teaching and Learning:</b> to provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body | Produce the highest caliber of nurses, leaders and health professionals equipped to effectively promote health, impact policy and transform healthcare across culturally diverse individuals, groups and communities | <b>Essential II: Organizational and Systems Leadership</b><br><br>Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a |



|   |  |   |  |
|---|--|---|--|
| <p>and/or national levels.</p>  |  |   | <p>systems-perspective</p> <p><b>Essential VI: Health Policy and Advocacy</b></p> <p>Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care</p>   |
| <p>Synthesize theory and research from nursing and related disciplines for advanced nursing scholarship, practice and service with selected population focused individuals, families, groups, and communities. Expand nursing knowledge by identifying nursing research problems that lend themselves to empirical investigations, participate in conducting research, and promote the use of research findings</p> | <p><b>Research and Innovation:</b> to create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and to solutions of the world's most pressing problems</p> | <p>Transform healthcare to positively impact and sustain wellness through transdisciplinary and innovative education, research and evidence-based clinical practice</p> | <p><b>Essential I: Background for Practice from Sciences and Humanities</b></p> <p>Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings</p> <p><b>Essential IV: Translating and Integrating Scholarship into Practice</b></p> <p>Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results</p> <p><b>Essential V: Informatics and Healthcare Technologies</b></p> |

|  |  |  |   |
|--|--|--|---|
|  |  |  | <p>Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care</p>  |
| <p>Evaluate nursing actions to assure quality care.</p> <p>Synthesize theory and research from nursing and related disciplines for advanced nursing scholarship, practice and service with selected population focused individuals, families, groups, and communities.</p> | <p><b>Outreach and Engagement:</b> to establish mutually beneficial partnerships with the citizens and institutions of Ohio, the nation, and the world so that our communities are actively engaged in the exciting work of The Ohio State University.</p> | <p>Ensure that all students, faculty, and staff engage in healthy lifestyle behaviors and promote the highest levels of wellness in diverse individuals, groups and communities.</p> <p>Foster collaborative, entrepreneurial initiatives with local, national and international partners to improve healthcare and health outcomes.</p> | <p><b>Essential III: Quality Improvement and Safety</b></p> <p>Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization</p> <p><b>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</b></p> <p>Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care</p> <p><b>Essential VIII: Clinical Prevention and Population Health for Improving Health</b></p> <p>Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate</p> |

|   |   |   |  |
|---|---|---|--|
|   |   |   | concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations  |
| Assume an advanced nursing role in a selected specialty area. | <b>Resource Stewardship:</b> to become the model for an affordable public university recognized for financial sustainability, unsurpassed management of human and physical resources, and operational efficiency and effectiveness. | Support faculty, staff and students to achieve their highest career aspirations by sustaining a positive and extraordinary culture of wellness and excellence to the point where everyone wants to come here to teach, conduct research, practice and to learn. | <b>Essential IX: Master's-Level Nursing Practice</b><br>Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. . Nursing practice interventions include both direct and indirect care components |

**Congruency of the American Association of College of Nursing (AACN) Professional Standards with DNP Program Outcomes**

| ESSENTIALS OF DOCTORAL EDUCATION FOR ADVANCED NURSING PRACTICE | DNP Program Outcomes   |
|--|--|
| Scientific Underpinnings for Practice                          | Practice at the highest level of nursing, integrating and applying knowledge from the sciences with the fields of organizational management, ethics, health policy, and information technology.<br><br>Demonstrate leadership skills in organizational and health systems management to improve the safety and quality of health care. |

|   |  |
|---|--|
|   | <p>Apply analytical skills and translational science methodologies to practice-focused scholarship.</p> <p>Provide leadership in interprofessional collaborative teams to improve health outcomes for individuals, populations, and systems.</p> <p>Demonstrate high levels of skill in health promotion and disease prevention strategies for individuals, populations, and systems.</p> <p>Develop skill in the analysis and shaping of health policy.</p> <p>Demonstrate skill in the application of ethical decision-making frameworks to resolving ethical dilemmas for individuals, populations, and systems.</p>                                |
| <p>Organizational Systems Leadership for Quality Improvement and Systems Thinking</p>                                       | <p>Demonstrate leadership skills in organizational and health systems management to improve the safety and quality of health care.</p> <p>Provide leadership in interprofessional collaborative teams to improve health outcomes for individuals, populations, and systems.</p> <p>Demonstrate high levels of skill in health promotion and disease prevention strategies for individuals, populations, and systems.</p> <p>Develop skill in the analysis and shaping of health policy.</p> <p>Demonstrate skill in the application of ethical decision-making frameworks to resolving ethical dilemmas for individuals, populations, and systems.</p> |
| <p>Clinical Scholarship and Analytical Methods for Evidence-based Practice</p>  | <p>Apply analytical skills and translational science methodologies to practice-focused scholarship.</p> <p>Develop skill in the analysis and shaping of health policy.</p> <p>Demonstrate skill in the application of ethical decision-making frameworks to resolving ethical dilemmas for individuals, populations, and systems.</p>  |
| <p>Information Systems/Technology and Patient Care<br/>Technology for the Improvement and Transformation of Health Care</p> | <p>Apply analytical skills and translational science methodologies to practice-focused scholarship.</p> <p>Provide leadership in interprofessional collaborative teams to improve health outcomes for individuals, populations, and systems.</p> <p>Demonstrate high levels of skill in health promotion and disease prevention strategies for individuals, populations, and systems.</p>  |

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|---|---|
| <p>Health Care Policy for Advocacy in Health Care</p>                                       | <p>Provide leadership in interprofessional collaborative teams to improve health outcomes for individuals, populations, and systems.</p> <p>Develop skill in the analysis and shaping of health policy.</p>   |
| <p>Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> | <p>Provide leadership in interprofessional collaborative teams to improve health outcomes for individuals, populations, and systems.</p> <p>Demonstrate high levels of skill in health promotion and disease prevention strategies for individuals, populations, and systems.</p> <p>Develop skill in the analysis and shaping of health policy.</p> <p>Demonstrate skill in the application of ethical decision-making frameworks to resolving ethical dilemmas for individuals, populations, and systems.</p>   |
| <p>Clinical Prevention and Population Health for Improving the Nation's Health</p>          | <p>Demonstrate high levels of skill in health promotion and disease prevention strategies for individuals, populations, and systems.</p> <p>Demonstrate skill in the application of ethical decision-making frameworks to resolving ethical dilemmas for individuals, populations, and systems.</p>   |
| <p>Advanced Nursing Practice</p>  | <p>Practice at the highest level of nursing, integrating and applying knowledge from the sciences with the fields of organizational management, ethics, health policy, and information technology.</p> <p>Demonstrate leadership skills in organizational and health systems management to improve the safety and quality of health care.</p> <p>Apply analytical skills and translational science methodologies to practice-focused scholarship.</p> <p>Provide leadership in interprofessional collaborative teams to improve health outcomes for individuals, populations, and systems.</p> <p>Demonstrate high levels of skill in health promotion and disease prevention strategies for individuals, populations, and systems.</p> <p>Develop skill in the analysis and shaping of health policy.</p> <p>Demonstrate skill in the application of ethical decision-making frameworks to resolving ethical dilemmas for individuals, populations, and systems.</p> |

**Congruency of the American Association of College of Nursing (AACN) Professional Standards with Master’s Program Outcomes**

| <b>Essentials of Masters Education in Nursing</b>                                    | <b>Master’s Program Outcomes</b>   |
|--|--|
| Background for Practice from Science and Humanities                                  | Synthesize theory and research from nursing and related disciplines for advanced nursing scholarship, practice and service with selected population focused individuals, families, groups, and communities |
| Organizational and Systems Leadership  | Utilize leadership strategies and ethical principles to promote change in health care and health policy within health care institutions and at local, regional, and/or national levels                     |
| Quality Improvement and Safety   | Evaluate nursing actions to assure quality care  |
| Translating and Integrating Scholarship into Practice                                | Expand nursing knowledge by identifying nursing research problems that lend themselves to empirical investigations, participate in conducting research, and promote the use of research findings           |
| Informatics and Healthcare Technologies  | Evaluate nursing actions to assure quality care  |
| Health Policy and Advocacy   | Utilize leadership strategies and ethical principles to promote change in health care and health policy within health care institutions and at local, regional, and/or national levels                     |
| Interprofessional Collaboration for Improving Patient and Population Health Outcomes | Facilitate the advancement of nursing as a profession and discipline   |
| Clinical Prevention and Population Health for Improving Health                       | Synthesize theory and research from nursing and related disciplines for advanced nursing scholarship, practice and service with selected population focused individuals, families, groups, and communities |
| Master’s-Level Nursing Practice  | Assume an advanced nursing role in a selected specialty area   |

**Congruency of Selected Professional Standards with Program Outcomes**

| Criteria for Evaluation of Nurse Practitioner Programs<br>(National Task Force, 2012)  | DNP Program Outcomes  |
|--|---|
| <p>Criterion III.B: The curriculum is congruent with national standards for graduate level and advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and population-focused NP competencies.</p>  | <p>Practice at the highest level of nursing, integrating and applying knowledge from the sciences with the fields of organizational management, ethics, health policy, and information technology.</p> <p>Demonstrate leadership skills in organizational and health systems management to improve the safety and quality of health care.</p> <p>Apply analytical skills and translational science methodologies to practice-focused scholarship.</p> <p>Provide leadership in interprofessional collaborative teams to improve health outcomes for individuals, populations, and systems.</p> <p>Demonstrate high levels of skill in health promotion and disease prevention strategies for individuals, populations, and systems.</p> <p>Develop skill in the analysis and shaping of health policy.</p> <p>Demonstrate skill in the application of ethical decision-making frameworks to resolving ethical dilemmas for individuals, populations, and systems.</p> |
| <p>Criterion VI.A.4: Evaluate students' attainment of competencies throughout the program.</p> <p>Criterion VI.A.5: Evaluate students cumulatively, based on clinical observation of student competence and performance by NP faculty members and/or preceptor assessment.</p> <p>Criterion VI.A.6: Evaluate clinical sites at regularly scheduled intervals.</p> <p>Criterion VI.A.7: Evaluate preceptors at regularly scheduled intervals.</p> |   |

**Relationship of DNP Program Outcomes, AACN DNP Essentials, and DNP Courses**

| <b>DNP Program Outcomes</b>   | <b>AACN DNP Essentials (2006)</b> | <b>DNP Courses</b>  |
|---|-----------------------------------|---|
| Practice at the highest level of nursing, integrating and applying knowledge from the sciences with the fields of organizational management, ethics, health policy, and information technology. | 1-8                               | All required courses in the DNP Curriculum                  |
| Demonstrate leadership skills in organizational and health systems management to improve the safety and quality of health care.   | 1, 2, 8                           | Nursing 8510, Nursing Practice 8402, 8480, 8500, 8898       |
| Apply analytical skills and translational science methodologies to practice-focused scholarship.  | 1, 3, 4, 8                        | Nursing 8610, Nursing Practice 8781, 8782, 8783, 8784, 8898 |
| Provide leadership in interprofessional collaborative teams to improve health outcomes for individuals, populations, and systems.   | 1, 2, 4, 5, 6, 8                  | Nursing Practice 8402, 8480, 8490, 8500, 8898               |
| Demonstrate high levels of skill in health promotion and disease prevention strategies for individuals, populations, and systems.   | 1, 2, 4, 6, 7, 8                  | Nursing Practice 8490, 8898, 8783, 8784                     |
| Develop skill in the analysis and shaping of health policy.   | 1, 2, 3, 5, 6, 7, 8               | Nursing Practice 8500, 8898, 8783, 8784                     |
| Demonstrate skill in the application of ethical decision-making frameworks to resolving ethical dilemmas for individuals, populations, and systems.   | 1, 2, 3, 6, 7, 8                  | Nursing 8510, Nursing Practice 8898, 8782, 8783             |

**Relationship of MS in Nursing outcomes, NTF criteria, and MS Essentials**

| <b>Master of Science in Nursing Program Outcomes</b>  | <b>AACN Master's Essentials [M] (2011)<br/>Advanced Practice Nursing Essentials [APN] (1996)<br/>NTF 2012 NP Program Evaluation Criteria (NTF)</b> | <b>Courses</b>   |
|---|--|--|
| Assume an advanced nursing role in a selected specialty area  | [M] 1-9<br>[APN] Grad Core 1-7, Specialty Core<br>[NTF] Crit IIIB, IIIC, IIID, IIIE  | All required courses in the master's program<br><br>All specialty core courses                       |
| Synthesize theory and research from nursing and related disciplines for advanced nursing scholarship, practice, and service with selected population-focused individuals, families, groups, and communities | [M] 1, 2, 4, 6, 7, 8, 9<br>[APN] Grad Core 1, 2, 3, 5, 6, 7<br>[NTF] Crit IIIB, IIIC, IIID, IIIE   | N7403, N7483, N7500, N7780<br><br>All other master's required courses<br>All other specialty courses |
| Evaluate nursing actions to assure quality care   | [M] 3, 4, 5, 6, 7, 8, 9<br>[APN] Grad Core 2, 3, 5, 6, 7<br>[NTF] Crit IIIB, IIIC, IIID, IIIE  | N7483, N7780, N7403<br>All specialty courses   |



Neonatal Clinical Nurse Specialist (NCNS) Specialty Track 28

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|--|---|---|
| Utilize leadership strategies and ethical principles to promote change in health care and health policy within health care institutions and at local, regional, and/or national levels           | [M] 2, 3, 5, 6, 7<br>[APN] Grad Core 2, 3, 4, 6, 7<br>[NTF] Crit IIIB, IIIC, IIID, IIIE | N7403, N7483, N7500   |
| Expand nursing knowledge by identifying nursing research problems that lend themselves to empirical investigations, participate in conducting research, and promote the use of research findings | [M] 1, 3, 4, 7,8, 9<br>[APN] Grad Core 1-7<br>[NTF] Crit IIIB, IIIC, IIID, IIIE         | N7780, N7491, N7500   |
| Facilitate the advancement of nursing as a profession and discipline   | [M] 1-9<br>[APN] Grad Core 2, 3, 4, 6, 7<br>[NTF] Crit IIIB, IIIC, IIID, IIIE           | N7403, N7491, N7500<br>All other master's required courses<br>All other specialty courses |

M = AACN Master's Essentials; APN = AACN Essentials for Advanced Practice Education; NTF = Criteria for Evaluation of Nurse Practitioner Programs; Grad core= graduate core; Curr = curriculum; Crit = criteria.