

Members: Sheryl Winn, Monica Ketchie, Debbie Greene, Dean Baker, Susan Steele, Leslie Moore, Debby MacMillan, Paige Alford

1. Call to Order
2. Approval of Agenda
3. Approval of previous minutes
4. Report to EE committee to reflect in minutes each month:
 1. Are there any curriculum updates in any of the programs (FNP/NE/PMHNP/DNP)?
 2. Have all preceptors been reviewed by course faculty and found to be qualified?
 3. Have all currently enrolled students been reviewed and meet qualifications to continue in their programs?
5. New Business
 - a. Student/Cohort reports:
 - None: We need new cohort student representatives
 - b. Monica Ketchie: CNM & WHNP proposals
 - c. Revised course outcomes to review:
 - Debbie Greene & Debby MacMillan: DNP Informatics(NRSG 8510): *see attachment*
 - Monica Ketchie & Susan Steele: EBP I (NRSG 8300): *see attachment*
 - d. Shaquita Leverette:
 - Applied to FT PMHNP, waitlisted #2, but offered PT.
 - Came to 1st day of Immersion & found out financial aid would not apply. She emailed me 5/16
 - I emailed her to drop after no show report on 5/30.
 - She tried to add more classes so that FA would pay. Tried to drop on a Saturday & system would not allow her to drop both, so she dropped one & submitted online form for 2nd course. When the 2nd course drop hit, it activated a "WF", as date to drop one course is different/sooner than all courses.
 - She wants to return next year. What do we need to do/how do we proceed with this?
 - e. Mary Baker:
 - Was accepted into the FNP program in 2016, but had to defer admission due to military obligations.
 - Now wants to return to FNP.
 - Can we allow her to begin in May & add her to class of 2021 since she has already been accepted?
 - f. Cayce Curry:
 - Was in FNP, transferred to NE, wants to be back in FNP (says she didn't know she was transferred.)
 - g. Admissions Feedback:
 - Admission Rubric: Leslie wants to address some of the "intangibles" such as the comments on the interview form, which are not taken into their ranking. Wants to re-work the rubric.
 - Look at waiving requirement for undergrad health assessment course
 - h. Petitions:
 - Janna McWilson : follow up documentation on the committee response to her previous petition
 - JoAnne Nobles
 - i. Setting dates
 - MSN Immersion 2019: Tuesday- Friday, May 14-17, 2019
 - DNP Immersion 2019: Tuesday, August 20- Friday August 23, 2019
 - Lab/Assessment Week 2019: need to set
 - Interview dates: (Also discuss location: On campus/Navicent, where to complete writing assignment if at Navicent?)
6. Old Business: none
7. Next Meeting: Monica, Sallie & Sheryl will be out of town during presently scheduled October meeting.
8. Adjourn

NRSG 8510 Informatics

This course focuses on examining information systems and patient care technologies that support the improvement and transformation of healthcare. Students will develop basic informatics competencies to include the use of databases to extract and analyze information to improve care. Students will apply principles for selecting and evaluating healthcare technologies. Informatics will be examined within the context of the current legal, ethical and regulatory environment.

Outcomes:

Current outcomes	Revised outcomes	Contribute to the achievement of these program outcomes
Appraise technology programs that evaluate and monitor outcomes of care, care systems, and quality and safety improvement.	Explain theories and concepts applicable to healthcare informatics.	9. Use informatics for the improvement and transformation of healthcare.
Explore the leadership role in advancing technology and communication in a health care system.	Examine nurse leader responsibilities in supporting the use of informatics to improve care.	3. Exhibit leadership to create effective healthcare delivery systems. 8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems. 9. Use informatics for the improvement and transformation of healthcare.
Demonstrate the conceptual ability and skills essential to an evaluation plan involving data gathering from practice information systems/databases.	Utilize databases that monitor population health and outcomes of care.	1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing. 9. Use informatics for the improvement and transformation of healthcare.
Discuss the features and functions that are common to most health care information systems including data security and integrity, and legal and ethical considerations.	Recommend changes in practice based on an analysis of healthcare data.	1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing. 2. Transform healthcare outcomes through evidence and scholarly inquiry. 9. Use informatics for the improvement and transformation of healthcare.

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

Georgia College & State University
College of Health Sciences
School of Nursing Doctor of Nursing Practice Program
 Fall 2018

Course Information					
Course Title		Evidence-based Practice I			
Course #		NRSG 8300			
Catalog Description		This course focuses on the foundational concepts for developing clinical research within diverse practice settings. Practice inquiry, synthesis, analysis, information literacy, ethical considerations, leadership, communication, collaboration, and quality improvement are emphasized.			
Prerequisites		None			
Co-Requisites		None			
Class Hours	3	Lab/Clinical Hours	60	Credit Hours	4
Face to Face : 5%		Online 95%			

Course Faculty	
Dr. Sheryl Winn, DNP, APRN, ANP-BC	Parks Memorial Hall, Nursing Room, 234
	Office hours: Mondays 10-12 ; Friday 9-12; Web ex at other times by appointment.
	Email: sheryl.winn@gcsu.edu ; However, please use D2L class email first. Phone: 478-445-8714 (office); Cell number for emergencies: 478-397-1739
Dr. Monica Ketchie, DNP, CNM, ANP	Parks Memorial Hall, Room 212
	Wednesdays 9 -11:30 and 2 - 4:30 (Webex at other times by appt.)
	Monica.ketchie@gcsu.edu . Please use D2L class email. Phone (478) 445-3911
Dr. Susan Steele, PhD, RN, CFCN	Parks Memorial Hall, Room 214
	Wednesdays, 1330-1630 & Fridays 0930-1130
	Susan.steele@gcsu.edu – please use email in course website Phone: (478) 445-3921

Required Texts & Resources	
Terry, A.J. (2018) <i>Clinical research for the Doctor of Nursing Practice</i> . 3 rd ed., Burlington, MA: Jones and Bartlett.	978-1-284-11758-5
Moran, K., Burson, R., & Contrad, D. (2017). <i>The Doctor of Nursing Practice scholarly project</i> , 2 nd ed. Burlington, MA: Jones and Bartlett.	978-1-284-07968-5
Sylvia, M.L., & Terhaar, M.F. (2018) <i>Clinical analytics and data management for the DNP</i> , 2nd ed. New York: Springer.	978-0-826-14277-1
Melnyck, B. and Fineout-Overhold, E. (2015). <i>Evidence-Based Practice in Nursing & Healthcare</i> (3 rd ed.). Lippincott, Williams & Wilkins.	978-1-451-19094-6

Recommended Texts & Resources

Diez, D.D., Barr, C.D., & Cetinkaya-Rundel, M. (2014). <i>Introductory statistics with randomization and simulation</i> . A free pdf download is available from https://www.openintro.org	None
American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6 th ed.). Washington, DC: Author.	978-1-4338-0559-2

Georgia College DNP Program Outcomes

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

Course Outcomes

Upon completion of this course, the student will:		Program Outcome
1.	Examine the essential components of a translational research project.	2
2.	Appraise existing evidence regarding a population and problem of clinical nursing interest.	2
3.	Formulate questions for scholarly inquiry derived from synthesis of existing literature and/or needs assessment data.	1,2
4.	Construct a needs and resources assessment with an organizational or population focus in collaboration with an agency partner.	1,3
5.	Acquire foundational research ethics competencies.	4
6.	Compare research translation models in nursing and health science literature.	6

Content Outline

Evidence-based Practice & the Translational Clinical Project
Translational Clinical Project Exploration
Finding Relevant Outcomes / Quality Measures in Enhancing and Evaluating practice change
Conducting a Needs Assessment & Feasibility for a Translational Clinical Project
Developing Compelling Clinical Questions
Literature Review-Search Strategies - Overview

Content Outline
Critically Appraising Quantitative Research
Critically Appraising Qualitative Research
Introduction to Statistics for the DNP
Project Planning/problem solving
Translational Clinical Project team selection
Ethics and responsible conduct in research and clinical practice / vulnerable population / diversity consideration
Writing your DNP proposal
Choosing a Translational Model to support your project

Teaching & Learning Methods Used in Course
This is a fully online course using both synchronous and asynchronous learning activities. A combination of teaching and learning methods such as recorded lecture, discussion, classroom activities, use of online resources, case studies, presentations, group activities, and written assignments will be used to promote learning.

Course Evaluation Methods

Evaluation Method	% of Course Grade	Course Outcome (s)
Final paper & presentation	30	1, 3, 6
Literature review	15	2, 5
Needs assessment synthesis paper with attached assessment tools	20	4
Online assignments/activities	25	1-6
Synchronous class participation	10	1-6

Grading Scale

A = 90-100	B = 80-89	C = 75-79	D = 66-74	F ≤ 65
<p>Rounding Policy: Rounding for this course will occur only with the final average grade for the course. There will be no rounding of exam grades or other written assignments during the semester. If the final course average to the nearest tenth is .5 or more, the final course grade will be rounded up to the next whole number (i.e. 88.5 would be rounded to 89)</p>				

University Policies and Resources

Academic Honesty	The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the GC Catalog. Remember that allowing another student to copy one's own work violates standards of academic integrity. The electronic plagiarism detection resource, Turnitin, will be used in this course
Religious Observance	Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the

University Policies and Resources	
	make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.
Assistance for Student Needs Related to Disability	If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GC programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Lanier Hall at 478-445-5931.
Student Rating of Instruction Survey	Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your response in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end
Fire Drills	Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area.
Electronic Recording Policy	Electronic video and/or audio recording is not permitted during any class unless the student obtains permission from the instructor and every student present. If permission is granted, any distribution of the recording is prohibited. Violation of this policy is grounds for removal from the class and referral for disciplinary action. Students granted specific electronic recording accommodations from Disability Services do not require special permission; however, the instructor must be notified. Any distribution is prohibited.
Academic Grievances or Appeals	An academic grievance or appeal is an allegation by a student of substantial and/or unjustified deviation, to the student's detriment, from policies, procedures and/or requirements regarding admission, grading policies, special agreements, instructor's requirements and academic requirements of the University. Students shall have the right to file academic grievances or appeals according to the procedures approved by the University and outlined in the University Catalog.
Interlibrary Loan	Students are encouraged to use the GCSU Library and the interlibrary loan services (http://www2.gcsu.edu/library/ill/) to obtain journal articles relevant to this course.

School of Nursing Policies	
Catalog and Handbook Requirements	All policies in the current Georgia College & State University Graduate Catalog and in the Doctor of Nursing Practice (DNP) Student Handbook are applicable. The GCSU Graduate Catalog can be located on the official college website. The DNP Nursing Student Handbook can be found in GeorgiaView Nightingale Café.
Rounding Policy	There will be no rounding of grades.
Communication	All students must regularly check their bobcats email and GeorgiaView email to receive official communication from university faculty and staff. Students are required to access course materials online through GeorgiaView.
Technology Requirements	Students will be required to access library materials, submit course assignments and use extensive online resources from the course website in GeorgiaVIEW (D2L) and on other websites. To ensure that you are able to access these resources and submit assignments, please refer to the Georgia College minimum technology requirements. Students have access to all needed technology resources in the university computer labs/library. Also the IDEAS help desk can verify that you have all needed software and settings on your personal device. 478-445-2520. The GCSU technology assistance, SERVE, can be reached at 478-445-7378(SERV).
Bobcat Cards	All students must have an activated Bobcat identification card. The Bobcat card is required to use all library services.

Course Specific Policies	
Communication with Course Faculty	Course faculty have identified office hours as noted in the first page of this syllabus. In addition to these times, you may contact faculty via email or phone. Online, telephone, or face-to-face appointments may be scheduled as needed.
Class Attendance:	Attendance at all scheduled <i>online</i> class meetings enhances the learning of all class participants. Students are expected to attend all <i>online</i> classes and to notify the faculty member if unforeseen events occur that prevent attendance. <u>Students are expected to attend Webex class using a computer (not a cell phone) in order to fully participate in group activities.</u> Students are expected to arrive promptly for <i>online</i> class. <i>Students are expected to complete the Audio Set Up Wizard prior to class and to have a functioning headset with working microphone.</i> Students are to be present online for all presentations as specified. No makeup times will be given. If a student has notified the faculty member regarding an excused absence such as hospitalization or death in the family prior to the regular scheduled class beginning, the student will make an individualized plan with the faculty member. Cell phones and beepers are to be turned off during class, clinical and other professional activity.
Assignment Due Dates	As a student in a professional terminal degree program, you are expected to keep up with assignments and adhere to due dates. Faculty recognize that many DNP students are actively working nurses. If you have professional conflicts that you believe may affect your ability to complete an assignment by the due date, you must contact faculty in advance. Grade penalties will apply for late

Course Specific Policies

	submission of major graded assignments. Weekly assignments will be due as listed on the calendar without extensions. Major graded assignments will have 10 points deducted for each day late after the assigned due date.
Extra credit	There is no extra credit available for this course