

**Indiana State University
Department of
Advanced Practice Nursing**



**Candidacy Application for the
Clinical Doctorate for the Degree:
*Doctor of Nursing Practice***

presented to the

**National League for Nursing
Accrediting Commission, Inc.**

June, 2010

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Introduction

The Advanced Practice Nursing (APN) Department of the College of Nursing, Health, and Human Services (CNHHS) at Indiana State University (ISU) is requesting consideration for NLNAC Candidacy for the new Doctor of Nursing Practice (DNP) Program. The 39 credit-hour totally online program is designed to build on the 48-51 credit-hours (with 765 clinical practice hours) Family Nurse Practitioner (FNP) concentration of the Indiana State MS in nursing for 1200 hrs of total clinical practice. Non- ISU graduates programs of study will be individually evaluated for equivalency and transfer credits. The post master's degree option will transition to the post baccalaureate degree DNP program. The competencies of this DNP practitioner are based on the National Organization of Nurse Practitioner Faculty (NONPF) *Practice Doctorate NP Competencies* (2006) and the American Association of Colleges of Nursing (AACN) *DNP Essentials* (2006).

Narrative Section

Standard 2: Faculty and Staff

1. The credentials and experiential qualifications of all faculty members (full- and part-time)

The graduate faculty in the Indiana State APN Department are all doctorally prepared. Full- time practicing master's prepared FNPs from the community are utilized as adjunct clinical faculty in order provide the students the most up to date clinical information and feedback. The following table lists the name, employment status, date of initial appointment, institution of degrees earned, areas of clinical expertise and areas of responsibility (See Appendix H: Faculty Credentials).

2. Using the Faculty and Staff Profile Form

Table 2.1: Faculty Profile (Full-time and Part-Time)

Administration Profile									
Faculty Name	FT/PT	Date Initial App.	Rank	BS Institution	MS Institution	Doctoral Institution	Clinical Expertise	Academic (T)	Other (O)
Marcia Miller	FT	7/99	Assoc. Prof.	Ball State	Ball State MA St. Xavier MSN	Indiana State	Psych CNS Leadership	Education Psych Issues/Trends Fundamentals	Executive Dir. Associate Dean For Academics Committees Scholarship
Cherie Howk	FT	7/07	Assist. Prof.	Indiana State University	Indiana State University	Rush University	Psych Primary Care	Assessment, Research, Psych Medical Management	Dept. Chair Advisement Committees Scholarship Clinical Practice
Susan Eley	FT	6/05	Assist. Prof.	Southern Illinois University	University of Illinois	Indiana State University	Family Practice	Evidenced-Based Practice, Medical Management	Director DNP Advisement Committees Scholarship Clinical Practice
Faculty Profile									
Roseanne Fairchild	FT	6/10	Assist. Prof.	Butler University	Indiana University	Indiana University	Emergency Care Oncology	Informatics Education Administration	Advisement Committees Scholarship
Julia Fine	FT	7/95	Assoc. Prof.	Univ. of Texas, Austin	Indiana Univ. MSN Ball State FNP	Univ. of Texas, Austin	FNP Women's Health	Assessment Informatics Medical Management	Advisement Committees Scholarship Clinical Practice

Lea Hall	FT	7/01	Assoc. Prof.	Univ. of Alabama, Birmingham	Indiana State University	Indiana State University	Diabetes	Fundamentals Medical-Surgical Nursing Pharmacology	Director FNP Concentration, Advisement Committees Scholarship Clinical Practice
Debra Mallory	FT	7/92	Prof.	Texas Christian University	Indiana University	Texas Woman's University	Women's Health NP	Maternity Nursing Research Assessment	Advisement Committees Clinical Practice
Lucy White	FT	7/03	Assoc. Prof.	Indiana State University	Indiana State University	Indiana University	Med/Surg, FNP, Emergency Care	Pharm Med/Surg	Advisement Committees Clinical Practice
Betsy Frank*	PT	7/94	Prof.	Ohio State University	Univ. of Washington	Univ. of Utah	Spirituality	Research, Nursing Theory, Administration, RN-BS Transition	Advisement Committees Scholarship
Bonnie Saucier	PT	7/98	Prof.	Stephen's College	Univ. of Missouri	Texas Woman's University	Theory Health Policy	Theory Health Policy	
Cha-Nam Shin*	PT	8/08	Assist. Prof	Korea National Open University	Han Yang University	Saint Louis University	Nursing Research	Fundamentals Research	Advisement Committees Scholarship
Ann Tomey	PT	Emeriti	Prof.	Univ. of Colorado	Univ. of Colorado	Univ. of Colorado	Leadership	Administration	Advisement

* This individual has a full-time appointment in another nursing department and teaches part-time for the graduate program.

3. The faculty-to-student ratio in theory, practice/simulation laboratories, and clinical settings.

The APN department anticipates accepting up to 20 students in the first DNP class, creating an approximate 1:2.5 faculty to student ratio in theory and a 1:1 mentor to student ratio in the clinical setting. The maximum number of full-time students admitted to this program will be 10 full-time students and 10 part-time students. If fewer full-time graduate students apply, the number of part-time students will be increased to a comparable number. Permitting only a small number of students in the initial phases will promote a supportive environment at the highest quality for both students and faculty as this new clinical doctoral role emerges. A gradual increase in enrollment numbers is expected based on future requirement that all advanced practice nurses be prepared at the doctoral level and will occur as resources are further evaluated. The *Application and Review Committee* will base criteria utilized for selecting applicants on graduate admission criteria, DNP application criteria, as well as individual ratings on written scholarly work, personal interview, and reference letters.

4. Workload and responsibility of the nursing faculty:

a. Teaching load

Teaching assignments depend upon the departmental schedule requirements, the nature of courses taught, and additional non-teaching assignments. The normal teaching load is 12 semester credit hours of course work per semester or 24 semester credit hours per academic year (or equivalent). All faculty assignments are for online teaching within the APN department. All faculty are provided 20% time to maintain expertise in

their area of practice. All full-time FNP faculty have active clinical practices within the guidelines of the 20% time allowed by the University. In addition, adequate travel monies are provided for faculty to attend continuing education yearly.

A faculty member may be released from part or the entire teaching load for research or other professional activities. It is the responsibility of the department chairperson and the academic dean to equate such special assignments to the normal teaching load. Any preferential assignment schedule arranged for a faculty member with the consent of the department chairperson and the academic dean may be superseded by bona fide needs of the University or the department when space or time limitations necessitate changes.

b. Advising responsibilities

Faculty members are expected to advise students as part of their faculty assignment. Faculty advise student in their area of specialization. Students contract with a Program of Study at the beginning of their course work. Students are expected to ask a faculty person to be the Chair of their Scholarly Project committee by the end of their first semester in the DNP program.

c. Committee work

Faculty members are appointed by the University Faculty Senate to its standing University committees. The College Executive Committee appoints faculty to College standing committees. Faculty membership on administrative committees and committees designed to deal with special problems may be by appointment or by election. The Department Chairperson may also request volunteers to serve on special

Taskforces. Service on such committees is generally considered to be a part of the regular duty and responsibility of the faculty member.

d. Scholarly activities

Each faculty member is expected to actively participate in scholarly activities. Faculty research interest help attract graduate students and in turn faculty guide graduate students in their evidence-based projects. Information and quality improvements that are generated through this work are shared through presentations and publications by both the students and faculty. Evidence of scholarly activity is presented in the more extensive faculty bio pages in Appendix H.

e. Maintenance of expertise

Faculty maintain their expertise through two avenues. First, they continue their clinical practice. The second method that faculty maintain their expertise is by attending continuing nursing education offerings. Faculty are allowed one clinical practice day per week and are provided funding for one continuing education offering per semester.

f. Service to the College and/or community

Recognizing that membership and participation in professional organizations and associations affords faculty members opportunities to contribute to the development of their disciplines, the University encourages all faculty members to be active in the professional organizations of their choice. Partial funding from the Department is available for related travel and conferences.

The award of tenure requires documented evidence of effective teaching; a record of research, scholarship, or creative activity, which has earned professional

recognition; and a record of effective service to the University and to either the community or the profession.

Standard 4: Curriculum

1. Preparing graduates for contemporary practice.

- a. Discussion of the use of established professional standards, guidelines, and/or competencies along with best practices to guide the curriculum design and length.**

The DNP program will prepare registered nurses to provide care as advanced practice providers with a special emphasis on rural and underserved populations. The curriculum focuses on the development of advanced practice competencies in caring for clients, families, populations, and communities, to evaluate, develop, and implement programs and policy in multiple healthcare settings. The preparation of nurses with a terminal clinical degree will also provide additional individuals for nursing faculty positions. This program is part of the initiatives for inter-professional education in conjunction with the Rural Health Innovation Collaborative (RHIC) for improved patient access, safety, and quality care for rural and underserved populations.

The DNP program will require 85 post baccalaureate graduate credit hours and a total of 1200 hours of supervised clinical preceptorship. A post-master's nurse practitioner who enters the DNP program will be required to complete a minimum of 39 credit hours at Indiana State University. Students entering prior to 2015 must have completed a master's degree to be eligible to enroll in the DNP program and may apply a maximum of 48 graduate credits and 700 hours of formal clinical supervised hours from

their master’s degree toward the degree requirement. Consistent with other DNP programs and the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculty there is no dissertation requirement. The program does include a rigorous scholarly project with a focus on the scholarship of research application for credit hours.

Indiana State University (ISU) will work with the other state universities in demonstrating capabilities and standards of practice for this role. The DNP role takes evidence-based research and interprets it for practice. It evaluates the efficacy of the research that nurse researchers and others have conducted. The competencies of this new practitioner are based on the National Organization of Nurse Practitioner Faculty (NONPF) *Practice Doctorate NP Competencies* (2006) in Appendix , and the American Association of Colleges of Nursing (AACN) *DNP Essentials* (2006).

b. Student Learning Outcomes

The following chart demonstrates how the DNP Essentials and NONPF Core Competencies were utilized in the development of the DNP outcomes.

DNP Essentials	NONPF NP Core Competencies	DNP Graduate Program Outcomes	Course
1. Essential I: Scientific Underpinnings for Practice	1. Scientific Foundations	1. Integrate scientific knowledge to influence health policy and decision-making through leadership, collaboration, and interprofessional action at the organizational, local, regional, national, and global levels.	NURS 810 NURS 825 NURS840 NURS 842 NURS 850
2. Essential II: Organizational	2. Quality	2. Develop and evaluate care delivery approaches that	NURS 810 NURS 822

nal and Systems Leadership for Quality Improvement and systems thinking		meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.	NURS 840 NURS 842 NURS 850
3. Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice	3. Practice Inquiry	3. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for clinical practice.	NURS 810 NURS 825 NURS 842 NURS 850
4. Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care	4. Technology & information literacy	4. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information system.	NURS 822
5. Essential V: Health Care Policy for Advocacy in Health Care	5. Policy/ Ethics	5. Advocate for social justice, equity, and ethical policies within all healthcare arenas.	NURS 822 NURS 842
6. Essential VI Interprofessional Collaboration for Improving Patient and Population Health	6. Health Delivery System	6. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.	NURS 810 NURS 825 NURS 822 NURS 842 NURS 850

Outcomes			
7. Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health	7. Leadership	7. Synthesize concepts related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, in care of individuals, aggregates, or populations.	NURS 822 NURS 840 NURS 842
8. Essential VIII: Advanced Nursing Practice	8. Independent Practice	8. Demonstrate independent advanced practice clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	NURS 825 NURS 850

The Department of Advanced Practice Nursing extensively reviews the current master plan criteria for total program evaluation. These evaluation procedures will be applied to the DNP program and include evaluation procedures: course evaluation, faculty evaluations, preceptor evaluation of student, student evaluation of clinical and preceptor experiences, student evaluation of learning resources, support, advising, distance education and technology, exit surveys, student satisfaction, employment rates, employer surveys, and alumni surveys. Student retention and graduation rates are compiled and analyzed annually. The nursing division at ISU receives annual reports from both certifying bodies on pass rates. Development of a DNP examination has been recently discussed at the national level but, dialogue is continuing without a consensus having yet been reached. All these evaluation procedures are necessary to provide

extensive ongoing evaluation that express competency, achievement, and areas of recommended changes.

b. Discussion of how the student learning outcomes are used to organize and guide the delivery of the curriculum and evaluate student progress in theory, practice laboratory, and clinical components of the program.

Each student is provided the student learning outcomes at the beginning of the program of study. As indicated on each course syllabus, the corresponding program student learning outcomes are linked by parenthetical citations at the end of related course outcomes. This provides the student and faculty with a tangible guide to how the courses build to mastery of concepts and competencies during the program of study.

Evaluation forms will be adapted to include specific DNP program outcomes and DNP graduate and employer surveys. The DNP Curriculum Taskforce Committee has been established to review evaluation results and make necessary curriculum changes. In addition, the NCA best practice for standards electronic degree offerings are also assessed for regional accreditation.

Over the last few years the APN faculty have attended meetings discussing the varied ways to structure the DNP curriculum. Our faculty are utilizing AACN's template of post-master's preparation with the FNP as the master's concentration. The curriculum and courses are designed to develop doctorally prepared nurses who are evidence-based practice experts, dynamic leaders, and change agents in the profession of nursing.

The APN Department, when developing the DNP program, took into consideration that in these early years of the 21st century, America's rural and

underserved areas are under siege. The predominant theme is one of change, and in many places the perception is not entirely positive. Some places have had decades of stability, most recently followed by change, either insidious or tumultuous. Some of the change was the result of incremental national policy modifications, causing gradual change that was more easily accommodated. Other more rapid change, such as those wrought by the collapse of a rural and urban industry such as mines closing and major manufacturing plants closing, have caused substantial economic and socio-cultural upset for certain rural and underserved communities and populations. These changes have most certainly had a detrimental impact on the health and healthcare needs of both rural and other underserved populations. A major challenge for doctorally-prepared rural nurses in the 21st century will be to develop a body of knowledge and expertise to provide for these different populations and to develop health care strategies for their evolving needs.

Meeting the health needs of rural and underserved populations requires more than a superficial understanding of the environment in which they live. Effectively assessing individuals and populations requires using different disciplines, philosophies and paradigms. This assessment skill is essential to the provision of quality nursing and healthcare. Nursing needs to go beyond itself to adapt, synthesize, and create its own paradigm of health in the rural landscape. Our way of “seeing” needs to become focused differently.

The rural and declining urban landscapes are creations of human activities, in constant state of change, always in the process of becoming. These landscapes are

transformed by great and small decisions, near and afar. Agriculture is no longer the dominant force altering the landscape of rural areas and big industry is no longer dominating urban communities. Changes in needs and values of the inhabitants will continually alter the landscapes in which rural and underserved people live, in turn effecting relative health. The doctorally prepared nurse at the Doctorate of Nursing Practice (DNP) level can appreciate these needs and values and play a part in guiding future change for the benefit of rural and underserved populations.

The Wabash Valley in the West Central region has 11 rural counties of which 8 are either Medically Underserved Areas (MUAs) or Health Professional Shortage Areas (HPSAs) (L. Anderson, personal communication, June 26, 2009). The multifaceted health care needs of Indiana citizens in poor rural counties are growing throughout the state. The DNP program will help to address the health care needs of these underserved and rural populations. There will be a solid evidence-based practice foundation that will explore the research utilized in health care for rural and underserved populations. From this base, students will explore existing health care research as it applies to rural and underserved populations. Students will seek ways to influence the quality of health care through epidemiological incidence and the *Healthy People 2020* findings as well as approaches toward cure and prevention of health problems. The rural health practicum will focus on the resolution and study of health problems specific to a population and on better understanding the social-political mechanisms in existence so that the DNP graduate can influence positive change. The outcomes of practice showing health care

disparities placed on certain groups in rural and underserved areas—women, children, elderly, and minorities—will be evaluated and published by students and faculty.

c. Discussion of the major concepts/constructs of the nursing program's philosophy/mission with a clear depiction of the concepts/constructs as they progress throughout the curriculum

The appropriateness of this DNP offering to the identity and mission of the University is based on "...recognized for excellence in experiential learning and engagement..." and also, "...selected master and doctoral programs primarily in professional areas". The DNP as a clinical doctorate requires students to be involved in primary health care settings. The scholarly project and the residency courses actively involve the students with their communities through meaningful service. The DNP also supports the offering of a doctoral program in a professional area.

Mission

The APN Mission statement was approved by the graduate faculty 10/09.

The mission of the Department of Advanced Practice Nursing is to develop competent, caring nursing professionals and productive citizens practicing in advanced nursing roles in clinical care, education, and leadership. This mission is accomplished through a variety of teaching modalities, experiential learning, research and/or the application of research findings, and community and public service.

Philosophy

The Philosophy approved by the all nursing departments in the CNHHS, including the APN department, is as follows:

Philosophy of the Nursing Faculty

Nursing faculty endorse the mission and values of Indiana State University, the College of Nursing, Health, and Human Services, and the missions within each of the nursing departments. This philosophy articulates the faculty's beliefs about nursing, nursing education, continuous quality improvement and also serves as a guide for all functions within the scope of nursing at Indiana State University. The philosophical beliefs of the faculty result in the development of competent, caring nursing professionals and productive citizens.

Nursing¹ is viewed as a professional practice discipline. The body of nursing knowledge is derived from research and scholarly inquiry, the sciences, and the humanities. Nurses implement evidence-based practice from a holistic, caring framework in a multicultural, complex environment in an effort to provide safe, high quality care. The concepts of health promotion and wellness, risk reduction, disease management, and palliative care are emphasized across the lifespan within the nurse-patient relationship. Nurses provide care to patients, families, groups, communities, and populations with an emphasis on health care that includes the rural and underserved.

Faculty promote excellence in nursing practice via nursing education ranging from baccalaureate to clinical doctoral education and through professional continuing nursing education. All levels of nursing education are provided by supportive faculty who are experts in teaching, scholarship, and who provide service to the University, the community, and the profession of nursing. Program outcomes are achieved through student-centered, active learning in an environment that values mutual respect, diversity, experiential learning, community engagement, and a wide range of teaching methods. Nursing education is accomplished through on-campus classes, clinical experiences, and distance modalities. Nursing faculty maintain academic integrity and high standards that promote student accountability and personal growth.

Nursing faculty, in their pursuit of program excellence, are dedicated to systematic assessment through data collection and analysis for the purposes of continuous quality improvement. The dimensions by which programs are evaluated include students, faculty, administrators, community stakeholders, teaching/evaluation methods, resources, curricula, and program outcomes. The evaluation of these dimensions allows for opportunities to recognize expertise and celebrate successes.

¹ The profession is guided by the American Nurses Association Code of Ethics and Standards of Practice and also reflects mandates and nursing care standards from significant nursing and health education organizations such as the American Nurses Association, National League for Nursing, American Association of Colleges of Nursing, Indiana State Board of Nursing, and the Pew Health Professions Commission.

Student learning outcomes guided the faculty on curriculum development and course construction. The Core Courses were developed for multidisciplinary application to post graduate students within the health science programs. The DNP Cognates were developed with a focus on community residents of underserved or rural populations and are based on delivery of culturally competent care. An elective is provided for students to explore and expand their focus. For instance, DNP students that are interested in a faculty role will take Education courses that will facilitate this transition. Students are encouraged from their first semester to work with their faculty mentor to develop a Scholarly Project that will provide the foundation and focus of their programs of study. The DNP Scholarship courses will enable the DNP student to engage in scholarship of inquiry, developing a project that seeks to meet the identified needs of patients, community, or a population. The project will effectively utilize critical appraisal skills, communication and collaboration skills in the development, implementation and evaluation of interventions aimed at meeting and impacting identified needs.

Core Courses

HLTH 612	Epidemiology	3 credit hours
NURS 822	Organizational Informatics	3 credit hours
NURS 842	Health Policy Leadership	3 credit hours
NURS 825	Analytical Methods	3 credit hours

DNP Cognate Courses

NURS 810	Community Health Planning	3 credit hours
NURS 840	Culturally Competent Care	3 credit hours
NURS 850	Rural/Underserved Residency	3 credit hours

Guided Elective

XXX	Nursing Education (Curriculum, Assessment, Methods) or Nursing Administration (Finance)	3 credit hours
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DNP Scholarship of Practice Courses

NURS 891	Scholarly Project I	3 credit hours
NURS 892	Scholarly Project II	3 credit hours
NURS 893	Scholarly Project III	3 credit hours
NURS 894	Scholarly Project IV	3 credit hours
NURS 895	Capstone Scholarly Project	3 credit hours
Total		39 credit hours

Sample Curriculum. The DNP curriculum sequencing of course by semester is listed below for both the full-time and part-time plans of study. A program of study grid that includes the Family Nurse Practitioner Master’s Program is included.

Full-Time Plan of Study

First Year – Fall Semester

HLTH 612	Epidemiology	3 credit hours
NURS 810	Community Health Planning	3 credit hours
NURS 891	Scholarly Project I	<u>3 credit hours</u>
Total		9 credit hours

First Year – Spring Semester

NURS 822	Organizational Informatics	3 credit hours
NURS 825	Analytical Methods	3 credit hours
NURS 892	Scholarly Project II	<u>3 credit hours</u>
Total		9 credit hours

First Year- Summer Semester

NURS 893	Scholarly Project III	<u>3 credit hours</u>
Total		3 credit hours

Second Year – Fall Semester

NURS 842	Health Policy Leadership	3 credit hours
NURS 840	Culturally Competent Care	3 credit hours
NURS 894	Scholarly Project IV	<u>3 credit hours</u>
Total		9 credit hours

Second Year – Spring Semester

NURS 850	Rural/Underserved Residency	3 credit hours
NURS 895	Capstone Scholarly Project	3 credit hours
XXX	Guided Elective	<u>3 credit hours</u>
		9 credit hours

TOTAL 39 credit hours

Part Time Plan of Study

First Year – Fall Semester

NURS 810	Community Health Planning	3 credit hours
NURS 891	Scholarly Project I	<u>3 credit hours</u>
Total		6 credit hours

First Year – Spring Semester

NURS 822	Organizational Informatics	3 credit hours
NURS 825	Analytical Methods	<u>3 credit hours</u>
Total		6 credit hours

Second Year – Summer Session

NURS 892	Scholarly Project II	<u>3 credit hours</u>
Total		3 credit hours

Second Year – Fall Semester

HLTH 612	Epidemiology	3 credit hours
NURS 893	Scholarly Project III	<u>3 credit hours</u>
Total		6 credit hour

Second Year – Spring Semester

XXX	Guided Elective	3 credit hours
NURS 894	Scholarly Project IV	<u>3 credit hours</u>
Total		6 credit hours

Third Year – Fall Semester

NURS 842	Health Policy Leadership	3 credit hours
NURS 840	Culturally Competent Care	<u>3 credit hours</u>
Total		6 credit hour

Third Year – Spring Semester

NURS 850	Rural/Underserved Residency	3 credit hours
NURS 895	Capstone Scholarly Project	<u>3 credit hours</u>
Total		6 credit hours

Total 39 credit hours

The abbreviated syllabus are included in Appendix E

- 1. Presentation of the clinical practice learning environments to include:**
 - a. A list of major clinical agencies (Appendix F: Clinical Agencies)**

b. Discussion of the appropriate learning opportunities, including precepted experiences, demonstrating the students are able to achieve all identified learning outcomes

Student will be encouraged to work with populations that are underserved or in rural settings. Scholarly projects will focus on improving patient outcomes, access, or improvement of care delivery. The qualifications of each preceptor will be reviewed and evaluated by the Director of the DNP program. Student evaluations and ongoing feedback about the setting and preceptor will be monitored for supportive and quality experiences. Healthcare setting or providers that do not meet program standards will not be utilized by future students.

2. Discussion of the use of alternative methods of program delivery to include:
a. Evidence of comparability when courses are offered using more than one method of delivery

This DNP program of study is offered in only one method of delivery. All courses are online. Students work with faculty for their Scholarly Projects and individual mentors for clinical residencies.

Standard 5: Resources

1. Distance Learning Resources

The Cunningham Memorial Library supports the educational and research missions of Indiana State University by providing the collections, services, and environments that lead to intellectual discovery, creativity, and the exchange of ideas. The library collections include more than two million items. Graduate students may check out most items for 120 days and may renew most items a maximum of three times. Document delivery

services are available for distance education students. For items unavailable at the Indiana State University library, students may request that the items be borrowed from another library through interlibrary loan.

The library supports the College of Nursing, Health, and Human Services in areas such as adult health, informatics, community health, education, administration, or family nurse practitioner. The collection includes a number of books, CDs, DVDs, videotapes, and other materials on health and nursing. The ISU Library is a federal government depository, receiving approximately 52% of the materials available from the GPO (Government Printing Office), including the National Institutes of Health.

Preference is given to collecting journals and periodicals in an online format. The library has 1002 online health journal subscriptions available to students and faculty. More than 24 online databases include records for health-related journals, magazines, newspapers, and other sources. In addition, the library subscribes to 214 more databases that include research on topics such as culture, business administration, technology, and education.

Reference and instructional services are available for distance education students. New students learn about the library research process through online interactive library tutorials and research guides. Reference assistance is available in a variety of ways: by phone, by e-mail, or by reference-chat during regular library hours.

Shelley Arvin, M.I.S., is the library liaison to the nursing program and the distance education coordinator for the library. She has completed a Health Science Librarianship course from Indiana University Purdue University Indianapolis (IUPUI) and has taken nursing librarian workshops at Medical Libraries Association conferences. Her masters in

information science taught her technology skills in addition to general library concepts and theories. She has a degree in biology and three years prior experience as a nursing librarian at Indiana University-Purdue University Fort Wayne. She is collaborating with the Indiana State University Writing Center tutors to provide aid to online students with their writing needs. She has also provided reference sessions to distance education students using online meeting software. As distance education coordinator for the library, Ms Arvin is responsible for being the source of information on distance education for the library, identifying potential challenges and suggesting solutions. Cunningham Memorial Library is committed to the success of the College of Nursing, Health, and Human Services.

2. Practice laboratory/simulation

Doctoral students will work with their faculty advisors to create scholarly projects focused on their areas of interest in the rural and underserved communities. The College has a Contract Coordinator who is dedicated to the management of contracts and preceptor agreements. Contracts are sent through the University Legal Counsel and placed as board items. These meet the Indiana State Board of Nursing criteria for a clinical agency. Signed preceptor agreements are reviewed by faculty for appropriate site and credentials of preceptors. Those approved are kept in a locked file and entered into a database.

3. Technology

a. Access

Courses will be delivered in a distance education format. Indiana State University has offered graduate nursing education since 1986, and has offered online nursing

education for over fifteen years. Indiana State has the technology support and faculty skills to expand to the DNP level. The Indiana State University Office of Technology has continued to serve the faculty and students in the nursing program as we are among the leaders in distance education on campus. The Blackboard server, Elluminate and Tegrity technology for presentations, and the use of webcams are used to facilitate synchronous and asynchronous learning.

b. Technical support for students and faculty including personnel, equipment, and software

Technical support for students is available 24/7 for all students. Technical support will assist students with free software downloads, maneuvering through Blackboard, and any technical problem with educational platforms. Browsers and equipment specifications are listed for all distance students. The library also has support staff that will assist students with resource accusations, and library tutorials.

The Center for Instruction, Research, and Technology (CIRT) offers numerous faculty development programs during the summer and throughout the academic year. Faculty are paid a stipend for attending the training during the summer. Programs include New Faculty Orientation, Speakers Series, Blackboard, Captivate, Elluminate, Lectora, Library resources, Qualtrics, Data Analysis Tools, Social Networking, and Special Topics. Individual tutorial sessions are available for both local and distance faculty.

4. When the program is offered via alternative modalities (including distance) and at multiple locations, discuss comparability of the above identified resources across all modes of delivery and locations.

All the faculty that teach online have been oriented to Department expectations regarding student/faculty interactions and student/student collaborations. Faculty have available online instructional designers for consultation. Peer review as well as student evaluations are conducted annually. Data for systemic program evaluations are also collected and analyzed for program improvements.

Summary

The Indiana State University has had a fully accredited graduate nursing program since 1989. The ISU faculty and staff have been pioneers in high quality distance education. The program is nationally recognized for providing an excellent master's level education program via on site and distance learning formats. Indiana State University has been listed in the *U.S. News and World Report* as one of the top 100 graduate nursing programs in the United States for more than three years. In this current edition of *U.S. News and World Report*, IU and ISU are now the only two master programs from Indiana in the top 100 graduate nursing programs. Graduate exit surveys and alumni surveys meet and exceed benchmarks established by the nursing programs accreditation criterion. Graduates of the master's program have exceeded all benchmarks for certification pass rates.

APPENDIXES

Appendix A: NCA Accreditation

Appendix B: NLNAC Accreditation for Existing Nursing Programs

Appendix C: DNP Program of Study

Indiana State University Doctorate of Nursing Practice Program of Study

Year 1								
SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
			HLTH 612	Epidemiology	3	NURS 822	Organizational Informatics	3
			NURS 810	Community Health Planning	3	NURS 825	Analytical Methods	3
			NURS 891	Scholarly Project I *	2+1	NURS 892	Scholarly Project II *	3
		Term Total 0			Term Total 9			Term Total 9
					Running Total 9			Running Total 18
Year 2								
SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
NURS 893	Scholarly Project III *	3	NURS 842	Health Policy Leadership	3	NURS 850	Rural/Underserved Residency	3
			NURS 840	Culturally Competent Care	3	NURS 895	Capstone Scholarly Project *	3
			NURS 894	Scholarly Project IV *	3	XXXX	Guided Elective	3
		Total Term 3			Total Term 9			Total Term 9
		Running Total 21			Running Total 30			Running Total 39
Year 3								
SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
		Total Term 0			Total Term 0			Total Term 0
		Running Total 39			Running Total 39			Running Total 39
						Didactic Credit Hour Total	22	
						Clinical Credit Hour Total	17	

Appendix D: FNP and DNP Combined Program of Study

Indiana State University Doctor of Nursing Practice Program of Study

Year 1 SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
			NURS 601	Health care Perspectives	3	NURS 633	Nursing Research	3
			NURS 605	Nursing Theory Development	3	NURS 645	Pharmacology for the Family Nurse	3
			HLTH 604	Research Design and Data Analysis	3	BIO 633	Advanced Pathophysiology	3
				Term Total	9		Term Total	9
				Running Total	9		Running Total	18
Year 2 SUMMER SESSION			FALL SEMESTER			SPRING SEMESTER		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
NURS 624	Health Assessment & Promotion *	2+2	NURS 644	Theoretical Foundations of Family *	3+4	NURS 664	Theoretical Foundations Family *	3+5
NURS 635	Family Nurse Practitioner Role	1	NURS 646	Diagnostic Lab	1			
				Term Total	8		Term Total	8
				Running Total	31		Running Total	39
Year 3 SUMMER SESSION			FALL SEMESTER 2010			SPRING SEMESTER 2011		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
NURS 670	FNP Preceptorship *	0+5	HLTH 612	Epidemiology	3	NURS 822	Organizational Informatics	3
NURS 675	Family Nurse Practitioner Role II	1	NURS 810	Community Health Planning	3	NURS 825	Analytical Methods	3
NURS 699	Thesis	6	NURS 891	Scholarly Project I *	1+2	NURS 892	Scholarly Project II *	0+3
or NURS 698	Culminating Project	3						
or NURS 697	Evidence Based Practice Project	3						
				Term Total	9		Term Total	9
				Running Total	57 / 60		Running Total	75/78
Year 4 SUMMER SESSION 2011			FALL SEMESTER 2011			SPRING SEMESTER 2012		
Number	Course Title	Credits	Number	Course Title	Credits	Number	Course Title	Credits
NURS 893	Scholarly Project III *	0+3	NURS 842	Health Policy Leadership	3	NURS 850	Rural/Underserved Residency	0+3
			NURS 840	Culturally Competent Care	3	NURS 895	Capstone Scholarly Project *	0+3
			NURS 894	Scholarly Project IV *	0+3	XXXX	Guided Elective	3
				Total Term	9		Total Term	9
				Running Total	87/90		Running Total	96/99

Appendix E: Abbreviated Syllabi

Appendix F: Clinical Agencies

Appendix G: Link to the online Catalog for the
College of Graduate and Professional Studies

<http://catalog.indstate.edu/index.php>

The 2010-2011 Catalog is available online after July 1, 2010

Appendix H: Faculty Credentials

Indiana State University
College of Nursing, Health, and Human Services
Doctor of Nursing Practice
Faculty Qualification Information

Name: Betsy Frank, RN, PhD, ANEF	Office Phone: 812-237-3481 Email: Betsy.Frank@indstate.edu
Degrees / School: BSN Ohio State University 1968 MN University of Washington 1970 PhD University of Utah 1982	Research Interest: <ul style="list-style-type: none"> • Nursing Education • Nursing Administration • Spirituality in Healthcare • Evidence-Based Practice
Professional Activities: <ol style="list-style-type: none"> 1. Professor, Indiana State University –teach in graduate and undergraduate nursing programs 2. Region 9 Coordinator of Sigma Theta Tau 2005-2009 3. Fellow of the American Academy of Nurse Educators 4. Continuing Education Reviewer for Indiana State Nurses Association 5. Union Hospital Patient Satisfaction Committee 	
Presentations and Publications (Selected): Frank, B. (2010). Critical thinking and decision making. In D. Huber (Ed.). <i>Leadership and nursing care management</i> (4 th ed). Frank, B. (In press). No nursing student left untested. In L. Caputi (Ed.). <i>Teaching Nursing: The Art and Science</i> (2 nd ed.). Frank, B. (2009). [Review of the Book: <i>Nursing education: Foundations for practice excellence</i>] <i>Nursing Education Perspectives</i> ,30, 50. Frank, B. (2008). Chapter 2: Enhancing nursing education through effective academic-service partnerships. In M. Oermann (Ed.) <i>Annual review of nursing education</i> ,6, 25-43. Frank, B. (2008). [Review of the Book: <i>Teach beyond your reach: An instructor’s guide to to developing running successful distance learning classes, workshops training sessions and more</i>]. <i>Nursing Education Perspectives</i> ,28, 292. Frank, B (2009). Teaching students with disabilities. In D. Billings & J. Halstead (Eds.) <i>Teaching in nursing: A guide for faculty</i> (3 rd Ed.) Frank, B. (2007). Motivating yourself and others for a satisfying career. In. R. A. Jones (Ed). <i>Nursing leadership and management: Theories, processes and practice</i> (29-38). Philadelphia: F. A. Davis.	
Relevant teaching experience: Teach Evidence-Based Practice/Nursing Research Teach Nursing Leadership Teach Healthcare Finance	Clinical Practice:

Indiana State University
College of Nursing, Health, and Human Services
Doctor of Nursing Practice
Faculty Qualification Information

<p>Name: Cherie G. Howk, PhD, FNP-BC Assistant Professor Advanced Practice Nursing Department</p>	<p>Office Phone: 812-237-7919 Email: Cherie.Howk@indstate.edu</p>
<p>Degree/School: PhD Rush University, Chicago Illinois PM /FNP Indiana State University MS Adult Health Nursing Indiana State University BS Nursing Indiana State University AD Nursing Indiana Central University, Indianapolis</p>	<p>Research Interest:</p> <ul style="list-style-type: none"> • Depression in Women • Physiological Aspects of Depression in various populations • Teaching Online • Edutainment
<p>Certifications: American Nurses Credentialing Center: Certified as a Family Nurse Practitioner Certification Number 275737-22; Certified from April 1, 2007 to March 31, 2012. CAOCH Certified Occupational Hearing Conservationalist NIOSH Approved Spirometry Certification OSHA Technician Level Certification</p>	
<p>Professional Activities: Member and Rotating Secretary CHHS Executive Committee Member of DNP Task force Editorial Review Group Chair for Doody Enterprises, Inc. Rater in the McMaster Online Rating of Evidence System Member, Sigma Theta Tau, Lambda Sigma Chapter</p>	
<p>Presentations and Publications:</p> <ul style="list-style-type: none"> • Howk, C. & Bennett, M. (2010) Immune function and health outcomes in women with depression. <i>BioPsychoSocial Medicine</i> 2010, 4:3. • Presentation: Indiana Rural Health Association 'Bioterrorism and Primary Care Providers' Response' (6/11/09) • Book Review: Beach: Disaster Preparedness and Management (5/15/2009) • Chapters Review: Hensley: NP Coach (10/1/08) • Book Review: Howk, C. (2008) Book Review: Disaster Nursing and Emergency Preparedness. Veenema, T. (2007). Springer Publishing Co., New York. • Chapter: Howk, C. (2002) Psychodynamic Nursing: Hildegard E. Peplau. In Tomey, A. (2002), <u>Nursing Theorists</u>, Mosby: St. Louis. 	
<p>Relevant Teaching Experience: Online and in class teaching of Graduate FNP Courses: 624, 635, 644, 646, 664, 670, 675 Online teaching of Graduate Nursing Research 633 Online and in class teaching of Undergraduate Psychiatric Nursing Online teaching of Undergraduate Assessment</p>	<p>Clinical Practice: Hamilton Center Vigo County Jail through October 2009 Union Hospital Occupational Health Center prn</p>

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College of Nursing, Health, and Human Services
Doctor of Nursing Practice
Faculty Qualification Information**

<p>Name: Lea R. Hall, RN, MS, FNP-BC Assistant Professor, Advanced Practice Nursing</p>	<p>Office Phone: 812-237-7916 Email: lea.hall@indstate.edu</p>
<p>Degrees / School: Ph.D. Indiana State University M.S. Indiana State University B.S.N. University of Alabama at Birmingham</p> <p>Certification: American Nurse Credentialing Center, FNP</p>	<p>Research Interest:</p> <ul style="list-style-type: none"> • Distance Education • Diabetes Education
<p>Professional Activities:</p> <ol style="list-style-type: none"> 6. Assistant Professor, Indiana State University, Advanced Practice Nursing Department 7. Family Nurse Practitioner, HPW Center for Diabetes with Providence Medical Group 	
<p>Presentations and Publications:</p> <ol style="list-style-type: none"> 1. <i>Childhood Overweight and Obesity: Using Motivational Interviewing in Primary Prevention</i>, University of Southern Indiana 13th Annual Research and Evidence Based Practice in Healthcare Conference, April 2009 2. <i>Bio-identical hormone vs. traditional hormone therapy for relief of vaso-vagal symptoms related to menopause</i>, American Association of Nurse Practitioners Conference, June 2009 3. <i>The Dash to better health: Utilizing behavioral interventions to decrease blood pressure and reliance on medication for the treatment of hypertension</i>, American Association of Nurse Practitioners Conference, June 2009 4. <i>Hip-hop sex ed: Teenage pregnancy among American adolescents</i>, Sigma Theta Tau Conference, October 2009 	
<p>Relevant teaching experience: 6 years experience in graduate education, distance education.</p>	<p>Clinical Practice: HPW Center for Diabetes with Providence Medical Group, Family Nurse Practitioner</p>

**Indiana State University
College of Nursing, Health, and Human Services
Doctor of Nursing Practice
Faculty Qualification Information**

<p>Name: Marcia Ann Miller Executive Director for Nursing Associate Dean for Academics</p>	<p>Office Phone: 812-237-8997 Email: Marcia.Miller@indstate.edu</p>
<p>Degrees / School: PhD Leadership in Higher Education Indiana State University, Terre Haute, IN MSN Psychiatric Nursing Clinical Specialist Saint Xavier College, Chicago, IL MA Counseling Psychology Ball State University, Muncie, IN BSN Nursing Ball State University, Muncie, IN</p>	<p>Research Interest:</p> <ul style="list-style-type: none"> • Curriculum • Nursing Education • Psychiatric Nursing • Distance Education
<p>Professional Activities: Member of the Educational Sub-committee for the Indiana State Board of Nursing Member of Indiana Deans and Directors Member of Sigma Theta Tau International Member of the Indiana State Nurses Association Member of National League for Nursing</p>	
<p>Presentations and Publications Miller, M., Kummerow, A., & Mqutshini, T. (in press) Othello Syndrome. <i>The Journal of Psychosocial Nursing and Mental Health Services</i>. Miller, M. (2008). <i>Psychiatric nursing</i>. Indianapolis, IN: The College Network.</p>	
<p>Relevant teaching experience: Nursing graduate courses: Health Promotion Education Nursing undergraduate courses: Leadership, Capstone, Psychiatric Nursing,</p>	<p>Clinical Practice: None at this time</p>

Indiana State University
College of Nursing, Health, and Human Services
Doctor of Nursing Practice
Faculty Qualification Information

Name: Susan M. Eley PhD., MS, FNP-BC. Assistant Professor Director Family Nurse Practitioner Program	Office Phone: 812-237-7918 Email: Susan.eley@indstate.edu
Degrees / School: PhD. Indiana State University M.S. University of Illinois B.S.N. Southern Illinois University Certification: ANCC FNP Certification , AANP, ACLS	Research Interest: <ul style="list-style-type: none"> • Family Health • Evidence Based Practice • Health Promotion • Childhood Obesity
Professional Activities:; CON/HHS Building Committee member Jan 2009-present, DNP Taskforce Chair Dean Search Committee, Search Committee Faculty Search Committee Member Shriner’s Crippled Children’s screening Foster Grandparents Physical Examinations Sycamore Nursing Center 32 hours Group Home Physicals 24 hours Sycamore Nursing Center, Head Start Physicals Sycamore Nursing Center, Pediatric Clinic Sycamore Nursing Center, Women’s Clinic Sycamore Nursing Center	
Presentations and Publications: <ul style="list-style-type: none"> • Advance Journal for Nurse Practitioner Specialty Issue Spring 2010: <u>Impact of Continuous Positive Airway Pressure on Insulin Resistance in Adult Patients with Obstructive Sleep Apnea by Susan M. Eley PhD, FNP-BC, Jules Sybert MS, FNP-S, & Lea Hall MS, FNP-BC</u> • Poster Presentation Sigma Theta Tau Bi-Annual International Convention Indianapolis, IN Oct 31, 2009 <u>Hip Hop Sex Education Curriculum in Collaboration with Lea Hall, Bilita Williams, and Carly Lyn Clyatt.</u> • Poster Presentations American Academy of Nurse Practitioners Nashville, TN June 2009 Poster Presentations; <u>Dash Diet to Better Health</u> in Collaboration with Lea Hall, Katie Bennett, and Anna Rawdon, <u>Bioidentical HRT vs exogenous HRT result in improved vasovagal symptoms with reduced incidence of breast cancer?</u> In Collaboration with Margo McMahon and Robin Belanger • Poster Presentation Univ. of Southern Indiana 13th Annual Research & Evidence Based Practice in Health Care Conference for Wed. April 22, 2009 for poster presentation on <u>Childhood Overweight and Obesity: Using Motivational Interviewing in Primary Prevention</u> by Susan Dunlap MS, RN FNP-S, Roxanne Hanington MS, RN FNP-S, Lea Hall MSN, Asst Professor, & Dr. Susan M. Eley Asst. Professor May 2009 	
Relevant teaching experience: Graduate Faculty N624 Health Assessment and Health Promotion for APN; N635, N675 Family Nurse Practitioner Role I & II; N644 & N664 Theoretical Foundations of Family Health Care Nursing: Management of Common Chronic and Acute Health Problems I & II; N670 FNP Preceptorship; N646 Diagnostic Laboratory for APN; N697 Evidence Based Practice Course; N633 Nursing Research	Clinical Practice: Dr’s Arora and Arora Internal Medicine and Family Practice & Prompt Care Provider Hospital Privileges 1985-present St. Anthony Memorial Hospital Effingham IL

Indiana State University
College of Nursing, Health, and Human Services
Doctor of Nursing Practice
Faculty Qualification Information

Name: Cha-Nam Shin, PhD, RN	Office Phone: 812-237-3682 Email: cshin1@indstate.edu
Degrees / School: PhD in Nursing Saint Louis University MPA in Nursing HanYang University BSN Korea National Open University Diploma in Nursing Margaret Pritchard Nursing College Certification: Indiana State Board of Nursing Missouri State Board of Nursing New York State Board of Nursing	Research Interest: <ul style="list-style-type: none"> • Health Promotion via Physical Activity and Healthy Eating • Diversity Issues in Health • Measurement and Methods
Professional Activities: <ol style="list-style-type: none"> 8. Assistant Professor of Nursing, Indiana State University, August 2008 to present 9. Sigma Theta Tau International Honor Society of Nursing, 2006 to present 10. Midwest Nursing Research Society, 2006 to present 11. International Orem Society for Nursing Science and Scholarship, 2007 to present 	
Presentations and Publications: Shin, C. (September 11-12, 2009). <i>Health and Physical Activity of Korean American Adults</i> . Poster presented at the 18 th Annual Convention of Academy of Medical-Surgical Nurses 2009, Washington, D.C. Shin, C., & Lach, H. (March 28, 2009). <i>Predictors of Healthy Eating in Korean American Adults</i> . Poster presented at the Poster Discussion Forum at the 33 rd Midwest Nursing Research Society Annual Research Conference for 2009, Minneapolis, MN. Shin, C., & Lach, H. (March 29, 2008). <i>Physical Activity in Korean American Adults</i> . Poster presented at the 32 nd Midwest Nursing Research Society Annual Research Conference, Indianapolis, IN. Shin, C., & Lach, H. (March 25, 2007). <i>Psychometric Analysis of the SF-12 Health Survey in Older Adults</i> . Poster presented at the 31 st Midwest Nursing Research Society Annual Research Conference, Omaha, NE. Shin, C. (2007). Linking specific self-care deficit nursing theory concepts with the literature on family dinner. <i>Self-Care & Dependent-Care Nursing</i> , 15(1), 12-20.	
Relevant teaching experience: Nursing Research Course for Master's students, August 2008 to present	Clinical Practice: None

Indiana State University
College of Nursing, Health, and Human Services
Doctor of Nursing Practice
Faculty Qualification Information

<p>Name: Debra L. Mallory, NP-BC, PhD Professor, Dept. of Advanced Practice Nursing Indiana State University</p>	<p>Office Phone: 812-227-2591 Email: Debra.Mallory@indstate.edu</p>
<p>Degrees / School: PhD Texas Woman’s University MSN Indiana University BSN Texas Christian University</p> <p>Certification: Women’s Health Care Nurse Practitioner National Certification Corporation Basic Life Support American Heart Association RN, Indiana State Board of Nursing Health Professions Bureau</p>	<p>Research Interest:</p> <ul style="list-style-type: none"> • Women’s health care in primary practice; • clinically-based bedside research; • effective strategies for distance education; caring practices in the nursing environment;
<p>Professional Activities: Professor & Chairperson, Department of Advanced Practice Nursing, Indiana State University, College of Nursing, Health, and Human Services. President and program coordinator, Society of Advanced Practice Nurses Indiana State Nurses Association/American Nurses Association National Organization of Nurse Practitioner Faculty National League of Nursing</p>	
<p>Presentations and Publications:</p> <ul style="list-style-type: none"> • Improving Visual Estimation of Blood Volume on Peripads. <u>MCN, The American Journal of Maternal/Child Nursing</u>. Vol. 22, No. 06, November/December 1997, 294-298. • Sexual Harassment in the Hospital. <u>Revolution: The Journal of Nurse Empowerment</u>. Winter 1993, 64-65, 95-96. • Postpartum Bleeding. <u>NAACOG’s Clinical Issues in Perinatal and Women’s Health Nursing: Bleeding in Women</u> in Deborah W. Perlis, (ed.) Philadelphia: Lippincott, Vol. 2, No. 3, 1991, 402-409. • Standardized Assessment of Blood Loss. <u>MCN, The American Journal of Maternal/Child Nursing</u>. Vol. 15, No. 04, July/August 1990, 241-244. • The Birth System in Germany. <u>Journal of Obstetric, Gynecologic, and Neonatal Nursing</u>. Vol. 14, No. 1, January/February 1985, 45-49. 	
<p>Relevant teaching experience: Indiana State University College of Nursing, Health, & Human Services nursing courses</p>	<p>Clinical Practice: Advanced Women’s Healthcare St. Ann’s Gynecology Clinic (volunteer) United States Naval Reserves Nurse Corps</p>

**Indiana State University
College of Nursing, Health, and Human Services
Doctor of Nursing Program
Faculty Qualification Information**

<p>Name: Loretta Lucille White Associate Professor Advanced Practice Nursing</p>	<p>Office Phone: 812-237-3486 Email: Lucy.White@indstate.edu</p>
<p>Degrees / School: Post Masters University Southern Indiana Evansville, IN DNS Indiana University Indianapolis, IN MSN Indiana State University Terre Haute, Indiana BSN Indiana State University Terre Haute, Indiana AD Indiana State University Terre Haute, Indiana</p>	<p>Research Interest:</p> <ul style="list-style-type: none"> • Caring/Uncaring Behavior • Advanced Nursing Practice • Emergency Nursing
<p>Professional Activities: Member of the Society of Advanced Practice Nurses Member of Sigma Theta Tau International Member of National League for Nursing</p>	
<p>Presentations and Publications White, L.L. (2006). Preparing for clinical: Just in time. <i>Nurse Educator</i> 31(2), 57-60. <i>Assessment & Skills Update for Nurses Returning to the Workplace: Insertion of Intravenous Line and Practice</i> (Nov 16, 2004). Landsbaum Center for Health Education. <i>Contemporary Ethics Issues in Health Care, Research, and Practice: Case Studies and Ethical Issues in Nursing, in Psychiatry, and in Research</i> (Apr, 2005). Landsbaum Center for Health Education.</p>	
<p>Relevant teaching experience: Nursing graduate courses: Pharmacology for Family Nurse Practitioners; Family Nurse Practitioner Role I; Evidence Based Practice Nursing undergraduate courses: Pharmacology; Medical/Surgical Nursing; Nursing Research</p>	<p>Clinical Practice: ER /Trauma Care</p>

Indiana State University
College of Nursing, Health, and Human Services
Doctor of Nursing Practice (DNP) Program
Faculty Qualification Information

<p>Name: Roseanne Fairchild, Ph.D., MSN, RN Assistant Professor, Advanced Practice Nursing</p>	<p>Office Phone: 812-237-3480 Email: airchil.fairchild@indstate.edu</p>
<p>Degrees / School: Ph.D. Indiana University School of Nursing MSN Indiana University BA Butler University Certification: Nurse Educator Emergency Nursing</p>	<p>Research Interest:</p> <ul style="list-style-type: none"> • Health Services Research • Patient Safety • Cost Effectiveness Analysis of Quality Improvement Interventions in the Critical Access/Rural Hospital Settings
<p>Professional Activities:</p> <ol style="list-style-type: none"> 1. Indiana Rural Health Association (IRHA): Established a formal Research Working Group for ISU-Indiana Rural Health Association-HealthCare Excel to initiate and sustain a rural healthcare research agenda for critical access and rural hospitals across the state of Indiana. 2. West Central Indiana-Area Health Care Education Committee (WCI-AHEC): Conducting a Needs Assessment in continuing education for nursing staff in hospitals and long-term care facilities for an 11-county area in Central Indiana, 2009-2010. 3. Sigma Theta Tau International, Honor Society of Nursing: Member, Fellowship and Biennial Convention Planning Committees, 2004 – present. 	
<p>Presentations and Publications:</p> <ol style="list-style-type: none"> 1. “The TIGER Initiative in Health Informatics for Rural Hospitals in Central Indiana”, for the 3rd Annual Nurse Faculty – Nurse Executive Summit, Scottsdale, AZ, December, 2009. 2. Caring in the Midst of Complexity: Practical Ethical Theory and Model for Nurses’ Ethical Reasoning Skills in Clinical Practice, Midwest Nursing Research Society, Guaranteed Ethics Symposium, April, 2006. 3. Nurse Motivation, Cognitive Style and Perceptions of Safety Culture in Medical Surgical Units: Evidence toward the Development of a Human Performance Quality Nursing Care Delivery Model, Podium presentation, Sigma Theta Tau International Biennial Convention: Evidence-Based Practice, Indianapolis, Indiana, Nov. 14, 2005. 4. Fairchild, R. (2009). “Caring in the Midst of Complexity: Practical Ethical Theory for Nurses”, manuscript accepted for publication, <i>Nursing Ethics</i> (issue pending). 5. Moody, R.C., Pesut, D.J., & Harrington, C.F. (2006). “Creating Safety Culture on Nursing Units: Human Performance and Organizational System Factors That May Make a Difference”, <i>Journal of Patient Safety</i>, 2 (4). 6. Moody, R.C. & Pesut, D.J. (2006). “The Motivation to Care: Application and Extension of Motivation Theory to Professional Nursing Work”. <i>Journal of Health, Organization, and Management</i>, 20 (1). 	
<p>Relevant teaching experience: Baccalaureate and Graduate Nursing Programs, Indiana University School of Nursing; Graduate Nursing Practice Program, Indiana State Univ</p>	<p>Clinical Practice Experience: Emergency Department, Traumatic Brain Injury, Oncology/Hospice Nursing</p>

**Indiana State University
College of Nursing, Health, and Human Services
Doctor of Nursing Practice
Faculty Qualification Information**

<p>Name: Loretta Lucille White Associate Professor Advanced Practice Nursing</p>	<p>Office Phone: 812-237-3486 Email: Lucy.White@indstate.edu</p>
<p>Degrees / School: Post Masters University Southern Indiana Evansville, IN DNS Indiana University Indianapolis, IN MSN Indiana State University Terre Haute, Indiana BSN Indiana State University Terre Haute, Indiana I Indiana State University Terre Haute, Indiana</p>	<p>Research Interest:</p> <ul style="list-style-type: none"> • Caring/Uncaring Behavior • Advanced Nursing Practice • Emergency Nursing
<p>Professional Activities: Member of the Society of Advanced Practice Nurses Member of Sigma Theta Tau International Member of National League for Nursing</p>	
<p>Presentations and Publications White, L.L. (2006). Preparing for clinical: Just in time. <i>Nurse Educator</i> 31(2), 57-60. <i>Assessment & Skills Update for Nurses Returning to the Workplace: Insertion of Intravenous Line and Practice</i> (Nov 16, 2004). Landsbaum Center for Health Education. <i>Contemporary Ethics Issues in Health Care, Research, and Practice: Case Studies and Ethical Issues in Nursing, in Psychiatry, and in Research</i> (Apr, 2005). Landsbaum Center for Health Education.</p>	
<p>Relevant teaching experience: Nursing graduate courses: Pharmacology for Family Nurse Practitioners; Family Nurse Practitioner Role I; Evidence Based Practice Nursing undergraduate courses: Pharmacology; Medical/Surgical Nursing; Nursing Research</p>	<p>Clinical Practice: None at this time</p>

Indiana State University
College of Nursing, Health, and Human Services
Doctor of Nursing Practice
Faculty Qualification Information

<p>Name: Julia M Fine, RN, PhD, FNP-BC Associate Professor</p>	<p>Office Phone: 812-237-2667 Email: j-fine@indstate.edu</p>
<p>Degrees / School: FNP certificate, post-Master's: Ball State University, Muncie, Indiana. Ph.D. The University of Texas at Austin, Graduate Studies in Nursing Concentration in parent-child nursing and statistical methods. M.S.N. Indiana University, Indianapolis, Major: Perinatology. B.S.N.(with high honors) The University of Texas at Austin B.A. The University of Texas at Austin, Major: Anthropology</p>	<p>Research Interest:</p> <ul style="list-style-type: none"> • Diversity in nursing clinical education • International health care • Forensic nursing • Lifestyle Change Programs/Coronary health improvement
<p>Professional Activities:</p> <ul style="list-style-type: none"> • CODA Board of Directors (Council on Domestic Abuse) • Sexual Assault Response Team of Vigo County • Maple Center Board of Directors • Atsina Charity Medical Clinic Board of Directors (Accra, Ghana) • ISU Faculty Senate, Executive Committee 	
<p>Presentations and Publications:</p> <p>Maternal/Child and Perinatal core titles (2005). <i>Doody's Core Titles in the Health Sciences (DCT)</i>. Chicago: Doody Enterprises, Inc.</p> <p>Maternal/Child and Perinatal core titles (2004). <i>Doody's Core Titles in the Health Sciences (DCT)</i>. Chicago: Doody Enterprises, Inc.</p> <p>Fine, J.M., Baker, J.K., Borchers, D.A., Cochran, D.T., Kaltofen, K.G., Orcutt, N., Peacock, J.A., et al. (2001). Kathryn E Barnard: Parent-child interaction model. In A. Marriner-Tomey & M. R. Alligood (Eds.). <u>Nursing Theorists and Their Work</u> (5th ed.). St. Louis: C. V. Mosby/ Harcourt Health Sciences.</p> <p>Fine, J.M., Baker, J.K., Borchers, D.A., Cochran, D.T., Kaltofen, K.G., Orcutt, N., Peacock, J.A., et al. (1998). Kathryn E Barnard: Parent-child interaction model. In A. Marriner-Tomey (Ed.). <u>Nursing Theorists and Their Work</u> (4th ed.). (pp. 423-438), St. Louis: C. V. Mosby Co.</p> <p>Murray, M., Fine, J.M.B., & Vogler, J. (1997). Chapter 1: Electronic fetal monitoring: Purpose, predictions, and practice implications (pp. 1-22). In M. Murray, <u>Antepartal and Intrapartal Fetal Monitoring</u> (2nd ed.). Albuquerque, NM: Learning Resources International.</p> <p>Fine, J.M. (1995). Dilemmas of pink and blue: Discussion of gender roles in childbirth education. <u>Journal of Perinatal Education</u>, 4 (2), 7-10.</p>	
<p>Relevant teaching experience:</p> <p>Health Assessment and Health Promotion Family Nurse Practitioner Role I Information Technology Literacy for Healthcare (N108) Nursing Care of the Childbearing Family (N330) Research/Theoretical Basis for Nursing Practice (N322) Introduction to Healthcare Informatics (N400X/500X) Transition L.P.N. to B.S.N. (N208)</p>	<p>Clinical Practice:</p> <p>Union Hospital Maternal Health clinic Johnson Nichols Clinic, Greencastle, IN Minute Clinic Indianapolis, IN St. Ann Clinic, Terre Haute, IN</p>

ORGANIZATIONAL CHART

DEPARTMENT OF ADVANCED PRACTICE NURSING

INDIANA STATE UNIVERSITY

Apj

