THE UNIVERSITY OF ALABAMA SYSTEM
JOINT DNP COORDINATING COMMITTEE
AGENDA
JULY 9, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Lead</th>
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<tbody>
<tr>
<td>10:00-10:15</td>
<td>Welcome, Introductions, and Review of Minutes</td>
<td>Dr. Moneyham</td>
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<tr>
<td>10:15-10:30</td>
<td>Deans' Reports</td>
<td>Dr. Harper</td>
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<td>Dr. Prevost</td>
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<td>Dr. Adams</td>
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<td>10:30-11:00</td>
<td>Proposed Revisions to Joint DNP Operational Guidelines (Handout)</td>
<td>Dr. Moneyham</td>
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<td>11:00-11:30</td>
<td>Proposed Course Revisions (Handout)</td>
<td>Dr. Moneyham</td>
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<tr>
<td>11:30-12:15</td>
<td>Lunch</td>
<td>All</td>
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<tr>
<td>12:15-12:45</td>
<td>Reaffirmation of Community of Interest (Handout) for Self-Study – Standard I</td>
<td>Dr. Moneyham</td>
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<tr>
<td>12:45-1:00</td>
<td>Annual Report</td>
<td>Dr. Moneyham</td>
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<tr>
<td>1:00-1:30</td>
<td>Update on CCNE Self-Study and Revised Timeline (Handout)</td>
<td>Dr. Moneyham</td>
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<tr>
<td>1:30-1:40</td>
<td>Update on Plans for Intensive Spring 2015</td>
<td>Dr. Roussel</td>
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<tr>
<td>1:40-2:00</td>
<td>Additional Topics for Discussion/Announcements</td>
<td>All</td>
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<tr>
<td>2:00</td>
<td>Adjourn</td>
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Joint DNP Coordinating Committee Meeting Minutes  
The University of Alabama at Birmingham  
UAB Alumni House  
January 13, 2014  
10:00 AM – 2:00 PM


<table>
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<tr>
<th>AGENDA</th>
<th>DISCUSSION</th>
<th>ACTION REQUESTED/TAKEN</th>
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<tbody>
<tr>
<td>CALL TO ORDER</td>
<td>The meeting was called to order by Dr. Moneyham at 10:05 am.</td>
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<tr>
<td>Welcome and Introductions</td>
<td>The agenda was reviewed and approved as distributed.</td>
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<tr>
<td>Review and Approval of Agenda</td>
<td>Dr. Prevost, reported that UA is undergoing an extensive self-study preparing for the SACS visit in March 2015. They are putting their process improvement program in place. They are also in the midst of strategic planning process within the Capstone College of Nursing, while rethinking the mission and vision, and focusing on the faculty governance structure. They are also preparing for the Joint Intensive in March.</td>
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<td>UA:</td>
<td>Dr. Harper reported that the University is going through an examination of its budgetary processes. We are also in the midst of a campus capital campaign, with the SON focus on expanding the building. The SON is also revising/implementing new curricula for all programs.</td>
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<td>UAB:</td>
<td>Dr. Frith provided a report for Dr. Raines. She reported that their expansion project continues and July 1 is the targeted deadline for completion. The University is searching for a new dean for the College of Nursing. Dr. Fay Raines retires on June 1, 2014. There are also searches for Dean of the College of Science and Dean of the Honors College. Campus interviews have recently been concluded for a new Provost. The new Vice President for Research has been in their</td>
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<td>Change in Co-.Reqs for NUR 738</td>
<td>The new DNP POS was developed to be part-time because most students are employed full time and enrolled part-time. However, UA’s campus needs a full-time POS because the students have to attend full-time in order to qualify for the SDF Graduate Grant. This will require that NUR 742 be a co-requisite for NUR 738. Dr. Marsha Adams made a proposal to the committee to add NUR 742 as a co-requisite. The motion was approved.</td>
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<td>Old Business</td>
<td>There was a brief discussion about the BSN → DNP transition. Dr. Joe Burrage reported that LSU CE website is doing information sessions on their BSN → DNP transition. There are other schools in the state that will continue to offer a post-Master’s DNP program. If students enter the MSN program knowing that they want to pursue the DNP, the POS can be adjusted accordingly for a seamless transition. Dr. Harper reported that the Rand Corporation has been selected to conduct a study for CCNE on the barriers to the BSN to DNP. The UABSON received a request to participate in a telephone interview about our Joint DNP Program. It was recommended that representatives from each campus participate in the conference call.</td>
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<td>ADJOURNMENT</td>
<td>The meeting was adjourned at 12:30 pm.</td>
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<td>Dr. Harper will arrange to have the telephone interview conducted as a conference call with representation from UA and UAH participating with UAB.</td>
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Recorded by: JoeAnn Kennedy – March 3, 2014
Operational Procedures for Post-Master's Option in Joint DNP Program
University of Alabama School of Nursing, UAB (UABSON), University of Alabama in Huntsville College of Nursing (UAHCON) and University of Alabama Capstone College of Nursing (UACCN)

Governance

- A Coordinating Committee, composed of an equal number of representatives from the three campuses, will be responsible for coordination and evaluation of the Joint Doctor of Nursing Practice (DNP) Program across the three campuses.

- The Joint DNP Program Coordinating Committee membership shall consist of the three Associate Deans at UABSON, UAHCON, and UACCN, the Deans of the three nursing schools, and nine faculty representatives, three from each of the three campuses. The Coordinating Committee will meet at least once each academic term (including summer term) to consider plans, policies, administrative matters, etc. The meetings will be held at alternate sites to be mutually determined. The institution hosting the meeting shall be responsible for making facility arrangements and coordinating the agenda. The Coordinating Committee will be responsible for the periodic review of the Program. It will establish the schedule and parameters of the reviews and submit them to the System's Office of Academic Affairs. The results of each review will be reported to the presidents and to the Chancellor. All reports and communication with regulatory and accrediting bodies related to the Joint DNP Program will be coordinated by the Joint DNP Program Director and submitted to UA System annually for duration of the joint program.

The Joint DNP Coordinating Committee will appoint subcommittees to complete the work of the Joint DNP Program.

- The Associate Dean for Academic Affairs at UABSON will serve as the Joint DNP Program Director to coordinate the program and chair the Coordinating Committee. In this capacity, the Director/Chair works collaboratively with the designated directors on each campus, the deans on the three campuses and the designated Joint DNP Program faculty. The UABSON, UAHCON and UACCN Associate Deans will oversee the operations of the DNP program at each campus with delegation to DNP faculty as appropriate.

- The Coordinating Committee will work under a process of consensus building respecting all parties in the Joint DNP Program.

- Each participating institution will comply with existing institutional policies and procedures related to calendar, student affairs processes, admission criteria, and student progression based on those outlined in the joint DNP proposal and by accreditation and program approval bodies. When these differ, institutional policies will prevail.

- Each participating institution will focus on development and refinement of any its specialty tracks for the DNP degree program.

- The Joint DNP Program Coordinating Committee will oversee only the DNP Program, including the post-Master's option, and does not have responsibility for other programs.
at the institutions. Oversight of the specialty tracks at each institution is the responsibility of each institution and only those aspects that directly relate to the DNP degree are to be considered by the Joint DNP Program Coordinating Committee.

- This joint program will be subject to reevaluation in three years in accordance with ACHE recommendations for the DNP degree.

- The home institution is the institution to which the student applies and is admitted.

Curriculum

- The core curriculum for the post-master's option in the Joint DNP program has been jointly developed and approved by each institution's faculty approval bodies and will be implemented by each participating institution.

- The number of transfer credits that may be completed at participating campuses other than the home campus will be based on the policies of the home institution.

- The approval process for students taking coursework at the non-home campuses will require approval from the respective associate deans for scheduling and teaching courses outlined in the student's program of study.

- Clinical practice placements will be coordinated at each student's home institution.

- Each participating institution will share program outcomes, including but not limited to: certification pass rates, position placement, program evaluation data and state impact. This program outcome information will be aggregated and included, as appropriate, in annual reports about the program.

- The curriculum and program of studies for the joint program shall be subject to national accreditation and certification bodies for approval.

- Students will be matched with faculty mentors whose expertise corresponds to their APN specialty throughout the post-master's option.

- At a minimum, shared components of the degree program will focus on electives, the core curriculum and annual intensives across the three institutions.

- Intensives will be offered in conjunction with core courses and/or electives that will be taken by students from all three campuses.

- The home institution approves each student's program of study.

Students and Graduates

- Students who enroll as post-master's students will apply to and be admitted to a home campus which provides faculty with credentials that match the area of specialty studies and opportunities consistent with the students' career goals and prior specialty education.
- Students are subject to admission, progression and graduation policies of the joint program and the relevant procedures of their home institution. If these differ, the policies of the home institution prevail.

- Graduates will be considered alumni of their home institution.

- In compliance with FERPA regulations, student files and data related to individual students will be shared across participating institutions on a need-to-know basis. Each participating campus will have access to aggregate program quality and outcome data.

- Liability issues for students are the sole responsibility of the home campus. (Should request a review by Legal Counsel regarding those situations in which students are enrolled in courses on campuses other than the home campus.)

- Student financial support is the sole responsibility of the home campus.

- Students will assume responsibility for registration and forwarding of transcripts for courses taken at the non-home campus. The campuses will continue to explore systems to facilitate registration, enrollment and transfer of credit.

- Registration processes for courses taken at participating institutions other than the home campus will be subject to respective campus policies and procedures. Attempts will be made to streamline registration processes for students in the Joint DNP Program.

Administration

- DNP degree will be awarded at the student’s home institution in accordance with the UA System guidelines. The diploma will include the UA seal and the names of all three institutions.

- Each institution is responsible for advising students at the home campus regarding the policies and procedures relative to Joint DNP Program and the students’ program of study including courses being taken at non-home campuses.

- Marketing materials for the Joint DNP Program will be developed and maintained at each participating institution. Marketing materials, produced by each campus, must include the common program outcomes, program description, and program of study and must acknowledge that the program is a Joint DNP Program and under specialty tracks, including websites, will be developed and maintained at each participating institution in accordance with the Joint Program admission policies and core-curriculum. (Suggest that we agree on some joint titling and common overall wording related to the program that can then be incorporated into information prepared by and made more specific for each campus.) Was this in the original document?

- In general, student/faculty grievance processes will be managed at the home campus. In situations in which the grievance is related to enrollment in a course or another specific situation on the non-home campus, the grievance will be managed on that campus.

- Responsibilities for overall evaluation of student performance reside at the home campus. Evaluations of course performance reside at the campus in which course
enrollment occurs. The curriculum and program outcomes are jointly evaluated through the Joint DNP Coordinating Committee.

Resources

- The primary responsibility for resources and/or personnel will remain with each home campus.
- Faculty members will maintain their full-time faculty appointments at the institution hiring them and be subject to that institution's policies and procedures.
- Each campus will provide resources to support DNP courses at its campus. The campuses will continue to explore systems to implement a common tuition and fee structure for the joint program.
- Intensives as part of the core curriculum will be jointly planned and offered. If intensives are part of a course in which students are enrolled, they will pay tuition and fees in accordance with the approved tuition and fee structure and processes. If intensives are offered outside of the courses in which students are enrolled, or if there is an additional cost for the intensive, students will pay that fee at their home campus.
- Electives will be offered by each participating institution. Students will pay tuition and fees to that institution and be responsible for transferring coursework to home institution.
- Each campus will be able to independently submit proposals for funding support for specialty-curriculum and programming and for student support on their respective home campuses for the Post-Master's DNP Program.
- Each campus may elect to pursue collaborative ventures with the other two campuses for the Post-Master's CNP Program.

Faculty

- The Joint DNP Program faculty members will hold appointments without remuneration at each other's institutions following institutional procedures. The roster of appointments will be reviewed and updated annually no later than August 30 of each year.

Approved by:
Sara Barger, Dean, University of Alabama Capstone College of Nursing (UACCN)
Doreen Harper, Dean, University of Alabama School of Nursing (UABSON)
Fay Raines, Dean, University of Alabama in Huntsville College of Nursing (UAHCON)

July 29, 2008; Updated August 17, 2013

Reviewed and Updated XXXXXX by Joint DNP Coordinating Committee (Date).
PROPOSED COURSE CHANGES

Proposal 1: Approve the revised course overview for NUR 734 Advanced Experiential Course. (Handout)

Proposal 2: Approve the following changes to the course overview for NUR 738 Scholarly Project Development: (Handout)

   A. Confirm that 120 clinical hours are completed within NUR 738.
   B. Update the pre-requisites for NUR 738 to include NUR 729, NUR 742, and NUR 743.
   C. Confirm the course objectives.

Proposal 3: Approve the following changes to the course overview for NUR 739 Scholarly Practice Project: (Handout)

   A. Confirm the ratio of clinical contact hours to credit hour and confirm that 420 clinical contact hours are completed within NUR 739.
   B. Change pre-and co-requisites so that up to one NUR 739 credit hour may be taken concurrently with NUR 738.

Proposal 4: Approve the addition of a course objective to NUR 740 Heath Policy and Politics that speaks to the role of nurses in health policy. (Handout)
COURSE OVERVIEW

COURSE NUMBER: NUR 734

COURSE NAME: Advanced Experiential Clinical Course

CREDITS: Variable: One (1) to Seven (7) semester hours (60-420 clinical hours)

TIME ALLOTMENT: One credit hour equals 60 clinical contact hours per term

PLACEMENT: Fall, Spring or Summer semesters

RESPONSIBLE FOR COURSE: TBA

RESOURCE PERSONS: Faculty, student mentors, advanced practice nurses, and community leaders/executives.

PRE- and CO- REQUISITES: Admission to the DNP Program

RELATIONSHIP TO OTHER COURSES: This course provides the opportunity for DNP students lacking a minimum of 600 clinical hours in their previous master’s degree program to complete those hours through a variety of advanced practice activities. These activities provide the foundation for the Scholarly Practice Project.

OBJECTIVES: Upon completion of NUR 734, the student will:
1. Use evidence in the development of clinical or leadership interventions.
2. Demonstrate collaborative relationships in activities designed to improve quality care and minimize health disparities.
3. Participate in evaluation of a health policy or a clinical delivery system.
4. Perform in a leadership role to advance clinical practice or health care delivery.

COURSE DESCRIPTION: This course is designed to validate Master’s level competencies in clinical and organizational leadership. The course is required for post-master’s DNP students who are graduates of programs in nursing with less than 500 clinical hours. The course is a pre-requisite to NUR 739 Scholarly Project.

TYPES OF FACILITIES UTILIZED: A variety of health care agencies.

TEACHING METHODS: Instructor-guided independent activity. Students will establish a contract with the faculty advisor delineating activities to demonstrate accomplishment of the course objectives.

TEACHER/LEARNER ACTIVITIES: The student will develop, implement, and disseminate an individualized clinical or organizational project based on appropriate competencies (National Organization of Nurse Practitioner Faculties Core Nurse Practitioner Competencies, 2012;
Clinical Nurse Specialist Core Competencies, 2008; ANOE Executive Nurse Competencies, 2005; ANCC Nurse Executive Advanced, 2014; The project will be developed in collaboration with and approval of the instructor.

**EVALUATION:** Satisfactory/Unsatisfactory completion of planned activities.
COURSE OVERVIEW

COURSE NUMBER: NUR 738  
COURSE NAME: Scholarly Project Development  
CREDITS: Three (3) semester hours  
TIME ALLOTMENT: 30 Seminar hours  
120 Clinical hours  

PLACEMENT: TBA  
RESPONSIBLE FOR COURSE: TBA  

RESOURCE PERSONS: Doctoral faculty, faculty from related disciplines, professional colleagues, nationally recognized leaders and consultants.  

PRE- and CO- REQUISITES: Pre-requisites: NUR 729, NUR 742, NUR 743.  

RELATIONSHIP TO OTHER COURSES: Enrollment in this 3-hour course is required as a pre-requisite to enrollment in NUR 739 Scholarly Practice Project.  

OBJECTIVES: Upon completion of NUR 738, the student will:  
1. Synthesize knowledge from nursing and other disciplines into the planning of a scholarly specialty practice project.  
2. Demonstrate the ability to integrate selected specialty resources and literature.  
3. Develop a portfolio demonstrating expertise in the specialty area of interest.  

COURSE DESCRIPTION: NUR 738 is a 3-hour seminar designed to assist the student in selecting an area of interest within a practice specialization, and in demonstrating professional competencies related to that area of interest. The student will document previously acquired abilities and competencies in a professional portfolio. Students will participate in the seminar to obtain guidance, be involved in discussion, and receive peer suggestions about the portfolio and project plans.  

TYPES OF FACILITIES UTILIZED: School of Nursing distance accessible and various clinical agencies.  

TEACHER/LEARNER ACTIVITIES: Students will work towards development of the background/significance, purpose statement, and methods proposed for execution of the Scholarly Project, and acquire experience with completion of a draft IRB application for human subjects research approval. Throughout the semester, students will work closely with their Scholarly Project Chairs to ensure that the proposal meets requirements related to scientific rigor and is in-line with scientific underpinnings associated with the phenomenon of interest. A total of 60 clinical hours will be accumulated in association with proposal-related assignments,
and tallied on the clinical log form to document adherence to course requirements. Students will also begin development of their professional portfolio. Throughout the course, on-line resources will be available to support learning and proposal development, as well as scheduled synchronous faculty-student "Wimba chats" and individual conferences as needed.

**EVALUATION:** Achievement of the course objectives is evaluated through completion of assignments that focus on Scholarly Project proposal development.
THE UNIVERSITY OF ALABAMA SYSTEM
JOINT DOCTOR OF NURSING PRACTICE PROGRAM
GRADUATE STUDIES

COURSE OVERVIEW

COURSE NUMBER: NUR 739
COURSE NAME: Scholarly Practice Project
CREDITS: Three to seven (3 to 7) semester hours
TIME ALLOTMENT: 60 clinical contact hours per credit hour; 420 total clinical contact hours
PLACEMENT: TBA
RESPONSIBLE FOR COURSE: TBA

RESOURCE PERSONS: Doctoral faculty, faculty from related disciplines, professional colleagues, nationally recognized leaders and consultants.

PRE- and CO- REQUISITES: NUR 738 Scholarly Project Development is a pre-requisite; NUR 738 and NUR 739 may be taken as co-requisites with the permission of the Associate Dean for Academic Programs.

RELATIONSHIP TO OTHER COURSES: Previous course work will prepare the student to synthesize learning and develop the required product.

OBJECTIVES: Upon completion of NUR 739, the student will:
1. Synthesize knowledge from experience and specialty literature for application to the specialty practice area of interest.
2. Demonstrate the ability to write scholarly manuscripts.
3. Develop a portfolio demonstrating expertise in the specialty practice area.
4. Incorporate elements of scientific inquiry into a defined product in the specialty practice area.
5. Demonstrate the ability to make a scholarly presentation.

COURSE DESCRIPTION: This is the capstone clinical course in all advanced practice tracks. The student presents evidence of achievements and competencies in a professional portfolio. The practice residency is completed in a specialty area of the student's choice. One credit hour each semester is devoted to classroom seminar. This seminar focuses on aspects of the final practice project and interventions that promote health, prevent illness and disability, and alleviate health disparities. Small group seminar sessions are formed for students who are at similar stages of completion of the course requirements. The final project selected and planned by the student and advisor is implemented during this course. The student completes the project, evaluates the outcomes, disseminates findings, and makes a formal, scholarly presentation to peers and faculty.

TYPES OF FACILITIES UTILIZED: Hospitals, clinics, private practice settings, and administrative suites; any setting where the students' specialty population or area of interest is located.
TEACHER/LEARNER ACTIVITIES: Students participate in seminars facilitated by faculty to assist with completion of course requirements. Peer discussion and evaluation are encouraged. Individual conferences are scheduled as indicated with faculty and student advisors as is appropriate.

EVALUATION: Achievement of the course objectives is evaluated as follows:

- Contract for practice hours (Obj. 1,4) P/F
- Professional Portfolio (Obj. 3) P/F
- Scholarly Product (Obj. 1,2,3,4,5) P/F
- Presentation (Obj. 5) P/F
THE UNIVERSITY OF ALABAMA SYSTEM
JOINT DOCTOR OF NURSING PRACTICE PROGRAM
GRADUATE STUDIES

COURSE OVERVIEW

COURSE NUMBER: NUR 740

COURSE NAME: Health Policy and Politics: Implications in Health Care

CREDITS: Three semester hours (45 hours)

PLACEMENT: TBA

RESPONSIBLE FOR COURSE: TBA

RESOURCE PERSONS: Faculty, Community, State, Regional and National Nursing and Health Care Policy Leaders

PRE AND CO-REQUISITES: Admission to the Doctor of Nursing Practice Program

RELATIONSHIP TO OTHER COURSES: Health policy and politics is a core Doctor of Nursing Practice course that focuses on the basic principles of health policy and the influence of the political process as a systematic approach to health care in the United States and internationally.

COURSE DESCRIPTION: Health policy and politics is a core Doctor of Nursing Practice course that focuses on the basic principles of health policy and the influence of the political process as a systematic approach to health care in the United States and internationally. The course prepares students to assume complex leadership roles in order to advance specialty practice and health. This course focuses on the unique challenges of engaging and influencing health care policy in the U.S. and internationally. It is designed to develop skills, techniques, and approaches to the critical analysis of health policy proposals, health policies and related stakeholders in policy and public forums. The health policy framework is analyzed from a governmental, institutional and organizational perspective.

OBJECTIVES: Upon completion of NUR 740 the student will:

1. Analyze the relationship among economics, finance, structure, legislative process and outcomes of U.S. health care delivery systems.

2. Design and evaluate health care policies related to current specialty practice issues that promote equity and eliminate health disparities in a variety of health care arenas.
3. Analyze the ethical, legal and socio-cultural implications in the decision-making process of U.S. health policy versus a universal health system.

4. Assess the impact of various political strategies on the promotion of health care policy.

5. Analyze the role of nurses as political participants in healthcare planning and as influences on work healthcare policy

5. Develop advocacy skills for representing the nursing profession as it relates to social justice, equity, and ethical policies in health care.

**TYPES OF FACILITIES UTILIZED:** University Libraries and other University facilities as appropriate. Additional facilities are selected to provide opportunities that develop the Doctorate of Nursing Practice role with selected target populations.

**TEACHER/LEARNER ACTIVITIES:** Students will be expected to actively participate in discussions, think critically, and be self-directed to obtain the knowledge needed for application of course content. Assigned readings, learning activities, and discussions are required for effective learning and evaluation. Students are expected to think critically and identify real life examples of the behaviors and characteristics studied. Students are expected to demonstrate professional and personal behaviors appropriate to the role of the Doctorate of Nursing Practice role.

Faculty assume responsibility for guiding the students' learning and assisting students in meeting course objectives. The faculty is available for assistance during class hours, office hours, and via e-mail or telephone. Course content is taught by a combination of faculty lecture, seminar discussion, and assigned readings.

**EVALUATION:** Achievement of the course objectives will be evaluated on the following criteria:
THE UNIVERSITY OF ALABAMA SYSTEM
JOINT DOCTOR OF NURSING PRACTICE PROGRAM
GRADUATE STUDIES

COURSE OVERVIEW

COURSE NUMBER: NUR 739
COURSE NAME: Scholarly Practice Project
CREDITS: Three to seven (3 to 7) semester hours
TIME ALLOTMENT: 60 clinical contact hours per credit hour; 420 total clinical contact hours

PLACEMENT: TBA

RESPONSIBLE FOR COURSE: TBA

RESOURCE PERSONS: Doctoral faculty, faculty from related disciplines, professional colleagues, nationally recognized leaders and consultants.

PRE- and CO- REQUISITES: NUR 738 Scholarly Project Development is a pre-requisite; One credit hour of NUR 739 may be taken as a co-requisite of NUR 738 with the permission of the Associate Dean for Academic Programs.

RELATIONSHIP TO OTHER COURSES: Previous course work will prepare the student to synthesize learning and develop the required product.

OBJECTIVES: Upon completion of NUR 739, the student will:
1. Synthesize knowledge from experience and specialty literature for application to the specialty practice area of interest.
2. Demonstrate the ability to write scholarly manuscripts.
3. Develop a portfolio demonstrating expertise in the specialty practice area.
4. Incorporate elements of scientific inquiry into a defined product in the specialty practice area.
5. Demonstrate the ability to make a scholarly presentation.

COURSE DESCRIPTION: This is the capstone clinical course in all advanced practice tracks. The student presents evidence of achievements and competencies in a professional portfolio. The practice residency is completed in a specialty area of the student's choice. One credit hour each semester is devoted to classroom seminar. This seminar focuses on aspects of the final practice project and interventions that promote health, prevent illness and disability, and alleviate health disparities. Small group seminar sessions are formed for students who are at similar stages of completion of the course requirements. The final project selected and planned by the student and advisor is implemented during this course. The student completes the project, evaluates the outcomes, disseminates findings, and makes a formal, scholarly presentation to peers and faculty.

TYPES OF FACILITIES UTILIZED: Hospitals, clinics, private practice settings, and administrative suites; any setting where the students' specialty population or area of interest is located.
TEACHER/LEARNER ACTIVITIES: Students participate in seminars facilitated by faculty to assist with completion of course requirements. Peer discussion and evaluation are encouraged. Individual conferences are scheduled as indicated with faculty and student advisors as is appropriate.

EVALUATION: Achievement of the course objectives is evaluated as follows:

- Contract for Practice hours (Obj. 1,4) P/F
- Professional Portfolio (Obj. 3) P/F
- Scholarly Product (Obj. 1,2,3,4,5) P/F
- Presentation (Obj. 5) P/F
THE UNIVERSITY OF ALABAMA SYSTEM
JOINT DOCTOR OF NURSING PRACTICE PROGRAM
GRADUATE STUDIES

COURSE OVERVIEW

COURSE NUMBER: NUR 740

COURSE NAME: Health Policy and Politics: Implications in Health Care

CREDITS: Three semester hours (45 hours)

PLACEMENT: TBA

RESPONSIBLE FOR COURSE: TBA

RESOURCE PERSONS: Faculty, Community, State, Regional and National Nursing and Health Care Policy Leaders

PRE AND CO-REQUISITES: Admission to the Doctor of Nursing Practice Program

RELATIONSHIP TO OTHER COURSES: Health Policy and Politics is a core Doctor of Nursing Practice course that focuses on the basic principles of health policy and the influence of the political process as a systematic approach to health care in the United States and internationally.

COURSE DESCRIPTION: Health policy and politics is a core Doctor of Nursing Practice course that focuses on the basic principles of health policy and the influence of the political process as a systematic approach to health care in the United States and internationally. The course prepares students to assume complex leadership roles in order to advance specialty practice and health. This course focuses on the unique challenges of engaging and influencing health care policy in the U.S. and internationally. It is designed to develop skills, techniques, and approaches to the critical analysis of health policy proposals, health policies and related stakeholders in policy and public forums. The health policy framework is analyzed from a governmental, institutional and organizational perspective.

OBJECTIVES: Upon completion of NUR 740 the student will:

1. Analyze the relationship among economics, finance, structure, legislative process and outcomes of U.S. health care delivery systems.

2. Design and evaluate health care policies related to current specialty practice issues that promote equity and eliminate health disparities in a variety of health care arenas.
3. Analyze the ethical, legal and socio-cultural implications in the decision-making process of U.S. health policy versus a universal health system.

4. Assess the impact of various political strategies on the promotion of health care policy.

5. Analyze the role of nurses as political participants in healthcare planning and as influences on work healthcare policy.

5. Develop advocacy skills for representing the nursing profession as it relates to social justice, equity, and ethical policies in health care.

**TYPES OF FACILITIES UTILIZED:** University Libraries and other University facilities as appropriate. Additional facilities are selected to provide opportunities that develop the Doctorate of Nursing Practice role with selected target populations.

**TEACHER/LEARNER ACTIVITIES:** Students will be expected to actively participate in discussions, think critically, and be self-directed to obtain the knowledge needed for application of course content. Assigned readings, learning activities, and discussions are required for effective learning and evaluation. Students are expected to think critically and identify real life examples of the behaviors and characteristics studied. Students are expected to demonstrate professional and personal behaviors appropriate to the role of the Doctorate of Nursing Practice role.

Faculty assume responsibility for guiding the students' learning and assisting students in meeting course objectives. The faculty is available for assistance during class hours, office hours, and via e-mail or telephone. Course content is taught by a combination of faculty lecture, seminar discussion, and assigned readings.

**EVALUATION:** Achievement of the course objectives will be evaluated on the following criteria:
Community of Interest for the Joint DNP Program

The ability of the Joint DNP program to achieve program outcomes is directly related to the needs and expectations of its internal and external communities of interest, which are routinely considered by DNP faculty in decision-making about the program curriculum and policies. The community of interest thus comprises the stakeholders of the DNP program and includes both internal and external sources of input to the DNP program. The internal community of interest includes Joint DNP Program students, faculty, and University communities. The external community of interest includes employers, contracted clinical agencies, accrediting agencies, alumni and advisory boards for each School/College. The community of interest for the Joint DNP Program was defined at the initiation of the program and approved jointly and by each school/college. At UACCN, the Graduate Education Committee reaffirmed the communities of interest for the DNP program on October 28, 2009 and the UACHC faculty approved the community of interest on November 9, 2009 (RF Graduate Education Committee Minutes and Faculty Organization Minutes). The community of interest was affirmed by the UABSON DNP Program faculty (RF DNP Faculty Meeting Minutes, December 14, 2009) and the UACHC DNP Task Force meeting on December 1, 2008 (RF XXX).

Feedback from the community of interest is a continuous process with input into the DNP program system a continuous feedback loop with many opportunities for feedback provided. The Joint DNP Evaluation Plan outlines critical points for solicitation of data from the community of interest which is then reviewed by the program faculty in the process of making decisions about quality improvement strategies to be implemented. Feedback from DNP students is obtained on a regular basis through course evaluations and may be used by faculty to make changes in courses. In addition, annual surveys of new graduates and alumni are conducted on an annual basis. Another internal community of interest, the faculty, is provided with opportunities to provide suggestions for course improvements during regularly scheduled DNP Program faculty meetings, during which reports are given for each course and assistance is sought to promote course refinements (UPDATE ALL: RF : UACCN Graduate Faculty Minutes of September 28, 2009 and November 2, 2009; UABSON DNP Faculty Retreat Minutes October 28, 2009, UACHC Task Force Meeting Minutes). Table 1-B-1 below depicts the channels for input and decision-making for the Joint DNP program at the individual school and joint DNP program level and illustrates how decisions flow to the Joint Coordinating Committee.

Table 1-B-1: Channels for Input of Communities of Interest into Joint DNP Program (Needs review and revision)

<table>
<thead>
<tr>
<th>Communities of Interest</th>
<th>Source of Data</th>
<th>Responsible Committee/Person</th>
<th>Decision Making Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal DNP students</td>
<td>Course Evaluation, Workshops, Chats, Town Hall Meetings</td>
<td>Campus DNP Program Coordinator or Assistant Dean, Graduate Programs, and DNP Program Faculty</td>
<td>DNP Coordinating Committee, Campus Faculty Organizations, DNP faculty groups, UA &amp; UACHC Graduate Councils</td>
</tr>
<tr>
<td>University Community</td>
<td>Provost, Deans, Institutional Research</td>
<td>Dean, Campus DNP Program Coordinator or Assistant Dean, Graduate Programs, and DNP Program Faculty</td>
<td>DNP Coordinating Committee, Campus Faculty Organizations, DNP faculty groups, UA &amp; UACHC Graduate Councils</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty Evaluations of Courses</td>
<td>Campus DNP Program Coordinator or Assistant Dean, Graduate Programs</td>
<td>DNP Coordinating Committee, Campus Faculty Organizations, DNP faculty groups, UA &amp; UACHC Graduate Councils</td>
</tr>
<tr>
<td>External Employers</td>
<td>Clinical Agency Survey, Employer Survey, Alumni Survey</td>
<td>Dean, Campus DNP Program Coordinator or Assistant Dean, Graduate Programs, and DNP Program Faculty</td>
<td>DNP Coordinating Committee, Campus Faculty Organizations, DNP faculty groups, UA &amp; UACHC Graduate Councils</td>
</tr>
<tr>
<td>Contracted</td>
<td>Annual Survey</td>
<td>Campus DNP Coordinator or DNP Coordinating Committee</td>
<td>DNP Coordinating Committee</td>
</tr>
</tbody>
</table>

Comment [LDM1]: Need to be updated and added to.
<table>
<thead>
<tr>
<th>Clinical Agencies and Mentors/Facilitators of Scholarly Practice projects</th>
<th>Mentor Satisfaction Survey</th>
<th>Assistant Dean, Graduate Programs, and DNP Faculty</th>
<th>Three Faculty Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accredit ing Agency</td>
<td>CCNE Standards and evaluations</td>
<td>Campus DNP Coordinator or Assistant Dean, Graduate Programs, and faculty</td>
<td>Joint DNP Coordinating Committee DNP faculty groups</td>
</tr>
<tr>
<td>Alumni</td>
<td>Alumni Survey</td>
<td>Campus DNP Coordinator or Assistant Dean, Graduate Programs, and faculty</td>
<td>Joint DNP Coordinating Committee Three Faculty Organization</td>
</tr>
<tr>
<td>Board of Visitors/Advisory Boards</td>
<td>Minutes, Written Communications</td>
<td>Dean, Appropriate Appropriate campus committees</td>
<td>Joint DNP Coordinating Committee Three Faculty Organizations</td>
</tr>
</tbody>
</table>

Examples of the Joint DNP program response to the needs of the internal and external communities of interest include **GIVE EXAMPLES**
## CCNE SELF-STUDY PROGRESS REPORT AND TIMELINE

<table>
<thead>
<tr>
<th>Category</th>
<th>Task</th>
<th>Leader</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing of</td>
<td>Standard I Draft with Appendices</td>
<td>Associate Deans</td>
<td>Completed</td>
</tr>
<tr>
<td>Self-Study</td>
<td>Standard III Draft with Appendices</td>
<td>Associate Deans</td>
<td>In progress 7/15/2014</td>
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<tr>
<td>Status 7/9/2014</td>
<td>Standard II Draft with Appendices</td>
<td>Deans/Associate Deans</td>
<td>8/1/2014</td>
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<tr>
<td></td>
<td>Standard IV with Appendices</td>
<td>Associated Deans</td>
<td>8/1/2014</td>
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<tr>
<td></td>
<td>Review and Revisions – Joint DNP Coordinating Committee and</td>
<td>All</td>
<td>9/1/2014</td>
</tr>
<tr>
<td></td>
<td>Curriculum and Evaluation Sub-Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External</td>
<td>Identification of External Reviewers and Dates for External Reviews</td>
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<tr>
<td>Review</td>
<td>External Review Completed</td>
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<td>10/1/2014</td>
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<tr>
<td></td>
<td>Revisions of Self-Study Based on External Review</td>
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<td>10/15/2014</td>
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<tr>
<td>Mock Review</td>
<td>Identification of Mock Reviewers (3)</td>
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<td>8/1/2014</td>
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<tr>
<td></td>
<td>Schedule by Conduct</td>
<td></td>
<td>9/1/2014</td>
</tr>
<tr>
<td>Site Visit</td>
<td>Develop Schedule/Agenda for Visit</td>
<td>Deans/Associate Deans</td>
<td>11/15/2014</td>
</tr>
<tr>
<td></td>
<td>Send Schedule/Agenda to Site Visitors/CCNE</td>
<td></td>
<td>?? ??</td>
</tr>
<tr>
<td></td>
<td>Identify Key Individuals on each Campus to meet with CCNE Team and</td>
<td>Deans/Associate Deans</td>
<td>12/1/2014</td>
</tr>
<tr>
<td></td>
<td>Schedule/Appointments</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Mail/Email Self Study Documents to CCNE Team</td>
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<td>No Later than 1/1/2015</td>
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<tr>
<td></td>
<td>Select Hotel and Reserve Rooms for Review Team</td>
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<td>No Later than 12/1/2014</td>
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<tr>
<td></td>
<td>Arrange Transportation</td>
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<td>No later than 1/1/2015</td>
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<tr>
<td></td>
<td>Set up Resource Room/Files Each Campus</td>
<td></td>
<td>No Later than 2/1/2015</td>
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<tr>
<td></td>
<td>Site Visit</td>
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<td>February 18, 19, 20</td>
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</table>